

Gifted and Talented Education Program Resource Guide

California Department of Education

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INTRODUCTION

What is the Gifted and Talented Education Program?

The California Department of Education (CDE) administers the Gifted and Talented Education (GATE) Program, which provides funding for local educational agencies (LEAs) to develop unique education opportunities for high-achieving and underachieving pupils in the California public elementary and secondary schools. Each school district's governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education (SBE). The GATE program is authorized under *Education Code (EC)* sections 52200-52212.

What is the purpose of the GATE Program Resource Guide?

The GATE Resource Guide has been developed as a technical assistance document for LEAs that receive state funding to provide programs for gifted and talented students. The guide clarifies the requirements of *EC* sections 52200-52212, related provisions of *California Code of Regulations (CCR), Title 5*, and the *SBE Recommended Standards for Programs for Gifted and Talented Students*. It also provides information for district and county office GATE coordinators, administrators, principals, teachers, and parents regarding implementation and evaluation of effective programs for gifted and talented students.

The guidance in the GATE Program Resource Guide is not binding on LEAs or other entities. Except for the statutes and regulations that are referenced herein, compliance with the guidelines is not mandatory. (*EC* 33308.5)

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PART 1 PROGRAM AUTHORIZATION AND LEGISLATIVE INTENT

1.1 What is the legislative intent for the GATE program?

The legislative intent of the GATE program is to provide funding for LEAs to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools who have been identified as gifted and talented. It is the intent of the legislature that special efforts be made to ensure that pupils from economically disadvantaged and varying cultural backgrounds are provided with full participation in these unique opportunities. (*EC 52200[a]*)

In addition, it is the intent of the Legislature to improve the quality of existing programs for gifted and talented pupils and provide for experimentation in the delivery of programs including a variety of programmatic approaches and cost levels and to provide for identification of GATE students in a variety of ways. (*EC 52200[b]*)

LEAs that elect to provide GATE programs submit an application for funding. Applications are approved based on the criteria in the SBE *Recommended Standards for Programs for Gifted and Talented Students* available on the CDE Web site at <http://www.cde.ca.gov/sp/gt/>. Provisions of the *EC* and related *CCR*, Title 5 regulations for implementation of programs for gifted and talented students are reflected in the aforementioned standards.

1.2 What are the elements all GATE programs should include?

EC Section 52200(c) states that all programs for gifted and talented pupils should include the following:

- (1) Differentiated opportunities for learning commensurate with the gifted and talented pupils' particular abilities and talents
- (2) Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials
- (3) Elements that help gifted and talented pupils develop sensitivity and responsibility to others
- (4) Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards
- (5) Elements that assist gifted and talented pupils to develop self-generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment

- (6) Elements that help gifted and talented pupils develop realistic, healthy self-concepts.

1.3 What are the general standards for GATE programs?

The *CCR*, Title 5 establishes the following general standards that apply to all types of gifted and talented programs:

- (a) Unique opportunities for high-achieving and under-achieving pupils who are identified as gifted and talented shall be provided.
- (b) Districts shall make provisions for ensuring participation of pupils in the upper range of intellectual ability.
- (c) Districts shall make provisions for ensuring full participation of pupils from disadvantaged and varying cultural backgrounds.
- (d) The quality of existing programs for gifted and talented pupils shall be maintained or improved.
- (e) Experimentation with a variety of programmatic approaches and cost levels shall be encouraged.
- (f) Written consent of a parent, guardian, or other person having actual custody and control of the pupil shall be on file with the district prior to the pupil's participation in the program.
- (g) The district program shall meet the specific needs and requirements as specified in the *EC* Section 52200(c) for gifted and talented pupils. Academic components shall be included in all program offerings.
- (h) The district program shall reflect the assessed needs of its identified pupils.
- (i) All identified gifted and talented pupils shall have an opportunity to participate in the gifted and talented program.
- (j) The district shall develop a written plan for the district program which is available for public inspection. The written plan describes the appropriately differentiated curricula for identified gifted and talented pupils as well as specifies the methods used to examine the appropriateness of the identified pupil's total educational experience, including articulation with other special-funded programs that serve gifted and talented pupils. (*CCR*, Title 5 Section 3831)

1.4 What are the requirements for LEA written plans?

The written plan shall include:

- (1) The purposes of the program, including general goals and specific objectives that the pupils are expected to achieve
- (2) The rationale for the district's method of identification of gifted and talented pupils
- (3) Where appropriate, procedures for consideration of the identification and placement of a pupil who was identified as gifted or talented in the district from which the pupil transferred
- (4) The services to be rendered and the activities to be included for pupils participating in special day classes, receiving special services, or participating in special activities for an amount of time as specified in *EC* Section 52206
- (5) A plan for evaluating the various components of the program that includes an annual review of pupil progress and of the administration of the program
- (6) Procedures for modifying the district gifted and talented program on the basis of the annual review
- (7) A staff development plan based upon a needs assessment which includes specification of requisite competencies of teachers and supervisory personnel
- (8) A procedure to inform parents of a pupil's participation or nonparticipation in the gifted and talented program
- (9) Procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district program
- (10) An objective related budget (*CCR*, Title 5 Section 3831)

1.5 What are the *EC* definitions for GATE?

EC Section 52201 provides the following definitions for GATE:

Gifted and Talented Pupil: “Gifted and talented pupil” means a pupil enrolled in a public elementary or secondary school who is identified as possessing demonstrated or potential abilities that give evidence of high performance capability.

Highly Gifted Pupil: “Highly gifted pupil” means a gifted and talented pupil who has achieved a measured intelligence quotient of 150 or more points on an assessment of intelligence administered by qualified personnel or has demonstrated extraordinary aptitude and achievement in language arts, mathematics, science, or other academic subjects as evaluated and confirmed by both the pupil’s teacher and principal.

Program: “Program” means an appropriately differentiated curriculum provided by a district for identified pupils that meets the standards set forth in *EC* Chapter 8. Gifted and Talented Pupil Program.

Participating Pupil: “Participating pupil” means a pupil identified as gifted and talented who takes part in a program for at least one semester of a school year.

High Performance Capability: The demonstrated or potential abilities that give evidence of high performance capabilities are defined by each school district governing board in accordance with regulations established by the SBE. Identification categories may include one or more of the following (*EC* 52202):

- Intellectual, creative, specific academic, or leadership ability
- High achievement
- Performing and visual arts talent
- Any other criterion that meets the standards set forth by the SBE

PART 2 STUDENT IDENTIFICATION AND PLACEMENT

2.1 What are the LEA responsibilities for identification of GATE students?

Each school district has the responsibility for developing a method for the identification of pupils as gifted and talented. The method of identification is included in the district's application and conforms to these general principles:

- (a) The standards ensure the identification of pupils who possess a capacity for excellence far beyond that of their chronological peers.
- (b) Methods are designed to seek out and identify those pupils whose extraordinary capacities require special services and programs.
- (c) Provisions are made for examining a pupil's range of capacities.
- (d) Methods and techniques of identification generate information as to a pupil's capacities and needs.
- (e) There is equal opportunity to be identified in the categories served.
- (f) Methods are designed to seek out and identify gifted and talented pupils from diverse linguistic, economic, and cultural backgrounds. (CCR, Title 5 Section 3820)

2.2 What evidence is used to identify students for GATE services?

Prior to identification, pertinent evidence as to a pupil's capacity for excellence far beyond that of chronological peers is compiled. The range of data should be broad enough to reveal gifts and talents across cultural, economic, and linguistic groups.

