

Gifted and Talented Education Question and Answer Oct. 9 & 10 Webcast

DR. STEVE WINLOCK: What are the gate requirements state that funds must be use for gate purposes? Please clarify, is this true whether a school is operating as a targeted assistant or a school wide program? And, I think that that sounds like a Sandra question. Sandra?

SANDRA FRANK: Yes, it is. Regardless of whether a school is operating as a school wide program or a targeted assistant program under title I funds, still they gave funds that are coming to registry, got to use to that school must be use for gate program purposes.

DR. STEVE WINLOCK: Our district required to conduct an annual evaluation of their gate program. Sandra?

SANDRA FRANK: Yes. Districts are required to conduct an annual evaluation of their gate program. It should include a review of people progress and of the administration of the program. At the time that the district submits an application for renewal of the gate plans, they also required to submit an evaluation report with that application.

DR. STEVE WINLOCK: Are districts required to establish a gate advisory committees that include parents of gifted students?

SANDRA FRANK: Yes. Districts are required to conduct a district level, gate advisory committee that includes parents of gifted students and particular parents from diverse socio-economic linguistic and cultural background should be included.

DR. STEVE WINLOCK: I have an addition to that question, Sandra. How about school personnel?

SANDRA FRANK: Yes. The committee can include representatives from schools, district level personnel are need one that the district feels as important to assist with the implementation and evaluation of the gate program.

DR. STEVE WINLOCK: Is there a requirement of how many times they should meet?

SANDRA FRANK: Yes. Districts--it's just recommended. They can meet one time a year, but it's recommended, they need approximately three times a year.

DR. STEVE WINLOCK: Are districts required to provide gate program services during the regular school day? Sandra, it sounds like your question.

SANDRA FRANK: That's my question. Yes. Gate program services are supposed to be provided during the regular school days through special day classes, cluster grouping, part-time grouping of students. You can also supplement your gate programs with enrichment, saturday schools, independent study, post-secondary education. But, the program must be provided linked to the state content standards and provided during the regular school day.

DR. STEVE WINLOCK: Thank you. Can other students participate in the gate programs Sandra that are not identified?

SANDRA FRANK: It's a possible if there are some after school enrichment programs, students may be able to participate from high achievers or possibly any student maybe participating in an After School Program. But, during the regular school day, there should be opportunities for gifted students to be group and cluster together to receive differentiated or more advanced curriculum.

DR. STEVE WINLOCK: Are districts allowed to have gate carry-over funds?

SANDRA FRANK: Yes. You may have gate carry-over funds maintained in your district for the gate program. The funds cannot find their way to the general fund or be used for any other funds, but you may have carry over funds and then, they are maintained for the gate program purposes.

DR. STEVE WINLOCK: Sandra, one of the concerns that we always have is making sure that those funds though are used for the kids that are in that year in lot of ways. Don't you agree with that?

SANDRA FRANK: Yes, the carry-over fund should be minimal. That usually is. When districts submit their new application for funding, they're supposed to be entered on to their budget what their amounts of carry-over funds are. If they're excessive then question might be raised whether they're actually using those program funds or services for gate's fees.

DR. STEVE WINLOCK: Are teachers of gifted students required to have special preparation and experience? Now, I wonder if that's from a parent that sent that in or a new teacher. What do you think, Sandra?

SANDRA FRANK: Well, I would say that might come from a district or a parent.

DR. STEVE WINLOCK: Yes.

SANDRA FRANK: Or a new teacher. The title v regulations state that special day class teachers have to have special training and experience for working with gifted student at silent with regard to teachers, gifted teachers and all other types of classes. However, most districts make an effort to train and some districts require that teachers have special trainings and experience in different curriculums for gifted children. So, it's important, focus and its important use of the gate funds to train all teachers and the needs of gifted students and how they can best be served in regular classrooms and in special day classes.

DR. STEVE WINLOCK: Sandra, a question that comes up from me as I hear your answer to this, in the special training, give examples of what you believe or what you have seen in some of your districts that that's special training is.

SANDRA FRANK: Many districts offer gate certification classes and some colleges and universities offer gate certification classes for continuing education. Also, the California association for the gifted offers a very excellent conference that provides many, many workshops

on how to differentiate the curriculum for gifted students, the needs of gifted Learners, how to accelerate gifted students. And so, many districts take advantage of that. Many teachers take advantage of that individually and also parents attend those workshops.

DR. STEVE WINLOCK: Sandra, here's the question. Are districts required to have a professional development plan for gifted teachers and supervisory personnel?

SANDRA FRANK: Yes, Steve. Districts are required to have a professional development plan for their gate teachers and their supervisory personnel. It relates to the question that we talked about and answered previously and that districts, most districts do have and are required to have competencies for gate teachers and supervisory personnel and the needs assessments to relate to those competencies in terms of providing professional development for their teachers and their supervisory personnel.

DR. STEVE WINLOCK: Are districts required to provide equal opportunity for students from diverse backgrounds to be identified participation, for participation in the gate program? Sandra?

SANDRA FRANK: Yes, Steve. Districts should seek out and identify students from diverse socioeconomic, linguistic, and cultural backgrounds. They can do this by making sure that teachers are informed with the characteristics of gate students from diverse backgrounds to implementing, testing procedures that are nonverbal test, and tests that are matched more closer to their populations, by making sure that parents are informed of the referral process and teachers are informed of the referral process. So, they should make a concentrated effort within the district with the parent, community and the teachers to make sure their all students have equal opportunity to be referred and tested and identified as gifted.

DR. STEVE WINLOCK: Are districts required to provide opportunities for gifted students to acquire skills at advanced levels?

SANDRA FRANK: Yes, Steve. The gate students should have many opportunities to meet or exceed the state content standards to move ahead in the curriculum areas that they have the highest skills and to do that through testing of the gate students to see where they're at, curriculum compacting for the gate students to allow for opportunities for gate students to be accelerated in the curriculum. They may have opportunities to work in a higher grade level for curriculum areas that they have high skills in and there maybe opportunities for them to attend a post-secondary education or do independent studies so they can continue to progress at the level of their ability.

DR. STEVE WINLOCK: Sandra, it bakes the question for me. Are there particular curriculum areas that should be looked at in advance level or are you saying all are...? Help us with that if you would.

SANDRA FRANK: Particularly in the reading and math areas. For sure those areas should be looked at but also in the areas of science and history, social studies should be areas and in also the arts.