

Gifted and Talented  
Education (GATE)  
Services Guide

2022

## **TABLE OF CONTENTS**

### **AUTHORS**

### **INTRODUCTION**

- What is the purpose of the Gifted and Talented Education Services Guide?
- What are the services for diverse gifted, talented, and advanced learners who are formally identified or potentially gifted?

### **PART 1 RESPONSIBILITY AND IMPLEMENTATION OF SERVICES**

1.1 What are the elements all gifted services should include in relation to the district, school, and classroom?

1.2 What are the general standards for gifted services?

1.3 How do the GATE standards interact with state and national standards?

1.4 What are the suggested exemplary specifications for LEA GATE Service Plans for the district, school, and classroom?

1.5 What are the multiple definitions for diverse gifted students and services?

1.6 Implementation of GATE services in all contexts, including rural, urban, and suburban school districts, and education environments inclusive of homeschool environments, charter, and private schools.

### **PART 2 STUDENT IDENTIFICATION PATHWAYS**

2.1 What are the LEA responsibilities for the identification of students who are gifted?

2.2 What multiple pathways may be used to identify students for gifted services?

2.3 What are the categories for the identification of students who are gifted?

2.4 Who makes the final determination about gifted student participation?

### **PART 3 STRUCTURES OF GIFTED SERVICES**

- 3.1 What are the types of GATE service options?
- 3.2 What are the provisions for GATE student participation in college readiness, dual enrollment, and early entry?
- 3.3 What is the process for involving and informing stakeholders of GATE services?
- 3.4 What are the opportunities to support funding for GATE services?

### **PART 4 IMPLEMENTATION OF RECOMMENDED GATE STANDARDS**

- [Section 1: Service Design](#)
- [Section 2: Identification](#)
- [Section 3: Curriculum and Instruction](#)
- [Section 4: Social and Emotional Development](#)
- [Section 5: Professional Development](#)
- [Section 6: Family and Community Involvement](#)
- [Section 7: Program Assessment](#)
- [Section 8: Budgets](#)

### **PART 5 KEY RESPONSIBILITIES TOWARD SUPPORTING GIFTED EDUCATION**

- 5.1 What are the responsibilities of the district GATE administrator?
- 5.2 What are the responsibilities of the district GATE coordinator?
- 5.3 What are the responsibilities of the site GATE coordinator?
- 5.4 What are the responsibilities of the site GATE administrator?
- 5.5 What are the responsibilities of the teachers?
- 5.6 What are the responsibilities of families?

GIFTED AND TALENTED SERVICES GUIDE  
*California Association for the Gifted*

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## **INTRODUCTION**

What is the purpose of the Gifted and Talented Education Services Guide?

The Gifted and Talented Education Services Guide has been developed as a planning document for LEAs to design responsive services to meet the needs of diverse students who are gifted and formally identified or those who may have the potential to be identified as gifted. This guide responds to the needs of advanced learners who are formally identified or potentially gifted in every classroom, school site, and district regardless of instructional delivery format (e.g., virtual, hybrid, or physical). Regardless of political, social, or economic perspectives, the needs of advanced and gifted learners must be addressed to fully address the continuum of learning needs. Gifted services need to respond to the academic, intellectual, social, emotional, and behavioral needs in PK-12 settings. The guide also provides information for district and county office GATE coordinators, administrators, principals, teachers, and families regarding the implementation and evaluation of effective services for students who are gifted and talented.

The guidance in *The Gifted and Talented Education Services Guide* is not binding for LEAs or other entities. Compliance with the guidelines in the Gifted and Talented Education Services Guide is not mandatory. *The Gifted and Talented Education Services Guide* refines suggested services and provides recommendations for the future of gifted and talented education.

What are the services for diverse gifted, talented, and advanced learners who are formally identified or potentially gifted?

The California Department of Education (CDE) reinforces Gifted and Talented Education (GATE) services and supports local educational agencies (LEAs) to develop responsive educational opportunities for diverse gifted high-achieving and gifted underachieving students in California public elementary and secondary schools. Each school district's governing board determines the criteria defined by either a combination of national, state or district suggested standards to identify students for participation in gifted services. Gifted services also apply to students who demonstrate evidence of potential, but may not be formally identified as gifted and talented. 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 suggested standards set forth by the state or nation.

## **PART 1 RESPONSIBILITY AND IMPLEMENTATION OF SERVICES**

### *1.1 What are the elements all gifted services should include in relation to the district, school, and classroom?*

It is suggested that services for diverse students who are gifted and talented include the following elements:

- (1) Differentiated opportunities for learning commensurate with the students who are gifted and talented that are responsive to their readiness, interests, and abilities regardless of instructional delivery format (e.g., virtual, hybrid, or physical).
- (2) Learning environments in which students who are gifted and talented can acquire skills and understanding at advanced academic, intellectual, and creative levels commensurate with their potential
- (3) Elements that help students who are gifted and talented develop collegiality, sensitivity, and responsibility to others
- (4) Elements that help to develop a commitment in students who are gifted and talented to constructive ethical standards
- (5) Elements that assist students who are gifted and talented in developing problem-solving abilities to expand each student's awareness of choices that impact concentric areas of influence in their environment; including the self, community, and society
- (6) Elements that help students who are gifted and talented develop realistic, healthy self-concepts that facilitate an understanding of the self as a learner, leader, and facilitator

These elements can intersect and reinforce other education initiatives that are advocated for a point in time, however, these elements are sustainable over time and can be used independently to design gifted services. For example, gifted services may be included within Universal Design for Learning (UDL), but the service design must maintain their integrity.

### *1.2 What are the general standards for gifted services?*

## GIFTED AND TALENTED SERVICES GUIDE

*California Association for the Gifted*

The following standards have been developed based on research and are responsive to the academic, intellectual, social, emotional, and behavioral needs of diverse gifted and advanced learners. It is suggested the following standards apply to gifted and talented services:

- (a) Unique opportunities for high-achieving and underachieving students who are advanced or identified as gifted and talented shall be provided
- (b) Districts shall make provisions for ensuring the participation of students in the upper range of intellectual and creative ability and those who evidence potential as a learner who is gifted
- (c) Districts shall make provisions for ensuring full participation of students from underrepresented, underserved, and varying cultural, racial, ethnic, and socioeconomic backgrounds
- (d) The quality of existing services for gifted and talented students shall be implemented, monitored, maintained, and improved based on specific national, state, and district agreed criteria
- (e) Utilizing defined criteria for services, a variety of programmatic approaches and funding levels shall be encouraged
- (f) Written consent of a parent, guardian or other person having actual custody and control of the student shall be on file with the district before the student participates in services
- (h) The district services shall reflect the academic, intellectual, social, emotional, and behavioral needs of its identified students and those who demonstrate evidence of potential
- (i) All identified students who are gifted and talented and those who demonstrate evidence of potential shall have an opportunity to participate in the gifted and talented services
- (j) It is suggested the district develop a written plan for the district services which is available for public review. The written plan describes the appropriately differentiated curriculum and instruction for identified gifted and talented students and those who demonstrate evidence of potential. The plan describes the methods used to examine the appropriateness of services that serve diverse gifted, talented, and advanced students.

*1.3 How do the GATE standards interact with state and national standards?*

The GATE standards recommended in this document are intended to complement state-mandated content standards. The GATE standards reinforce pedagogical practices embedded in the content standards and do not replace or act as a substitution for content standards mandated by the state.

Part 4 of this document is titled the [Implementation of Recommended GATE Standards](#) and includes the following sections and implementation activities:

<a href="#">Section 1: Service Design</a>	<a href="#">Section</a>
<a href="#">2: Identification</a>	
<a href="#">Section 3: Curriculum and Instruction</a>	
<a href="#">Section 4: Social and Emotional Development</a>	
<a href="#">Section 5: Professional Development</a>	
<a href="#">Section 6: Family and Community Involvement</a>	
<a href="#">Section 7: Program Assessment</a>	
<a href="#">Section 8: Budgets</a>	

*1.4 What are the suggested exemplary specifications for LEA GATE Service Plans for the district, school, and classroom?*

It is suggested that school environments, including rural school districts, homeschool environments, charter, and private schools, develop GATE Plans that are responsive to the student's readiness, interests, and abilities.

The written plan may include:

- (1) The purposes of the gifted services, including general goals and specific objectives that the students are expected to achieve within disciplines, across grade levels, and within the range of services that are responsive to the academic, intellectual, social, emotional, and behavioral needs of the student population.
- (2) The rationale for the district's multiple methods of identification of gifted and talented students that are responsive to local norms and the unique student population
- (3) Where appropriate, procedures for inclusion of the identification and placement of a student who was identified as gifted or talented in the district

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

from which the student transferred

(4) The services to be rendered and the activities to be included for students participating in appropriate classes, receiving designated services, or participating in specific activities that are responsive to their academic, intellectual, social, emotional, and behavioral needs

(5) A plan for evaluating and modifying the various components of the services that include an annual review of student progress and of the administration of the services

(6) A professional development plan based upon a needs assessment which includes specification of requisite competencies of teachers, support staff, and administrative personnel

(7) A procedure to inform families of a student's participation or nonparticipation in gifted and talented services

(8) Procedures for ensuring continuous family participation in recommending policy for identification, implementation, and evaluation of the district services

(9) A budget developed based on goals and objectives

#### *1.5 What are the multiple definitions for diverse gifted students and services?*

The multiple definitions for diverse gifted students and services include:

**Gifted and Talented Student:** "Gifted and talented student" means a student enrolled in a public elementary or secondary school who is identified as possessing demonstrated or potential abilities that give evidence of high-performance intellectual or creative capability.