- (a) Appropriate data to be collected by the school district may include:
 - School, class, and individual pupil records
 - Individual tests (including summary and evaluation by a school psychologist)
 - Group tests
 - Interviews and questionnaires (teacher, parent, and others)
- (b) Evidence of a pupil's capacity may also be derived from pupil products, comments from peers, and opinions of professional persons.

- (c) Studies of factors contributing to a pupil's underachievement resulting from handicapping or disadvantaged conditions shall be considered.
- (d) The pertinent evidence shall reflect consideration of the economic, linguistic characteristics, and cultural background. (CCR, Title 5 Section 3823)

2.3 What are the categories for identification of GATE students?

The following categories are used for identification of the pupil's extraordinary capability in relation to the pupil's chronological peers:

- (a) **Intellectual Ability:** A pupil demonstrates extraordinary or potential for extraordinary intellectual development.
- (b) **Creative Ability:** A pupil characteristically:
 - 1. Perceives unusual relationships among aspects of the pupil's environment and among ideas
 - 2. Overcomes obstacles to thinking and doing
 - 3. Produces unique solutions to problems
- (c) **Specific Academic Ability:** A pupil functions at highly advanced academic levels in particular subject areas.
- (d) **Leadership Ability:** A pupil displays the characteristic behaviors necessary for extraordinary leadership.
- (e) **High Achievement:** A pupil consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
- (f) **Visual and Performing Arts Talent:** A pupil originates, performs, produces, or responds at extraordinarily high levels in the arts.
- (g) **Any other category** which meets the standards set forth in these regulations. (CCR, Title 5 Section 3822)

2.4 Who makes the final determination about GATE pupil eligibility?

The final determination of eligibility of a pupil rests with the administrative head of the school district or a designated employee of the districts in accordance with procedures adopted by the local governing board.

- (a) The school employee shall base a decision upon the evaluation of the pertinent evidence by the school principal or a designee of the school principal, a

classroom teacher familiar with the school work of the pupil, and, when appropriate, a credentialed school psychologist.

- (b) To determine the full range of a pupil's capability, a person recognized as an expert in the gifted and talented category under consideration, and/or an individual who has in-depth understanding of the pupil's linguistic or cultural group shall participate in the evaluation of the evidence unless there is no doubt as to the pupil's eligibility.
- (c) These individuals may review screening, identification, and placement data in serial order, provided that these individuals meet to resolve differences in assessment and recommendation.
- (d) This shall not preclude the use of an identification and placement committee. (CCR, Title 5 Section 3824)

2.5 What are the types of GATE program service options?

Governing boards of school districts that elect to provide programs may establish programs for gifted and talented pupils consisting of:

- Special day classes
- Part time groupings
- Cluster groupings

Programs must be consistent with the applicable statutes and regulations and are required to be planned and organized as integrated, differentiated learning experiences within the regular school day. The GATE program services may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as:

- Independent study
- Acceleration
- Postsecondary education
- Enrichment

Each participating governing board determines the most appropriate curricular components for participating pupils. For all gifted and talented pupils, including those with high creative capabilities and talents in the performing and visual arts, each participating governing board shall concentrate part of the curriculum in providing pupils with an academic component and, where appropriate, instruction in basic skills. (EC 52206)

2.6 What are the definitions for GATE program service options?

- (a) **Special Day Class:** A “Special Day Class” for gifted and talented pupils consists of one or more classes totaling a minimum school day where each of the one or more classes meets the following requirements:
- (1) It is composed of pupils identified as gifted and talented.
 - (2) It is especially designed to meet the specific academic needs of gifted and talented pupils for enriched or advanced instruction and is appropriately differentiated from other classes in the same subjects in the school.
 - (3) It is taught by a teacher who has specific preparation, experience, personal attributes, and competencies in the teaching of gifted children.
- (b) **Part-time Grouping:** Pupils attend classes or seminars that are organized to provide advanced or enriched subject matter for a part of the school day. These classes are composed of identified gifted and talented pupils.
- (c) **Enrichment Activities:** Pupils remain in their regular classrooms but participate in supplemental educational activities planned to augment their regular educational programs. In these supplemental educational activities the pupils use advanced materials and/or receive special opportunities from persons other than the regular classroom teacher.
- (d) **Cluster Grouping:** Pupils are grouped within a regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher.
- (e) **Independent Study:** Pupils are provided with additional instructional opportunities through either special tutors or mentors, or through enrollment in correspondence courses specified in *EC* Section 51740. These opportunities shall be supervised by a certificated person employed by the pupil’s school district.
- (f) **Acceleration:** Pupils are placed in grades or classes more advanced than those of their chronological age group and receive special counseling and/or instruction outside of the regular classroom in order to facilitate their advanced work.
- (g) **Postsecondary Education Opportunities:** High school pupils, for a part of the day, attend classes conducted by college or community college or participate in College Entrance Examination Board Advanced Placement (AP) programs. When needed, the high school provides books and supplies.
- (h) **Services for Underachieving Gifted and Talented Pupils:** Pupils receive services designed to assist them in developing basic skills needed to overcome, as soon as possible, their underachievement and to enable them to achieve in

their academic classes at levels commensurate with their individual abilities. This does not preclude participation in other program options.

- (i) **Services for Linguistically Diverse, Culturally Divergent, and/or Economically Disadvantaged Gifted and Talented Pupils:** Pupils receive services designed to assist them to develop their potential to achieve high levels commensurate with their abilities. This shall not preclude their participation in other program options.
- (j) **Other:** Pupils participate regularly, on a planned basis, in special counseling or instructional activity or seminars carried on during or outside of the regular school day for the purpose of benefiting from additional educational opportunities not provided in the regular classroom in which the pupils are enrolled.
- (k) **Other services** or activities approved 90 days in advance by the State Superintendent of Public Instruction. (*CCR*, Title 5 Section 3840)

2.7 What are the provisions for GATE student participation in college?

Assembly Bill 2207, Chapter 1073, Statutes of 2000, authorizes the governing board of a school district to grant a request for special part-time or full-time enrollment for highly gifted pupils to attend a community college. The legislation also requires the governing board of a school district or community college that denies a request for special part-time or full-time enrollment at a community college to issue its written recommendation and the reasons for the denial within 60 days. Parents or guardians may file an appeal with the county board of education if their request for their student to attend a community college is denied by the governing board of the district.

PART 3

APPROVAL OF GATE PROGRAMS

Approval of GATE programs is based on the criteria in the SBE *Recommended Standards for Programs for Gifted and Talented Students*. LEAs that elect to provide GATE services are required to submit an application for approval of a proposed program. The application template is posted on the CDE Web site on or before April 1 each year. Applications are due to the CDE by June 15.

