



Gateway Program

The Learning Environment Recommendation Process

Essential background information for all parents:

- 833 Elementary Gifted Education Programming is available in all 833 Elementary schools through cluster classrooms in grades 3-5.
 - A cluster classroom is a regular mainstream classroom in which a small group or cluster of students with gifted identification are placed together. The classroom teacher has the skills necessary to meet the needs of gifted learners. The size of the cluster may be as few as two or as many as ten students. The rest of the cluster classroom is composed of students of varying ability, not everyone in a cluster classroom has gifted identification.
- The Gateway Program-Within-A-School is a programming option for serving highly gifted learners from across the district in grades 3 through 5, whose intensities of understanding the world require an all-gifted peer environment to foster positive relationships with learning. This program challenges highly gifted students who have demonstrated needs beyond the Gifted Cluster Classroom model available in all 833 Elementary Schools. *Please note: Not all highly gifted students thrive in a Program-Within-A-School structure.*
- The family of a student who has been identified as a gifted learner in District 833 may submit a Gateway Interest Form by the deadline listed on the district gifted education website, based on their child's learning styles and needs.

How is a Gateway Program learning environment recommendation decided?

Step #1: Parents of students in second or third grade who have been identified as gifted learners in District 833 submit a Gateway Interest Form in order to request that Gifted Education review a student's learning environment for the next school year.

Once Gifted Education receives the Gateway Interest Form, we request similar information from the student's teacher using the Teacher Observation Form. A packet is put together that includes the parent and teacher observation forms, objective ability (CogAT) and achievement (MAP Reading and Math) data. **This packet is anonymously compiled for the Consideration Committee.**

Step #2: The Learning Environment Consideration Committee, who are highly trained gifted educators and administrators, thoroughly review each Gateway Interest Form submitted with the goal of understanding the gifted learner.

Student information provided in the Gateway Interest Form is interpreted through the following process:

- *Objective information* (CogAT or other Ability Test, MAP, and MCA scores, when available) is placed in a rubric, which provides a total score and indicators of highly gifted learner needs and style.
- *Subjective information* (Parent Observation Form and Teacher Observation Form) is reviewed to provide observable evidence of highly gifted learner needs and styles. The emphasis within the Subjective Information review is to understand the gifted learner's approach to learning and intense areas of interests through a parent(s) and teacher perspective.
- *All categories of information* are reviewed for consistencies and cross-referenced to identify an interrelated view of the gifted learner's demonstrated learning needs and learning style.

Step #3: The Consideration Committee then decides on a recommended learning environment based on the following indicators and criteria:

1. Students are recognized in their objective information as Highly Qualified or Qualified based on how they score on a student ability test and the Measures of Academic Progress (MAP).
 - Highly Qualified Student- A student who has both (1) a total score of 140 or higher on a student ability test and (2) a score in the 98th or 99th percentile on recent MAP reading and math tests.
 - Qualified Student- A student who has both (1) a score of 132 or higher on a student ability or IQ test and (2) a score in the 96th percentile or above on recent MAP reading and math tests.

***Non-resident students** are identified as gifted learners in District 833 using their current student ability and achievement test scores along with teacher recommendation from the student's current school. When students are equally qualified as defined above, priority will be given to students who reside in District 833.*

2. Students subjective information (Parent Observation Form and Teacher Observation Form) is used to gather observable evidence which includes:
 - Capacity to learn with unusual depth and understanding, to retain what has been learned, and to transfer learning to new situations;
 - Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
 - Ability to make unusual connections among ideas and concepts;
 - Ability to learn very quickly in their area(s) of intellectual strength; and
 - Capacity for intense concentration and/or focus.
 - Need for new concepts and information to be presented with increasing dimension, divergence and complexity

Gifted Learner characteristics and learning needs are influenced primarily by the work of the National Association of Gifted Children (NAGC).

3. Once all the materials have been reviewed, the Consideration Committee makes the recommendation for the student's Gifted Education programming learning environment for the next year as either the Gateway Program or the student's neighborhood school Gifted Cluster Classroom.
4. Recommendations of either the student's neighborhood school Gifted Cluster Classroom or the Gateway Program are mailed to families on the date listed on the district Gifted Education website.

Please see the information document posted on the website or included in your CogAT results for more information.