**Highly Gifted Student:** "Highly gifted student" means a gifted and talented student who has achieved a measured intelligence established by local norms 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 student's teacher and an administrator.

**Service:** "Service" means an appropriately differentiated curriculum provided by

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

a district and school site for identified students who are gifted and talented and those who demonstrate evidence of potential. Services should be accessible to the total student population regardless of formal identification. Services should be made available based on a student's learning needs, informal or formal identification, a student's interest, or evidence of potential. Services are not considered a reward for giftedness but a response to giftedness.

**Participating Student:** "Participating student" means a student identified as gifted and talented and those who demonstrate evidence of potential who take part in a program for at least one term of a school year. Participation is not based solely on achievement or attendance. Discussion for the student's continued participation must include the individual learning needs of the student based on affective, social, and academic considerations. Decisions regarding participation must include the committee composed of the teacher, administrator, psychologist, family member, and student.

**High-Performance Potential:** The demonstrated or potential abilities that give evidence of high-performance capabilities are defined by each school district governing board by following regulations established by the SBE. Identification categories may include one or more of the following:

- Intellectual Ability
- High Achievement Ability
- Specific Academic Ability
- Creative Ability
- Leadership Ability
- Visual Arts and Performing Arts Ability
- Any other criterion that meets the suggested standards outlined in this document, by local norms, or the SBE

*1.6 Implementation of GATE services in all contexts, including rural, urban, and suburban school districts, and education environments inclusive of homeschool environments, charter, and private schools.*

The implementation of gifted services is not limited to any environment. All education environments have the ability to develop gifted services, regardless of instructional delivery format (e.g., virtual, hybrid, or physical). Regardless of the context, the nonnegotiables associated with gifted identification, implementation, and evaluation remain the same.

Services that support implementation may include one or more of the following:

### GATE Consortiums

Districts may form networks of GATE consortiums for implementation of services within a county, district, region, in person, or virtually. Developing a consortium allows for collaboration in writing district plans, hiring GATE coordinators, providing professional development, and enrichment opportunities, and conducting program assessments and other activities. Consortiums could include partnerships with museums and universities. Enrichment opportunities do not replace differentiated instructional experiences throughout the academic day.

### GATE Network Collaboratives

Regional collaborative networks can be composed of stakeholders within the gifted community, such as families, educators, faculty, and administrators. Regional networks can facilitate professional development, and assist rural school districts, homeschool environments, charter, and private schools to provide support in strengthening gifted services.

### County Office of Education Assistance

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

### Consultant Services

School districts may seek assistance from outside consultants for developing the GATE plan; providing professional development for administrators, teachers, and families; providing services or training related to social, emotional, and behavioral development; and conducting program evaluation.

## **PART 2 STUDENT IDENTIFICATION PATHWAYS**

### *2.1 What are the LEA responsibilities for the identification of students who*

*are gifted?*

Each school district has the responsibility for developing a comprehensive procedure for the identification of diverse students as gifted. The identification procedure is included in the district's philosophy and confirms these general principles:

(a) The district has a philosophical rationale that acknowledges individuals' differences. The district supports gifted services that are inclusive and do not see gifted services as a separate entity.

(b) Quality gifted services are predicated on the awareness that a school district has professional development opportunities required to support the individual differences of students.

(a) The suggested standards ensure the identification of students so that individuals can further realize and explore their potential.

(b) Multiple methods are designed to seek out and identify those students whose intellectual, academic, social, emotional, and behavioral capacities require differentiated services.

(c) Provisions are made for examining a student's range of capacities in responsiveness to the traits and characteristics of students who are gifted and talented.

(d) Multiple methods are designed to recognize potential and support identification. These various methods generate information as to an individual's capacities and needs, such as those who are twice-exceptional (2e), those with special needs, and those who have linguistic, cultural, and socioeconomic differences.

(e) There is equitable opportunity to be identified in multiple categories because ongoing and universal screening is utilized across the school district, with opportunities in grades kindergarten through twelfth grade.

(f) Gifted and talented education allow the district the opportunity to uncover potential in the total student population, even though the total population will not be identified as gifted. Gifted services in the classroom, that occur throughout the academic day, serve as a catalyst to uncover potential and identify students across grade levels.

*2.2 What multiple pathways may be used to identify students for gifted services?*

Before identification, multiple sources of pertinent evidence as to a student's capacity for potential is compiled. The range of data should be broad enough to reveal gifts and talents across linguistic, cultural, and socioeconomic groups. Data can be collected and presented from the teacher, student, and family perspectives:

(a) Appropriate data to be collected by the school district or teacher may include:

- Characteristics Survey
- Teacher Referral (K-12)
- Portfolio
  - Portfolio data may include student records, student products, or artifacts that demonstrate the student's potential
- Interview
  - Interview data may include student interview, family interviews, comments from peers, and opinions of professional experts
- Standardized Test Data (e.g., CAASPP/SBAC)
- Cognitive Test Data
- Student Records
  - Student records may include report cards or any type of data in the student's cumulative record that is permissible to review

(b) Appropriate data to be collected by the student may include:

- Self-Reflection Survey
- Self-Referral
- Portfolio
- Questionnaire
- Performance

(c) Appropriate data to be collected by the parent or family may include:

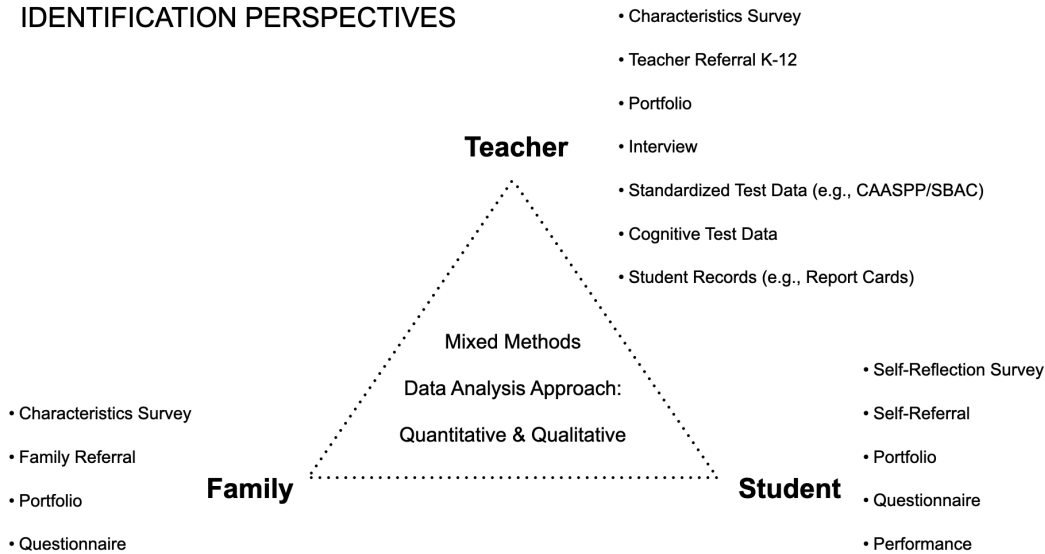
- Characteristics Survey

GIFTED AND TALENTED SERVICES GUIDE

California Association for the Gifted

- Family Referral
- Portfolio
- Questionnaire

The general identification input perspectives from the teacher, family, and student incorporate a mixed methods data analysis approach and include quantitative and qualitative data. The various forms of input for identification are depicted in the following graphic:



The pertinent evidence and identification rates shall reflect local norms at the school site and consideration of the linguistic, cultural, and socioeconomic background of the student population.

*2.3 What are the categories for the identification of students who are gifted?*

The following categories are used for the identification K-12 of student’s potential:

**K-12 IDENTIFICATION TYPES**

- Intellectual Ability
- High Achievement Ability
- Specific Academic Ability
- Creative Ability
- Leadership Ability
- Visual Arts Ability
- Performing Arts Ability (Dance, Vocal, Music, or Drama)

## GIFTED AND TALENTED SERVICES GUIDE

*California Association for the Gifted*

- (a) Intellectual Ability: A student demonstrates extraordinary or potential for extraordinary intellectual development.
- (b) High Achievement: A student consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
- (c) Specific Academic Ability: A student functions at highly advanced academic levels in particular subject areas.
- (d) Creative Ability: A student characteristically:
  - 1. Perceives unusual relationships among aspects of the student's environment and ideas
  - 2. Produces unique solutions to problems
- (e) Leadership Ability: A student displays the characteristic behaviors necessary for extraordinary leadership.
- (f) Visual or Performing Arts Talent: A student originates, performs, produces, or responds at extraordinarily high levels in the visual or performing arts (visual arts, dance, vocal, music, or drama).
- (g) Any other category Any other criterion that meets the suggested standards outlined in this document or the SBE.