3.1 What is the process for approval of GATE program applications?

GATE program applications are approved for a period of one, two, or three years based on the quality of the plan, in accordance with criteria in the SBE *Recommended Standards for Programs for Gifted and Talented Students*. Applications recommended for five-year approval require a site validation of the application. All applications must address the SBE criteria for the following components:

1. Program Design
2. Identification
3. Curriculum and Instruction
4. Social and Emotional Development
5. Professional Development
6. Parent and Community Involvement
7. Program Assessment
8. Budget

3.2 What is the funding formula for GATE?

The State Superintendent of Public Instruction apportions funds to participating school districts based on a formula that divides the total funding available for GATE programs in the state budget for the current year by the statewide total units of average daily attendance (a.d.a.) in kindergarten through grade twelve at the second principal apportionment of the prior year for all participating school districts.

No school district with fewer than 1,500 in a.d.a. receives less to support its GATE program than \$2,500 or the amount it received in 1998-99, whichever is greater. Dollar amounts are adjusted for deficits or percentage inflation adjustments on an annual basis. Information regarding district apportionment funding is available on the CDE Web site at <http://www.cde.ca.gov/fg/>. The approved indirect rate may not exceed 3 percent. (CCR, Title 5 Section 3870)

3.3 What expenditures are allowable under the GATE program?

- Professional development that focuses on meeting the needs of advanced students (in-house, institutes, consultants, conferences).

- Professional development on differentiating curriculum for mixed ability classrooms, cluster groups, part-time grouping, or self-contained classes.
- Salaries and benefits for GATE specialists (pull-out teachers, itinerant teachers, coordinators).
- Stipends for teachers who serve GATE students beyond contract time (zero period, after school, before school, prep time).
- Administrative costs (GATE coordinator's salary and benefits, or a prorated percentage of a person's salary based on the percentage of time they devote to GATE).
- Indirect costs (limited to 3 percent).
- Stipends for a site liaison.
- Technology and software to support curriculum specifically to meet the needs of the gifted students in accordance with the district plan.
- Supplementary textbooks and supplies for honors and AP classes, self-contained GATE classrooms, cluster groups or individual students, part-time groups.
- Participation in educational experiences appropriate for GATE students, such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, even if some of the participating students are not identified as GATE students.
- Testing materials and time used in the identification of gifted students.
- Transportation and admission for study trips determined by the district to be appropriate.
- Transportation to and from regularly scheduled classes or seminars.
- Scholarships for gifted students to attend special events or classes.
- Summer activities appropriate for GATE students.

3.4 What expenditures are not allowable?

- Salaries and benefits for teachers of self-contained GATE classrooms, honors classes, and AP classes conducted during the regular contract day.
- Basic textbooks and supplies generally provided to all students.

- Equipment and special supplies that are intended for use by the whole school.

PART 4

IMPLEMENTATION OF SBE RECOMMENDED GATE STANDARDS

Approval of GATE programs is based on the criteria in the SBE *Recommended Standards for Programs for Gifted and Talented Students*. Information regarding the SBE criteria and implementation activities for the eight program areas is provided below.

Section I: Program Design

Districts provide a comprehensive continuum of services and program options responsive to the needs, interests, and abilities of gifted students 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.

Minimum Standards

- (a) The plan includes intellectual component that meets or exceeds state academic content standards.
- (b) The plan incorporates expert knowledge and is approved by the local board of education.
- (c) The plan aligns with resources of schools, staff, parents, and community.
- (d) The GATE advisory committee representing educators, community, and parents is formed to support the needs of the program.

Commendable Standards

- (a) The district plan is disseminated and accessible to parents and the community in pamphlet, Web site, or other forms.
- (b) Participation in the program is not limited by problems of logistics or other problems.
- (c) A district GATE advisory committee representing all constituents meets on a regular basis to assist with program planning and assessment.

Exemplary Standards

- (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.**Minimum Standards**

- (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 regular 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 kindergarten through grade two are served even if not formally identified.

Commendable Standards

- (a) A range of appropriate administrative grouping options and structures is available. At the secondary level such groupings and structures are not limited to a single type at any grade level.

Exemplary Standards

- (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**Minimum Standards**

- (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.

Commendable Standards

- (a) The program is planned and organized to provide articulated learning experiences across subjects and grade levels.

Exemplary Standards

- (a) The program is comprehensive, structured, and sequenced within and across kindergarten through grade twelve levels.
- (b) The program provides support services including counselors and consultants.

Implementation Activities for Section 1: Program Design

- Establish the district GATE advisory committee representing educators, parents, and the community that meets on a regular basis (at least three times a year) to assist with program planning and assessment. (The advisory committee can be included as a part of the school site council.)
- Develop the overall structure, design, and implementation of the district's GATE program in collaboration with the GATE advisory committee, district administrators, site GATE coordinators, teachers, and parents. Align the plan with other school and community resources.
- Designate a coordinator who is responsible for all aspects of the program.
- Develop the district's identification process. Determine the categories that will be used for GATE student identification including one or more of the following: academic ability, creative ability, leadership, and visual and performing arts.
- Ensure that students from diverse ethnic, socioeconomic, and cultural groups have equal opportunity to be referred to and to participate in the GATE program.
- Ensure that GATE program services are provided as integrated, differentiated learning experiences within the school day that provide students with opportunities to meet or exceed state academic content standards.
- Provide GATE program options that include one or more of the following: special day classes, cluster grouping, part-time, part-time grouping, special schools, honors classes, advanced placement, International Baccalaureate. Provide augmented or supplement program options with other differentiated

activities related to the core curriculum such as independent study, acceleration, postsecondary education, and enrichment.

- Provide opportunities for GATE program articulation across subjects and grade levels in kindergarten through grade twelve.
- Ensure that students in kindergarten through grade two are served even if the district does not formally identify students at that grade span.
- Provide support services for GATE students through school counseling or outside consultants.
- Obtain local board approval of the district's GATE application and submit the application to the CDE by the due date.
- Disseminate the district's GATE plan making it readily accessible to parents and the community through written form and/or Web site.

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* and *CCR*, Title 5 Section 3822)

2:1 The nomination/referral process is ongoing and includes students in kindergarten through grade twelve.

Minimum Standards

- (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 non-traditional instruments and procedures for searching for gifted students. All data are used to ensure equal access to program services.
- (c) Referrals are sought from classroom teachers and parents. The 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 characteristics of gifted learners and have access to nomination forms.

Commendable Standards

- (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 when reassessing students who are referred more than once.

Exemplary Standards

Not Applicable, None provided, or None.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

Minimum Standards

- (a) A committee, including the GATE coordinator and certificated personnel, make the final determinations on individual student eligibility for the program..
- (b) Evidence from multiple sources is used for 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.

Commendable Standards

- (a) Identification tools are reflective of the district's population.
- (b) The district makes timely changes in identification tools and procedures based on the most current research.

Exemplary Standards

- (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's GATE population.

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.

Minimum Standards

- (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 is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified the student remains identified, though services to individuals may vary from year to year.

Commendable Standards

- (a) Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with parents and students.

Exemplary Standards

None.

