APPENDIX V – 104

V.G.1.d Policy and Procedure Amendments

Item	Description	Governing Board Date	Governing Board Action
Proposed Alternate Model for ELL Students to Participate in Dual-Language Programs	This alternative model will permit any ELL student to participate in the District's Two-Way Dual Language (TWDL) programs.	9.12.17	APPROVED. Moved: Foster; Seconded: Grijalva. Passed 4-1 (Voice Vote).
Governing Board Policy IHBB – Review of GATE Scope and Sequence (Revised)	The current GATE Scope and Sequence required revisions to clarify testing procedures and services for high school students, add curriculum examples and percentages of eligibility per the reporting cycle 5, sent to ADE for compliance in June 2017.	9.26.17 & 11.14.17	9.26.17- Information ONLY 11.14.17- APPROVED Motion: Hicks; Seconded: Stegeman.

TUSD
Celebrate the US!
TUCSON UNIFIED SCHOOL DISTRICT

MEETING OF: September 12, 2017

TITLE: Proposed Alternate Model for ELL Students to Participate in Dual-Language Programs

ITEM #: 14

Information:

Study:

Action: X

PURPOSE:

To have the Board approve the presentation of a proposed alternate model to the Arizona State Board of Education in the Fall of 2017. This alternate model will permit any ELL student to participate in the District's Two-Way Dual Language (TWDL) programs. Currently, state law prohibits ELL students under 10 years of age and who are not orally proficient in English from participating in Dual Language programs. Two-Way Dual Language programs require mixed classrooms of native-English and native-Spanish speaking students.

DESCRIPTION AND JUSTIFICATION:

TWDL Programs are the "gold standard" of all Bilingual Programs. TWDL education is the best program option for English Learners & English-only students to develop high proficiency levels in a target language and in English to prepare them for a global economy, according to a wide body of research. In a recent study in Portland, non-native English speakers in the two-way immersion classrooms were reclassified as fully English proficient more quickly than those in English-only classrooms. Additionally, on 5/28/2013, the TUSD School Board approved the recognition of TWDL as an Advanced Learning Experience (ALE). This alternate model will provide equal access to the ALE for English Language Learners. A classroom that combines students from different language groups who are all striving to attain a common goal will provide a challenging and affirming environment for both ELLS and English dominate students to reach their full academic, social and linguistic potential.

TUSD is partially implementing TWLD programs in eleven schools as a school choice option for families. However, full implementation of TWDL remains unattainable without participation of English Language Learners at the early grades. This currently affects nine of the eleven schools. It is important to note that in TUSD's remaining schools, SEI will still be the default program for any English Language Learner whose parent has not selected the dual language program.

Mark Alvarez will be available to respond to questions.

BOARD POLICY CONSIDERATIONS:

LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

Legal Advisor Signature (if applicable)

BUDGET CONSIDERATIONS:

_____ District Budget
_____ State/Federal Funds
_____ Other _____
Budget Cost Budget Code

Budget Certification (for use by Office of Financial Services only):

Date
I certify that funds for this expenditure in the amount of $ are available and may be:
Authorized from current year budget
Authorized with School Board approval
Code: Fund:

INITIATOR(S):

Mark Alvarez, Interim Assistant Superintendent of Elementary/K-8 Leadership 8/28/17
Name Title Date

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:

Click to download
- TUSD Alternate Model Revised
- TUSD Presentation for the ELL Alternate Model

TUCSON UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM CONTINUATION SHEET

Tucson Unified School District (TUSD)
ALTERNATE PROPOSED PROGRAM FOR ENGLISH LANGUAGE LEARNERS
ENROLLED IN TWO-WAY DUAL-LANGUAGE PROGRAMS

School District Name	Tucson Unified School District
District CTDS	100201000
Contact Name	Mark Alvarez
Contact Title	Assistant Superintendent
Contact phone #	(520) 225.6304
Contact E-mail	Mark.Alvarez@tusd1.org

Schools that program will applied to (list of schools may be attached):	
Bloom Elementary School	Roskruge K-8 School
Davis Magnet Elementary School	Van Buskirk Elementary School
Grijalva Elementary School	White Elementary School
Hollinger K-8 School	Any TUSD Elementary and K-8 Schools Added to the TWDL Program in the Future.
McCorkle K-8 School	
Mission View Elementary School	

Requirement checklist for alternate proposed program submission

☐ Cover sheet

☐ Program Narrative:
- ☐ Program Structure
- ☐ Classroom Practices
- ☐ Timeline for Implementation of the Proposed Program
- ☐ Expected Outcomes

☐ Signature/date

Program narrative must address each legal requirement:

- **Children shall be placed in English language classrooms. (15-752)**
- **All children taught in English using English materials. (15-751, 15-752)**
- **ELL students shall be educated through Structured English Immersion (SEI). (15-752)**
- **The period of SEI instruction is temporary - not normally intended to exceed one year. (15-752)**
- **Students with a similar degree of fluency shall be grouped together. (15-752)**
- **Once ELL students have achieved English language fluency they shall be transferred to an English language mainstream classroom. (15-752)**
- **Students in their first year classified as an ELL shall receive four hours of ELD daily. (15-756.01)**
- **Entry and exit from the program is based on AZELLA score. (15-756)**
- **Models shall be research based. (15-756.01)**
- **Models shall be cost effective. (15-756.01)**

School District Superintendent (signature) **Date**

INTRODUCTION TO TUSD'S PROPOSED
TWO-WAY DUAL LANGUAGE (TWDL) MODEL

Two-Way Dual Language (TWDL) programs are one type of dual language program that have consistently shown positive academic, language/literacy, and sociocultural outcomes for English Language Learners (ELLs). The TWDL program in TUSD will provide equal access to an Advanced Learning Experience (ALE)[1] for ELL students. A classroom that combines students from different language groups who are all striving to attain a common goal will provide a challenging and affirming environment for ELLs to reach their full academic, social and linguistic potential. In a recent study in Portland, non-native English speakers in the two-way immersion classrooms were reclassified as fully English proficient more quickly than those in English-only classrooms.

TUSD seeks to implement TWDL programs in eleven schools, as a school choice option for families (but this alternative model would only apply at nine of the eleven schools – those with elementary grades K-5). However, in TUSD's remaining schools, SEI will still be the default program for any child whose parent has not selected the dual language program. The following document includes program details, research base and projected outcomes that support the implementation of this program.

[1] During the 2012-13 school year, the District formally recognized dual-language programs as one among many Advanced Learning Experiences (ALEs) including Advanced Placement (AP), Dual-Credit, GATE, and other similar programs.

A. PROGRAM STRUCTURE

1. Description

a. Classroom Content

The table below is an overview of the TWDL model, which addresses the academic content and language of instruction for each content area. Spanish Language Arts and math are content areas taught in Spanish from Kindergarten to fifth grade. Science, Social Studies are taught in Spanish Kindergarten thru second grade and then continued in either English or Spanish from third to fifth grade. Academic English language development (AELD) is taught kindergarten thru fifth grade with the amount of English gradually increasing every year. English language arts is introduced in third grade as well as English mathematics test prep for those non-transferable skills being assessed in English state mandated assessments in mathematics.

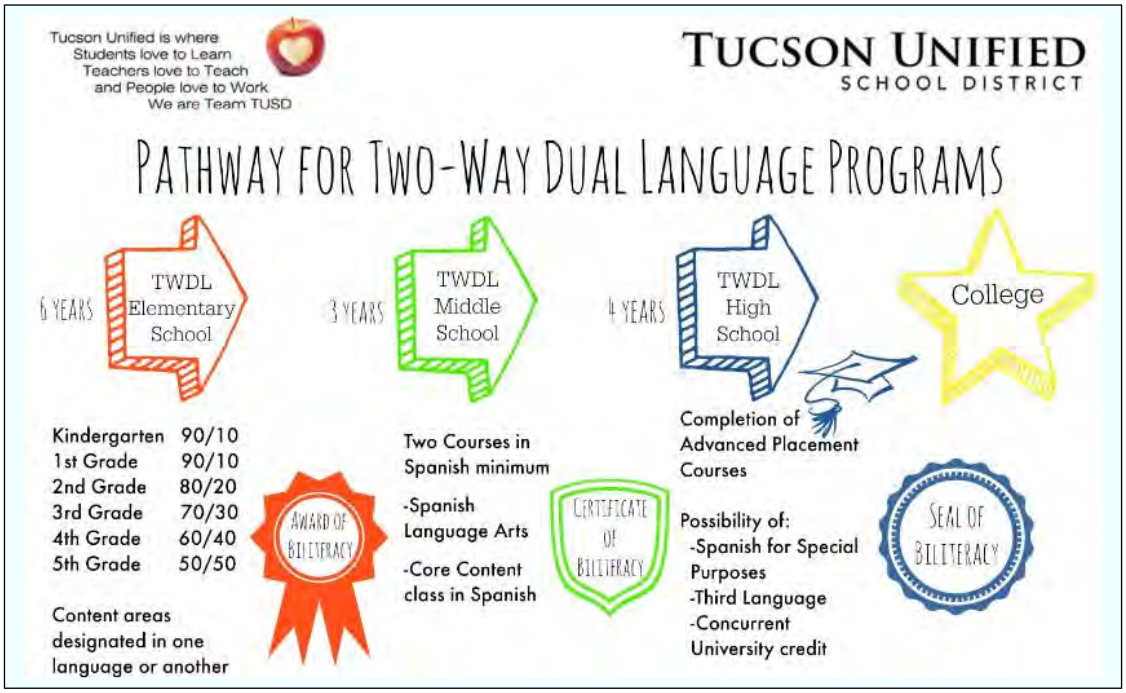
Table 1: TWDL Model – Curriculum Content Per Grade Level

Grade	English	Spanish	Test Prep
Kindergarten	Academic English Language Development (AELD) Listening and Speaking Pre-Reading Skills Beginning Reading	Spanish Language Arts Math Science Social Studies	
1st grade			
2nd grade	AELD Listening Speaking Reading and Writing Beginning Reading		
3rd grade	AELD / English Language Arts (ELA) Listening Speaking Reading and Writing		Math (10 min. maximum, English Workbook, Test Prep, and Non-Transferable Skills)
4th grade	AELD / ELA Listening Speaking Reading and Writing Science Social Studies		
5th grade			

b. Procedures and Criteria for Entry and Exit from the Classroom

Entrance criteria: All students (including ELLs and students who have not yet obtained oral proficiency in English) entering Kindergarten and first grade are eligible to participate if their parents have attended an informational meeting on TWDL and have applied to the program. In order to ensure linguistically balanced classrooms, the District will screen all students orally in English and Spanish using local measures. Students applying to the program after first grade must meet program criteria for Spanish reading and writing, and must pass an oral interview.