The following table identifies a scale of identification options to match the school districts implementation procedures:

**IDENTIFICATION PATHWAYS**

	<b>Minimum</b>	<b>Commendable</b>	<b>Exemplary</b>
<b>Identification Types</b>	<p><b>Intellectual Ability</b></p> <ul style="list-style-type: none"> <li>Cognitive Test Data: universal screening in one grade level</li> <li>Early Identification Survey</li> <li>Portfolio</li> </ul> <p><b>High Achievement Ability</b></p> <ul style="list-style-type: none"> <li>Standardized Test Data</li> <li>Student Records (e.g., Report cards)</li> </ul> <p><b>Specific Academic Ability</b></p> <ul style="list-style-type: none"> <li>Standardized Test Data</li> </ul>	<p><b>Intellectual Ability</b></p> <ul style="list-style-type: none"> <li>Cognitive Test Data: universal screening in two grade levels</li> <li>Early Identification Survey</li> <li>Early Identification Interview</li> <li>Portfolio</li> </ul> <p><b>High Achievement Ability</b></p> <ul style="list-style-type: none"> <li>Standardized Test Data</li> <li>Student Records (e.g., Report cards)</li> </ul> <p><b>Specific Academic Ability</b></p> <ul style="list-style-type: none"> <li>Standardized Test Data</li> </ul> <p><b>Creative Ability</b></p> <ul style="list-style-type: none"> <li>Characteristics Survey</li> </ul> <p><b>Leadership Ability</b></p> <ul style="list-style-type: none"> <li>Characteristics Survey</li> </ul> <p><b>Visual Arts Ability</b></p> <ul style="list-style-type: none"> <li>Portfolio</li> </ul> <p><b>Performing Arts Ability (Dance, Vocal, Music, or Drama)</b></p> <ul style="list-style-type: none"> <li>Portfolio</li> </ul>	<p><b>Intellectual Ability</b></p> <ul style="list-style-type: none"> <li>Cognitive Test Data: universal screening in two grade levels and all new students who enter the district</li> <li>Early Identification Survey</li> <li>Early Identification Interview</li> <li>Portfolio</li> </ul> <p><b>High Achievement Ability</b></p> <ul style="list-style-type: none"> <li>Standardized Test Data</li> <li>Student Records (e.g., Report cards)</li> </ul> <p><b>Specific Academic Ability</b></p> <ul style="list-style-type: none"> <li>Standardized Test Data</li> <li>Early Identification Survey</li> </ul> <p><b>Creative Ability</b></p> <ul style="list-style-type: none"> <li>Characteristics Survey</li> <li>Early Identification Survey</li> <li>Creativity Interview</li> </ul> <p><b>Leadership Ability</b></p> <ul style="list-style-type: none"> <li>Characteristics Survey</li> <li>Early Identification Survey</li> <li>Leadership Interview</li> </ul> <p><b>Visual Arts Ability</b></p> <ul style="list-style-type: none"> <li>Portfolio</li> <li>Visual Arts Interview</li> </ul> <p><b>Performing Arts Ability (Dance, Vocal, Music, or Drama)</b></p> <ul style="list-style-type: none"> <li>Portfolio</li> <li>Performance</li> </ul>
<b>Referral Types</b>	• Teacher and Family Referral K-12	• Teacher and Family Referral K-12	• Teacher, Family, and Student Referral K-12

*2.4 Who makes the final determination about gifted student participation?*

The final determination of eligibility of a student rests with the designated committee of the district by following procedures adopted by the local governing board.

a) A committee, including appointed representatives, such as the GATE coordinator, certificated personnel, school psychologist or counselor, may assemble to discuss and analyze the data. The committee will make the final determinations on individual student eligibility for the gifted services based on the established criteria in this document. A family member may represent their child in this meeting. The student under consideration may be included in a portion of the meeting to represent themselves and share evidence, such as a portfolio.

(b) To determine the full range of a student’s potential, a person recognized as an expert in the gifted identification type under consideration (e.g., Visual and Performing Arts), and/or an individual who has an in-depth understanding of the student’s linguistic, cultural, or socioeconomic group shall participate in the evaluation of the evidence to determine the student’s eligibility.

(c) These individuals may review screening, identification, portfolio, and placement data. When there is a collection of data sources, each data source should be analyzed individually. The primary data source that provides the student with the greatest opportunity for identification should

GIFTED AND TALENTED SERVICES GUIDE  
*California Association for the Gifted*

be considered the primary source.

### **PART 3 STRUCTURES OF GATE SERVICES**

#### *3.1 What are the types of GATE program service options?*

School districts are responsible to provide services for students who are gifted and talented using the following grouping options:

(a) Self-contained Class: A “self-contained Class” for gifted and talented students 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 students identified as gifted and talented.

(2) It is specially designed to meet the specific academic needs of students who are gifted and talented for enriched or advanced instruction and is appropriately differentiated from other classes in the same subjects during the school day.

(3) It is taught by a teacher who has specific preparation, experience, personal attributes, and competencies in the teaching of gifted children.

(4) It may exist at a regular school site or GATE magnet site.

(b) Part-time Grouping: students 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 students who are gifted and talented and those who demonstrate evidence of potential.

(c) Cluster Grouping: Students are grouped within a regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher.

(d) Independent Study: Students are provided with additional instructional opportunities through either special tutors, internships, partnerships, or mentors, or through enrollment in virtual courses. These opportunities shall be supervised by a certificated person employed by the student’s school district.

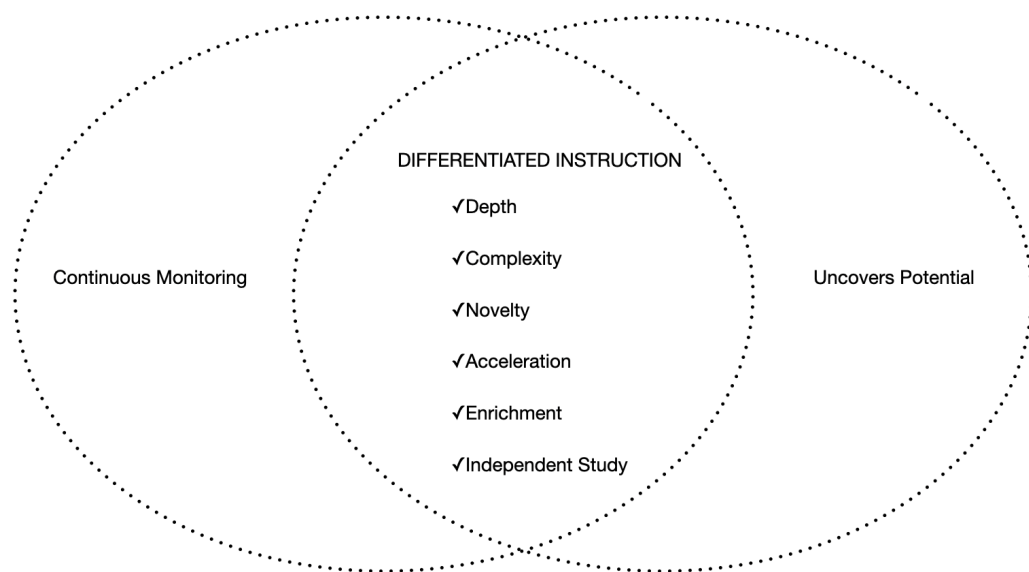
Services must be consistent with the applicable statutes and regulations and are required to be planned and organized as integrated, differentiated learning experiences throughout the regular school day. The nature of differentiation needs to be responsive to the type of giftedness that has been identified. This includes

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

those with high creative capabilities and talents in the performing arts, visual arts, and leadership. Gifted and talented services should be integrated with the standards-based curriculum and the differentiated curriculum using strategies such as:

- Depth
- Complexity
- Novelty
- Acceleration
- Enrichment
- Independent study



The following definitions expand on service options:

(a) Depth: Depth is the degree of sophistication and intricacy related to a topic, subject, or discipline. The degree of sophistication transcends the grade level and is defined by the concepts and processes that underlie the meaning of the content or skill.

(b) Complexity: Complexity is recognizing the intricacies of a topic, subject, or discipline. Complexity is defined by the multiple levels of connections that are interwoven and comprise a concept or process.

(c) Novelty: Novelty is the introduction of the divergent (creative, unique, unusual) characteristics that underscore the meaning of content or processes.

## GIFTED AND TALENTED SERVICES GUIDE

*California Association for the Gifted*

(d) Acceleration: Acceleration may occur when students are placed in grades or classes more advanced than those of their chronological age group and receive special counseling, mentoring, and/or instruction outside of the regular classroom in order to facilitate their advanced work. Alternatively, this may occur inside the classroom where the student receives access to content or coursework that extends the grade-level standards. Acceleration can also be a curricular modification that includes depth, complexity, or novelty.

