

APPENDIX V – 298

Tucson Unified GATE Scope and Sequence

Governing Board Review & Approval Date: March 28th, 2017 and May 9, 2017

Cycle Review Scope and Sequence and Governing Board Policy IHBB Reviewed 2012: Proposed Review March 28, 2017

Next Scope and Sequence and Governing Board Policy IHBB Cycle Review: August 2020

Submitted by: Frances Banales, Senior GATE Coordinator /Daniel Erickson, Advance Learning Experiences (ALE) Director

Program Design

| QUESTION | District description |
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| <p>What is your district's definition of a gifted student and gifted education?</p> | <p>"Gifted child' means a child of lawful school age who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction or special ancillary services, or both, to achieve at levels commensurate with his/her intellect and ability." (GATE Program Staff Handbook)."</p> |
| <p>Describe the Philosophy and Goals for your gifted program.</p> | <p>"Children from all segments of society have exceptional abilities, either potential or demonstrated, in the areas of general intellectual ability, specific academic aptitude and creative or productive performance.</p> <p>Tucson Unified School District recognizes that gifted students have special educational needs that should be met within the context of educating the whole child through a variety of services and options. Each of these services and options should be available on a district wide basis.</p> <p>The role of the Gifted Education program is to:</p> <ul style="list-style-type: none"> • Identify the particular abilities and needs of these students. • Challenge students functioning at the highest level of ability. • Encourage underachieving students who are capable of the highest performance. • Promote higher-level creative and productive thinking skills throughout the District. • Promote creative or productive achievement. <p>Educators should encourage students to extend their individual abilities and to seek intellectual excellence. Tucson Unified School District seeks to nurture such development and excellence.</p> <p>Gifted and talented students shall be provided with appropriate instruction and/or special ancillary services (from first grade through high school) that are designed to meet their educational needs.</p> <p>No students shall be excluded from the program(s) because of their ethnic status, handicapping condition, creed,</p> |