Exit criteria: The TWDL model is designed to be a full course of study, which results in achieving full proficiency in two languages, as demonstrated through the awarding of the Arizona State Seal of Biliteracy.[2]



c. Criteria and Procedures for Grouping Students

The District will evaluate all students orally in English and Spanish using local measures in order to ensure linguistically balanced classrooms. A linguistically balanced classroom would include approximately one-third each of Native Spanish speakers, Native English Speakers, and Bilingual (English and Spanish) speakers. (See Table 2, below).

[2] The Arizona Seal of Biliteracy recognizes students who graduate from a school operated by a school district or a charter school located in this state and who have attained a high level of proficiency in one or more languages in addition to English. See Arizona Revised Statute section 15-258.

d. Class Size, Scheduling, and Allocation of Classroom Time

The chart below delineates class size at each grade level, time allocations for each language and content area, and proficiency standards that will drive instruction. Spanish language instruction is driven by the Arizona College and Career Readiness Standards (AZCCRS) for each content area. Academic English language development is driven by AZ English Language Proficiency Standards (ELPS).

Table 2: TWDL Program Model (Class size and Time Allocations)

	K – 1st	2nd	3rd	4th	5th
Class Size	24:1	27:1	27:1	27:1	27:1
Class Time Instruction Allocations	90% Spanish; 10% Academic ELD driven by AZ English Language Proficiency Standards	80% Spanish; 20% Academic ELD driven by AZ English Language Proficiency Standards	70% Spanish; 30% Academic ELD driven by AZ English Language Proficiency Standards	60% Spanish; 40% Academic ELD driven by AZ English Language Proficiency Standards	50% Spanish; 50% Academic ELD driven by AZ English Language Proficiency Standards
Spanish	Spanish Language Arts (SLA)/Math/PE/Social Studies/Science	SLA/Math/PE/Social Studies/Science	SLA/Math/PE/Social Studies/Science	SLA/Math/PE/Social Studies/Science	SLA/Math/PE/Social Studies/Science
English	Academic English Language Development (AELD) Listening and Speaking Pre-Reading Skills/Beginning Reading	Academic English Language Development (AELD) Listening, Speaking, Reading, Writing	ELA/AELD Listening, Speaking, Reading, Writing	ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies	ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies
Bridge			Mathematics	Mathematics	Mathematics

e. Qualifications of Classroom Personnel

All teachers assigned to a TWDL classroom will be highly qualified and will hold a bilingual endorsement, as described in the "Requirements For Bilingual Education, Prek-12 Endorsements Arizona Department Of Education."[3] In addition, each class will have a paraprofessional who meets district minimum requirements:

- Speak, read and write in English.
- One year of experience working with youth
- TUSD Bilingual (English/Spanish) Exam
- High School Diploma or G.E.D
- Associate's (or higher) degree OR 60 Semester-Hour credits from an accredited institution or AZ Dept. of Education-approved Academic Assessment Test Related training or experience

f. Differentiation of Structure from Elementary to Middle to High School

Not applicable – this model only applies at the Elementary School level.

2. Training Regimen Used to Ensure Effectively Delivered Instruction.

The District's Language Acquisition Department, along with a nationally recognized expert consultant in Two-Way Dual Language Immersion Programs, will conduct mandatory workshops for participating teachers, administrators, and directors. The District will mandate that all alternate program model teachers attend quarterly workshops.

The workshops will include:

- orientation and review to the TWDL design, research, and components (participants will include site and central administrators)
- in-depth review of curriculum and instructional components of a TWDL program, methodology, use and separation of language (participants will include site administrators, central administrators, and teachers)
- instructional strategies and resources
- In order to ensure that training will be implemented effectively in the classroom, the district will follow up with observations and coaching, using rubrics from the Guiding Principles for Dual Language Education. the Guiding Principles for Dual Language Education (Center for Applied Linguistics, available at: http://www.cal.org/twi/guidingprinciples.htm)

[3] Available at https://cms.azed.gov/home/GetDocumentFile?id=57a63016aadebe02a4f4f3e6

3. Training Plan

Curriculum: Table 3 below describes the intended audience, the curriculum, the delivery method and duration of the training plan**.**

Materials: Guiding Principles for Dual Language Education, district created curriculum, SIOP.

Training Provider: District's Language Acquisition Department under the direction of a nationally-recognized expert in the area of developing Two-Way Dual Language programs.

Table 3: TWDL Training Plan

Intended Audience	Topics/Curriculum	Delivery Method	Hours/Duration
Participating teachers, school administrators at participating sites, Elementary and K-8 Leadership Directors	Orientation and review to the TWDL design, research, and components	Face-to-face	3-hour session, repeated as needed
Participating teachers, school administrators at participating sites	In-depth review of curriculum and instructional components of a TWDL program, methodology, use and separation of language	Face-to-face	2-hour sessions, three times per year
Participating teachers, school administrators at participating sites	Instructional strategies and resources for teaching literacy in the targeted languages	Face-to-face	1-hour sessions, three times per year
Participating teachers, school administrators at participating sites, Elementary and K-8 Leadership Directors	Ongoing evaluation and refinements, using the Guiding Principles for Dual Language Education (Center for Applied Linguistics, available at: http://www.cal.org/twi/guidingprinciples.htm)	Face-to-face	3-hour session, repeated as needed

4. Research Base

The TWDL model is aimed at developing a deeper proficiency in both English and Spanish for participating students from all language backgrounds. This goal is well-supported by Wayne P. Thomas and Virginia P. Collier's five-year research study (1996-2001) on English Language Learner's long-term academic achievement in grades K-12 in the Houston Independent School District. The findings of this study show that,

> "Student achievement is clearly the highest in the two-way bilingual immersion schools, both for students who begin schooling with no or limited proficiency in English, and for native-English speakers who choose to be in the bilingual classes. Both of these groups, by fifth grade, are on or above grade level in both English and Spanish. In English reading (the most difficult subtest, because it tests all curricular subjects), the Spanish *speakers reached the 51st percentile in fifth grade."*

Furthermore, as the study followed English language learners into and beyond ninth grade, it found that at the end of schooling, the bilingually schooled former LEPs reached a seven-NCE higher achievement in comparison to the graduates of the ESL program. As the researchers state, this is "a very significant difference in terms of effect size - what is termed by program evaluators an actionable difference, equivalent to one-third of a national standard deviation." **(Wayne P Thomas, George Mason University and Virginia P. Collier, George Mason University, *"A National Study of School Effectiveness for Language Minority Students' Long*-Term Academic Achievement," See Attachment 1).**

Specifically, in TUSD, an additional and valued outcome of this program is equal access to an Advanced Learning Experience (ALE) for ELL students. Sustained formal study of both first and second languages will firmly establish the basis that leads to bilingualism and bi-literacy, allowing students to become competitive members of a global society. Through participation in this program, students develop positive cross-cultural experiences, gain global citizenship perspectives and develop an appreciation for diversity. In addition, students will begin in kindergarten a pathway to qualify for the Arizona State Seal of Biliteracy upon graduation from high school.

There are strong, evidence-based reasons supporting the TWDL model, but to reap the benefits of the model it is critical that native speakers from both language groups are able to participate. Dr. Soltero writes: "According to the extensive research on dual language education, 'well implemented programs' include a variety of required criteria that must be followed, one of which is to have students from both language groups." **(Sonia W. Soltero PhD is the author of Dual Language: Teaching and Learning in Two Languages (2004), Schoolwide Approaches**

to Educating ELLs: Creating Linguistically and Culturally Responsive K-12 Schools (2011) and Dual Language Education: Program Design and Implementation (2016))

Research has shown that bilingual proficiency leads to better academic outcomes for all students. "Research in the U.S has shown that ELs with greater bilingual proficiency outperform ELs with lower levels of bilingual proficiency in academic domains." **(Genesee, F & Lindholm-Leary, K (2012) The Education of English language learners. In K. Harris, S. Graham, & T. Urban, et al. (Eds) APA Handbook of Educational Psychology, pp. 499-526. Washington, D.C.: APA Books).** A committee for the National Academy of Sciences (NAS)[4] has found that ELs in "DL programs have a higher long-term likelihood of becoming proficient in English, meeting an English language arts threshold, and being reclassified relative to ELs in English only programs." **(National Academies of Sciences, Engineering, and Medicine. (2017). Promoting the Educational Success of Children and Youth Learning English: Promising Futures. Washington, DC: The National Academies Press. DOI: 10.17226/24677.** The NAS committee also found the following:

- "Evidence indicates that certain aspects of dual language learning, processing, and usage are significantly and positively correlated and that the development of strong [primary language] skills supports the development of [English] skills. This interrelationship has been shown to be most evident in domains related to the acquisition of literacy skills."

- "Evidence reveals significant positive correlations between literacy skills in ELs' [primary language] and the development of literacy skills in [English]. Educational programs that provide systematic support for the development of ELs' [primary language] often facilitate and enhance their development of skills in English, especially literacy."

- "Loss of or reduced competence in the [primary language] results in reduced levels of bilingual competence and, commensurately, the advantages associated with bilingualism—cognitive enhancements, improved self-esteem, and job-related opportunities associated with competence in English and another language(s)."

[4] The National Academy of Sciences (NAS) is a private, non-profit society of distinguished scholars. Established by an Act of Congress, signed by President Abraham Lincoln in 1863, the NAS is charged with providing independent, objective advice to the nation on matters related to science and technology. Nearly 500 members of the NAS have won Nobel Prizes, and the Proceedings of the National Academy of Sciences, founded in 1914, is today one of the premier international journals publishing the results of original research.

The Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research was convened by the National Academies of Sciences, Engineering, and Medicine through its Board on Children, Youth, and Families and Board on Science Education.