(e) Enrichment Activities: Students remain in their regular classrooms but participate in supplemental educational activities planned to augment their regular educational services. In these supplemental educational activities, the students use advanced materials and/or receive special opportunities from persons other than the regular classroom teacher. Enrichment activities are not intended to replace access to other defined services throughout the school day and are not designed to be the sole option for students who are gifted and talented.

(f) Independent Study: Students are provided with additional instructional opportunities through either special tutors, internships, partnerships, or mentors, or through enrollment in virtual courses. These opportunities shall be supervised by a certificated person employed by the student's school district.

Other considerations for service options:

(h) Services for Underachieving Gifted and Talented Students: Students receive services designed to meet their intellectual, academic, social, emotional, and behavioral needs to overcome their underachievement and to enable them to achieve at levels commensurate with their individual abilities and potential. This does not preclude participation in other service options.

(i) Services for those who vary in culture, socioeconomic status, language, gender, motivation, ability/disability, and are Gifted and Talented: Students receive services responsive to their intellectual, academic, social, emotional, and behavioral needs to achieve at levels commensurate with their individual abilities and potential. This does not preclude participation in other service options.

(j) Supplemental Services or Additional Experiences: Students participate regularly, on a planned basis, in special counseling, virtual platforms, hybrid environments, or a continuum of services supported by states and counties, and implemented by the district. These services are 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 students are

enrolled.

*3.2 What are the provisions for GATE student participation in college readiness, dual enrollment, and early entry?*

College Readiness: College readiness programs should be included throughout the academic day through a variety of services that address admissions, coursework, college retention, and persistence.

AP coursework: High school students, for a part of the day, attend classes conducted by college faculty or participate in College Board Advanced Placement (AP) programs. When needed, the high school provides books and supplies.

Dual Enrollment: A high school campus may offer dual enrollment coursework during the school day or after school to allow the student to earn high school and college credit simultaneously.

Early Entry: A school district may grant a request for special part-time or full-time enrollment for students who are gifted to attend a community college. Families or guardians may request for their student to attend a community college. When a student earns their high school diploma or equivalency, they may gain access to college coursework in accordance with the institution's admission policies.

*3.3 What is the process for involving and informing stakeholders of GATE services?*

Stakeholders are informed and involved in the identification, implementation, and evaluation process. Stakeholders include administrators, teachers, families, and students and can consider members from the community, higher education faculty, school board, and county offices.

*3.4 What are the opportunities to support funding for GATE services?*

Under the current state school financing system, the Local Control Funding Formula, a base amount is allocated per student with an additional amount, called a supplemental grant, allocated to unduplicated students classified as English Learners, Low Income, or Homeless or Foster Youth. Local education agencies with high numbers of unduplicated students may also receive an additional amount, a concentration grant, to provide those students with needed services.

If unduplicated students are identified as gifted, and, thus, in need of GATE services, the supplemental and concentration grants allocated on their behalf may be used to provide them with GATE services. In addition, while the funds apportioned for unduplicated students must be targeted for meeting the

## GIFTED AND TALENTED SERVICES GUIDE

*California Association for the Gifted*

needs of those students, the funds may be used for LEA-wide purposes (to serve all students) so long as the services provided are demonstrated to improve services for the students for whom they were specifically appropriated.

### **PART 4 IMPLEMENTATION OF RECOMMENDED GATE STANDARDS**

Suggested GATE services are developed based on the implementation,

[Table of Contents](#)

identification, and evaluation criteria in the *SBE Recommended Standards for Programs for Gifted and Talented Students*. The suggested standards provide guidance for the development and continuation of services for gifted students. The standards provide the catalyst for decision-making to examine the nature and dimensions of services over time. Information regarding the SBE implementation criteria and suggested activities for the eight service areas is provided below.

### **Section I: Service Design**

Districts provide a comprehensive continuum of services and program options responsive to the readiness, interests, and abilities of gifted students based on philosophical, theoretical, and empirical support.

*1.1 The suggested plan for the district and site services has a written statement of purpose, goals, and standards appropriate to the readiness, interests, and abilities of learners who are gifted and talented and is used to ensure accountability and transparency for equitable access to gifted services.*

#### Minimum Standards

- (a) The plan includes intellectual, academic, social, emotional, and behavioral components that meet or exceed national and state academic content standards.
- (b) The district plan incorporates research-based knowledge and is supported by the local board of education. The site plan is supported by the school district.
- (c) The plan aligns with the resources of schools, staff, families, and the community.
- (d) The GATE advisory committee representing administrators, teachers, community, and families are formed to support gifted and talented services.

#### Commendable Standards

- (a) The district and school site plan is disseminated in multiple languages and accessible to families and the community in a pamphlet, Web site, or other forms.

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

(b) Participation in services acknowledges the inclusion of those subgroups who are underrepresented and those who vary in cultural, racial, ethnic, linguistic, and socioeconomic at the school site and district.

(c) A district GATE advisory committee representing all constituents meets on a quarterly basis to assist with service identification, implementation, and evaluation.

### Exemplary Standards

(a) The district plan includes multiple measures of identification and service options that are responsive to formal or informal identification. Pathways for services can include the following categories (services for these categories may overlap):

- General Intellectual Ability
- High Achievement Ability
- Specific Academic Ability
- Creative Ability
- Leadership Ability
- Visual Arts Ability
- Performing Arts Ability (Dance, Vocal, Drama)

(b) The service provides grouping options and structures appropriate for gifted education as a means to administer curriculum and instruction and are available to all learners who are gifted and talented and those who demonstrate potential.

### Minimum Standards

(a) Group options and structures appropriate for gifted education may include a self-contained class, cluster grouping, part-time grouping, and independent study.

(b) Services are an integral part of the whole school day and are integrated across disciplines PK-12.

(c) Services provide for continuous academic, intellectual, social, emotional, and behavioral progress and peer interaction.

(d) Services provide for flexible grouping in the classroom to meet student

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

readiness, interests, and abilities.

(e) Informal and formal identification should begin in pre-kindergarten or kindergarten through grade twelve and are served if they demonstrate potential.

#### Commendable Standards

(a) A range of appropriate grouping options and strategies (e.g., depth, complexity, novelty, acceleration, enrichment, and independent study) are available. At the secondary level, such groupings and structures are not limited to a single type at any grade level or content area.

#### Exemplary Standards

(a) The services structure and delivery provide a balance between cognitive and affective learning.

(b) The services are articulated and intersect with the general education programs.

#### Minimum Standards

(a) The services provide continuity within the gifted program and with the general education program.

(b) A district coordinator is designated and responsible for all aspects of the services.

(c) The services involve the home and community.

#### Commendable Standards

(a) The services are planned and organized to provide articulated learning experiences across subjects and grade levels.

#### Exemplary Standards

(a) The services are comprehensive, structured, and sequenced within and across pre-kindergarten through grade twelve levels.

- (b) The services provide support services including counselors, psychologists, and consultants.

#### Implementation Activities for Section 1: Services Design

- Establish the district GATE advisory committee representing educators, families, and the community that meets on a quarterly basis (at least four times a year) to assist with program implementation, identification, and evaluation.
- Develop the overall structure, design, and implementation of the district's GATE services in collaboration with the GATE advisory committee, district administrators, site GATE coordinators, teachers, and families. Align the GATE plan with other school and community plans and resources.
- Include a coordinator who is responsible for all aspects of the services.
- Develop the district's identification process. Determine the categories that will be used for GATE student identification including one or more of the following:
  - General Intellectual Ability
  - High Achievement Ability
  - Specific Academic Ability
  - Creative Ability
  - Leadership Ability
  - Visual Arts Ability
  - Performing Arts Ability (Dance, Vocal, Drama)
- Ensure that students from diverse ethnic, socioeconomic, and cultural groups have equal opportunities to be referred to, identified for, and participate in the GATE services.
- Ensure that GATE services are provided as integrated, differentiated learning experiences throughout the duration of the school day that provide students with opportunities to meet or exceed state academic content standards.
- Provide GATE service options that include one or more of the following: Self-contained class, part-time grouping, cluster grouping, and

independent study.

- Provide augmented or supplement service options with other differentiated activities inclusive to the standards-based curriculum such as depth, complexity, novelty, acceleration, enrichment, and/or independent study.
- Provide opportunities for GATE service articulation across subjects and grade levels in pre-kindergarten through grade twelve.
- Ensure that students in pre-kindergarten through grade two are served even if the district does not formally identify students at that grade span to meet the child's readiness, interests, and abilities. Informal identification may be recognized by observation and performance in the classroom but may not be supported by traditional data.
- Provide universal, supplemental, and targeted support services for GATE students to support academic, intellectual, social, emotional, and behavioral needs through school counseling, school psychologists, or outside consultants.
- Obtain local board acknowledgment of the district's GATE plan.
- Disseminate the district's GATE plan making it readily accessible to families and the community through written form and/or Web site in multiple languages.

## **Section 2: Identification**

The district's multiple identification procedures are equitable, inclusive, comprehensive, and ongoing. The district reflects the contemporary state and national research-based definition of giftedness and its relationship to the composition of the state and district's population.