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| | <p>gender, or religious convictions if they meet the eligibility criteria and have parent or guardian approval for participation.</p> <p>The Gifted Education program(s) shall comply with provisions of State statutes and regulations for gifted education.” (TUSD Governing Board Policy, IHBB, May 1988, Revised 2006, Reviewed 2012).</p> <p>Proposed Goal: To increase the number and percentage of traditionally underserved students identified for participation in the GATE Program, with particular emphasis on African American, Hispanic, and Native American students.”</p> |
| <p>How do you group and deliver services to your K-2 students?</p> <p>How do you group and deliver services to your 3-6 students?</p> <p>How do you group and deliver services to your 7-8 students?</p> <p>How do you group and deliver services to your 9-12 students?</p> | <p>Kindergarten thru 7th grade students tested and who score at least a 9 or an 8 stanine on any CogAT subtest with a total combined NCE of 268 or greater in the Fall of each school year will be offered self-contained services in the fall of the following school year. Students scoring an 8 stanine on any CogAT test or a 9 stanine on the Raven will be offered pullout services at their school of attendance in the Fall of the following school year.</p> <p>Services for identified gifted students are provided in both self-contained and pullout settings.</p> <p>1. <u>Elementary and middle school self-contained GATE programs</u></p> <p>Four elementary schools (Kellond, Hollinger, Lineweaver, and White) offer students self-contained GATE classrooms in the first through fifth grades. In 2016-17 GATE self-contained services will begin expansion at two additional elementary sites (Wheeler and Roberts Naylor) and modified self-contained open access gifted and talented magnet program will be expanded at Tully elementary. Students attending these sites receive their entire instructional program under the supervision of a teacher who has a gifted endorsement. Three middle schools (Doolen, Pistor, and Vail) have self-contained instruction for students in sixth through eighth grades. These students enroll in language arts, social studies, science, mathematics, and often one elective course taught by a teacher who has gifted endorsement. One elementary school (Hollinger) and one middle school (Pistor) offer dual-language self-contained GATE classes to students whose parents have chosen dual-language education.</p> <p>2. <u>Elementary school pullout GATE programs</u></p> <p>All elementary schools, except the five listed above, offer pullout services to first-through fifth-grade students for 30–90 minutes once per week. Itinerant teachers with a gifted endorsement provide this instruction...</p> <p>3. <u>Middle and high school resource GATE classes</u></p> <p>Core and elective GATE classes will be offered daily for students in grades 6 through 8 (middle school) and grades 9 through 12 (high school). Teachers who have a gifted endorsement will teach these courses.</p> <p>(TUSD, proposed Post-Unitary Status Plan, June 2009).</p> |
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| <p>Describe how you integrate your program standards with the Arizona State Standards at each grade level.</p> | <p>“Students shall progress through the grade levels by demonstrating growth in learning and by meeting and/or exceeding the grade-level standards/Core Curriculum established by the State and District. The standards that students must achieve shall include accomplishment in the areas of language arts, literature, mathematics, science, social studies, music, visual arts, health/physical education and foreign or native American language adopted by the State Board of Education...” (TUSD Governing Board Policy, IKE, April 2006).</p> <p>All self-contained, resource, and pullout teachers integrate the state standards into their daily lessons. Self-contained and resource staff consult with district curriculum calendars and benchmark goals. Pullout staff use the “Understanding By Design” lesson template for enrichment lessons that support state standards and district benchmarks.”</p> |
| <p>How do you involve parents in your program?</p> | <p>Outreach will be expanded to include at least the following strategies:</p> <ul style="list-style-type: none"> • Direct home contact by GATE teachers during the placement process • Quarterly parent information meetings • Quarterly parent-student-teacher conferences • Quarterly newsletters • Web pages <p>[In addition beginning in school year 2016-17...]</p> <ul style="list-style-type: none"> • A parent support group that includes African American and Hispanic parents will be established. • Pre-testing GATE Open Houses <p>(TUSD, proposed Post-Unitary Status Plan, June 2009).</p> <p>One elementary and one middle school pre testing open houses will be offered to all parents of students attending TUSD schools in Fall prior to GATE testing and open houses for parents of students offered GATE placement take place in the Spring at all GATE self-contained and Magnet sites.</p> |

Curriculum and Instruction

| Question | District description |
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| <p>How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.</p> <p>How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.</p> <p>How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.</p> | <p>The GATE Curriculum Scope and Sequence builds upon the Diversity, Instruction, Environment, and Curriculum in the following ways:</p> <ul style="list-style-type: none"> • Planning and developing curriculum that includes diversity appreciation • Promoting critical thinking and problem solving • Providing a framework for integrated instruction and life skill development • Emphasizing teaching strategies that accommodate a variety of learning styles • Having high expectations for all students • Encouraging and supporting risk-taking. <p>PRINCIPLES OF A DIFFERENTIATED CURRICULUM FOR THE GIFTED/TALENTED</p> <ul style="list-style-type: none"> • Present content that is related to broad-based issues, themes, or problems. • Integrate multiple disciplines into the area of study. • Present comprehensive, related, and mutually reinforcing experiences with an area of study. • Allow for the in-depth learning of a self-selected topic within the area of study. • Develop independent or self-directed study skills. • Develop productive, complex, abstract, and/or higher level thinking skills. • Focus on open-ended tasks. • Develop research skills and methods. • Integrate basic skills and high level thinking skills into the curriculum. • Encourage the development of products that challenge existing ideas and produce “new” ideas. • Encourage the development of products that use new techniques, materials, and forms. • Encourage the development of self-understanding, i.e., recognizing and using one’s abilities, becoming self-directed, appreciating likenesses and differences between oneself and others. • Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments. |

How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.

CURRICULUM MODIFICATIONS FOR GIFTED STUDENTS

1. CONTENT MODIFICATIONS

The focus of the GATE program is not on linear acceleration in one subject area. Instead, the major focus is on the acquisition of complex, abstract ideas that are applicable to a wide variety of disciplines and situations.