The TWDL model "allows English learners to help native English speakers learn through a second language, while native English speakers help English learners acquire the curriculum through English. As most teachers know, one of the best ways to learn is to teach, and both student groups receive accelerated instructional benefits from their other-language peers and from the teacher's use of collaborative learning strategies that capitalize on this effect. Also, learning together increases student interest in the school and curriculum topics, improving student motivation to learn and further amplifying and accelerating student progress." **(Calderón & Minaya-Rowe, 2003; Freeman, 1998; Lindholm-Leary, 2001; Thomas & Collier, 1997/1998, 1999)**

Dr. Lindholm-Leary of San Jose State University has worked with and conducted research in the area of two-way programs over thirty years and has submitted the following in support of TUSD's application:

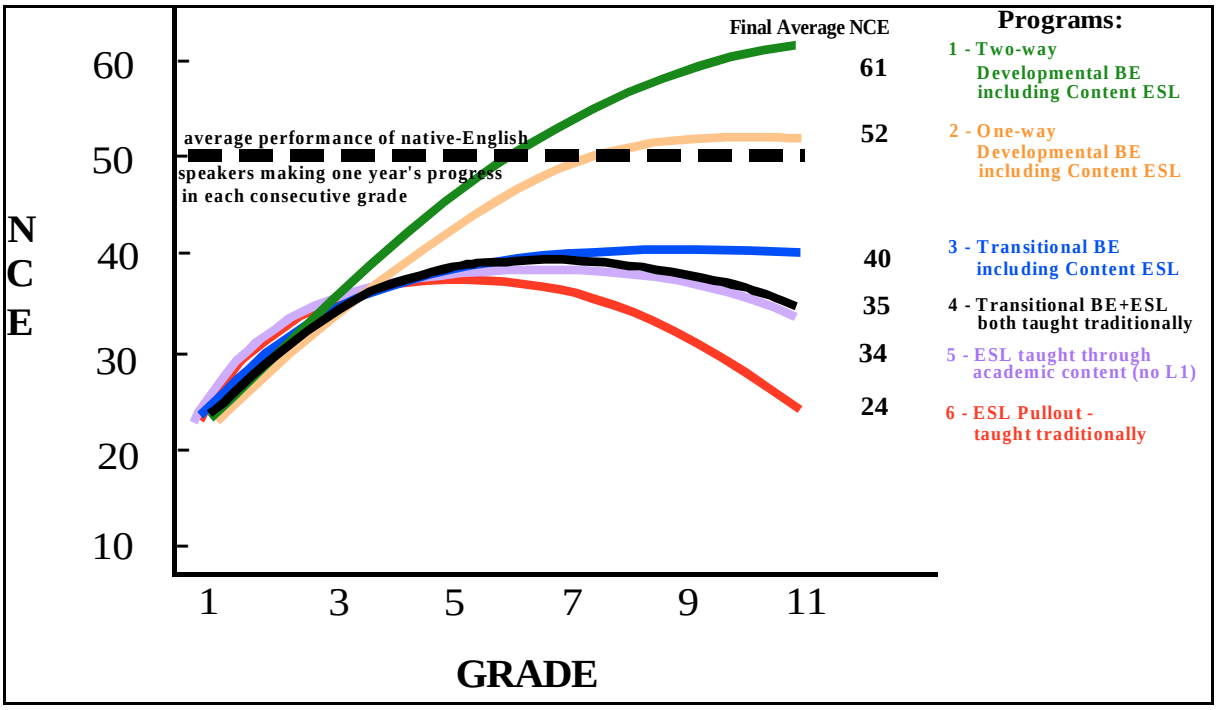
> There is considerable research over the past 30 years demonstrating that [two-way] programs are effective. Despite wide variations in communities, schools, and students forming the research base, results are quite consistent in showing that both native English-speaking and English Learner (EL) students who participate in [two-way] programs achieve at levels that are at least comparable to, and often higher than, their peers enrolled in English-only instruction on standardized tests of achievement and language proficiency in English; but, [two-way] students have the additional benefit in that the students are also bilingual and biliterate, which their English-only instructed peers are typically not.

Professors Virginia P. Collier, Ph.D. and Wayne P. Thomas (George Mason University, Washington D.C.) have submitted the following in support of TUSD's application:

> In our longitudinal research studies, we have consistently found that students attending integrated dual language classes that are well-implemented are able to reach grade-level achievement in both first and second languages and outperform all other students in the school district. For example, in our recently completed North Carolina studies, analyzing all two-way (integrated) dual language schools throughout the state, we found that all groups are scoring substantially above their peers not in dual language – this includes native English speakers who are African American, native English speakers who are Caucasian, English learners, Latinos fluent in English, students with special needs who qualify for special education services, and students of low-income who qualify for free or reduced lunch. In our federally funded studies with Houston Independent School District (Texas) over a ten-year period, we found that African American, Caucasian, and Latino students reached above grade level in Spanish when integrated together in a two-way dual language

program, and all groups including English learners reached above grade level achievement in English by fifth grade and stayed above grade level in both languages throughout the remainder of their middle and high school years. English learners in Houston schools whose parents chose immersion in English were dropping dramatically below grade level in achievement by fourth and fifth grade, and most of these 1,599 students had dropped out of school before the end of high school.

English Learners' Long-Term K-12 Achievement in Normal Curve Equivalents (NCEs) On Standardized Tests in English Reading Across Six Program Models



Collier, V.P., & Thomas, W.P. (2009). Educating English Learners for a Transformed World. Albuquerque, NM: Dual Language Education of New Mexico – Fuente Press.

The TWDL model promotes multiculturalism and diversity which has been found by multiple governmental agencies, secondary educational institutions, and Fortune 500 companies as a key factor in improving the habits, capacities, and productivity of future members of the workforce. In essence, the model has benefits for all participating students beyond those that are strictly academic. "Student integration is central to TWI programmes for sociocultural and linguistic reasons. Student integration contributes to the development of positive intergroup relationships between language minority students and language majority students. It can break down stereotypes and develop positive attitudes towards both languages and language groups." **(Howard, 2003; Lambert & Cazabon, 1994; Lindholm, 1994; Lindholm-Leary & Borsato, 2001)**

Professor Ester J. de Jong, EdD (University of Florida) has been working with Two-Way Immersion (TWI) programs for over twenty years and has submitted the following in support of TUSD's alternative model application:

> The success of a TWI program in reaching the goals of bilingualism and biliteracy lies in being able to optimize access to fluent models of the language (teacher and peers) and meaningful opportunities to use both languages for communication and learning. The interactions between native speakers and second language learners of the two languages of the program are integral to the design of the program. Teachers purposefully use these linguistic resources to support language and literacy development as well as ensuring access to appropriate content knowledge and skills. Having been in many TWI classrooms, it is this paired interaction, in addition to carefully structured student-teacher interactions, that makes TWI programs so successful in reaching their outcomes for all their students, native English speakers and native partner language speakers alik*e."*

Research has shown that the TWDL model is successful in effectively and efficiently developing English proficiency in English Language Learners. In this regard, Professor Elizabeth Howard (University of Connecticut) has submitted the following in support of TUSD's application:

> *"…there is robust evidence from a number of small*-scale and large-scale studies conducted over the past several decades that ELLs that are educated in well-implemented TWI programs perform as well as if not better than comparable students in English-only educational contexts. Perhaps the most compelling evidence of this effectiveness comes from a recently completed randomized trial carried out by Dr. Robert Slater and his colleagues in Portland, Oregon, which found that ELLs that were randomly assigned to TWI classrooms scored higher on standardized reading tests than those that were placed in mainstream, English-only classrooms. Additionally, non-native English speakers in the two-way immersion classrooms were reclassified as fully English proficient more quickly than those in English-only classrooms. Moreover, in order for programs to be considered well-implemented, they must meet the definitional criteria, which include integrating native English speakers and native speakers of another language for most or all of the instructional *day at all grade levels."*

"In the Portland study, we found positive effects of dual-language immersion on English Learners' reclassification as English proficient." **(Steele, Jennifer L. and Slater, Robert O. and Zamarro, Gema and Miller, Trey and Li, Jennifer and Burkhauser, Susan and Bacon, Michael, Effects of Dual-Language Immersion on Students' Academic Performance (October 1, 2015). EDRE Working Paper No. 2015-09. Available at SSRN: http://ssrn.com/abstract=2693337)**

Dr. Mary T. Cazabon (UMASS Boston, Applied Linguistics Department) has also written in support of TUSD's application: "I call the student dynamic created in a dual language classroom the 'reciprocity of need for the other' (Cazabon, 2000). … the dual language classroom creates opportunities for students to share, collaborate, and truly support each other for the mutual benefit of all. I have also found that ELs in a well-implemented dual language program will acquire English proficiency and literacy more rapidly than in an all-English program.

Donna Christian, Ph.D., (Senior Fellow, Center for Applied Linguistics) supports the TWDL model: "Two-way dual language programs have as a defining characteristic the integration of balanced numbers of students who come from homes where one of the two program languages is spoken. … The integration of two language-based populations is a key feature of 'two-way' programs because it fosters second language learning for both sets of students. In particular, when classmates provide native speaker models in meaningful interaction between members of the two groups, language learning benefits."

The U.S. Departments of Justice and Education have identified dual-language as a language assistance program that is educationally sound in theory and effective in practice:

> *"Language assistance services or programs for EL students must be educationally sound in theory and effective in practice… (citing Castañeda v. Pickard, 648 F.2d at 1009*-10.). Some common EL programs for learning English that are considered educationally sound *in theory under Castañeda's first prong include: English as a Second Language (ESL)…*; *Structured English Immersion (SEI)…*; *Transitional Bilingual Education (TBE)…*; [and] Dual Language Program(s), also known as two-way or developmental, is a bilingual program where the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half primary-English speakers and half primary speakers of the other *language."*[5]

5. Cost Effectiveness

The District is currently operating under a desegregation consent decree under which the development and expansion of the Two-Way Immersion model is already underway and is fully funded through a mix of M&O and 910(G) funding. The addition of ELLs participating in the TWDL program will not bring significant additional cost. In fact, approval of this application would likely facilitate the creation of full size classrooms in our existing programs, which will result in increased cost effectiveness.

[5] See U.S. Department of Justice / U.S. Department of Education Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015, p. 12, fn. 35.