Implementation Activities for Section 2: Identification

- Develop an identification process that ensures all students, including those from diverse socioeconomic and cultural backgrounds, and/or disabilities, equal opportunity to be identified and participate in the GATE program.
- Develop a method to identify GATE students in one or more of the following categories: intellectual, creative, specific academic ability, leadership ability, high achievement, and visual and performing arts.
- Actively search for referrals among underrepresented populations to assure that the diversity of the district's student population is increasingly reflected in the district GATE population.
- Utilize data and evidence from multiple sources to identify students for GATE program services including, but not limited to, intelligent quotient tests, criterion referenced tests, standardized tests, content standards tests, portfolio assessment, and teacher and parent observations and checklists.

- Ensure that the identification tools are reflective of the district's population and that all data are used to ensure equal access to program services.
- Provide training for all administrators, teachers, counselors, support staff, and parents regarding the characteristics of GATE students and the district's referral and identification process. Provide copies of referral forms including information that students may be referred more than once throughout their school years.
- Establish a committee that includes individuals who are knowledgeable about GATE program identification, such as the GATE coordinator and other certificated personnel, to make the final determination on individual student eligibility.
- Notify parents and teachers of a student's eligibility for the program and of the appeal process. Establish a data file for each nominee.
- Assure that once identified, all GATE students have an opportunity to participate and remain identified though program services may vary.
- Provide an orientation for parents and students, as appropriate, regarding student placement and program options. Obtain signed parent permission for student participation and include it in the student's file.
- Develop a process for implementation of interventions and hold a meeting with parents before any student is considered for withdrawal from the program.
- Develop a process for considering transfer students for identification and placement in a timely manner.

Section 3: Curriculum and Instruction

The district develops 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.

Minimum Standards

- (a) The differentiated curriculum facilitates the 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.

Commendable Standards

- (a) The core curriculum is compacted for gifted students so learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities.
- (b) The differentiated curriculum is aligned with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning.
- (c) 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.
- (d) 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.

Exemplary Standards

- (a) A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels kindergarten through grade twelve.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.**Minimum Standards**

- (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.

Commendable Standards

- (a) The structure of 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 materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.

Exemplary Standards

- (a) The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.

Implementation Activities for Section 3: Curriculum and Instruction

- Implement differentiated curriculum, instructional models, and strategies for GATE instruction that are aligned with and extend the state academic content standards and curriculum frameworks with the classroom.

- Ensure that academic components are included in all program offerings and that the differentiated curriculum facilitates GATE students' ability to meet or exceed the state academic content standards.
- Ensure that a differentiated curriculum is in place that is responsive to the needs, interests, and abilities of gifted students within a grade level or class and for individual learners in kindergarten through grade twelve.
- Ensure that the differentiated curriculum is scheduled on a regular basis and integral to the regular school day, taught with appropriate instructional models, and supported by appropriate materials and technology.
- Provide differentiated curriculum responsive to the needs, interests, and abilities of gifted students that 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.
- Provide support services for underachieving, linguistically diverse and economically disadvantaged GATE students so they can achieve at levels commensurate with their individual abilities.

Section 4: Social and Emotional Development

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.

Minimum Standards

- (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.
- (b) Gifted students have awareness of career and college options and guidance consistent with their unique strengths. At the secondary schools this includes mentoring and pre-college opportunities.

Commendable Standards

- (a) Teacher training and knowledge regarding social and emotional development of gifted students and incorporate techniques to support affective learning in their classroom.

- (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.

Exemplary Standards

- (a) Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.
- (b) Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in the school, home, and community.

4:2 At-risk gifted students are monitored and provided support (e.g., underachievement, symptoms of depression, suicide, substance abuse).

Minimum Standards

- (a) Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel.
- (b) Counselors and administrators are trained to make referrals to internal and external agencies when needed.
- (c) Gifted students considered at-risk receive counseling and support services but are not dropped from the gifted program because of related problems.
- (d) Information and support are made available to parents regarding at-risk gifted students.

Commendable Standards

- (a) The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.

Exemplary Standards

- (a) At-risk gifted students are provided with specific guidance and counseling services that address related issues and problems, and include development of an intervention plan.

Implementation Activities for Section 4: Social and Emotional Development

- Provide information and training for administrators, teachers, counselors, and parents regarding the characteristics of gifted learners and their related social and emotional development.

- Provide training for administrators, teachers, and counselors, in recognizing at-risk GATE students, and how to make referrals to appropriate school personnel and external agencies.
- Identify staff and program services that support the social and emotional development of gifted learners to facilitate healthy self-concepts.
- Develop a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies and provide intervention options for gifted students in the school, at home, or in the community.
- Ensure that an intervention plan is developed for at-risk GATE students that includes counseling services and support and that students are not dropped from the program.
- Ensure that information and support are provided to parents regarding at-risk gifted students.
- Provide student with awareness of career and college options and guidance consistent with their unique strengths including mentoring and pre-college opportunities at the secondary level.

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.

Minimum Standards

- (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 yearly assessment of the needs of teachers and of the GATE program.
- (b) An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements for future planning.
- (c) Individuals selected to conduct inservice for teachers of the gifted learners have knowledge and expertise in the area of gifted education.

Commendable Standards

- (a) The district encourages teachers to focus on gifted education as one area of professional growth hours for credential renewal.
- (b) A district process to qualify teachers to teach gifted students is in place.

Exemplary Standards

- (a) A district professional development plan to accommodate different levels of teacher competency is in place.

5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.**Minimum Standards**

- (a) Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continued such knowledge and experience.
- (b) A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.
- (c) Administrators, counselors, and support staff participate in professional development related specifically to their roles and responsibilities in the GATE program.
- (d) Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development related to gifted students.

Commendable Standards

- (a) The district promotes the concept of teacher-to-teacher professional development in addition to contracting with experts to conduct inservice.

Exemplary Standards

- (a) All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.
- (b) The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.
- (c) Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned.

- (d) The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.

Implementation Activities for Section 5: Professional Development

- Establish defined competencies for GATE teachers and use them to develop a district process for qualifying teachers to teach gifted students.
- Establish a professional development plan based on a yearly assessment of administrator, teacher, and counselor needs related to gifted education.
- Provide high quality, research-based professional development related to gifted education for administrators, teachers, counselors, support staff, and parents to improve the achievement of GATE students and the GATE program.
- Encourage teachers to focus on gifted education for credential renewal.
- Conduct an evaluation of outcomes from professional development plan to determine the effectiveness and use the results for future planning and to make improvements in the GATE program.
- Select individuals to conduct professional development for GATE teachers who have knowledge and expertise in gifted education.
- Ensure the GATE coordinator is a specialist in gifted education and has opportunities to gain ongoing experience and knowledge.
- Assure that all teachers assigned to teach gifted students are certified through a variety of formal and informal GATE certificate programs.
- Identify and make available research materials and publications to assist staff and parents in building their knowledge of GATE program curriculum and instruction.

Section 6: Parent and Community Involvement

Develop 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.**Minimum Standards**

- (a) Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as program options and learning opportunities available. Translations are provided.
- (b) The district's state application is available to parents and the community.
- (c) GATE parents are involved in the ongoing planning and evaluation of the GATE program.

Commendable Standards

- (a) The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the GATE program and its implementation.
- (b) The products and achievements of GATE students are shared with parents in a variety of ways.