*2.1 The nomination/referral process is purposeful, and ongoing and includes students in pre-kindergarten through grade twelve.*

### Minimum Standards

- (a) All children are eligible from the total student population for the nomination process including those who are twice-exceptional (2e), those with special needs, and those who have linguistic, cultural, and

socioeconomic differences.

(b) The district establishes and implements multiple types of traditional, non-traditional, qualitative, and quantitative instruments and procedures for searching for gifted students. All data are used to ensure equitable access to services. The identification types include:

- General Intellectual Ability
- High Achievement Ability
- Specific Academic Ability

Identification of abilities can be supported from within or outside of the school district and should not restrict the district to identify.

(c) Referrals are sought from classroom teachers, families, and students. The district actively searches for referrals in underrepresented and underserved populations and those with varying cultural, racial, ethnic, and socioeconomic backgrounds.

(d) Students may be nominated for participation more than once. The student can be referred multiple times if a student is denied at one point in their development. There could be a formal schedule for universal testing for identification, however, additional screening data can be collected constantly to support a student's referral or nomination.

(e) All educators and staff receive training and information about the nomination and referral process, including characteristics of gifted learners, and have access to nomination forms.

(f) Identification directly corresponds to gifted services. The purpose of identification must be correlated to service in all grade levels, kindergarten through twelfth grade.

#### Commendable Standards

(a) Professional development in the identification process is based on current national and state research standards and goals and is specifically appropriate for administrators, teachers, and support personnel.

(b) The district maintains qualitative and quantitative data on nominees and includes these data when reassessing students who are referred more than once.

(c) The identification process begins when students start school, in Preschool or kindergarten and the district supports the recognition of early identification.

(d) The district establishes and implements multiple types of both traditional, non-traditional, qualitative, and quantitative instruments and procedures for searching for gifted students. All data are used to ensure equitable equal access to program services. The identification types span include:

- General Intellectual Ability
- High Achievement Ability
- Specific Academic Ability
- Creative Ability
- Leadership Ability
- Visual Arts Ability
- Performing Arts Ability (Dance, Vocal, Drama)

Identification of abilities can be supported from within or outside of the school district and should not restrict the district to identify.

### Exemplary Standards

- (a) The district is equitable in the identification process by establishing local norms at the district level or site level that are responsive to the student population that establishes a minimum percentage of students identified as gifted or talented.
- (b) Professional development in the identification process is based on current national and state research standards and goals and is specifically appropriate for administrators, teachers, parents, and support personnel.
- (c) Training in the identification process is provided that is specifically appropriate for administrators, teachers, parents, and support personnel.

*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, makes the final determinations on individual student eligibility for the service.
- (b) Evidence from multiple sources is used for eligibility and a data record or file is established for each nominee.
- (c) Families 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.
- (e) The district acknowledges that fiscal expenditures do not dictate the procedure and time associated with an identification process.

### Commendable Standards

- (a) The selection and utilization of identification tools are reflective and appropriate for the district's diverse population and account for those who have linguistic, cultural, and socioeconomic differences.
- (b) A committee, including various appointed representatives, such as the GATE coordinator, certificated personnel, and school psychologist or counselor to discuss and analyze the data to make the final determinations on individual student eligibility for the service based on the established criteria in this document. A family member may represent their child in this meeting. The student under consideration may be included in a portion of the meeting to represent themselves and to share evidence such as a portfolio.
- (c) The district makes timely changes in identification tools and procedures based on the most current and appropriate research that is responsive to the student population.
- (d) Evidence from multiple sources is used for eligibility and a data record or file is established for each nominee. A single source may be a focal point and other sources may provide additional support. Sources may include:

- Characteristics Survey
- Teacher Referral K-12
- Portfolio
- Interview
- Standardized Test Data (e.g., CAASPP/SBAC)
- Cognitive Test Data
- Student Records (e.g., Report Cards)
- Family Referral
- Self-Reflection Survey
- Self-Referral
- Portfolio
- Questionnaire
- Performance

#### Exemplary Standards

(a) The diversity of the district's student population is reflected in the district's GATE population and maintained by local norms at the district level or site level for significant subgroup student populations.

(b) The school board, administrators, and teachers can articulate and support the district identification process in the community for kindergarten through twelfth grade.

*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 families are provided with information and orientation regarding student placement and participation options. Signed parent or guardian permission for participation is on file.

(b) Upon request, the district provides identification information the family 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 based on academic, intellectual, social, emotional, and behavioral needs.

Commendable Standards

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

Exemplary Standards

None.

Implementation Activities for Section 2: Identification

- Develop an identification process that ensures all students, including those who are twice-exceptional (2e), those with special needs, and those who have linguistic, cultural, and socioeconomic differences, have an equal opportunity to be identified and participate in GATE services.
  
- Develop a method to identify GATE students in one or more of the following categories: General Intellectual Ability, High Achievement Ability, Specific Academic Ability, Creative Ability, Leadership Ability, Visual Arts Ability, or Performing Arts Ability (Dance, Vocal, Drama)
  
- Actively search for referrals among underrepresented populations, such as those who are twice-exceptional (2e), those with special needs, and those who have linguistic, cultural, and socioeconomic differences, 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 services including, but not limited to:
  - Characteristics Survey
  - Teacher Referral K-12
  - Portfolio
  - Interview
  - Standardized Test Data (e.g., CAASPP/SBAC)
  - Cognitive Test Data
  - Student Records

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

- Ensure that multiple identification tools are responsive to the district's population and significant student subgroups and that all data are used to ensure equal access to services by establishing local norms at the district level or site level for a minimum percentage of students to be identified.
- Provide training for all administrators, teachers, counselors, support staff, and families 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 in grade kindergarten through twelfth.
- 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 families 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 students who are gifted and talented have an opportunity to participate and remain identified though services may vary based on academic, intellectual, social, emotional, and behavioral needs.
- Provide an orientation for families and students, as appropriate, regarding student placement and service options. Obtain signed parent or guardian 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 and teacher develop differentiated curricula, various 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 research-based or scholarly literature in the field and other disciplines.

*3.1 A differentiated curriculum is responsive to the readiness, interests, and abilities of advanced and gifted students and their potential within and beyond the grade level expectations.*

#### Minimum Standards

(a) The differentiated curriculum facilitates advanced or gifted students in their ability to meet or exceed state standards-based curriculum and standards.

(b) The differentiated curriculum provides for the development of critical, creative, problem-solving, and research skills, advanced content, and authentic and appropriate products reflective of the practices in the field.

(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). Content includes skills, as well as facts, concepts, theories, principles, and laws.

(d) The differentiated curriculum facilitates the development of ethical standards, and realistic, healthy self-concepts that facilitate an understanding of the self as a learner, leader, and facilitator.

#### Commendable Standards

(a) The standards-based curriculum is compacted for gifted students based on pre-assessment data so learning experiences are developmentally appropriate (not redundant) to their readiness, 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 that are responsive to the student and the discipline.

(d) The differentiated curriculum includes learning theories that reinforce the readiness, interests, and abilities of advanced or gifted students including abstract thinking and sophisticated concepts of the content area (e.g., big ideas, universal concepts, or crosscutting

concepts).

#### Exemplary Standards

(a) A scope and sequence for the gifted services articulate the significant learning in content, concepts, subject matter skills, and products within and among grade levels pre-kindergarten through grade twelve.

*3.2 The differentiated curriculum for advanced and gifted students is supported by appropriate structures, personnel, and resources.*

#### Minimum Standards

(a) The differentiated curriculum is scheduled on a regular basis and is provided throughout the school day.

(b) The differentiated curriculum is taught with appropriate and various instructional models.

(c) The differentiated curriculum is supported by appropriate materials and technology.

#### Commendable Standards

(a) The structure of a differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study in pre-kindergarten through grade twelve.

(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 collegial and independent study.

(c) An extensive range of resources (including out-of-grade-level materials) is available to augment the differentiated curriculum and supplement independent study opportunities for individual students.

#### Exemplary Standards

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

#### Implementation Activities for Section 3: Curriculum and Instruction

- Implement differentiated curriculum, various instructional models, and strategies for GATE instruction that are aligned with and extend the state academic content standards and curriculum frameworks within the classroom.
- Ensure that academic components are included in all service offerings and that the differentiated curriculum facilitates students who are gifted and advanced to meet or exceed the state academic content standards.
- Ensure that a differentiated curriculum is in place that is responsive to the readiness, interests, and abilities of advanced and gifted students within a grade level or class and for individual learners in pre-kindergarten through grade twelve.
- Ensure that the differentiated curriculum is scheduled on a regular basis and throughout the school day, taught with appropriate and various instructional models, and supported by appropriate materials and technology.
- Provide a differentiated curriculum responsive to the readiness, interests, and abilities of advanced and 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 underrepresented, underserved, and varying cultural, racial, ethnic, linguistic, and socioeconomic students so they can achieve at levels commensurate with their individual potential.

#### ***Section 4: Social and Emotional Development***

Establish and implement a GATE plan to support the social, emotional, and behavioral development of gifted and advanced learners to increase

responsibility, self-awareness, and other issues of affective development.