B. CLASSROOM PRACTICES

1. Description of Classroom Practices

a. Use of language

Two-way programs educate English learners and native English speakers together, combining the instructional advantages of both types of one-way program. Effective two-way programs provide students with:

- A minimum of six years of two-way instruction;
- A focus on the core academic curriculum
- High-quality language arts instruction in both languages
- Separation of the two languages for instruction (no translation and no repeated lessons in the other language)
- Use of the non-English language for at least 50 percent of the instructional time and as much as 90 percent in the early grades
- An additive (that is, adding a new language at no cost to students' first language) two-way environment that has full support of school administrators, teachers, and parents
- Promotion of positive interdependence among peers and between teachers and students;
- High-quality instructional personnel, proficient in the language of instruction; and
- Active parent-school partnerships (Howard & Christian, 2002; Lindholm-Leary, 2001; Thomas & Collier, 2002).

b. Curriculum, materials and testing

Core academic curriculum is aligned with Arizona College and Career Readiness Standards and AZ English Language Proficiency Standards and assessment. Spanish language instruction is integrated into the state standards. (See Table 4 and 5)

c. Instructional methods and personnel training

The District will provide professional development to site administrators and teachers consisting of an in-depth review of TWDL curriculum and the instructional components of the TWDL program: methodology, use and separation of language, and sheltering strategies that support the development of bilingualism and biliteracy.

d. Language proficiency assessments - See Table 5 below.

e. Differentiation between Elementary and Secondary levels

Not applicable, the alternate program model is limited to the Elementary level.

Table 4: Language of Instruction and Materials by Grade Level			
	K-1st	**2nd**	**3rd – 5th**
Spanish Language Arts (SLA)	**Spanish** **Spanish Common Core Standards** Scholastic Book Room en Español Canciones y Cuentos Elefonéticas Reading A-Z Scholastic News Esp. Imagine Learning Español *Harcourt Trofeos*	**Spanish** **Spanish Common Core Standards** Scholastic Book Room en Español Canciones y Cuentos Elefonéticas Reading A-Z Scholastic News Esp. Achieve 3000-Spanish *Harcourt Trofeos*	**Spanish** **Spanish Common Core Standards** Scholastic Book Room en Español Reading A-Z Scholastic News Esp. Achieve 3000-Spanish *Harcourt Trofeos*
Mathematics	**Spanish** Engage NY/Eureka Investigations	**Spanish** Engage NY/Eureka Investigations	**Spanish** Engage NY/Eureka Investigations
Science	**Spanish** FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	**Spanish** FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	**Spanish** **English** FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News
Social Studies	**Spanish** District Adopted Material Scholastic News Achieve 3000	**Spanish** District Adopted Material Scholastic News Achieve 3000	**Spanish** **English** District Adopted Material Scholastic News Achieve 3000
English Language Arts (ELA-AzCCRS)	**English**	**English**	**English** Scholastic Book Room Reading A-Z Scholastic News Achieve 3000-English *Harcourt Trophies*
Academic English Language Development (AELD-Using the Az ELP Standards)	**English (Listening/Speaking)** Avenues Social Studies/Science Materials	**English (Listening/Speaking Reading/Writing)** Avenues Social Studies/Science Materials	**English (Listening/Speaking Reading/Writing)** Avenues Social Studies/Science Materials

Table 5: TWDL Assessments Framework			
Proficiency/Achievement	**Measurement Instrument**	**Grade Levels**	**Timeline**
Standards-based State Tests – 3rd Grade – 12th English Academic Testing	**AzMerit**	3rd-12th	Spring 2017
Language proficiency in English (ELs only)	**AZELLA** until students reclassify to fluent status	English Learners	August - May
Language proficiency in Span/Eng. (all)	**Spanish FLOSEM** – holistic measure to analyze language development in target language Pre-assessment	K-8	Fall to Fall testing
Reading Fluency and Comprehension – progress monitoring **Both languages**	**DIBELS (Eng) / Canciones y Cuentos (Sp)**	K-2	Pre-Post Fall – Spring
	EDL2: Kinder- target level: 3, First Grade- target: 4-18, Second Grade: target 28 **DRA** begins in 2nd grade for Dual Language students	K-5	
	Grades 6-8 Pre and Post in both English and Spanish through **Achieve 3000**	6th – 8th	
Reading performance in LOGRAMOS (Summative Assessment)	Spanish and Language Arts (subsections only)	Grades 2-8	Spring to Spring Testing
Benchmark Assessments	SchoolCity writing assessments: 2nd-8th grade benchmark assessments in Spanish (Fall) English writing AzMerit test prep in class throughout the year	2nd-8th Grade	Fall and Spring
	SchoolCity reading assessment: 2nd – 8th grade benchmark assessments Eng. optional (Fall)		

2. Program Design for English Proficiency

As discussed in Table 2, a portion of the academic day will be dedicated to the explicit instruction of the English language, using AZ ELP standards and English language materials, with instruction delivered exclusively in English. A primary goal of the TWDL model is for students, including English Language Learners, to attain high levels of bilingualism and biliteracy in both English and Spanish over the span of several years.

Research provides ample evidence that English Language Learners in TWDL programs attain advanced levels of speaking, listening and literacy in English comparable to their peers and, over time, often surpass them. In the APA Handbook of Educational Psychology, Fred Genessee states that TWDL programs are intended to provide students with advanced levels of proficiency in two languages (L1 and L2). This includes advanced levels of literacy along with speaking and listening skills in all domains of learning. Successful achievement of these goals is evident over several years of participation in the program. Additional research to support this is explained in detail in section A(4), above.

3. Curriculum Materials

Core academic curriculum is aligned with Arizona College and Career Readiness Standards and AZ English Language Proficiency Standards and assessment. Spanish language instruction integrated into the state standards. See Tables 4 and 5 for materials and assessments.

4. Research Base for the Proposed Classroom Practices

Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children. See the Guiding Principles for Dual Language Education report (Center for Applied Linguistics).[6] Based on the Guiding Principles, effective features of instruction and classroom practices include:

- A variety of instructional techniques responding to different learning styles and language proficiency levels
- Positive interactions between teachers and students and among students
- A reciprocal interaction model of teaching, featuring genuine dialog

[6] Available at: http://www.cal.org/twi/guidingprinciples.htm.

- Cooperative learning or group work situations, including
  - Students working interdependently on tasks with common objectives
  - Individual accountability and social equity in groups and in the classroom
  - Extensive interactions among students to develop bilingualism

- Language input that
  - Uses sheltering strategies to promote comprehension
  - Uses visual aids and modeling instruction, allowing students to negotiate meaning
  - Is interesting, relevant, and of sufficient quantity
  - Is challenging enough to promote high levels of language proficiency and critical thinking

- Language objectives that are integrated into the curriculum

- Structured tasks and unstructured opportunities for students to use language

- Language policies that encourage students to use the language of instruction

- Monolingual lesson delivery

- Balanced consideration of the needs of all students

- Integration of students (in two-way programs) for the majority of instruction

5. Cost Effectiveness of the Proposed Classroom Practices

Training for teachers in the classroom practices of this proposed program is already in place and fully funded in the District.

C. TIMELINE FOR IMPLEMENTATION; EXPECTED OUTCOMES

1. **Schedule for implementation:** Full implementation SY 2017-18

2. **Training**: Summer 2017, Quarterly 2017-18- In depth review of curriculum and instructional components of Two-Way Dual Language Program, methodology, use and separation of language.

3. **Curriculum Development:** The curriculum for the model is in place and aligned to the current AZCCRS and AZELPS. In addition, Common Core en español supplements the curriculum, the majority of which is identical to the TUSD mainstream curriculum (http://tusd1.org/resources/curriculum/elaV3.asp and http://tusd1.org/resources/curriculum/eldk-5.asp). Tables 4 and 5 delineate materials and assessments that classrooms will use to measure student achievement.

D. EXPECTED OUTCOMES

One of the primary outcomes of this program is increased access to two-way dual language classrooms for English learners. Two-way dual language classrooms combine students from two different language groups who are striving to attain a common goal of biliteracy and dual language proficiency. Sustained formal study of both first and second languages will firmly establish the basis that leads to bilingualism and bi-literacy, allowing students to become competitive members of a global society. Participating students develop positive cross-cultural experiences, gain global citizenship perspectives, and begin a pathway to qualify for the state Seal of Biliteracy upon entrance to high school.

Language Development Programs in TUSD

Curriculum and Instruction

Language Acquisition Department

2017

TUCSON UNIFIED SCHOOL DISTRICT

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Who we serve…

- 4,000 English Learners
- 2,000 students in dual language programs
- 7,000 students in foreign language classes
- Parents and families who do not speak English (approx. 91 languages)

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TUSD Alternative Language Programs

- Structured English Immersion (four-hour block)
- Individual Language Learner Plan (ILLP)
- Two-Way Dual Language (TWDL)

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Structured English Immersion (SEI)

Structured English Immersion (four-hour block)

28 Elementary Schools; 13 Secondary Level Schools

*Parents can withdraw from SEI; 120 TUSD students withdrew in 2016-17

Individual Language Learner Plan (ILLPs)

37 Elementary Schools; 11 Secondary Level Schools

Two-Way Dual Language (TWDL)

2,144 students in 11 Schools: 7 elementary schools, 2 K-8 schools, 1 middle school, 1 high school [SY 2016-17]

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TWDL Programs in TUSD

Elementary

- Bloom (K-1)
- Davis
- Grijalva
- McCorkle (K-5)
- Mission View
- White
- Van Buskirk

K-8 Schools

- Roskruge
- Hollinger (K-6)

Middle Schools

- Pistor

High School

- Pueblo

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Alternate Model Presentation

TUSD TWO-WAY

TWO WAY DUAL LANGUAGE (TWDL) PROGRAMS

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Tucson Unified is where
Students love to Learn
Teachers love to Teach
and People love to Work
We are Team TUSD

TUCSON UNIFIED
SCHOOL DISTRICT

PATHWAY FOR TWO-WAY DUAL LANGUAGE PROGRAMS

6 YEARS — TWDL Elementary School

3 YEARS — TWDL Middle School

4 YEARS — TWDL High School

College

Kindergarten	90/10
1st Grade	90/10
2nd Grade	80/20
3rd Grade	70/30
4th Grade	60/40
5th Grade	50/50

Content areas designated in one language or another

AWARD OF BILITERACY

Two Courses in Spanish minimum

-Spanish Language Arts

-Core Content class in Spanish

CERTIFICATE OF BILITERACY

Completion of Advanced Placement Courses

Possibility of:
-Spanish for Special Purposes
-Third Language
-Concurrent University credit

2017 SEAL OF BILITERACY
ARIZONA DEPARTMENT OF EDUCATION

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WHAT IS THE ISSUE?