Exemplary Standards

- (a) Parents are involved in the development of the district application and/or school site plans related to gifted programs.
- (b) The talents of GATE parents and other community resources supplement the core and differentiated curriculum.
- (c) Partnerships between the GATE program and business and community organizations are established.

6:2 An active GATE advisory committee with parent involvement is supported by the district.**Minimum Standards**

- (a) Parents participate in the district/site advisory committees. It is recommended that the committee meets at least three times a year.
- (b) The district GATE coordinator collaborates with the GATE advisory committee to provide parents with educational opportunities related to gifted education.
- (c) Efforts are made to ensure that representatives of GATE parents on the advisory committee reflect the demographics of the student population.

Commendable Standards

- (a) A parent member of the GATE advisory committee co-signs the district's state application.
- (b) Parents participate in GATE advisory committee which meets on a regular basis.
- (c) The GATE committees and/or school site councils are regularly informed of current research and literature in gifted education.
- (d) The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development to staff, parents, and community members related to gifted education.
- (e) The district GATE coordinator and the district GATE advisory committee solicit community support.

Exemplary Standards

- (a) Parents of special needs students, such as English 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.

Implementation Activities for Section 6: Parent and Community Involvement

- Establish a district GATE advisory committee that is made up of administrators, teachers, parents, and the district GATE coordinator. Involve parents in the development and ongoing planning of the district GATE program, application, and school GATE plans. Have a member of the GATE advisory committee co-sign the district's GATE application.
- Ensure that the district GATE advisory committee includes parents from diverse linguistic, socioeconomic, and cultural backgrounds representative of the demographics of the student population.
- Facilitate participation of parents of special needs students, such as gifted English learners and gifted students with disabilities, to participate in the district GATE advisory committee.
- Involve parents in the ongoing planning, implementation, and evaluation of the GATE program.

- Ensure the district's GATE application is disseminated and made easily accessible to parents and the community in written form and/or posted on the district Web site.
- Provide an orientation for parents of GATE students, as well as regular updates regarding program implementation.
- Regularly inform the district GATE advisory committee or school site council of current research and literature in gifted education.
- Collaborate with the district GATE advisory committee to provide professional development opportunities for staff, parents, and community members.
- Provide opportunities for GATE students to share products and achievements with parents in a variety of ways.
- Coordinate the talents of GATE parents in support of the program.
- Seek community resources to supplement the core and differentiated curriculum. Establish partnerships between the GATE program and business and community organizations.

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 program 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.

Minimum Standards

- (a) All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation processes. The results are used for continuing program development.
- (b) The program assessment process is structured to measure the goals and standards of the program. Instruments are valid and reliable for their intended purpose.

- (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.

Commendable Standards

- (a) Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation.
- (b) The program contains a clear description of performance expectations of gifted students defined at each grade level.
- (c) Criteria for levels of performance or rubrics are used as part of the assessment process.
- (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.
- (e) The results of the program assessment are presented to the local board of education and accessible to all constituencies of the program.
- (f) Districts provide sufficient resources to fund program assessment.

Exemplary Standards

- (a) Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level.
- (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.
- (c) Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.

Implementation Activities for Section 7: Program Assessment

- Conduct an annual evaluation of the GATE program including analysis of student progress from the Standardized Testing and Reporting (STAR) program.
- Ensure use of multiple, traditional and nontraditional strategies to assess student performance including standardized and criterion-referenced achievement tests, questionnaires, and performance-based measures.

- Obtain data from teachers, students, and parents to study the value and impact of GATE program services. Identify both strengths and weaknesses of the programs and include a plan for improvement.
- Ensure that individuals conducting the assessment are knowledgeable about program assessment and gifted education.
- Present the results of the assessment in a report to the local board of education.
- Ensure that the district allocates time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.

Section 8: Budgets

District budgets for the gifted program support and provide for all components of the district's GATE program and meet the related standards. (*EC 52209 and 52212[a][1][2][3]*)

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.

Minimum Standards

- (a) GATE funds and/or funding sources are used to address: professional development, direct student services, district level coordination, and GATE student identification process.
- (b) Expenditures of state GATE funds supplement, and do not supplant, district funds spent on gifted learners.
- (c) There is a budget allocation for district GATE coordination by a single individual on a full- or part-time basis. When appropriate, the coordinators should be included in the budget.
- (d) Carryover is minimal and maintained within the district GATE accounts.
- (e) Indirect costs do not exceed the state limitation.

Commendable Standards

- (a) The allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan.

Exemplary Standards

- (a) 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.

Implementation Activities for Section 8: Budgets

- Ensure that GATE budget expenditures are used to address components of the GATE plan including GATE student identification processes, direct student services, district-level coordination, and professional development.
- Ensure that expenditures of GATE funds supplement, and do not supplant, district funds for gifted learners.
- Identify a budget allocation, using GATE funds or other sources, for a district GATE coordination by a single individual on a full- or part-time basis that reflects the scope and complexities of the district size and the GATE plan. When appropriate, include site coordinators in the budget.
- Ensure that carryover funds are minimal and used for GATE program services.
- Ensure that indirect costs do not exceed the state limitation (3 percent).
- Encourage fiscal collaboration between categorical programs to provide services for GATE students.

PART 5 KEY ROLES AND RESPONSIBILITIES

Clearly defined roles and responsibilities for GATE administrators, coordinators, teachers, and parents are integral to the success of the GATE program. Each district decides the types of GATE program services it will provide. Administration of GATE programs varies according to LEA funding levels and the number of GATE students to be served. Each district is required to designate a district GATE coordinator who is responsible for overseeing the implementation and evaluation of the district GATE program. Districts may also designate a GATE coordinator at each school site. GATE parents have defined roles in the implementation of GATE programs. The roles and responsibilities of GATE administrators, coordinators, and parents are provided below.

5.1 What are the responsibilities of the district GATE administrator?

The district GATE administrator is responsible for overseeing the implementation and evaluation of the GATE program and providing support for district and site coordinators, site administrators, and teachers. The responsibilities of the district GATE administrator include the following:

- Oversee planning the overall structure and design of the district's GATE program in collaboration with the district GATE coordinator, district GATE advisory committee, site administrators, site GATE coordinators, teachers, and parents to ensure that GATE services are implemented according to the current GATE plan.
- Oversee GATE identification and placement procedures to ensure they are equitable, comprehensive, ongoing, and consistent with the current GATE plan.
- Include methods to seek out and identify GATE students from diverse linguistic, socioeconomic, and cultural groups.
- Ensure the GATE program is comprehensive, structured, and sequenced within and across grade levels.
- Ensure the implementation of differentiated curriculum, instructional models, and strategies that are aligned with and extend the state academic content standards and curriculum frameworks within classrooms.
- Ensure the implementation of programs and services that support the social and emotional development of gifted learners to increase responsibility, self-awareness, empathy, and other aspects of affective development, including counseling and intervention services.

- Ensure the implementation of professional development opportunities related to gifted education for administrators, teachers, counselors, and other staff to support and improve educational opportunities for gifted students.
- Ensure the participation of parents and community members in planning and evaluating GATE programs.
- Conduct an annual evaluation of components of the GATE program including data from teacher, student, and parent surveys, a review of student academic progress, and the administration of the program.
- Oversee GATE budget expenditures that support the implementation of the gifted program that meets the identified standards based on assessed needs of the district or site.