2. PROCESS MODIFICATIONS

As new materials are presented and as students engage in learning activities the focus is on:

- Higher Level of Thinking - emphasis on the use of knowledge rather than its mere acquisition.
- Open-Endedness - questions and learning activities that have no predetermined right answers and which encourage further thinking and investigation.
- Discovery - learning situations in which students' use inductive reasoning to discover patterns, ideas and underlying principles.
- Evidence of Reasoning - students are encouraged to not only express their conclusions but to explain their reasoning. They are encouraged to learn different reasoning processes by observing, listening and interacting with other students.

3. PRODUCT MODIFICATIONS

Students will produce original products that go beyond paraphrasing or copying of existing materials. These products will address issues of real concern to the student, will meet criteria determined by the teacher and students and will, to as great an extent as possible, be shared with audiences other than the GATE teacher and students.

4. LEARNING ENVIRONMENT

- Student Centered vs. Teacher Centered - high emphasis on student discussion and interaction.
- Evaluative Environment - students are encouraged to express their ideas without fear of judgment – a definite distinction is made between judgment and evaluation – judgment implies rightness or wrongness – evaluation implies measuring a product against specific, stated criteria and identifying strengths and weaknesses in a helpful, non-threatening manner.

STUDENTS WILL DEVELOP:

- Understanding and skill in using the methods unique to each discipline as well as those common to several disciplines.
- An understanding of broad-based issues, themes, or problems within interdisciplinary and multicultural contexts.
- The independence, self-direction, and skills in group processes that lead to creative and productive thinking.
- Critical and higher level thinking skills in both cognitive and affective areas.
- Affective behaviors involved in the creative process, including risk-taking, curiosity, imagination, and enjoyment of complex challenges.
- The convergent and divergent cognitive abilities necessary for creative productivity and an understanding of the roles and characteristics of creative and productive individuals in the evolution of significant change.
- Products that refine or challenge existing ideas, incorporate concepts, and use techniques, materials, forms, and knowledge in innovative ways.
- Acceptance and valuing of human differences; respect for the needs, cultures, and rights of others; and recognition of the contributions of others.

THE TEACHER WILL:

- Identify the particular abilities and needs of gifted students, using formal and informal identification methods.
- Present content that is organized within broad-based issues, themes, or problems, using interdisciplinary and multi-cultural contexts.
- Integrate the curriculum content with learning experiences designed to develop higher level and critical thinking processes.
- Encourage positive self-esteem by providing a learning environment that promotes cooperative learning, uninhibited positive communication, and realistic goals.
- Encourage students to develop healthy relations with adults and peers; to accept human differences; to have respect for the cultures, rights, and needs of others; and to recognize the contributions of other individuals and other cultures.
- Use a variety of instructional strategies that address all student learning styles.
- Create opportunities for, and assist students in, open-ended learning experiences within and outside the classroom.
- Demonstrate sensitivity to and awareness of the cultural values and economic levels of students.
- Assess and evaluate student progress.
- Assess and evaluate teaching effectiveness."

(GATE Program Staff Handbook).

The pullout program organizes lessons around annually rotating themes, and writing and math practices. Sample themes may include aesthetics, power, change, causality, systems, conflict, and interdependence communication.