Currently, native Spanish-speaking students are not permitted to participate in TWDL programs starting at the kindergarten level until they show oral proficiency in English.

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BACKGROUND

The USP requires the District to "build and expand its Dual Language programs in order to provide more students throughout the District with opportunities to enroll… ."
USP § V(C)(1)

In December of 2015, the Court directed the District to "engage one or more nationally recognized consultants" to study and "develop a plan for increasing student access to dual language programs…."

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BACKGROUND

"[c]reate an Alternative Program Waiver or attain a Federal Court Exemption that allows Spanish-speaking students full access to TWDL programs starting at their kindergarten level." Molina Recommendations, May 2016

TUSD will request approval from the State Board to allow ELs to participate in TUSD's TWDL program in grades K-5, starting at the kindergarten level in a limited number of Dual-Language schools.

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TWDL Programs

TWDL education is the **best program option** for English Learners & English-only students to develop high proficiency levels in a target language and in English to prepare them for a global economy.

The TWDL program in TUSD requires Linguistically Balanced Classrooms.

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Linguistically Balanced Classrooms

Non-English Speakers Model target language	Language Navigators "Bridge for each group"	English Speakers model English Language

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Research Based Model

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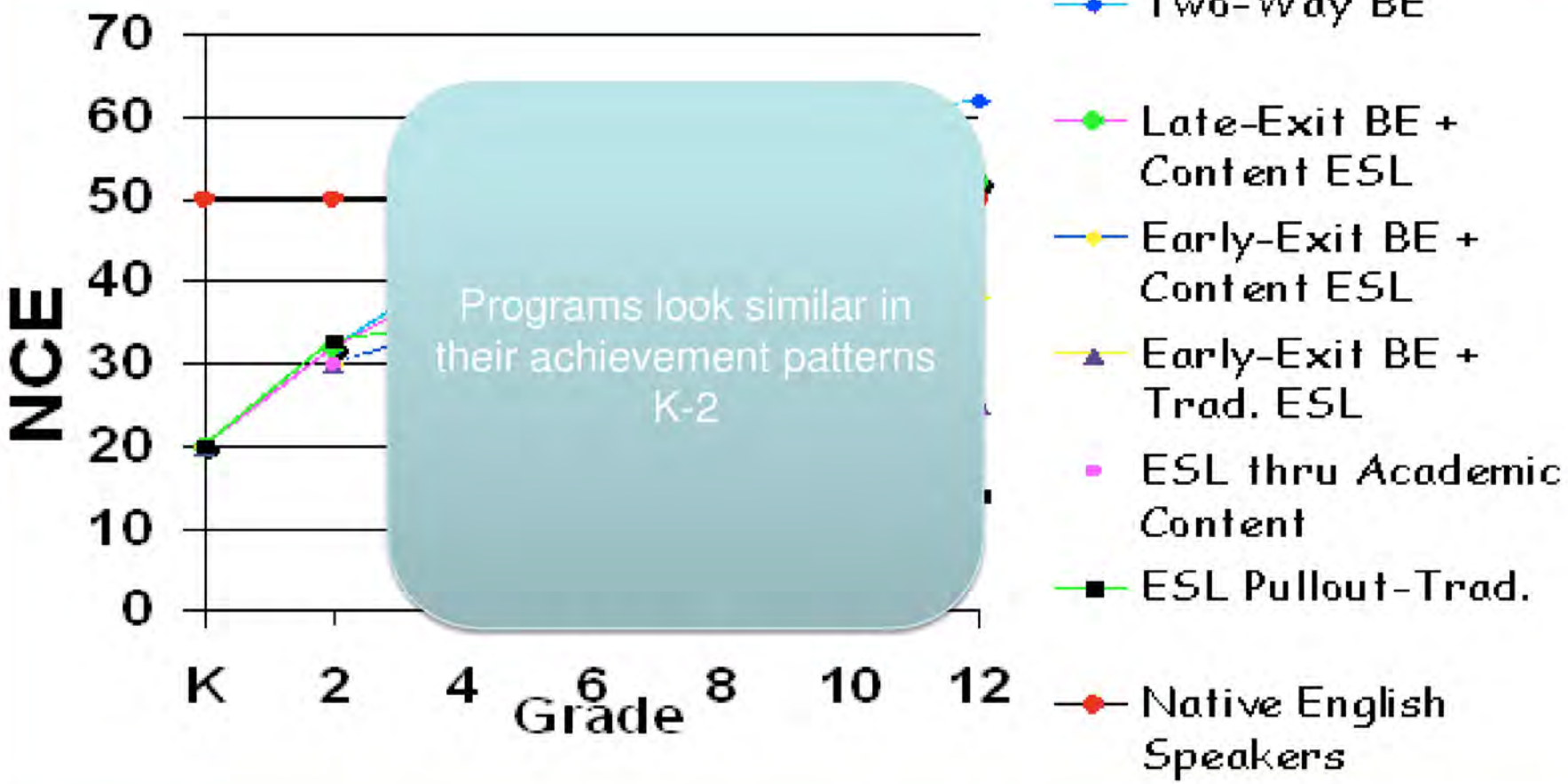
Collier and Thomas Research on ELLs



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Each language supports the learning of the second

English Learners (EL) in Dual Language Education Programs

"ELs in bilingual/DL programs have a higher long-term likelihood of becoming proficient in English…"

"Evidence reveals significant positive correlations between literacy skills in ELs' [primary language] and the development of literacy skills in English."

National Academy of Sciences (2017)

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English Language Proficiency
Grades 7-8 by Program Model

By grades 7-8, students are more likely to be reclassified as English proficient in a 90/10 dual language program than in a 50/50 program

	Dual Language	
Total English Proficiency in Grades 7-8	90/10	50/50
	88%	81%

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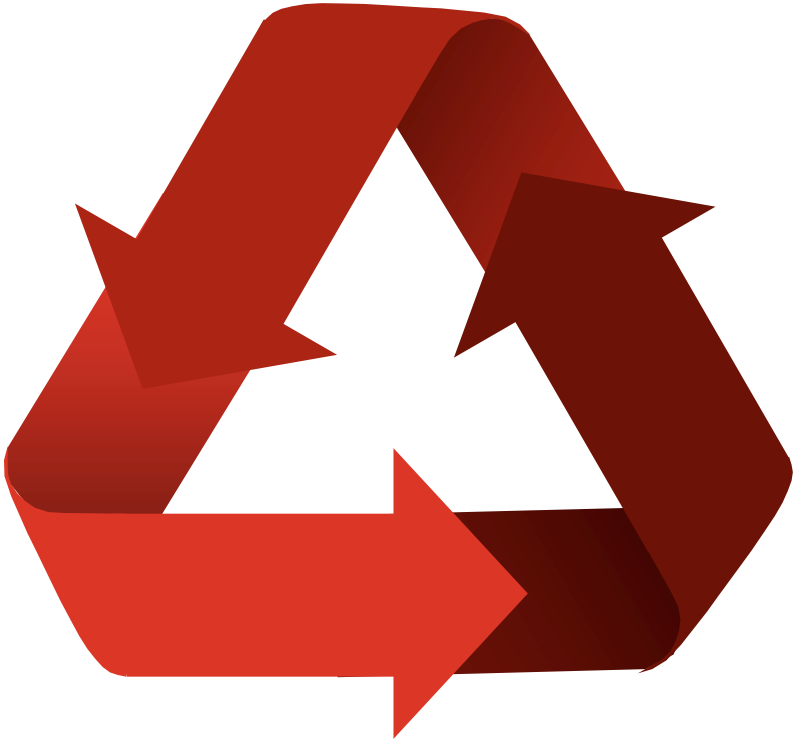
Guiding Principles of Dual Language

Goals of Two-Way Dual Language Programs

Biliteracy & Dual Language Proficiency



High Academic Achievement

Development of Cross Cultural Understanding

Critical Components of Successful 90/10 Dual Language Programs

1. Early entry into the program **beginning at Kindergarten or first grade** for **all language groups**
2. Strong focus on **Biliteracy & Dual Language Proficiency** for all
3. Emphasis on **equity and excellence** for all
4. **Administrative support** and instructional leadership
5. **High quality teachers** and professional development
6. **Parent Commitment** and home/school collaboration

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Two-Way Dual Language Immersion

Combines native speakers of a target language with English-speaking students to develop a second language for both groups of students in listening, speaking, reading and writing.

Researchers: ***Kathyrn Lindholm-Leary, David Dolson, Tove Skutnabb-Kangas, Donna Christian (CAL Research Team)***

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It is recommended that the Board approve TUSD's proposed alternative model to allow English Language Learners to participate in TUSD's TWDL program in grades K-5.

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THANK YOU

TUCSON UNIFIED
SCHOOL DISTRICT

Presenters:

Mark Alvarez - Assistant Superintendent of Elementary & K-8 Schools
Kathryn Lindholm - Leary, Ph.D. Professor Emerita, San Jose State University
Patricia Sandoval-Taylor - Language Acquisition Dept. Director
Paula Cortés - Language Acquisition Specialist
Anna Manzano - Language Acquisition Specialist
Samuel Emiliano Brown - Legal Counsel

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TUCSON UNIFIED SCHOOL DISTRICT

MEETING OF: November 14, 2017

TITLE: Governing Board Policy IBHH - Review of GATE Scope and Sequence (new)

ITEM #: 6

Information:

Study:

Action: X

PURPOSE:

Review revised GATE Scope and Sequence for study item at the September 26, 2017 Governing Board meeting to allow 30 day public review and comments as required due to the GATE Scope and Sequence reference in policy IBHH and meeting approval at Governing Board meeting.

DESCRIPTION AND JUSTIFICATION:

The current GATE Scope and Sequence required revisions clarify testing procedures and services for high school students, add curriculum examples and percentages of eligibility per the reporting cycle 5, sent to ADE for compliance in June 2017. The GATE department is presenting revisions to the GATE Scope and for review and approval by the Governing Board due to reference in policy IBHH.

