

# **California State Board of Education**

## **Recommended Standards for Programs for Gifted and Talented Students**

**Approved October 2001  
Revised July 2005**

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

**Section 2: Identification** The district’s identification procedures are equitable, comprehensive, and ongoing. They reflect the district’s definition of giftedness and its relationship to current state criteria. **(EC 52202: Title 5 Regulations, Section 3822)**

2:1 The nomination/referral process is ongoing and includes students K-12.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities.</li> <li>b. The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services.</li> <li>c. Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations.</li> <li>d. Students may be nominated for participation more than once.</li> <li>e. All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Training in the identification process is provided that is specifically appropriate for administrators, teachers and support personnel.</li> <li>b. The district maintains data on nominees and includes these data in reassessing students who are referred more than once.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p>
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program.</li> <li>b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee.</li> <li>c. Parents and teachers are notified of a student’s eligibility for program placement and are informed of the appeal process.</li> <li>d. Transfer students are considered for identification and placement in a timely manner.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The identification tools used are reflective of the district’s population.</li> <li>b. The district makes timely changes in identification tools and procedures based on the most current research.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates.</li> <li>b. The diversity of the district’s student population is increasingly reflected in the district GATE population.</li> </ul>
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file.</li> <li>b. Upon parent request the district provides identification information the parent may take to a new school or district.</li> <li>c. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p>

**Section 3: Curriculum and Instruction** Districts develop differentiated curriculum, instructional models and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (**EC 52206[a] and 52206[b]**)

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards.</li> <li>b. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products.</li> <li>c. The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding).</li> <li>d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities.</li> <li>b. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning.</li> <li>c. The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels K-12.</li> </ul>
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day.</li> <li>b. The differentiated curriculum is taught with appropriate instructional models.</li> <li>c. The differentiated curriculum is supported by appropriate materials and technology.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study.</li> <li>b. The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study.</li> <li>c. An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.</li> </ul>

**Section 4: Social and Emotional Development** Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. **(EC 52212[a][1])**

4:1 Actions to meet the affective needs of gifted students are ongoing.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development.</li> <li>b. Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms.</li> <li>b. Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.</li> <li>b. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home or in the community.</li> </ul>
4:2 At risk gifted students are monitored and provided support ( e.g. underachievement, symptoms of depression, suicide, substance abuse).		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel.</li> <li>b. Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed.</li> <li>c. Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems.</li> <li>d. Information and support are made available to parents regarding at-risk gifted students.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. At risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.</li> </ul>

**Section 5: Professional Development** Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. (**EC 52212[a][1]**)

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program.</li> <li>b. An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning.</li> <li>c. Individuals selected to conduct inservice for teachers of gifted learners have knowledge and expertise in the area of gifted education.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal.</li> <li>b. A district process to qualify teachers to teach gifted students is in place.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. A district professional development plan to accommodate different levels of teacher competency is in place.</li> </ul>
5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such knowledge and experience.</li> <li>b. A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.</li> <li>c. Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program.</li> <li>d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an inservice.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.</li> <li>b. The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.</li> <li>c. Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned.</li> <li>d. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.</li> </ul>

**Section 6: Parent & Community Involvement** Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. **(EC 52205[2][f])**

6:1 Open communication with parents and the community is maintained.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Parents are informed of the district’s criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided.</li> <li>b. The district’s state application is available to parents and the community.</li> <li>c. GATE parents are involved in the ongoing planning and evaluation of the GATE program.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation.</li> <li>b. The products and achievements of gifted students are shared with parents in a variety of ways.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Parents are involved in the development of the application and/or school site plans related to GATE programs.</li> <li>b. The talents of GATE parents and other community resources supplement the core and the differentiated curriculum.</li> <li>c. Partnerships between the GATE program and business and community organizations are established.</li> </ul>
6:2 An active GATE advisory committee with parent involvement is supported by the district.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year.</li> <li>b. The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education.</li> <li>c. Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. A parent member of the GATE advisory committee cosigns the district’s state application.</li> <li>b. Parents participate in the GATE advisory committee which meets on a regular basis.</li> <li>c. GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education.</li> <li>d. The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted education.</li> <li>e. The district GATE coordinator and the district GATE advisory committee solicit community support.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The parents of special needs students, such as gifted English language learners and gifted disabled students, participate in the district’s GATE advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.</li> </ul>

**Section 7: Program Assessment** Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. **(EC 52212[a][1])**

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development.</li> <li>b. The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose.</li> <li>c. The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation.</li> <li>b. The program contains a clear description of performance expectations of gifted students defined at each grade level.</li> <li>c. Criteria for levels of performance or rubrics are used as part of the assessment process.</li> <li>d. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection.</li> <li>e. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program.</li> <li>f. Districts provide sufficient resources to fund program assessment.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level.</li> <li>b. The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time.</li> <li>c. Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.</li> </ul>

**Section 8: Budgets** District budgets for gifted programs support and provide for all the components of the district’s GATE program and meet the related standards. **(EC 52209, 52212[a][1], [2], [3])**

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a.</b> Gate funds and/or funding sources are used to address:</p> <ul style="list-style-type: none"> <li>• professional development</li> <li>• direct student services</li> <li>• district level coordination</li> <li>• GATE student identification process</li> </ul> <p><b>b.</b> Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners.</p> <p><b>c.</b> There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget.</p> <p><b>d.</b> Carry-over monies are minimal and maintained within the district GATE accounts.</p> <p><b>e.</b> Indirect costs do not exceed state limitations.</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a.</b> Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district’s size and GATE plan.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a.</b> The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.</p>