



PASADENA UNIFIED SCHOOL DISTRICT  
**Academic Services**  
**Innovative Programs**  
*OUR CHILDREN. LEARNING TODAY. LEADING TOMORROW.*

TO: Brian McDonald, Ed.D., Superintendent of Schools  
CC: Shawn Bird, Ed.D., Chief Academic Officer  
FROM: Hoori Chalian, Director Innovative Programs  
DATE: June 24, 2016  
RE: Friday Communiqué – Gifted and Talented Education (GATE) Testing Data  
& Certificated Teacher Data

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The information that follows is being presented in response to the Board request to disaggregate data previously presented in the May 16, 2016 GATE annual update.

GATE Testing Data

PUSD conducts universal screening of all students in second grade and fifth grade. Students in grades other than second and fifth grade may be recommended for GATE screening by parents, teachers, and/or administrators.

All students in second grade are assessed using the Coloured Raven Matrices (Raven). The Raven has been used internationally for over sixty years and has been proven as both reliable and valid. During this time, test creators have been careful to ensure that it has been reviewed and updated as warranted. A number of professional (peer-reviewed) journals attest to its usefulness in identifying gifted and talented students based on the following characteristics:

- Acultural in a manner that accounts for diversity and is free of linguistic or cultural bias (to the extent possible)
- Universal and transparent, with consistencies in scoring across exams and locations
- Practical and time sensitive (can be used in a number of settings without overtaxing test takers)

All PUSD students in fifth grade are assessed using the Cognitive Abilities Test (CogAT). The CogAT Form 6 measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal. Research studies have found that the CogAT is proven as an effective tool in expanding the students identified as eligible for gifted and talented programs. The CogAT is proven by research studies to identify more English Language Learners and minority students as possibly eligible for gifted and talented programs.

As described in the May 26, 2016 GATE Annual Update, PUSD has engaged Hanover Research to conduct (1) a secondary research piece which will examine published literature and summarize best practices for GATE (including multiple measure screening/identification and differentiated instruction) with special attention to what works especially well with underrepresented groups of students and classrooms with fewer GATE students; and (2) a primary research piece where they will conduct in-depth interviews with other school districts about components of their GATE programs and provide a summary of common practices and their observed effectiveness. While we already use multiple measures for screening/identification we look to the results of this research project to help us to understand the observed pattern of GATE identification data (see table below) and shed light on how our district can revise our processes to be most inclusive and equitable for all student subgroups.

The table which follows represents the numbers of students tested and identified during the 2015-2016 school year. Data is reported by LCAP targeted subgroups and by ethnicity (four largest ethnic groups reported). School level disaggregation of data was not possible due to small group sizes. As an alternative, subgroup data is reported below by Elementary, Secondary, and District level.

**PUSD Students Tested/Identified in 2015-2016**

	Overall	Target Subgroups				Ethnicity			
		Low Income	English Learner	Special Ed	Foster Youth	Asian	African-American	Hispanic	White
<b>Elementary</b>									
Tested	2774	1859	678	308	56	146	359	1637	499
Identified	271	76	12	16	1	52	16	79	89
% Identified	9.8%	4.1%	1.8%	5.2%	1.8%	35.6%	4.5%	4.8%	17.8%
<b>Secondary</b>									
Tested	96	32	*	7	*	*	20	34	34
Identified	9	3	*	0	*	*	2	1	5
% Identified	9.4%	9.4%	*	0.0%	*	*	10.0%	2.9%	14.7%
<b>District-wide</b>									
Tested	2870	2891	680	315	57	150	379	1671	533
Identified	280	79	13	16	2	53	18	80	94
% Identified	9.8%	2.7%	1.9%	5.1%	3.5%	35.3%	4.7%	4.8%	17.6%

\* Five or fewer students tested

### GATE Certification Teacher Data

PUSD provides teachers with professional learning opportunities to support instructional practices that best meet GATE students' needs. In order to become GATE certified, PUSD teachers must complete 30 hours of coursework. Six hours of additional coursework is required every three years in order to keep GATE certification active.