Mr. Daniel Erickson, Director of Advanced Learning Experiences and Ms. Francis Banales, GATE Coordinator will be present to address questions by the Governing Board

BOARD POLICY CONSIDERATIONS:

LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

_____

Legal Advisor Signature (if applicable)

BUDGET CONSIDERATIONS:

_____ District Budget
_____ State/Federal Funds
_____ Other

Budget Certification (for use by Office of Financial Services only):

Date
I certify that funds for this expenditure in the amount of $ are available and may be:

Budget Cost Budget Code

Authorized from current year budget
Authorized with School Board approval
Code: Fund:

INITIATOR(S):

Name	Title	Date
Dr. Gabriel A. Trujillo, Assistant Superintendent of Curriculum and Instruction Interim		1/1/2017

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:

Click to download

- Scope Sequence - 2016-17 ADE Response Approved 6.30 for Review 9.15.17
- Scope Sequence - 2016-17 Final w ADE Revisions 9.15.17
- Scope Sequence - 2016-17 Gov Board App 5.9 9.15.17
- Scope Sequence - 2016-17 Gov Board App 5.9 9.15.17

TUCSON UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM
CONTINUATION SHEET

GATE Scope and Sequence Governing Board Review and Approval		
June 2017	**Updates to TUSD GATE Scope and Sequence per ADE request**	
Sept. 23	**TUSD Governing Board Review**	
Oct.	**30 Day Notice**	
Nov.	**TUSD Governing Board Approval**	
Page	ADE Request	Updates
2	Add % to stanine	Percentages added
	Include details on qualifying for GATE services in 9-12 grades	Students in grades 9th-12th take the PSAT for freshmen, sophomores and juniors and the ACT and SAT is given for seniors. In 2017-18 the CogAT gifted assessment will also be administered. Students' interest, grades, test scores on AzMerit and CogAT scores may also be considered for placement in grades 9-12th.
2	Expand information on 9-12 grade services	**Had info on page 3 – expanded intro to include separate grade bands before elaborating further below in the document.** Services for identified gifted students kinder-2nd may receive gifted services in pull out or self-contained programs. In 6th-8th grade gifted services are provided in self-contained, resource and pullout settings, honors, and advance placement classes. In grades 9th-12th gifted services may be provided in content courses, AVID, Advance Placement, Dual Credit and International Baccalaureate courses.
3	Expand information on 9-12	**Identified that Honors and Advance placement courses were also available for middle and high school as part of GATE ALE options.**
7-9	Curriculum – give more examples of what curriculum is being provided	**Summary was added and then more examples per grade level included.** The following curriculum and resources are select samples in order to provide a general overview for GATE program differentiation. Problem Solving and Project Base Learning in all grade levels allow students to demonstrate the learning of standards in more depth and complexity. Providing choice in these assignments allows students to bring culturally responsive teaching and learning which allows for more authentic learning for all students in all grades.
10	Include more information on GATE testing notification, locations and testing window Also provide information on how students new to the district have an opportunity to test and receive placement in a timely manner Include information on how students on waitlist are maintained	**Included information that testing notification is also posted on the TUSD website.** **Elaborated on testing locations.** **Added information regarding the GATE testing window.** Students are tested at their TUSD home school of attendance during the testing window and at an assigned school site for make-up tests (2nd and third opportunities) As budget permits an additional make up test(s) will be administered in May or June of the school year. Also, testing specialist are available throughout the school year to administer tests if circumstances, and or transfer students require testing. **GATE Testing Window** Kindergarten test in January Spring semester 1st-6th grades test in Fall beginning second quarter 7th grade test Spring 4th "quarter 8th grade test Fall 2nd quarter Students that provide test scores from out of district or out of state, or given by a qualified professional, that are on the list of Arizona state approved tests will be eligible for immediate placement in the appropriate program provided seats are available at grade level, otherwise students will be placed on a waitlist While on the waitlist students will receive pull-out gifted services at their home school of attendance. Reciprocity will

		be provided for students who have
11	Add percentages	**Continued explanation of process for identification and placement.** **Added percentages to stanine**
19	Correct test	**Correct standard test from AIMS to AZmerit**

Tucson Unified GATE Scope and Sequence

Governing Board Review & Approval Date: September 13, 2017 Review and October 17, 2017 Approval per ADE Revisions
Cycle Review Scope and Sequence and Governing Board Policy IHBB Reviewed 2012: Review January 2020
Next Scope and Sequence and Governing Board Policy IHBB Cycle Review: August 2020
Submitted by: Frances Banales, Senior GATE Coordinator /Dan Erickson, Advance Learning Experiences (ALE) Director

Program Design

QUESTION	District description
What is your district's definition of a gifted student and gifted education?	"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)."
Describe the Philosophy and Goals for your gifted program.	"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. 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. The role of the Gifted Education program is to: • 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. 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. 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. No students shall be excluded from the program(s) because of their ethnic status, handicapping condition, creed,

	gender, or religious convictions if they meet the eligibility criteria and have parent or guardian approval for participation. 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). 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."
How do you group and deliver services to your K-2 students? How do you group and deliver services to your 3-6 students? How do you group and deliver services to your 7-8 students? How do you group and deliver services to your 9-12 students?	Kindergarten thru 8th grade students tested and who score at least a 9 (96- 99%) or an 8 (89-95%) 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 (89-95%) stanine on any CogAT test or a 9 (96- 99%) stanine on the Raven will be offered pullout services at their school of attendance in the Fall of the following school year. Students in grades 9th-12th take the PSAT for freshmen, sophomores and juniors and the ACT and SAT is given for seniors. In 2017-18 the CogAT gifted assessment will also be administered. Students' interest, grades, test scores on AzMerit and CogAT scores may also be considered for placement in grades 9-12th. Services for identified gifted students kinder-2nd may receive gifted services in pull out or self-contained programs. In 6th-8th grade gifted services are provided in self-contained, resource and pullout settings, honors, and advance placement classes. In grades 9th-12th gifted services may be provided in content courses, AVID, Advance Placement, Dual Credit and International Baccalaureate courses. 1. Elementary and middle school self-contained GATE programs 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. 2. Elementary school pullout GATE programs 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…

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	3. Middle and high school resource GATE classes and advance placement courses. 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. Honors and Advance placement courses are also available. (TUSD, proposed Post-Unitary Status Plan, June 2009).
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	"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). 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."
How do you involve parents in your program?	Outreach will be expanded to include at least the following strategies: • Direct home contact by GATE teachers during the placement process • Quarterly parent information meetings • Quarterly parent-student-teacher conferences • Quarterly newsletters • Web pages [In addition beginning in school year 2016-17…] • A parent support group that includes African American and Hispanic parents will be established. • Pre-testing GATE Open Houses (TUSD, proposed Post-Unitary Status Plan, June 2009). 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.

Curriculum and Instruction	
Question	District description

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.

What curricular materials do you use for grades K-2? Be specific. What curricular materials do you use for grades 3-6? Be specific. What curricular materials do you use for grades 7-8? Be specific. What curricular materials do you use for grades 9-12? Be specific.	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 The following curriculum and resources are select samples in order to provide a general overview for GATE program differentiation. Problem Solving and Project Base Learning in all grade levels allow students to demonstrate the learning of standards in more depth and complexity. Providing choice in these assignments allows students to bring culturally responsive teaching and learning which allows for more authentic learning for all students in all grades. K-2 Curriculum Differentiation Kinder – Primary Education Thinking Skills (PETS) 1st Grade – Primary Education Thinking Skills (PETS) Literacy Kit Resources: Life Cycles: New Plants Author Study: Cynthia Rylant- Class author study to model student individual author projects that detail standards for 1st grade in menu PBl project. Pebbles, Sand, and Silt Cinderella Variants –mock trials, comparing and creating a point of view fractured story based on personal DOK 2nd Grade - Literacy Kit Resources: Insects – Create a dance displaying the movement of the insect researched. Author Study: Tomie dePaola – Beginning presentations dressed to represent author, use mobile or attribute displays Kids Make a Difference – community partnership to learn about others; may include family and or partner organizations for service learning project. Air and Weather – Experimentation with changes in liquid and gases that effect weather, scientific notebooks and mathematical plots of weather change 3rd – 5th 3rd Grade Literacy Kit Resources:Science Ecosystems and Desert Ancient Greece and Rome Exploration ○ Read several legends/folktales about the origins of the sun, moon or stars. Use a thinking map comparisons and analyzing the effects of culture, geography (other attributes). Use menu to

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determine presentation of analysis.

- Read a biography of an explorer. Use mapping skills and thinking map to analyze purpose, cause and effect and synthesize by creating a culminating project for future exploration.

Immigration and Citizenship – Ellis Island and Angel Island Poetry and Writings, Current Events

4th Grade
Literacy Kit Resources:
Southwest and Arizona
Electrical Circuits

- Create a presentation (menu item) using facts learned about electricity to promote safety,
- Identify other types of energy. Create an advertisement (menu) to persuade and inform others about alternative forms of energy.
- Using provided materials create two forms of circuit. Illustrate and write a caption for each circuit you build

Author Study: Avi
Poetry Genre Study -

- Poetry Slam
- "Kick in the Head"
- "Fly with Poetry".

5th Grade
Literacy Kit Resources:
American Revolution – PBL
Industrial Revolution – DOK study and analysis of cause and effect with future consequences supported with persuasive writing or display
Human Body-

- Group research project to create PBL Human Body Manual
- Utilizing a thinking map and menu response for "How does technology affect the way people eat? Detail how today's technology affects your food choices."
- Creative a public service announcement that promotes having a healthy body. Create a poster, a

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radio ad, or a television commercial to share with the class.

- Human body systems baseball menu (p. 73)

Super Structures and Simple Machines – PBL designing structures and simple machines including presentation and written design blueprints with explanatory method and purpose.

6th – 8th
Self-Contained GATE – includes author studies, advance science coursework, accelerated math, culturally relevant social studies or humanities
AVID courses
Honors courses
Advance Stem courses

9th-12th
GATE Classes – includes author studies, advance science coursework, accelerated math, culturally relevant social studies or humanities
includes AVID Courses
Honors coursework
Advanced Placement (AP) courses
International Baccalaureate (IB) program (one high school)
Advance STEM courses

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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.

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.

The GATE department lending library is available to all GATE staff and teachers participating in the gifted endorsement initiative.

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.