*4.1 Actions to meet the affective needs of gifted and advanced students are ongoing.*

#### Minimum Standards

(a) Teachers, families, administrators, psychologists, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social, emotional, and behavioral development.

(b) Gifted and advanced students are provided with career and college options and guidance consistent with their unique strengths. At secondary schools, this includes mentoring, internships, financial literacy, technology, and pre-college opportunities.

#### Commendable Standards

(a) Teachers receive professional development regarding the social, emotional, and behavioral development of students who are gifted and incorporate responsive techniques to support effective learning in their classroom.

(b) Guidance and counseling services, appropriate to the social, emotional, and behavioral needs of students who are gifted and advanced are provided by trained personnel. Referral services to community resources are made when appropriate.

#### Exemplary Standards

(a) Ongoing counseling services by teachers, principals, psychologists, and counselors are provided and documented as appropriate.

(b) Teachers and guidance personnel are provided with professional development to collaborate in implementing intervention strategies for at-promise gifted students. Intervention options can take place in the school, home, and community.

*4.2 At-promise students who are gifted and advanced are monitored*

## GIFTED AND TALENTED SERVICES GUIDE

*California Association for the Gifted*

*and provided support (e.g., chronic absenteeism, suspension rate, graduation rate, underachievement, symptoms of depression, suicide, and substance abuse).*

### Minimum Standards

- (a) Teachers are trained to recognize symptoms of at-promise behavior in students who are advanced, gifted, and talented and to refer them to appropriate school personnel.
- (b) Counselors, psychologists, and administrators are trained to make referrals to internal and external agencies when needed.
- (c) Students who are gifted or advanced and considered at-promise receive counseling and support services but are not dropped from the gifted program because of related academic, intellectual, social, emotional, or behavioral problems.
- (d) Information and support are made available to families regarding at-promise gifted students.

### Commendable Standards

- (a) The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-promise intervention strategies. This may involve a Student Success Team (SST) process that is responsive to the characteristics associated with the student's academic, intellectual, emotional, social, and behavioral profile.

### Exemplary Standards

- (a) At-promise students who are advanced and gifted are provided with specific guidance and counseling services that address related issues and problems and include the development of an intervention plan, such as a Student Success Team (SST) or Individualized Education Plan (IEP).
- (b) District and site administrators examine their student information system data and look for emerging trends associated with students who are identified as gifted or advanced and also fall into an at-promise category, such as chronic absenteeism, suspension rate, graduation rate, or underachievement.

#### Implementation Activities for Section 4: Social and Emotional Development

- Provide information and professional development for administrators, teachers, psychologists, counselors, and families regarding the characteristics of gifted and advanced learners and their related social, emotional, and behavioral development.
- Provide professional development for administrators, teachers, and counselors, in recognizing at-promise GATE students, and how to make referrals to appropriate school personnel and external agencies.
- Identify staff and program services that support the social, emotional, and behavioral development of gifted learners to facilitate healthy self-concepts.
- Develop a plan for teachers to work in collaboration with guidance personnel regarding at-promise intervention strategies and provide intervention options for gifted and advanced students in the school, at home, or in the community.
- Ensure that an intervention plan is developed for at-promise gifted and advanced 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-promise gifted and advanced students.
- Provide students with career and college options and guidance consistent with their unique strengths including mentoring, internships, financial literacy, technology, and pre-college opportunities at the secondary level.

#### ***Section 5: Professional Development***

Districts provide professional development opportunities related to gifted and talented education to administrators, teachers, and staff to support and improve academic, intellectual, social, emotional, and behavioral opportunities for gifted, talented, and advanced students.

*5.1 The district provides professional development opportunities related to*

## GIFTED AND TALENTED SERVICES GUIDE

*California Association for the Gifted*

*gifted, talented, and advanced learners on a regular basis.*

### Minimum Standards

(a) The professional development opportunities are correlated with defined responsibilities for teachers of the gifted, including pre-service and in-service teachers, and the standards for gifted services. The focus each year is based on a yearly assessment of the needs of teachers and of the gifted services.

(b) An evaluation of outcomes obtained from professional development is conducted to determine the degree of implementation and effectiveness as determined by the degree to which theory and research are transferred into classroom practice. Results are used to make improvements for future professional development planning.

(c) Individuals selected to conduct professional development for teachers and administrators of gifted and advanced learners have the knowledge and research-based expertise in the area of gifted and talented education.

### Commendable Standards

(a) The district encourages teachers to focus on gifted and talented education as one area of professional growth.

(b) The induction program in each school district provides support for working with advanced and gifted student populations.

(c) Preservice teachers (student teachers) have support from inservice teachers (master teachers) to acknowledge and support advanced and gifted learners in the classroom.

(b) A district process to qualify teachers to teach gifted, talented, and advanced students is in place. Qualifications may include a minimum number of hours of professional development that need to occur per academic year.

### Exemplary Standards

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

(a) A district professional development plan to accommodate different levels of teacher competency is in place (e.g., novice, experienced, and advanced).

(b) A minimum number of hours of professional development directly related to gifted and talented education is required by the district each academic year.

*5.2 District personnel with direct decision-making and/or instructional responsibilities for gifted and advanced students are provided with role-specific training.*

#### Minimum Standards

(a) Teachers in the program have the education and/or experience in teaching gifted and talented students or are ensured opportunities to gain or continue such knowledge and experience.

(b) A coordinator is in place with experience and knowledge of gifted and talented education or is ensured the opportunity to gain such knowledge.

(c) Administrators, counselors, psychologists, and support staff participate in professional development related specifically to their roles and responsibilities in the GATE services.

(d) Administrators, counselors, psychologists, 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 professional development in-person or virtually.

(b) The district collaborates with support personnel both inside and outside the district with expertise in meeting the intellectual, academic, social, emotional, and behavioral needs of gifted, talented, and advanced learners.

#### Exemplary Standards

[Table of Contents](#)

(a) All teachers assigned to teach students who are gifted, talented, or advanced are certified through a variety of certificate programs (e.g., district, university, county, or association).

(b) The coordinator of the program is a specialist in gifted and talented education with demonstrated professional experience and knowledge in the field of education.

(c) Follow-up classroom support for the application of activities and strategies presented during professional development is planned and ongoing.

(e) The impact of professional development is examined in relation to student output, such as work samples and demonstrated artifacts of intellectual and academic growth.

#### Implementation Activities for Section 5: Professional Development

- Establish defined responsibilities for GATE teachers and use them to develop a district process for qualifying teachers to teach gifted, talented, and advanced students.
- Establish a professional development plan based on a yearly assessment of administrator, teacher, psychologist, and counselor needs related to gifted and talented education.
- Provide high-quality, research-based professional development related to gifted education for administrators, teachers, psychologists, counselors, support staff, and families to improve the achievement of gifted, talented, and advanced students and the gifted services.
- Encourage teachers to focus on gifted and talented education for university credit advancement.
- An evaluation of outcomes obtained from professional development is conducted to determine the degree of implementation and effectiveness as determined by the degree to which theory and research are transferred into classroom practice. Results are used to make improvements for future professional development planning.

- Select individuals to conduct professional development for GATE teachers who have the knowledge and research-based expertise in gifted and talented education and classroom practices that reinforce identifying potential students who may not be formally identified.
- 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, talented, and advanced students are certified through a variety of GATE certificate programs (e.g., district, university, county, or association).
- Identify and make available research-based materials and scholarly publications to assist staff and families in building their knowledge of gifted and talented services and the components of curriculum and instruction.

### ***Section 6: Family and Community Involvement***

Develop procedures to ensure consistent participation of families and community members in the identification, implementation, and evaluation of services for students who are gifted, talented, and advanced.

*6.1 Open communication with families and the community is maintained.*

#### Minimum Standards

- (a) Families are informed of the district's criteria and procedures for identifying gifted and talented students as well as services options and learning opportunities available in various access formats (e.g., print, electronic). Translations are provided in multiple languages.
- (b) The district's GATE plan is available to families and the community.
- (c) GATE families are involved in the ongoing identification, implementation, and evaluation of the GATE services.

#### Commendable Standards

- (a) The district and/or school provides families of students identified as gifted and talented with orientation and regular updates regarding the GATE

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

services; identification and implementation.

(b) Students share a product that exemplifies a differentiated curriculum and the development of their expertise as gifted, talented, and advanced students are shared with families and the community in a variety of ways (e.g., Problem-Based Learning Night).

#### Exemplary Standards

(a) Families are involved in the development of the district GATE Plan and/or school GATE Plans related to gifted services.

(b) The talents and expertise of gifted, talented, and advanced families and other community resources supplement the standards-based and differentiated curriculum.

(c) On-going partnerships between the GATE services and business, academic, museum, cultural, and community organizations are established.

*6.2 An active GATE advisory committee with family involvement is supported by the district.*

#### Minimum Standards

(a) Families participate in the district/site advisory committees. It is recommended that the committee meets at least four times a year.

(b) The district GATE coordinator collaborates with the GATE advisory committee to provide families with educational opportunities, such as professional development, related to gifted and talented education.