5.2 What are the responsibilities of the district GATE coordinator?

The district GATE coordinator is responsible for coordinating the implementation and evaluation of the GATE program. The roles and responsibilities of the district GATE coordinator include the following:

- Plan the overall structure, design, and implementation of the district's GATE program in collaboration with the district GATE administrator, the GATE advisory committee, site administrators, site GATE coordinators, teachers, and parents to ensure that GATE services are integrated within the school day and that the program provides for continuous progress and intellectual peer interaction of GATE students.
- Coordinate GATE identification processes and procedures that are equitable, comprehensive, ongoing, and consistent with the current GATE plan. Develop methods to seek out and identify students from diverse linguistic, socioeconomic, and cultural groups.
- Coordinate the implementation of differentiated curriculum, instructional models, and strategies are aligned with and extend the state academic content standards and curriculum frameworks within the regular classroom.
- Develop and disseminate information regarding the district's method for identification of gifted and talented pupils to administrators, teachers, and parents.
- Implement procedures for consideration of the identification and placement of a pupil who was identified as gifted or talented in the district from which the pupil transferred.

- Implement procedures to inform parents of a pupil's participation or nonparticipation in the gifted and talented program.
- Coordinate the placement of GATE students with teachers who have training in gifted education.
- Identify programs and services that support the social and emotional development of gifted learners to increase responsibility, self-awareness, empathy, and other issues of affective development, including counseling and intervention services.
- Implement professional development opportunities related to gifted education for administrators, teachers, and staff to support and improve educational opportunities for gifted students.
- Attend professional workshops and meetings to remain current on research and best practices in gifted education.
- Develop and conduct an annual evaluation of the GATE program including data from teacher, student, and parent surveys, student academic progress, and administration of the program.
- Coordinate the participation of parents and community members in planning and evaluating GATE programs.
- Ensure that GATE budget expenditures support gifted program components.
- Identify professional resources, research materials, and publications to assist staff and parents in building their knowledge base for working effectively with gifted students.

5.3 What are the responsibilities of the site GATE coordinator?

The site GATE coordinator is responsible for implementation of the GATE program services at the school site. The responsibilities of the site GATE coordinator include the following:

- Coordinate the site GATE program, including facilitating the nomination, referral, and assessment of potential GATE students including those from diverse linguistic, socioeconomic, and cultural backgrounds.
- Participate in advanced training in providing curriculum and programs for gifted learners to serve as a model, coach, and resource to teachers and administrators at each school site.

- Provide resources for teachers with individual GATE students and clusters of gifted learners.
- Coordinate the school site GATE advisory committee.
- Provide professional resources for administrators and teachers including best practices for gifted learners, research on the gifted, and GATE standards.
- Coordinate support services to meet the social-emotional needs of the gifted learner that may include counseling and/or intervention services.
- Organize ongoing staff development opportunities to improve teachers' knowledge and skills.
- Serve as GATE liaison between parents, teachers, administrators, and district GATE coordinator. Attending district advisory committee meetings, GATE conferences, and trainings.
- Conduct GATE teacher, student, and parent needs assessments, and program evaluation surveys.

5.4 What are the responsibilities of the site GATE administrator?

The school site administrator provides support for implementation of the GATE program in the school. The responsibilities of the school site administrator include the following:

- Implement a continuum of program options and services identified in the district's GATE plan that are equitable and ongoing and responsive to the needs, interest, and abilities of gifted students.
- Ensure that there are GATE program options across grade levels and that gifted learners are placed with teachers trained in GATE curriculum and pedagogy.
- Ensure that differentiated curriculum, instructional models, and strategies for GATE are aligned with and extend the state academic content standards and curriculum frameworks within classrooms of gifted learners.
- Support high quality professional development related to gifted education for teachers, counselors, and parents to support and improve educational opportunities for gifted students.
- Encourage participation of parents and community members in supporting GATE program activities.
- Provide services to meet the social and emotional needs of the gifted learner, including counseling or intervention services for at-risk students.

- Support formal and informal evaluation to assess the performance of gifted students (meeting or exceeding state content standards). Use the results of data collected to study the value and impact of the services provided and to improve the performance of gifted students and the gifted program.
- Oversee the site GATE budget to support implementation of components of the GATE program based on assessed needs.

5.5 What are the responsibilities of GATE teachers?

GATE teachers provide differentiated curriculum for GATE students. The responsibilities of GATE teachers include the following:

- Refer potential students for GATE program identification including those from diverse linguistic, socioeconomic, and cultural backgrounds.
- Develop differentiated curriculum and learning opportunities in collaboration with GATE students and parents.
- Provide differentiated curriculum through the use of depth and complexity, compacting, acceleration, tiered assignments, and independent contracts.
- Set high expectations for GATE students to meet and exceed state content standards.
- Provide flexible grouping within the classroom or between classrooms to provide large and small collaborative learning opportunities with peers and with other students based on interests or abilities.
- Provide opportunities for independent study.
- Monitor, assess, and evaluate GATE student progress and communicate progress with parents and students.
- Participate in professional development related to characteristics of GATE students, research and literature on best practices in GATE program curriculum and pedagogy.

5.6 What are the responsibilities of GATE parents?

GATE parents support the GATE program and student participation in a variety of ways. The responsibilities of GATE parents include the following:

- Participate in regular meetings of the site and/or district GATE advisory committees or school site council to assist in the planning and evaluation of the district GATE program.

- Assist with the development of the GATE application and/or school site plan.
- Participate in orientation and updates regarding district criteria for identification of GATE students, program options, and learning opportunities available.
- Participate in professional development related to research and literature on gifted education.
- Meet with teachers to ensure that the GATE program addresses the needs, interests, abilities, and talents of participating students. Include the gifted learners, as appropriate.
- Assist with the GATE program by sharing talents and attending events for GATE students.

PART 6 SMALL DISTRICT CONSIDERATIONS

6.1 Implementation of GATE programs in small school districts.

Many small districts face challenges related to implementation of their GATE program due to limited funding for coordination and program services. Strategies for implementation may include one or more of the following:

GATE Consortiums

Districts may form GATE consortiums for implementation of programs within a county or region. Developing a consortium allows for collaboration in writing district plans, hiring GATE coordinators, providing professional development, and conducting program assessment and other activities.

County Office of Education Assistance

Small school districts may seek assistance from the county office of education for GATE plan development, curriculum and instruction, professional development, program assessment, social and emotional development, and budgeting.

School Site Councils

Small school districts may include GATE advisory committee activities within the school site council including developing the GATE plan, providing parent information about GATE, and involving parents in the evaluation of the GATE program.

Consultant Services

Small school districts may seek assistance from outside consultants for developing the GATE program application; providing professional development for administrators, teachers, and parents; providing services or training related to social and emotional development; and conducting program evaluation,

APPENDIX I RESOURCES

Organizations

Academic Decathlon

<http://www.usad.org/>

A team competition wherein students match their intellects with students from other schools.

American Association for Gifted Children

<http://www.aagc.org/>

Duke University organization and resources related to gifted education and students.

