

Recommended Standards for Programs for Gifted and Talented Students

For a one-year approval, standards in the first column should be in place. For a two-year approval, standards in both column one and column two should be in place. When standards in all three columns are in place, districts may expect a three-year approval. Each level should show increasing quality.

Section 1: Program Design Districts provide a comprehensive continuum of services and program options responsive to the needs, interests, and abilities of gifted students and based on philosophical, theoretical, and empirical support. **(EC 52205[d] and 52206[a])**

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The plan includes an intellectual component with objectives that meet or exceed state academic content standards. b. The plan incorporates expert knowledge, is approved by the local Board of Education and is available. c. The plan aligns with the available resources of the schools, staff, parents and community. d. A GATE advisory committee representing educators, community members and parents is formed to support the needs of the program. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms. b. Participation in the program is not limited by other problems of logistics. c. A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Administrative groupings and structures appropriate for gifted education may include cluster grouping, part-time grouping, special day classes, and special schools. b. The program provides services that are an integral part of the school day. c. The program provides for continuous progress and intellectual peer interaction. d. The program provides for flexible grouping in the classroom to meet student needs and abilities. e. Children in grades K-2 are served even if not formally identified. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. A range of appropriate administrative grouping options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The program structure and delivery of services provide a balance between cognitive and affective learning.
1:3 The program is articulated with the general education programs.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The program provides continuity within the gifted program and with the general education program. b. A coordinator is designated and responsible for all aspects of the program. c. The program involves the home and community. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The program is planned and organized to provide articulated learning experiences across subjects and grade levels. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The program is comprehensive, structured, and sequenced between, within, and across grade levels, K-12. b. The program provides support services including counselors and consultants.