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| <p>What curricular materials do you use for grades K-2? Be specific.</p> <p>What curricular materials do you use for grades 3-6? Be specific.</p> <p>What curricular materials do you use for grades 7-8? Be specific.</p> <p>What curricular materials do you use for grades 9-12? Be specific.</p> | <p>All self-contained and resource teachers use district adopted text books. The GATE department has a lending library of grades 1-5 literacy kits which includes literacy kits in Spanish to support the dual-language GATE programs that contain 100+ books and resources at, above, and below grade level:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>1st Grade</u> Life Cycles: New Plants Author Study: Cynthia Rylant Pebbles, Sand, and Silt Cinderella Variants</p> <p><u>3rd Grade</u> Science Ecosystems and Desert Ancient Greece and Rome Exploration Immigration and Citizenship</p> <p><u>5th Grade</u> American Revolution Industrial Revolution Human Body Super Structures and Simple Machines</p> </td> <td style="vertical-align: top;"> <p><u>2nd Grade</u> Insects Author Study: Tomie dePaola Kids Make a Difference Air and Weather</p> <p><u>4th Grade</u> Southwest and Arizona Electrical Circuits Author Study: Avi Poetry Genre Study</p> </td> </tr> </table> <p>In 2015-16 kits for kinder enrichment services were created. As budget permits, in 2016-17 middle school, and high school kits will be developed.</p> <p>The department also has an extensive lending library of over 200 educational game titles in quantities for total class and small group instruction for most K-8 content areas and some 9-12 content areas. For example, there are 6-7 copies of the games "Payday" and "Life" that can be used to teach economics and mathematics standards that will also help students make high level connections with how life decisions affect quality of life.</p> <p>The GATE department lending library is available to all GATE staff and teachers participating in the gifted endorsement initiative.</p> <p>To date, the department has been able to fund one high school with 5 student laptop mobile laboratories to be used for independent student research and to augment classroom lessons. As budget permits, mobile laboratories will be extended to middle schools. Six ipads were purchased for the itinerant teachers to check out for students in the pull out program.</p> | <p><u>1st Grade</u> Life Cycles: New Plants Author Study: Cynthia Rylant Pebbles, Sand, and Silt Cinderella Variants</p> <p><u>3rd Grade</u> Science Ecosystems and Desert Ancient Greece and Rome Exploration Immigration and Citizenship</p> <p><u>5th Grade</u> American Revolution Industrial Revolution Human Body Super Structures and Simple Machines</p> | <p><u>2nd Grade</u> Insects Author Study: Tomie dePaola Kids Make a Difference Air and Weather</p> <p><u>4th Grade</u> Southwest and Arizona Electrical Circuits Author Study: Avi Poetry Genre Study</p> |
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Identification

| Question | District description |
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| Describe how your referral process for identification involves parents and staff. | <p>“TUSD will actively recruit underserved students by informing all parents of K-8 TUSD students of their right to test by way of a mailer. The mailer will also serve as a referral that can be returned postage free to the department by parents wanting their child tested. In addition, “The district will test all students in 1st and 5th grades. Students in grades kindergarten, 2, 3, 4, and 6 will be tested by parent request (TUSD, proposed Post-Unitary Status Plan, June 2009).”</p> |
| Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds. | <p>“All same grade level students will receive the same battery of in-district tests. The Raven nonverbal test has been locally effective in identifying ELL and underserved students. The Assessment and Program Evaluation Department assists with identifying students needing language accommodations and 504/IEP accommodations.</p> <p>Student test scores are rank ordered by total norm curve equivalent (NCE) to determine order of offerings. Test scores from other state approved tests and test scores from previous years not to exceed 2 school years will be considered but not necessarily for first round offerings and/or self-contained placement.</p> <p>Arizona law requires that school districts provide gifted and talented education (GATE) to students who score at or above 97 percent on various tests approved by the State Board of Education (ARS 15-779-15-799.02). As space allows, TUSD exceeds state requirements by offering GATE services to students who score below this threshold.” (TUSD, proposed Post-Unitary Status Plan, June 2009).”</p> <p><u>2016-2017 School Year Qualification Criteria</u></p> <p><u>Self-Contained qualification</u></p> <p style="padding-left: 20px;">1) 9 stanine on at least one CogAT subtest; NCE not a factor</p> <p>OR</p> <p style="padding-left: 20px;">2) 8 stanine on at least one CogAT subtest, or 9 on the Raven, with a total NCE of at least 268</p> <p><u>Pullout qualification</u></p> <p style="padding-left: 20px;">1) 8 stanine on any CogAT subtest with a total NCE not a factor</p> <p>or</p> <p style="padding-left: 20px;">2) 9 stanine on the Raven, NCE not a factor</p> |
| Please list all the testing instruments and data points you use for gifted student identification and explain why you | <p>“The GATE Department is committed to using valid and reliable assessment tools... The department is committed to increasing the number of students who take the requisite tests, in order that all qualified students have opportunities to participate in the GATE Program.” (TUSD, proposed Post-Unitary Status Plan, June 2009).</p> <p>The GATE department currently uses Arizona state-approved cognitive tests: for grades kindergarten through 7th</p> |