The Association for the Gifted (TAG)

<http://www.cectag.org/>

A division of the Council for Exceptional Children. Promotes scholarly research, advocacy, and professional development.

Belin-Blank International Center for Gifted Education and Talent Development

<http://www.education.uiowa.edu/belinblank/>

Sponsored by the University of Iowa. Conducts talent search and educational programs for gifted students.

California Association for the Gifted (CAG)

<http://www.cagifted.org/>

A non-profit organization of teachers, administrators, parents, and professionals interested in promoting gifted education in California.

College Admissions Services

<http://www.go4ivy.com/resource.asp>

Resources and information about college admissions including financial aid, scholarships, studying for the SAT, writing application essays, and the college admissions process.

Davidson Institute for Talent Development

<http://www.ditd.org/public/>

Supports profoundly gifted young people and opportunities for development of talents.

Stanford University Education Program for Gifted Youth (EPGY)

<http://epgy.stanford.edu/>

Computer-based distance-learning courses for high-ability students of all ages in an individualized educational experience in a variety of subjects from kindergarten through advanced-undergraduate.

Hoagies' Gifted Education Page

<http://www.hoagiesgifted.org/>

Gifted information and resources for parents, educators, counselors, administrators, other professionals, kids and teens

International Baccalaureate Organization (IBO)

<http://www.ibo.org/>

A nonprofit educational foundation that offers curriculum for high academic programs for high school, middle school, and primary grades.

Jacob K. Javits Fellowships Program

<http://www.ed.gov/programs/jacobjavits/index.html>

U.S. Department of Education sponsored programs for gifted and talented education funding for elementary, high school, and college students; local educational agency grant programs, and university research.

Johns Hopkins University Center for Talented Youth

<http://www.jhu.edu/~gifted/>

The program identifies top academic students in grades two through eight and opportunities for participation in challenging educational programs through their tenth grade year.

National Association for Gifted Children (NAGC)

<http://www.nagc.org/>

A non-profit organization of teachers, administrators, parents, and professionals interested in promoting gifted education on a national level.

National Research Center on the Gifted and Talented (NRCGT)

<http://www.gifted.uconn.edu/nrcgt.html>

The NRCGT promotes and publishes research on gifted education related to current and emerging issues in education of gifted and talented students, including GATE students from diverse cultural, linguistic, and socioeconomic groups.

Odyssey of the Mind

<http://www.odysseyofthemind.com/>

An international educational program that provides creative problem-solving opportunities for students from kindergarten through college involving regional, state, and international competitions.

Supporting Emotional Needs of the Gifted (SENG)

<http://www.sengifted.org/>

Fosters education and research to support the unique social and emotional needs of gifted individuals.

U.S. Department of Education, No Child Left Behind (NCLB)

<http://www.ed.gov/index.jhtml>

The NCLB Act, administered by the U.S. Elementary and Secondary Education Program, provides federal funding to state for implementation of programs for improving student academic achievement.

World Council for Gifted and Talented Children

<http://www.worldgifted.org/>

A worldwide network of educators, scholars, researchers, parents, educational institutions, and others interested in research and information on the gifted.

Publications

Gifted Education Communicator, California Association for the Gifted

Gifted Program Standards, National Association for Gifted Children

Gifted Child Quarterly, National Association for the Gifted

Gifted Child Today, Purfrock Press

Meeting the Standards, A Guide to Developing Services for Gifted Students, California Association for the Gifted

Meeting the Challenge, A Guidebook for Teaching Gifted Students, California Association for the Gifted

Raising Your Gifted Child, California Association for the Gifted

Creative Kids http://www.purfrock.com/client/client_pages/prufrock_jm_createkids.cfm

Gifted Children Monthly <http://www.gifted-children.com/>

Imagine <http://jhuniverse.jhu.edu/gifted/imagine/>

Journal for the Education of the Gifted
http://www.purfrock.com/client/client_pages/prufrock_jm_jeg.cfm

Journal of Secondary Gifted Education
http://www.purfrock.com/client/client_pages/prufrock_jm_jsge.cfm

Roeper Review <http://www.roeperreview.org/>

Understanding Our Gifted <http://www.openspacecomm.com/publications.htm>

Books/Journal Articles

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APPENDIX II
SAMPLE GATE FORMS

1. Screening and Assessment Student Profile
2. Parent Permission for Student Testing
3. Parent Notification of Eligibility and Permission for Participation
4. Rating Scales for Behavioral Characteristics of Gifted Students
5. Resource List of Gifted and Talented Identification Instruments

Gifted and Talented Education Screening and Assessment Student Profile

Date Referred: _____ Date Screened: _____

NAME: _____ GRADE: _____ DOB: _____ Sex: Male Female
 First Middle Last

Ethnicity: American Indian or Alaska Native Asian Pacific Islander Filipino
 Hispanic or Latino African American White (not Hispanic) Multiple or no response