(c) Efforts are made to ensure that representatives of GATE families 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) Families and students participate in a GATE advisory committee which meets on a regular basis, at least four times a year.

(c) The GATE committees and/or school site councils are regularly informed of current research and scholarly literature in gifted and talented education.

(d) The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development to staff, families, and community members related to gifted and advanced education.

(e) The district GATE coordinator and the district GATE advisory committee solicit community support, including support from the school board and local legislative bodies.

#### Exemplary Standards

(a) Families of special needs students, such as English learners and twice-exceptional students, participate in the district's GATE advisory committee. This may include special provisions such as interpretation services, changing meeting sites and times, and providing transportation. Meetings may occur in-person or virtually.

(b) The GATE advisory committee includes perspectives from various community stakeholders, such as individuals from non-profit, academic, cultural, or community organizations.

#### Implementation Activities for Section 6: Family and Community Involvement

- Establish a district GATE advisory committee that is made up of administrators, teachers, families, and the district GATE coordinator. Involve families in the development and ongoing planning of the district GATE services, plan, and school GATE plans. Have a member of the GATE advisory committee co-sign the district's GATE Plan.

- The GATE advisory committee can participate in activities such as book study, engaging in a reflective evaluation process, or the review of various identification measures.

- Ensure that the district GATE advisory committee includes families from underrepresented, underserved, and varying cultural, racial, ethnic,

linguistic, and socioeconomic backgrounds representative of the demographics of the student population within the school district or school site.

- Facilitate participation of families of students such as those who are English learners or twice-exceptional, to participate in the district GATE advisory committee.
- Involve families in the ongoing identification, implementation, and evaluation of the GATE services.
- Ensure the district's or school site's GATE plan is disseminated and made easily accessible to parents and the community in written form and/or posted on the district Web site in multiple languages.
- Provide an orientation for families of GATE students, as well as regular updates regarding service identification, implementation, and evaluation.
- Regularly inform the district GATE advisory committee or school site council of current research and scholarly literature in gifted and talented education for the purposes of refining and redesigning gifted services.
- Collaborate with the district GATE advisory committee to provide appropriately related professional development opportunities that are responsive to staff, families, and community members.
- Provide opportunities for gifted, talented, and advanced students to share a product that exemplifies a differentiated curriculum and the development of their expertise with families and the community in a variety of ways (e.g., Problem-Based Learning Night).
- Coordinate the talents of GATE parents in support of the program.
- Seek community resources to supplement the standards-based 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

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

assess the gifted services and the performance of gifted, talented, and advanced students (which meets or exceeds state content standards). Results of data collected, including quantitative data (e.g., standardized tests that allow students to demonstrate achievement growth) and/or qualitative data (e.g., social, emotional, and behavioral data), are used to study the value and impact of the services provided and to improve gifted services and gifted, talented, and advanced student performance.

*7.1 The district provides ongoing student and GATE service evaluation that is consistent with the service's philosophy, goals, and standards.*

#### Minimum Standards

- (a) All components of the services are periodically reviewed by individuals knowledgeable about gifted, talented, and advanced learners and who have competence in the evaluation processes. The results are used for continuing program development related to identification and implementation and they are shared with the GATE advisory committee.
- (b) The program assessment process is structured to measure the goals and standards of the services. Instruments are valid and reliable for their intended purpose and population.
- (c) The district uses multiple state and local measures to monitor and assess student progress. These include standardized and criterion-referenced achievement tests, questionnaires, portfolios, surveys, and performance-based measures.

#### Commendable Standards

- (a) Individuals planning and conducting the assessment activities have expertise in gifted and talented education service evaluation.
- (b) The GATE plan contains a clear description of performance growth targets of gifted and talented students that is responsive to the individual student's readiness, interests, and abilities.
- (c) Criteria for levels of performance (e.g., exceeded, met, nearly met, and not met) or rubrics are used as part of the assessment process.

(d) The evaluation process includes strategies that use the teaching and learning process as a source to collect information about student knowledge and potential. Strategies include student inquiry, collaboration, observation, and reflection.

(e) The results of the evaluation of the service are presented to the school board of education and access to all constituencies of the services.

(f) Districts provide sufficient resources to fund service evaluation.

### Exemplary Standards

(a) Criteria for levels of performance (e.g., exceeded, met, nearly met, and not met) or rubrics are used for each evaluation for each segment of the services (e.g., identification, implementation, and all other facets associated with the suggested GATE standards).

(b) The evaluation report for all educational services involving gifted, talented, and advanced students include 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 service evaluations.

(d) Evaluation of gifted services examines the relationship it has to other programs and the continuum of other services at the school site or in the school district.

### Implementation Activities for Section 7: Program Assessment

- Conduct an annual evaluation of the GATE services including analysis of student growth from quantitative data (e.g., standardized tests that allow students to demonstrate achievement growth) and/or qualitative data (e.g., social, emotional, and behavioral data) to improve gifted services and gifted, talented, and advanced student performance.

- Ensure the use of multiple state and local measures to monitor and

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

assess student progress. These include standardized and criterion-referenced achievement tests, questionnaires, portfolios, surveys, and performance-based measures.

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

### **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.

*8.1 The district GATE budget is directly related to the GATE service 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 the 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) Categorical programs largely no longer exist at the state level. Districts demonstrate how they are serving the needs of their students under the priorities established by the state.

- (b) Districts must describe how they are serving their students, particularly their English Learners, low-income students, and Homeless and Foster Youth in their Local Control and Accountability Plan. (LCAP). Districts must develop a three-year LCAP that is annually adjusted and then approved by the local county office of education. The development of the LCAP must be done with input from stakeholders, including teachers and parents/guardians.

- (c) Given the state and national focus on equity and access, it is suggested that districts providing GATE services ensure that any identification process for potentially gifted students includes opportunities for students of color, students with special needs, or any students in underserved populations to be identified and provided with GATE services.

#### 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.
- Encourage fiscal collaboration to provide services for GATE students.

## **PART 5 KEY RESPONSIBILITIES TOWARD SUPPORTING GIFTED EDUCATION**

Clearly defined responsibilities for GATE administrators, coordinators, teachers, and families are integral to the success of gifted services. The responsibility of the district is to make sure that the responsibilities in this document are designated to an individual, or group, but are not exclusive to an administrative position. The responsibilities in this document are flexible enough to be administered by an individual with multiple roles. Each district decides the types of GATE services it will provide that align with the diverse gifted population it serves considering the suggestions in this document. It is suggested each district designate a district GATE coordinator who is responsible for overseeing the identification, implementation, and evaluation of the district gifted services. Districts may also designate a GATE coordinator, TOSA, coach, or lead teacher at each school site. GATE families have defined roles in the implementation of GATE programs. The roles and responsibilities of GATE administrators, coordinators, and families are provided below.

### *5.1 What are the responsibilities of the district GATE administrator?*

The district GATE administrator is responsible for overseeing the identification,

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

implementation, and evaluation of the GATE services and providing support for district and site coordinators, Principals, other site administrators, counselors, teachers, and parents. The responsibilities of the district GATE administrator include the following:

- Oversee planning the overall structure and design of identification, implementation, and evaluation of GATE services in collaboration with a defined GATE Advisory Committee of stakeholders, such as the district GATE coordinator, site administrators, site GATE coordinators, teachers, and parents to ensure that GATE services are implemented according to the current district and school site GATE plan.
- Oversee PK-12 GATE identification and placement procedures to ensure they are equitable, comprehensive, ongoing, and consistent with the current district and school site GATE plan.
- Include methods to foster potentiality and identify students who are gifted from diverse linguistic, socioeconomic, and cultural groups. Consider students who are twice-exceptional (2e) and who have multiple identifiers (e.g., English Learners).
- Ensure the GATE services are comprehensive, implemented, and sequenced within and across grade-level content areas.
- Ensure the appropriate implementation of a differentiated curriculum throughout the instructional day, the use of various instructional models, and strategies that are aligned with and extend the state academic content standards and curriculum frameworks within classrooms. Verify the gifted services are interwoven with essential initiatives from the state, county, and district.
- Ensure the implementation of a continuum of services that support the social, emotional, and behavioral development of students who are gifted to increase self-awareness, empathy, and other aspects of affective development, including individuals who are experts in psychology, counseling, and intervention services.
- Ensure the implementation of continuous professional development opportunities throughout the academic year related to gifted education for administrators, teachers, counselors, and other staff to support and improve educational opportunities for students who are gifted and those who demonstrate potential but may not be formally identified.

- Ensure the participation of families and community members in planning and evaluating GATE services in suggested district and school site GATE plans.
- School districts may address gifted services in committees including School Site Council, PTA, GATE Parent Network, DELAC, and others. These committees may assist in developing the GATE plan, providing parent information about GATE, and involve parents in the evaluation of the GATE program.
- Define an annual review of selected components included in the GATE services that are responsive to the needs specified in the district and school site GATE plans. Include quantitative and qualitative data from the teacher, student, and family surveys to review student academic, social-emotional, and behavioral progress.
- Oversee district budget expenditures (e.g., local and federal funding) that support the identification, implementation, and evaluation of the gifted services as defined by the GATE Advisory Committee that meets the needs of the district, site(s), and students. Students who are supported by GATE funds may also have other identifiers (e.g., English Learners).

