

A Rubric for Assessing your Site Program Summary and Accountability Plan for Differentiated Instruction

DIRECTIONS: This rubric is intended as a planning tool to guide the development of your site's GATE plan. We encourage you to use the performance descriptors on this rubric in two ways: when planning your GATE plan, and as a self-assessment upon its completion. You are not expected to fill it out completely. **The GATE office will also use this rubric to give you feedback on your GATE plan.**

Part I. Program Summary

CALIFORNIA GATE Standard and Performance Descriptors	Evidence in Plan (Yes/No)	Evaluation (What needs to be added, changed, or extended upon to make your site's GATE plan exemplary?)
<p>Program Design Standard: Are current names and contact information provided for your site's GATE team leader, DAC representative, and person responsible for placement of GATE students?</p> <p>Are specific ways for GATE staff to meet, plan, and vertical team included?</p>		
<p>Identification Standard: Does the site identify and track GATE students and inform GATE teacher's of their identity?</p>		
<p>Professional Development Standard: Are GATE certified teachers assigned to GATE classes?</p> <p>Will each GATE teacher be provided with at least one professional development opportunity this year?</p>		
<p>Social/Emotional Standard: Are plans to support underachievers, English language learners, at-risk, and double-labeled students specified?</p>		
<p>Parent/Community Involvement Standard: How will your site provide a voice to your DAC representative and other parents?</p>		
<p>Program Assessment Standard: Is a plan to assess your site's GATE program delineated?</p>		
<p>Budget Standard: Are GATE funds used to supplement, not supplant, district funds with no more than 3% of GATE funds spent on administrative costs?</p>		

Part II. Accountability Plan for Differentiated Instruction

CALIF. GATE Curriculum and Instruction Standard: Performance Descriptors	Evidence in Plan (Yes/No)	Evaluation (What needs to be added, changed, or extended upon to make your site's GATE plan exemplary?)
Has each teacher submitted an Accountability Plan for each of his/her classes?		
Does the plan clearly delineate how GATE differentiated instruction is aligned with and exceeds state core content standards?		
Does the plan clearly illustrate how Seminar curriculum and instruction is differentiated from that of GATE cluster, Advanced, and AP classes?		
Do instructional activities modify curriculum for depth (allowing students to venture further and more elaborately into an area of study); complexity (asking learners to draw connections between, within, and across subjects); acceleration (altering the pace of instruction and providing more sophisticated resources); and novelty (allowing learners to construct meaning in a personalized manner)?		
Does the plan specify an extensive range of resources used to support instruction, including out of grade level print and non print materials?		
Does each teacher's Accountability Plan include an attachment that provides evidence of the instructional strategies indicated, i.e. Tiered Lessons, Socratic Seminar, etc?		
Do instructional activities allow for the development of ethical standards, sensitivity, and responsibility to others?		
Do instructional activities allow for a variety of teaching and learning patterns: large and small group instruction, teacher-directed learning, and independent study?		