Parent/Guardian: _____

Mailing Address: _____

School: _____ Teacher: _____

Referred by [Name]: _____ Teacher/Administrator Parent Self Other

Evaluation Team Decision: Eligible Ineligible Reassess Talent Pool

Intellectual Ability	Aptitude Tests												
	Name of Aptitude Test _____ Date: _____ Composite: _____ Verbal/Linguistic: _____ Nonverbal: _____ Quantitative: _____	Name of Aptitude Test _____ Date: _____ Composite: _____ Verbal/Linguistic: _____ Nonverbal: _____ Quantitative: _____											
Academic Achievement	Achievement Tests												
	California Standards Test (CST)*		California Achievement Test (CAT6)										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">English/Language Arts</td> <td style="text-align: center;">Math</td> </tr> <tr> <td>Scaled Score _____ <input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Basic</td> <td>Scaled Score _____ <input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Basic</td> </tr> </table>	English/Language Arts	Math	Scaled Score _____ <input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Basic	Scaled Score _____ <input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Basic	Reading _____ % Language _____ % Math _____ %	District Benchmark or Other Tests Reading _____ Writing _____ Language _____ Math _____						
English/Language Arts	Math												
Scaled Score _____ <input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Basic	Scaled Score _____ <input type="checkbox"/> Advanced <input type="checkbox"/> Proficient <input type="checkbox"/> Basic												
Behavioral Characteristics Rating Scales													
Gifted Behavioral Characteristics	Teacher Rating Scale		Teacher Rating Scale										
	<table style="width: 100%;"> <tr> <td style="text-align: right;"><input type="checkbox"/> Reading</td> <td style="text-align: right;">Score _____</td> </tr> <tr> <td style="text-align: right;"><input type="checkbox"/> Mathematics</td> <td style="text-align: right;">_____</td> </tr> <tr> <td style="text-align: right;"><input type="checkbox"/> Science</td> <td style="text-align: right;">_____</td> </tr> </table>	<input type="checkbox"/> Reading	Score _____	<input type="checkbox"/> Mathematics	_____	<input type="checkbox"/> Science	_____	<table style="width: 100%;"> <tr> <td style="text-align: right;"><input type="checkbox"/> Motivation</td> <td style="text-align: right;">Score _____</td> </tr> <tr> <td style="text-align: right;"><input type="checkbox"/> Creativity</td> <td style="text-align: right;">_____</td> </tr> <tr> <td style="text-align: right;"><input type="checkbox"/> Leadership</td> <td style="text-align: right;">_____</td> </tr> </table>	<input type="checkbox"/> Motivation	Score _____	<input type="checkbox"/> Creativity	_____	<input type="checkbox"/> Leadership
<input type="checkbox"/> Reading	Score _____												
<input type="checkbox"/> Mathematics	_____												
<input type="checkbox"/> Science	_____												
<input type="checkbox"/> Motivation	Score _____												
<input type="checkbox"/> Creativity	_____												
<input type="checkbox"/> Leadership	_____												
Visual and Performing Arts	Visual and Performing Arts												
	<table style="width: 100%;"> <tr> <td style="text-align: right;"><input type="checkbox"/> Artistic</td> <td style="text-align: right;">Score _____</td> </tr> <tr> <td style="text-align: right;"><input type="checkbox"/> Musical</td> <td style="text-align: right;">_____</td> </tr> <tr> <td style="text-align: right;"><input type="checkbox"/> Dramatic</td> <td style="text-align: right;">_____</td> </tr> </table>	<input type="checkbox"/> Artistic	Score _____	<input type="checkbox"/> Musical	_____	<input type="checkbox"/> Dramatic	_____	Student Work Samples <input type="checkbox"/> Portfolio of Student Art <input type="checkbox"/> Musical Performance Video/Tape <input type="checkbox"/> Dramatic Arts Video/Tape <input type="checkbox"/> Other _____					
<input type="checkbox"/> Artistic	Score _____												
<input type="checkbox"/> Musical	_____												
<input type="checkbox"/> Dramatic	_____												
Other Considerations Impact Factors	Other Considerations/ Impact Factors												
	<input type="checkbox"/> Socio Economic <input type="checkbox"/> English Language Learner <input type="checkbox"/> Special Education <input type="checkbox"/> Health	<input type="checkbox"/> Parent Information <input type="checkbox"/> Peer Rating scales <input type="checkbox"/> Portfolio of Student Work <input type="checkbox"/> Other _____											
Identification Categories	Identification Categories												
	<input type="checkbox"/> Intellectual <input type="checkbox"/> High Achievement <input type="checkbox"/> Specific Academic _____ <input type="checkbox"/> Creative	<input type="checkbox"/> Leadership <input type="checkbox"/> Visual Arts Talent <input type="checkbox"/> Performing Arts Talent <input type="checkbox"/> Other _____											

***Please Note: California Standards Tests have not been validated for use to identify individual students for participation in a program. Identification of GATE students is determined through multiple criteria including: school, class, and individual pupil records; individual tests (including summary and evaluation by a credentialed school psychologist); group tests; interviews and questionnaires (teacher, parent, and others). The range of data should be broad enough to reveal gifts and talents across cultural, economic, and linguistic groups. (CCR, Title 5 Section 3823)**

**Gifted and Talented Education Program
Parent Permission for Student Testing**

Dear Parent/Guardian:

Your son/daughter has been recommended for testing for participation in the Gifted and Talented Education (GATE) program. The test to be administered will be _____ . Testing will take place at _____ school at _____ a.m., month _____, day _____, year _____. Testing will take approximately _____ minutes.

Student eligibility for the GATE program includes a variety information and data including results of ability, academic achievement, and content standards tests; teacher recommendations; parent information; and samples of student work.

Parents will be notified in writing about student eligibility for the GATE program and options for program placement. If you have any questions, please contact the district GATE coordinator at (phone number) _____

To give permission for your child to be tested, please do the following: (1) sign the permission for testing form provided below and (2) return the form to your child's teacher.

Sincerely,

GATE Coordinator

Gifted and Talented Education Program
Permission for GATE Testing

Child's Name

School

- I give permission for my son/daughter to be tested for the GATE program.
- I do not want my son/daughter to be tested for the GATE program.

Parent/Guardian Signature

**Gifted and Talented Education Program
Parent Notification of Eligibility and Permission for Participation**

Dear Parent/Guardian:

Your son/daughter has been identified for participation in the district's Gifted and Talented Education (GATE) program. GATE program services may include one or more of the following:

- Differentiated curriculum in the regular classroom provided by the classroom teacher.
- Cluster grouping with other GATE pupils for differentiated curriculum in the classroom.
- Part-time grouping of GATE pupils for advanced or enriched curriculum during the school day.
- Enrichment activities involving supplemental educational activities.
- Special day class designed for gifted and talented students.
- Acceleration in grades or classes that are more advanced.
- Independent study provided through special tutors, mentors, or special courses.
- Post secondary education conducted by a college.
- Other _____.

To give permission for your son/daughter to participate in the GATE program, please sign and return the form provided below to your school. If you have any questions, please contact _____ at _____

Phone Number

Sincerely,

District GATE Coordinator

**Gifted and Talented Education Program
Permission for GATE Participation**

Child's Name

School

- I give permission for my son/daughter to participate in the GATE program.
- I do not want my son/daughter to participate in the GATE program.

Parent/Guardian Signature

Gifted and Talented Program Rating Scales for Behavioral Characteristics of Gifted Students

District developed or publisher developed rating scales are often included as a part of the multiple criteria for assessing GATE students. Information about two research-based behavioral rating scales is provided below.

Characteristics of Giftedness Scale

Developed by Dr. Linda Silverman, Gifted Development Center at
<http://www.gifteddevelopment.com/>

- | | |
|---|--|
| 1. Good problem solving/
reasoning abilities | 15. Wide range of interests |
| 2. Rapid learning ability | 16. Great sense of humor |
| 3. Extensive vocabulary | 17. Early or avid reading
ability |
| 4. Excellent memory | 18. Concerned with justice,
fairness |
| 5. Long attention span | 19. At times, judgment seems
mature for age |
| 6. Personal sensitivity | 20. Keen powers of
observation |
| 7. Compassion for others | 21. Vivid imagination |
| 8. Perfectionism | 22. High degree of creativity |
| 9. Intensity | 23. Tends to question
authority |
| 10. Moral sensitivity | 24. Shows ability with
numbers |
| 11. Unusual curiosity | 25. Good at jigsaw puzzles |
| 12. Perseverant when
interested | |
| 13. High degree of energy | |
| 14. Preference for older
companions | |

Scales for Rating the Behavioral Characteristics of Superior Students

Authors: Joseph S. Renzulli, Linda H. Smith, Alan J. White, Carolyn M. Callahan, Robert K. Hartman, Karen L. Westberg, M. Katherine Gavin, Sally M. Reis, Del Siegle, Rachel E. Sytsma Copyright 2004: Creative Learning Press at
<http://www.creativelearningpress.com/>.

The Scales for Rating The Behavioral Characteristics of Superior Students (grades three through twelve) are research-based and have been developed through the National Center for Gifted and Talented <http://www.gifted.uconn.edu/>. Scales are available for the following: Learning Characteristics; Motivational Characteristics; Creativity Characteristics; Leadership Characteristics; Artistic Characteristics; Musical Characteristics; Dramatics Characteristics; Communication Characteristics-Precision; and Communication Characteristics.