Identification

Question	District description
Describe how your referral process for identification involves parents and staff.	"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 and posted on the TUSD website. 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, 6, 8-12 will be tested by parent request (TUSD, proposed Post-Unitary Status Plan, June 2009)." Students are tested at their TUSD home school of attendance during the testing window and at an assigned school site for make-up tests (2nd and third opportunities) As budget permits an additional make up test(s) will be administered in May or June of the school year. Also, testing specialist are available throughout the school year to administer tests if circumstances, and or transfer students require testing. **GATE Testing Window** Kindergarten test in January Spring semester 1st-6th grades test in Fall beginning second quarter 7th grade test Spring 4th "quarter 8th grade test Fall 2nd quarter **Make Up test for all students**: Kindergarten -6th grade January and February Spring Semester 7th and 8th Grade May and June of 4th quarter
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	"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. Student test scores are rank ordered by total norm curve equivalent (NCE) to determine order of offerings and program eligibility. Students that provide test scores from out of district or out of state, or given by a qualified professional, that are on the list of Arizona state approved tests will be eligible for immediate placement in the appropriate program provided seats are available at grade level, otherwise students will be placed on a waitlist. While on the waitlist students will receive pull-out gifted services at their home school of attendance. Reciprocity will be provided for students who have attended a gifted program in another school district or state but do not meet the list of approved Arizona state tests will be assigned to the TUSD GATE program after evaluation of

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Deleted: Test scores from other state

Deleted: and test scores from previous years not to exceed 2 school years

Deleted: be considered but not necessarily for first round offerings and/or self-contained placement.

	scores. 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)." 2016-2017 School Year Qualification Criteria Self-Contained qualification **1)** 9 (96-99%) stanine on at least one CogAT subtest; NCE not a factor OR **2)** 8 (89-95%) stanine on at least one CogAT subtest, or 9 on the Raven, with a total NCE of at least 268 Pullout qualification **1)** 8 (89-95%) stanine on any CogAT subtest with a total NCE not a factor or **2)** 9 (96-99%) stanine on the Raven, NCE not a factor
Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	"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). The GATE department currently uses Arizona state-approved cognitive tests: for grades kindergarten through 7th 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."
How do you inform parents and staff of your referral and identification process?	"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). District staff and administration will be informed in meetings and through district communication channels about the GATE referral process and testing deadlines and dates."
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	Parents are informed by mail of test results and the level, if any, of qualifying service such as self-contained and/or pullout/resource. "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

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	their children." (TUSD, proposed Post-Unitary Status Plan, June 2009). 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.

Social and Emotional Development

Question	District description
How do you provide for the unique affective needs of your gifted students K-6? How do you provide for the unique affective needs of your gifted students 7-8? How do you provide for the unique affective needs of your gifted students 9-12?	Beginning 2016-17 school year: • 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. Guidance Curriculum will include: • 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

	• 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
What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?	Beginning 2016-17 school year: • 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 local experts to address the unique socio-emotional development of gifted learners • 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
How do you monitor, identify and provide assistance to "at risk" gifted students?	Beginning 2016-17 school year: • 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

	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. • 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.

Professional Development	
Question	District description
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	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. Pullout GATE itinerant staff receive weekly Wednesday professional development during the school year. 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. 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. 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. 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.

Please list the titles of the training you conducted last year and those planned for the current year.	2015-16 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) 2016-17 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)
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	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. 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. In additional all administrators, counselors, psychologists and support staff are invited to attend trainings provided by the GATE department.

Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?	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: • Content supported instructional strategies • Content could be implemented immediately • Materials were beneficial • Excellent delivery of content and engagement • Input on future professional development needs

Parent and Community Involvement

Question	District description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	Program philosophy, goals and recruitment procedures available to all parents through: • 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
How do you provide access to your scope and sequence for all parents?	Once approved by the governing board, this scope and sequence will be made available online and printed copies by request in May 2017.
Describe how you incorporate parents into a support or advisory group.	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.
How do you involve parents and the gifted community in the evaluation of your program?	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.

Program Assessment

Question	District description
What data sources do you use to assess your programs effectiveness?	• 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~~ AzMERIT, 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~~ AzMerit 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?	Key indicators include: • 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
What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development and district coordination?	The 2016-17 proposed budget distribution estimates are as follows: (3%) capital expenditures (76%) direct student services (3%) professional development (16%) district coordination 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.
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	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. 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. 2016-17 teacher/student class ratio estimates are as follows: • 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
To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources	The district provides a total of 84.6 GATE FTE: • (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 The district provides a 1/2 time A&R researcher for testing assistance and other data support.

	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.

Tucson Unified GATE Scope and Sequence

Governing Board Review & Approval Date: March 28th, 2017 Review and May 9, 2017 Approved
Cycle Review Scope and Sequence and Governing Board Policy IHBB Reviewed May 2017: Review January 2020
Next Scope and Sequence and Governing Board Policy IHBB Cycle Review: August 2020
Submitted by: Frances Banales, Senior GATE Coordinator /Dan Erickson, Advance Learning Experiences (ALE) Director

Program Design

QUESTION	District description
What is your district's definition of a gifted student and gifted education?	"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)."
Describe the Philosophy and Goals for your gifted program.	"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. 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. The role of the Gifted Education program is to: • 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. 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. 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. No students shall be excluded from the program(s) because of their ethnic status, handicapping condition, creed,

	gender, or religious convictions if they meet the eligibility criteria and have parent or guardian approval for participation. 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). 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."
How do you group and deliver services to your K-2 students? How do you group and deliver services to your 3-6 students? How do you group and deliver services to your 7-8 students? How do you group and deliver services to your 9-12 students?	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. Services for identified gifted students are provided in both self-contained and pullout settings. 1. Elementary and middle school self-contained GATE programs 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. 2. Elementary school pullout GATE programs 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… 3. Middle and high school resource GATE classes 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. (TUSD, proposed Post-Unitary Status Plan, June 2009).

Describe how you integrate your program standards with the Arizona State Standards at each grade level.	"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). 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."
How do you involve parents in your program?	Outreach will be expanded to include at least the following strategies: • Direct home contact by GATE teachers during the placement process • Quarterly parent information meetings • Quarterly parent-student-teacher conferences • Quarterly newsletters • Web pages [In addition beginning in school year 2016-17…] • A parent support group that includes African American and Hispanic parents will be established. • Pre-testing GATE Open Houses (TUSD, proposed Post-Unitary Status Plan, June 2009). 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.

Curriculum and Instruction

Question	District description

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. V - 104, p. 75

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.

What curricular materials do you use for grades K-2? Be specific. What curricular materials do you use for grades 3-6? Be specific. What curricular materials do you use for grades 7-8? Be specific. What curricular materials do you use for grades 9-12? Be specific.	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: <u>1st Grade</u> Life Cycles: New Plants Author Study: Cynthia Rylant Pebbles, Sand, and Silt Cinderella Variants <u>2nd Grade</u> Insects Author Study: Tomie dePaola Kids Make a Difference Air and Weather <u>3rd Grade</u> Science Ecosystems and Desert Ancient Greece and Rome Exploration Immigration and Citizenship <u>4th Grade</u> Southwest and Arizona Electrical Circuits Author Study: Avi Poetry Genre Study <u>5th Grade</u> American Revolution Industrial Revolution Human Body Super Structures and Simple Machines 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. 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. The GATE department lending library is available to all GATE staff and teachers participating in the gifted endorsement initiative. 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.

Identification

Question	District description
Describe how your referral process for identification involves parents and staff.	"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)."
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	"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. 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. 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)." <u>2016-2017 School Year Qualification Criteria</u> <u>Self-Contained qualifcation</u> **1)** 9 stanine on at least one CogAT subtest; NCE not a factor OR **2)** 8 stanine on at least one CogAT subtest, or 9 on the Raven, with a total NCE of at least 268 <u>Pullout qualification</u> **1)** 8 stanine on any CogAT subtest with a total NCE not a factor or **2)** 9 stanine on the Raven, NCE not a factor
Please list all the testing instruments and data points you use for gifted student identification and explain why you	"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). The GATE department currently uses Arizona state-approved cognitive tests: for grades kindergarten through 7th

chose these instruments.	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."
How do you inform parents and staff of your referral and identification process?	"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). District staff and administration will be informed in meetings and through district communication channels about the GATE referral process and testing deadlines and dates."
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	Parents are informed by mail of test results and the level, if any, of qualifying service such as self-contained and/or pullout/resource. "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). 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.

Social and Emotional Development

Question	District description
How do you provide for the unique affective needs of your gifted students K-6? How do you provide for the unique affective needs of your gifted students 7-8? How do you provide for the unique affective needs of your gifted students 9-12?	Beginning 2016-17 school year: • 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. Guidance Curriculum will include: • 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

	• 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
What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?	Beginning 2016-17 school year: • 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 local experts to address the unique socio-emotional development of gifted learners • 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
How do you monitor, identify and provide assistance to "at risk" gifted students?	Beginning 2016-17 school year: • 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

	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. • 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.

Professional Development

Question	District description
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	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. Pullout GATE itinerant staff receive weekly Wednesday professional development during the school year. 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. 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. 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. 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.

Please list the titles of the training you conducted last year and those planned for the current year.	2015-16 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) 2016-17 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)
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	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. 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. In additional all administrators, counselors, psychologists and support staff are invited to attend trainings provided by the GATE department.

Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?	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: • Content supported instructional strategies • Content could be implemented immediately • Materials were beneficial • Excellent delivery of content and engagement • Input on future professional development needs

Parent and Community Involvement

Question	District description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	Program philosophy, goals and recruitment procedures available to all parents through: • 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
How do you provide access to your scope and sequence for all parents?	Once approved by the governing board, this scope and sequence will be made available online and printed copies by request in May 2017.
Describe how you incorporate parents into a support or advisory group.	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.
How do you involve parents and the gifted community in the evaluation of your program?	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.

Program Assessment

Question	District description
What data sources do you use to assess your programs effectiveness?	• 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?	Key indicators include: • 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
What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development and district coordination?	The 2016-17 proposed budget distribution estimates are as follows: (3%) capital expenditures (76%) direct student services (3%) professional development (16%) district coordination 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.
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	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. 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. 2016-17 teacher/student class ratio estimates are as follows: • 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
To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources	The district provides a total of 84.6 GATE FTE: • (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 The district provides a 1/2 time A&R researcher for testing assistance and other data support.

	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.