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| <p>chose these instruments.</p> | <p>grade, the Cognitive Abilities Test (CogAT), which measures verbal, nonverbal and quantitative reasoning; and for grades K–6, also the Raven Progressive Matrices test, which measures these areas plus nonverbal reasoning. These tests were selected based on national acceptance, local reliability, validity, and program alignment and have shown to generally predict student’s success with GATE curriculum and instruction.”</p> |
| <p>How do you inform parents and staff of your referral and identification process?</p> | <p>“Under Arizona State Statutes, the GATE Department informs parents when evaluations for possible gifted services will take place, and parents may opt out by declining to have their child evaluated... TUSD will actively recruit underserved students by informing all parents of K-7 students of their right to test by mail.” (TUSD, proposed Post-Unitary Status Plan, June 2009).</p> <p>District staff and administration will be informed in meetings and through district communication channels about the GATE referral process and testing deadlines and dates.”</p> |
| <p>Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?</p> | <p>Parents are informed by mail of test results and the level, if any, of qualifying service such as self-contained and/or pullout/resource.</p> <p>“The GATE Department will collaborate with schools and departments, such as the Culturally Responsive Pedagogy and Instruction Department, to inform parents of identified GATE-eligible students—particularly those in underserved populations—about TUSD’s comprehensive K–12 gifted services and encourage them to enroll their children.” (TUSD, proposed Post-Unitary Status Plan, June 2009).</p> <p>Appeals can be made first to the department senior coordinator and then to the Director of Advanced Learning Experiences (ALE). The coordinator will review the appeal and make a recommendation. If the parent does not agree with the decision from senior coordinator, the parent may request review of the decision to the ALE director.</p> |

Social and Emotional Development

| Question | District description |
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| <p>How do you provide for the unique affective needs of your gifted students K-6?</p> <p>How do you provide for the unique affective needs of your gifted students 7-8?</p> <p>How do you provide for the unique affective needs of your gifted students 9-12?</p> | <p>Beginning 2016-17 school year:</p> <ul style="list-style-type: none"> • Gifted learners are provided differentiated guidance efforts to meet their unique socio-emotional development and to match their differentiated instruction. • Developmental curriculum addresses personal and social/career domains. • Counselor/retention teacher (gifted endorsed) is assigned to work with GATE teachers, students and parents. • Data driven curriculum: Periodic needs are assessed by GATE teachers and parents using American School Counseling Association (ASCA) Standards to determine focus of curriculum. (Program addresses the assessed, observed and emergent needs of gifted students.) • GATE teachers are provided training to build high trust classrooms in order to successfully facilitate daily/weekly class meetings. • GATE department collaborates with other departments, such as Ethnic Studies, to support minority students and underserved populations. • GATE department website provides e-mail link to assigned counselor/retention teacher. • Students and parents are invited to attend College Night. • GATE department organizes and advertises regular meetings of GATE Support Advisory Committee for all stakeholders. • Periodic individual advisory time is scheduled with GATE teachers or assigned counselor/retention teacher. • Use of AZCIS website is used for individualized college and career information and planning. <p>Guidance Curriculum will include:</p> <ul style="list-style-type: none"> • Entrance transition/saying hello • Character education • Building emotional intelligence • Friendship/relationship building • Self-identification and appreciation • Team building • Self-management of emotions • Problem-solving skills • Bully-proofing • Dealing with perfectionism/procrastination • Time management • College Planning & Career Exploration • Exit transition/saying good-bye • Success in Small Learning Communities (SLC) • True Colors/ Understanding Personality Assessment • Study skills • Career exploration/interest inventories |