### *5.2 What are the responsibilities of the district GATE coordinator?*

The district GATE coordinator is responsible for coordinating the identification, implementation, and evaluation of the GATE program. This individual may have multiple roles in addition to the coordination of GATE services. The roles and responsibilities of the district GATE coordinator include the following:

- Plan the overall structure, design, and identification, implementation, and evaluation of the district's GATE program in collaboration with a defined GATE Advisory Committee of stakeholders, such as the district GATE administrator, site administrators, site GATE coordinators, teachers, and families to ensure that GATE services are integrated throughout the school day and that the program provides for continuous progress monitoring.
- Coordinate various appropriate GATE identification processes and procedures that are equitable, comprehensive, ongoing, and consistent with the current district and site GATE plans. Ensure that a range of identification types are identified and served (e.g., Visual and Performing Arts, Leadership, Creative Ability) using multiple measures, which may necessitate short and long-term

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

planning. Develop methods to promote potential and identify students from diverse linguistic, socioeconomic, and cultural groups. Include students who have multiple identifiers, such as those who are twice-exceptional (2e) and English Learners.

- Coordinate the pre-existing and newly defined implementation of the differentiated curriculum throughout the instructional day, various instructional models, and strategies are aligned with and extend the state academic content standards and curriculum frameworks within the regular classroom. Verify the gifted services are interwoven with essential initiatives from the state, county, and district.
- Develop and disseminate information regarding the district's multiple methods for the identification of PK-12 gifted and talented students to administrators, teachers, families, and students.
- Implement procedures for consideration of the identification and placement of a student who was identified as gifted or talented in the district from which the student transferred.
- Implement procedures to inform families of a student's appropriate placement in the gifted and talented program. Provide follow-up support for families that have opted out of gifted services for their children.
- Coordinate the placement of students who are gifted with teachers who have ongoing district-supported professional development in gifted education.
- Identify services that support the social, emotional, and behavioral development of gifted learners to increase self-awareness, empathy, and other issues of affective development. Include experts in psychology, counseling, and intervention services.
- Implement ongoing professional development opportunities related to gifted education for administrators, teachers, and staff to support and improve educational opportunities for students who are gifted and those who demonstrate potential but may not be formally identified.
- Attend professional development and meetings to remain current on research-based practices in gifted education from the district, county, and/or state.

- Develop and conduct an annual review of selected components included in the GATE services that are responsive to the needs specified in the district and school site GATE plans. Include quantitative and qualitative data from the teacher, student, and family surveys, to review student academic, social-emotional, and behavioral progress.
- Coordinate the participation of families and community members in planning and evaluating GATE services in suggested district and school site GATE plans.
- Ensure district budget expenditures (e.g., local and federal funding) that support the identification, implementation, and evaluation of the gifted services as defined by the GATE Advisory Committee that meets the needs of the district, site(s), and students. Students who are supported by GATE funds may also have other identifiers (e.g., English Learners).
- Identify and disseminate professional resources, research materials, and publications to assist staff and families in building their knowledge base for responding to the intellectual, academic, social, emotional, and behavioral needs of students who are gifted.

### *5.3 What are the responsibilities of the site GATE coordinator?*

The site GATE coordinator, or designated teacher, is responsible for the identification, implementation, and evaluation of the GATE services at the school site. The responsibilities of the site GATE coordinator include the following:

- Coordinate the site GATE services alongside the site counselor or psychologist, including facilitating the nomination, referral, and assessment of potential GATE students including those from diverse linguistic, socioeconomic, and cultural backgrounds. Include students who have multiple identifiers (e.g., twice-exceptional (2e) or English Learners).
- Participate in ongoing training in providing curriculum and services for learners who are gifted to serve as a model, coach, and facilitator of resources using research-based practices to teachers and administrators at the school site.
- Disseminate information related to research-based resources and the suggested GATE standards for administrators, teachers, and staff who serve students who are gifted. Organize ongoing staff development opportunities to improve teachers' knowledge and skills.

- Coordinate the school site GATE Advisory Committee based on the needs of the diverse student population at the school site or participate as a representative for students who are gifted on other site committees.
- Coordinate support services to meet the social-emotional and behavioral needs of the learner who is gifted which may include counseling and/or intervention services.
- Conduct GATE teacher, student, and parent need assessments, and program evaluation surveys with administrative support.

#### *5.4 What are the responsibilities of the site GATE administrator?*

The school site administrator provides support for the identification, implementation, and evaluation of the GATE services in the school. The responsibilities of the school site administrator include the following:

- Implement service options PK-12 that are described in the district's GATE plan and monitor the responsiveness to the diversity of the student population at the school site.
- Observe a differentiated curriculum that occurs throughout the academic day, various instructional models, and strategies for GATE are aligned with and extend the suggested GATE standards, state academic content standards, and curriculum frameworks within classrooms of learners who are gifted.
- Support ongoing research-based professional development related to gifted education for teachers, counselors, families, and community members to support and improve educational opportunities for students who are gifted.
- Coordinating services with district and site level support personnel to meet the social, emotional, and behavioral needs of the learners who are gifted, including counseling or intervention services for at-promise students.
- Support formal and informal evaluation to assess the ongoing implementation of services for students who are gifted (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 teachers of the gifted and talented.

- Oversee site budget expenditures (e.g., local and federal funding) that support the identification, implementation, and evaluation of the gifted services as defined by the GATE Advisory Committee that meets the needs of the district, site(s), and students. Students who are supported by GATE funds may also have other identifiers (e.g., English Learners).

### *5.5 What are the responsibilities of the teachers?*

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

- Refer and advocate for potential students for GATE service identification including those from diverse linguistic, socioeconomic, and cultural backgrounds. Include individuals who are twice-exceptional (2e), English Learners (EL), or have other identifiers. A referral could be initiated by a teacher, student, administrator, family, or other school personnel (e.g., school counselor or psychologist).
- Examine the degree to which the curriculum is differentiated and appropriately integrate the mandated content standards and the suggested GATE standards in response to their intellectual, academic, social, emotional, and behavioral needs.
- Accommodate the differentiated curriculum and learning opportunities so it is responsive to the readiness, interest, and abilities of students who are gifted.
- Provide differentiated curriculum and instruction inclusive of depth and complexity, novelty, and acceleration, and provided by strategies such as tiered assignments, compacting, independent study, and contracts.
- Set appropriate expectations for students who are gifted to meet and exceed the state content standards to respond to their potential.
- To provide flexible grouping opportunities within classrooms throughout the school day to provide large and small collaborative learning opportunities with peers and with other students based on interest, readiness, or abilities.
- Provide equitable opportunities that are differentiated and inclusive of the total student population, regardless of formal gifted identification, to allow for all students to demonstrate evidence of potential.

- Provide opportunities for self-directed learning that promotes critical and creative thinking that meets or exceeds the content standards, such as self-selected reading material, genius hour, or problem-based learning.
- Monitor, assess, and evaluate students who are gifted and their intellectual, academic, social, emotional, and behavioral progress. Communicate progress with families, colleagues, students, and stakeholders. Develop performance criteria that are responsive to the student's personalized learning plan. Personalized education plan to examine student needs including, but not limited to, academic, and organizational skills, study skills, and interpersonal skills.
- Plan and/or participate in ongoing professional development related to characteristics of students who are gifted, and research-based differentiated curriculum and pedagogy.

#### *5.6 What are the responsibilities of families?*

Families support gifted services and student participation in a variety of ways. The suggested support of families may 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 services.
- Representatives from the GATE advisory committee or individuals who represent learners who are gifted should be active members of the state, county, district, and site-level meetings based on current initiatives.
- Review and be able to describe the criteria of the gifted services that have been established in the school district based on the intellectual, academic, social, emotional, and behavioral needs of the student population and local norms.
- Provide feedback on the development, ongoing implementation, and evaluation of the suggested GATE school site and district plan.
- Participate in family professional development regarding district criteria for the identification of students who are gifted and talented, program options, and learning opportunities available throughout their PK-12 experience. Participate in professional development related to the implications of

## GIFTED AND TALENTED SERVICES GUIDE

### *California Association for the Gifted*

research-based practices on the intellectual, academic, social, emotional, and behavioral needs of students who are gifted.

- Meet with teachers, administrators, and other school personnel (e.g., psychologists or counselors) proactively to ensure that gifted services address the needs associated with readiness, interests, abilities, and talents of participating students in the total population, in addition to the needs of the family's individual child. Include the gifted learner(s), as deemed appropriate by the family.
- Attend orientation meetings to assist the student who is gifted with transition points throughout their academic experience.
- Assist with the gifted program by sharing talents and attending events for students who are gifted and students from the total population who exhibit potential. The family is regarded as an active knowledge and talent contributor to the school community by sharing professional, cultural, or personal experiences.

GIFTED AND TALENTED SERVICES GUIDE  
*California Association for the Gifted*