Tucson Unified GATE Scope and Sequence

Governing Board Review & Approval Date: September 13, 2017 and October 17, 2017
Cycle Review Scope and Sequence and Governing Board Policy IHBB Reviewed 2012: Proposed Review January 2020
Next Scope and Sequence and Governing Board Policy IHBB Cycle Review: August 2020
Submitted by: Frances Banales, Senior GATE Coordinator /Dan Erickson, Advance Learning Experiences (ALE) Director

Program Design	
QUESTION	District description
What is your district's definition of a gifted student and gifted education?	"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)."
Describe the Philosophy and Goals for your gifted program.	"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. 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. The role of the Gifted Education program is to: • 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. 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. 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. No students shall be excluded from the program(s) because of their ethnic status, handicapping condition, creed,

	gender, or religious convictions if they meet the eligibility criteria and have parent or guardian approval for participation. 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). 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."
How do you group and deliver services to your K-2 students? How do you group and deliver services to your 3-6 students? How do you group and deliver services to your 7-8 students? How do you group and deliver services to your 9-12 students?	Kindergarten thru 8th grade students tested and who score at least a 9 (96- 99%) or an 8 (89-95%) 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 (89-95%) stanine on any CogAT test or a 9 (96- 99%) stanine on the Raven will be offered pullout services at their school of attendance in the Fall of the following school year. Students in grades 9th-12th take the PSAT for freshmen, sophomores and juniors and the ACT and SAT is given for seniors. In 2017-18 the CogAT gifted assessment will also be administered. Students' interest, grades test scores on AzMerit and CogAT scores may also be considered for placement in grades 9-12th. Services for identified gifted students kinder-2nd may receive gifted services in pull out or self-contained programs. In 6th-8th grade gifted services are provided in self-contained, resource and pullout settings, honors, and advance placement classes. In grades 9th-12th gifted services may be provided in content courses, AVID, Advance Placement, Dual Credit and International Baccalaureate courses. 1. <u>Elementary and middle school self-contained GATE programs</u> 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. 2. <u>Elementary school pullout GATE programs</u> 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…

	3. Middle and high school resource GATE classes and advance placement courses. 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. Honors and Advance placement courses are also available. (TUSD, proposed Post-Unitary Status Plan, June 2009).
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	"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). 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."
How do you involve parents in your program?	Outreach will be expanded to include at least the following strategies: • Direct home contact by GATE teachers during the placement process • Quarterly parent information meetings • Quarterly parent-student-teacher conferences • Quarterly newsletters • Web pages [In addition beginning in school year 2016-17…] • A parent support group that includes African American and Hispanic parents will be established. • Pre-testing GATE Open Houses (TUSD, proposed Post-Unitary Status Plan, June 2009). 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.

Curriculum and Instruction

Question	District description

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. V - 104, p. 93

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.

What curricular materials do you use for grades K-2? Be specific. What curricular materials do you use for grades 3-6? Be specific. What curricular materials do you use for grades 7-8? Be specific. What curricular materials do you use for grades 9-12? Be specific.	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 The following curriculum and resources are select samples in order to provide a general overview for GATE program differentiation. Problem Solving and Project Base Learning in all grade levels allow students to demonstrate the learning of standards in more depth and complexity. Providing choice in these assignments allows students to bring culturally responsive teaching and learning which allows for more authentic learning for all students in all grades. <u>K-2 Curriculum Differentiation</u> <u>Kinder –</u> Primary Education Thinking Skills (PETS) <u>1st Grade –</u> Primary Education Thinking Skills (PETS) <u>Literacy Kit Resources:</u> Life Cycles: New Plants Author Study: Cynthia Rylant- Class author study to model student individual author projects that detail standards for 1st grade in menu PBl project. Pebbles, Sand, and Silt Cinderella Variants –mock trials, comparing and creating a point of view fractured story based on personal DOK <u>2nd Grade -</u> <u>Literacy Kit Resources:</u> Insects – Create a dance displaying the movement of the insect researched. Author Study: Tomie dePaola – Beginning presentations dressed to represent author, use mobile or attribute displays Kids Make a Difference – community partnership to learn about others; may include family and or partner organizations for service learning project. Air and Weather – Experimentation with changes in liquid and gases that effect weather, scientific notebooks and mathematical plots of weather change <u>3rd – 5th</u> <u>3rd Grade</u> <u>Literacy Kit Resources:</u>Science Ecosystems and Desert Ancient Greece and Rome Exploration ○ Read several legends/folktales about the origins of the <u>sun, moon or stars.</u> Use a thinking map comparisons and analyzing the effects of culture, geography (other attributes). Use menu to

determine presentation of analysis.

- Read a biography of an explorer. Use mapping skills and thinking map to analyze purpose, cause and effect and synthesize by creating a culminating project for future exploration.

Immigration and Citizenship – Ellis Island and Angel Island Poetry and Writings, Current Events

4th Grade
Literacy Kit Resources:
Southwest and Arizona
Electrical Circuits

- Create a presentation (menu item) using facts learned about electricity to promote safety,
- Identify other types of energy. Create an advertisement (menu) to persuade and inform others about alternative forms of energy.
- Using provided materials create two forms of circuit. Illustrate and write a caption for each circuit you build

Author Study: Avi
Poetry Genre Study -

- Poetry Slam
- "Kick in the Head"
- "Fly with Poetry".

5th Grade
Literacy Kit Resources:
American Revolution – PBL
Industrial Revolution – DOK study and analysis of cause and effect with future consequences supported with persuasive writing or display
Human Body-

- Group research project to create PBL Human Body Manual
- Utilizing a thinking map and menu response for "How does technology affect the way people eat? Detail how today's technology affects your food choices."
- Creative a public service announcement that promotes having a healthy body. Create a poster, a

radio ad, or a television commercial to share with the class.

- Human body systems baseball menu (p. 73)

Super Structures and Simple Machines – PBL designing structures and simple machines including presentation and written design blueprints with explanatory method and purpose.

6th – 8th
Self-Contained GATE – includes author studies, advance science coursework, accelerated math, culturally relevant social studies or humanities
AVID courses
Honors courses
Advance Stem courses

9th-12th
GATE Classes – includes author studies, advance science coursework, accelerated math, culturally relevant social studies or humanities
includes AVID Courses
Honors coursework
Advanced Placement (AP) courses
International Baccalaureate (IB) program (one high school)
Advance STEM courses

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.

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.

The GATE department lending library is available to all GATE staff and teachers participating in the gifted endorsement initiative.

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.

Identification

Question	District description
Describe how your referral process for identification involves parents and staff.	"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 and posted on the TUSD website. 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, 6, 8-12 will be tested by parent request (TUSD, proposed Post-Unitary Status Plan, June 2009)." Students are tested at their TUSD home school of attendance during the testing window and at an assigned school site for make-up tests (2nd and third opportunities) As budget permits an additional make up test(s) will be administered in May or June of the school year. Also, testing specialist are available throughout the school year to administer tests if circumstances, and or transfer students require testing. **GATE Testing Window** Kindergarten test in January Spring semester 1st-6th grades test in Fall beginning second quarter 7th grade test Spring 4th "quarter 8th grade test Fall 2nd quarter **Make Up test for all students**: Kindergarten -6th grade January and February Spring Semester 7th and 8th Grade May and June of 4th quarter
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	"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. Student test scores are rank ordered by total norm curve equivalent (NCE) to determine order of offerings and program eligibility. Students that provide test scores from out of district or out of state, or given by a qualified professional, that are on the list of Arizona state approved tests will be eligible for immediate placement in the appropriate program provided seats are available at grade level, otherwise students will be placed on a waitlist While on the waitlist students will receive pull-out gifted services at their home school of attendance. Reciprocity will be provided for students who have attended a gifted program in another school district or state but do not meet the list of approved Arizona state tests will be assigned to the TUSD GATE program after evaluation of

	scores. 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)." <u>2016-2017 School Year Qualification Criteria</u> <u>Self-Contained qualification</u> **1)** 9 (96-99%) stanine on at least one CogAT subtest; NCE not a factor OR **2)** 8 (89-95%) stanine on at least one CogAT subtest, or 9 on the Raven, with a total NCE of at least 268 <u>Pullout qualification</u> **1)** 8 (89-95%) stanine on any CogAT subtest with a total NCE not a factor or **2)** 9 (96-99%) stanine on the Raven, NCE not a factor
Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	"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). The GATE department currently uses Arizona state-approved cognitive tests: for grades kindergarten through 7th 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."
How do you inform parents and staff of your referral and identification process?	"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). District staff and administration will be informed in meetings and through district communication channels about the GATE referral process and testing deadlines and dates."
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	Parents are informed by mail of test results and the level, if any, of qualifying service such as self-contained and/or pullout/resource. "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). 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.

Social and Emotional Development

Question	District description
How do you provide for the unique affective needs of your gifted students K-6? How do you provide for the unique affective needs of your gifted students 7-8? How do you provide for the unique affective needs of your gifted students 9-12?	Beginning 2016-17 school year: • 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. Guidance Curriculum will include: • 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

	• 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
What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?	Beginning 2016-17 school year: • 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 local experts to address the unique socio-emotional development of gifted learners • 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
How do you monitor, identify and provide assistance to "at risk" gifted students?	Beginning 2016-17 school year: • 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

	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. • 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.

Professional Development

Question	District description
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	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. Pullout GATE itinerant staff receive weekly Wednesday professional development during the school year. 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. 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. 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. 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.

Please list the titles of the training you conducted last year and those planned for the current year.	2015-16 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) 2016-17 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)
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	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. 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. In additional all administrators, counselors, psychologists and support staff are invited to attend trainings provided by the GATE department.

Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?	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: • Content supported instructional strategies • Content could be implemented immediately • Materials were beneficial • Excellent delivery of content and engagement • Input on future professional development needs

Parent and Community Involvement

Question	District description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	Program philosophy, goals and recruitment procedures available to all parents through: • 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
How do you provide access to your scope and sequence for all parents?	Once approved by the governing board, this scope and sequence will be made available online and printed copies by request in May 2017.
Describe how you incorporate parents into a support or advisory group.	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.
How do you involve parents and the gifted community in the evaluation of your program?	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.

Program Assessment

Question	District description
What data sources do you use to assess your programs effectiveness?	• 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 • AzMERIT, 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, AzMerit 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?	Key indicators include: • 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
What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development and district coordination?	The 2016-17 proposed budget distribution estimates are as follows: (3%) capital expenditures (76%) direct student services (3%) professional development (16%) district coordination 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.
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	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. 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. 2016-17 teacher/student class ratio estimates are as follows: • 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
To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources	The district provides a total of 84.6 GATE FTE: • (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 The district provides a 1/2 time A&R researcher for testing assistance and other data support.

	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.