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| | <ul style="list-style-type: none"> • Dealing with perfectionism/procrastination • Time management • Summer Prep for Success • Stress management • 7 Habits of Highly Effective Teens • Individualized/advanced course planning • Sexual harassment • Concerns with body image • College Placement • Internships/apprenticeships/mentorships • Exit transition/saying good-bye |
| <p>What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?</p> | <p>Beginning 2016-17 school year:</p> <ul style="list-style-type: none"> • Open Houses/informal gatherings offered to students and families at all schools for self-contained and pullout programs • Buddy system or mentor/mentee program for new students • Personal calls or handwritten notes by teachers to welcome newly accepted students • Parent handbook on website specifying procedures, strategies for success, gifted characteristics and gifted website links • Website with e-mail link to teachers and counselor/retention teacher • GATE Support Advisory Committee periodic district wide student/parent/teacher nights with <p>local experts to address the unique socio-emotional development of gifted learners</p> <ul style="list-style-type: none"> • Bridge summer program/entrance transition for middle and high school programs • Encouragement for parents and teachers to demonstrate advocacy and leadership in advancing the concerns of the gifted learner in school and/or district decision making committees |
| <p>How do you monitor, identify and provide assistance to "at risk" gifted students?</p> | <p>Beginning 2016-17 school year:</p> <ul style="list-style-type: none"> • Well defined and implemented affective curriculum will contain personal/social awareness and adjustment, academic planning, career awareness and exploration. • There is close collaboration of teachers, students, parents and counselor/retention teacher through e-mail in sharing information. • Individual advisory conferences will be held by teachers or assigned counselor/retention teacher for new students and those from underserved populations for individual follow-up throughout the year to aid in the student's adjustment and success. • For underachieving students, specific guidance and counseling services will be provided to address the issues and problems related to underachievement. Parents will play an integral part in this specialized intervention which may include: 1) Unsatisfactory mid-term progress report requiring Student-Parent-Teacher conference with teacher and/or counselor/retention teacher, 2) Arizona High Achievement for All (AHAA) conference notes shared with team members, parents and counselor/intervention teacher, 3) Daily/weekly planner monitoring by parents and teachers, 4) Regular use of Parental Access Page website by parents to |

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| | <p>monitor attendance and assignments, and 5) Special course offering goal-setting strategies that attaches meaning to academic success. Individualized goal-setting with teacher and/or counselor/intervention teacher will help students realize their full potential.</p> <ul style="list-style-type: none">• Related personal, interpersonal or family issues will be addressed by counselor/retention teacher or referred to community resources for more comprehensive services.• Teachers may review with student the relevance of assignments.• Teachers may offer differentiated instruction after consultation with student.• Opportunities will be offered for advanced or independent study. |
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Professional Development

| Question | District description |
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| <p>How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?</p> | <p>The GATE Department maintains a database of TUSD teachers who either have a gifted endorsement or are working to obtain such endorsement. Site administrators will receive this information to use when building class lists and placing student. (TUSD, proposed Post-Unitary Status Plan, June 2009). Monitoring procedures include a teacher support plan that indicates status of gifted endorsement for teachers providing gifted instruction and/or establishes a timeline to insure teachers are in the process of obtaining the endorsement.</p> <p>Pullout GATE itinerant staff receive weekly Wednesday professional development during the school year.</p> <p>Pending budget allocation and substitutes, self-contained GATE staff will participate in once a semester articulation meetings and resource GATE staff will participate in an annual articulation meeting.</p> <p>Pending budget allocation to fund registrations and substitutes, GATE staff and principals of self-contained sites will be provided the opportunity to attend a minimum of one day at an approved conference such as the Arizona Association for the Gifted and Talented annual conference.</p> <p>Pending budget allocation the GATE department will provide the opportunity for TUSD teachers to attend 30 hours of gifted training during the school year and an additional 30 hours of gifted training over the summer.</p> <p>Pending budget allocation from the ALE department the GATE department will also provide the opportunity for TUSD teachers to attend the Summer Desert Institute Tucson for 30 hours of gifted training and the Summer Desert Institute Phoenix for 30 hours of gifted training over the summer.</p> |