PUSD partners with the University of California at San Diego to provide professional development to teachers who wish to earn or renew GATE certification. Sample course descriptions are provided below:

### ***Brain-Compatible Learning and Learning Styles***

This session provides an interactive exploration of the neurophysiology of gifted and talented education, contextualized within the cognitive and affective needs of diverse gifted and talented students at the elementary and secondary levels. Rooted in seminal work on the 'gifted brain' and Mihaly Csikszentmihalyi's research on 'Flow', *Brain Compatible Learning* explores the ways in which problem-centered learning; experiential and epiphany-based learning; empowerment and choice; memory; and practical relevance serve as catalysts for creativity and commitment within and across disciplinary areas embedded within state standards for gifted and talented students. Implications and strategies for instruction will be presented and discussed.

### ***Identification and Social Emotional Characteristics of the Gifted and Talented***

A review of the history of GATE in the United States sets the stage for a more detailed understanding of the nature of giftedness and talent and the strategies and tools used by schools and districts to identify eligible students. Building from *Brain-Compatible Learning Styles*, this session also explores social and emotional characteristics unique to diverse gifted individuals, including the impacts of asynchrony; perfectionism; twice exceptionality; among others. Special attention is paid to the needs of multicultural gifted students and English Learners. Strategies for the design and delivery of curriculum that attend to these characteristics will be presented for collaborative discussion.

### ***Differentiating Curriculum and Instruction for the Gifted and Talented***

These interactive sessions explore the theory and integrated practice of differentiating instruction within the diverse multicultural classroom. Differentiating content, process, and product are considered in the context of working with mixed ability classrooms; English Learners; multicultural giftedness and talent; state standards; and 21<sup>st</sup>-century learning technologies. Elements of depth and complexity are reviewed and participants will engage in flexible strategies that can be used next day. Helping parents understand giftedness and differentiation serves as an integrated theme and a topic of collaborative conversation among participating teachers.

### ***Advanced Practice in Gifted and Talented Education***

This session is designed for practitioners with previous coursework/certification and experience in delivering instruction to gifted and talented pupils, exploring the 'on-ground' dynamics of planning, delivery and formative assessment in the long- and short-term. *Advanced Practice* provides manifold occasions for participating teachers to engage tools and strategies that enable them to integrate progressively more sophisticated learning opportunities across subject areas during the school day. Strategies presented include iconic teaching based on an understanding of organic differentiation; fluidity; and use of content imperatives and universal themes, among others.

The table on the following page summarizes the number of GATE certified teachers currently assigned to each school site. As many as 45 teachers have already registered for GATE certification renewal courses being held in July 2016 (July 8 or July 15). Teachers who wish to pursue initial certification can complete professional development courses afterschool in October and November 2016.

**2015-2016 PUSD GATE Certified Teachers**

<b>Schools</b>	<b>Certification In Progress</b>	<b>Certified</b>	<b>Total</b>
<b>Elementary</b>	<b>27</b>	<b>98</b>	<b>125</b>
Altadena	0	3	3
Cleveland	3	3	6
Don Benito	1	12	13
Field	3	4	7
Franklin	0	3	3
Hamilton	2	3	5
Jackson	2	2	4
Jefferson	2	7	9
Longfellow	2	4	6
Madison	1	2	3
McKinley	2	10	12
NCES	1	8	9
Roosevelt	0	1	1
San Rafael	1	2	3
Sierra Madre	4	15	19
Webster	0	8	8
Willard	1	5	6
WAES	2	6	8
<b>Secondary</b>	<b>16</b>	<b>58</b>	<b>74</b>
Blair	6	6	12
Eliot	0	7	7
Marshall	2	13	15
Muir	1	1	2
PHS	3	11	14
Sierra Madre Middle	3	9	12
Washington Middle	0	5	5
Wilson Middle	1	6	7
<b>District-wide</b>	<b>43</b>	<b>156</b>	<b>199</b>