

California State Board of Education

Recommended Standards for Programs for Gifted and Talented Students

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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>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.

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)**

<p>2:1 The nomination/referral process is ongoing and includes students K-12.</p>		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities. 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. c. Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations. d. Students may be nominated for participation more than once. e. All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. Training in the identification process is provided that is specifically appropriate for administrators, teachers and support personnel. b. The district maintains data on nominees and includes these data in reassessing students who are referred more than once. 	<p>Exemplary Standards: Three year approval</p>
<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>		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program. b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee. c. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process. d. Transfer students are considered for identification and placement in a timely manner. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The identification tools used are reflective of the district's population. b. The district makes timely changes in identification tools and procedures based on the most current research. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates. b. The diversity of the district's student population is increasingly reflected in the district GATE population.
<p>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>		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file. b. Upon parent request the district provides identification information the parent may take to a new school or district. 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. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student. 	<p>Exemplary Standards: Three year approval</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])

<p>3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</p>		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards. b. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products. 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). d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. 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. 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. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> 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.
<p>3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.</p>		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day. b. The differentiated curriculum is taught with appropriate instructional models. c. The differentiated curriculum is supported by appropriate materials and technology. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study. 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. 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. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.