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| <p>Please list the titles of the training you conducted last year and those planned for the current year.</p> | <p><u>2015-16</u> Using Gifted Strategies in the Classroom (30 contact hours) Self-contained Teacher Gifted and Talented Articulation (15 contact hours) NAGC Conference (30 contact hours) Gifted and Talented Department Summer Articulation (30 contact hours) Desert Summer Institute Tucson Gifted and Talented Workshops (30 contact hours) Desert Summer Institute Phoenix Gifted and Talented Workshops (30 contact hours)</p> <p><u>2016-17</u> Creating a Gifted Environment in the Classroom (30 contact hours) Infusing Critical and Creative Thinking into Instruction (15 contact hours) Culturally Responsive Pedagogy and Practice (6 hours) Self-contained Teacher Gifted and Talented Articulation (15 contact hours) Gifted and Talented Department Summer Articulation (30 contact hours) Desert Summer Institute Tucson Gifted and Talented Workshops (30 contact hours) Desert Summer Institute Phoenix Gifted and Talented Workshops (30 contact hours)</p> |
| <p>How have your training events targeted the needs of administrators, counselors, psychologists and support staff?</p> | <p>The district coordinator has met and will continue to meet with elementary, middle school, and high-school principals about GATE services, recruitment, retention, and professional development opportunities.</p> <p>GATE staff will continue to provide presentations during school site Wednesday professional development meetings about GATE services, recruitment, and retention. Administrators, counselors, psychologists and support staff frequently attend these meetings.</p> <p>In additional all administrators, counselors, psychologists and support staff are invited to attend trainings provided by the GATE department.</p> |

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| <p>Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?</p> | <p>Evaluations for the trainings were given to the attendees at the end of each session for training provided in 2015-16. The attendee responses indicated that the trainings were well-received with positive feedback from attendees. All professional development evaluation responses highly rated the training content and the facilitators that presented the professional development. Attendee comments included:</p> <ul style="list-style-type: none"> • Content supported instructional strategies • Content could be implemented immediately • Materials were beneficial • Excellent delivery of content and engagement • Input on future professional development needs |
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Parent and Community Involvement

| Question | District description |
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| <p>How do you make your program philosophy, goals and recruitment procedures available to all parents?</p> | <p>Program philosophy, goals and recruitment procedures available to all parents through:</p> <ul style="list-style-type: none"> • Direct home contact by GATE teachers during the placement process • Quarterly parent information meetings • Semester parent-student-teacher conferences • Quarterly newsletters • Web pages • Fall open houses • Spring open houses • Spring GATE Nights |
| <p>How do you provide access to your scope and sequence for all parents?</p> | <p>Once approved by the governing board, this scope and sequence will be made available online and printed copies by request in May 2017.</p> |
| <p>Describe how you incorporate parents into a support or advisory group.</p> | <p>Parents will be notified of meetings by way of e-mail and flyers distributed to students. Meetings are to be held quarterly and a calendar posted online. Parents will have the opportunity to request information and parent education topics to be included in staff and/or guest speaker presentations.</p> |
| <p>How do you involve parents and the gifted community in the evaluation of your program?</p> | <p>Parent questionnaires of current and continuing students are distributed at parent meetings. Parent questionnaires of exiting students and parents who decline self-contained placement are mailed surveys. All can be returned anonymously and postage free. Parent surveys can be generated online and replied to by way of parent accounts. Some school sites have gifted pride open houses that showcase student work and achievements.</p> |

Program Assessment

| Question | District description |
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| What data sources do you use to assess your programs effectiveness? | <ul style="list-style-type: none"> • Parent questionnaires of current and continuing students distributed at parent meetings • Parent questionnaires of exiting students via mailed surveys • Online parent surveys through parent accounts • Student surveys • AIMS, DIBELS, Arizona State Assessment, and classroom grades • Student grades and rubric scores |
| Describe how you use test data, both norm referenced and criterion referenced in your evaluation process. | To monitor program effectiveness and efforts to increase achievement of underserved populations, "The GATE program will submit... to the internal compliance officer disaggregated by race/ethnicity and by school Grades of GATE students". (TUSD, proposed Post-Unitary Status Plan, June 2009). In addition to grades, AIMS and DIBELS results are consulted to determine district wide, school site, classroom, and individual student needs. |
| How do you use informal measures like surveys, open forums and teacher interviews to gather data? | Surveys, interviews, and meetings are used to affirm, improve, and expand GATE services. |
| What are your keys indicators that your program is positively affecting students? | <p>Key indicators include:</p> <ul style="list-style-type: none"> • New and continuing enrollment • Parent and student testimonials at open houses, parent meetings, and in promotional materials • Student grades and promotion • Out of district enrollment and students returning to the district for enrollment |
| Describe the performance standards you have for all gifted students. | All gifted students are expected to meet or exceed standards on elementary district and department progress reports and receive passing grades to earn middle school and high school credit. All students are expected to meet or exceed on state assessment tests. |

Budgeting

| Question | District description |
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| <p>What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development and district coordination?</p> | <p>The 2016-17 proposed budget distribution estimates are as follows:</p> <ul style="list-style-type: none"> (3%) capital expenditures (76%) direct student services (3%) professional development (16%) district coordination <p>Beginning in 2015-16 there was an increase in budget allocation for whole grade testing in grades first, fifth and 7th and teacher capacity for GATE expansion services.</p> |
| <p>Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.</p> | <p>A senior coordinator, testing coordinator, administrative assistant and administrative secretary staff the central GATE office that is charged with district service monitoring/compliance, student testing, student placement, GATE staff position control, any grant and district funding expenditures, GATE professional development, and GATE resource library distribution. The senior coordinator directly supervisors 18-21 part time and full time pullout staff teachers that test students and provide services to elementary schools and some middle schools. The coordinator also supervises up to 12 testing specialist to assist with GATE testing. Ten elementary site principals supervise self-contained staff. Middle and high school principals supervise GATE resource staff.</p> <p>Pullout services are provided at all elementary sites and some middle school sites for 30-90 minutes one day a week. Self-contained sites provide full-time GATE instruction throughout the week. Middle school and high school resource classes provide at least one period a day for GATE instruction.</p> <p>2016-17 teacher/student class ratio estimates are as follows:</p> <ul style="list-style-type: none"> • 8 to 1 elementary pull-out, may vary depending on qualifying students • 27 to 1 elementary/middle school self-contained • 27 to 1 middle/high school resource |
| <p>To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources</p> | <p>The district provides a total of 84.6 GATE FTE:</p> <ul style="list-style-type: none"> • (18.8) Pullout elementary/middle school staff that includes district wide testing, teacher mentoring, and student retention for 64 sites • (5) Middle school resource staff for 25 K-8 and middle schools • (7.8) High School resource staff for 11 high schools • (49) Elementary/middle school self-contained staff for 9 school sites • (4.0) Senior Coordinator, testing coordinator, administrative assistant and administrative secretary <p>The district provides a 1/2 time A&R researcher for testing assistance and other data support.</p> |

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| | <p>The average pay per teacher, including benefits, is \$55,715. Thus, the district funds approximately \$4.7 million for staffing. Most staff has adequate teaching space and materials. The district budget for the 2016-17 school year is approximately \$237,600 to purchase office equipment/supplies, testing materials, teaching supplies, student materials, professional development, mileage reimbursement, classroom materials and equipment for expansion services, field trips, and substitutes.</p> |
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