

Recommended Standards for Programs for Gifted and Talented Students

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

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

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| <p>1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. The plan includes an intellectual component with objectives that meet or exceed state academic content standards.</p> <ul style="list-style-type: none"> • <i>It is the mission of Tahoe Truckee Unified School District (TTUSD), to educate all students in a safe and supportive learning environment, promoting academic excellence and ethical and responsible citizenship, while building community and parent partnerships. With regard especially to the education of students identified by the district as gifted, the district recognizes that student with exceptionally high level of ability and/or achievement have unique educational needs. The district also recognizes that these students have unique characteristics and social/emotional needs, and that gifted students come from all cultural and economic backgrounds. The district has high expectations that all its students will achieve district and state grade level standards, and provides opportunities for students who have the ability to exceed the standard to receive differentiated curriculum. In accordance with the district's mission and philosophy, (see Appendix, and with legislative intent)Ed. Code, Sec. 52200), the goals of the TTUSD GATE program are to :</i> <ul style="list-style-type: none"> ○ <i>Provide unique learning opportunities for high-achieving and underachieving pupils in the district who are identified as gifted and talented, including differentiated instruction with the identified student's specific abilities and talents.</i> ○ <i>Make special effort to ensure that pupils from economically disadvantaged and diverse linguistic and cultural backgrounds be provided with full participation in these unique learning opportunities.</i> ○ <i>Provide appropriate training and support for all staff that directly support identified gifted students.</i> | <p>Commendable Standards: Two year approval</p> <p>a. The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms.</p> <ul style="list-style-type: none"> • <i>The plan is available for access from the district website or by request at any school site.</i> <p>b. Participation in the program is not limited by other problems of logistics.</p> <ul style="list-style-type: none"> • <i>Students participate in GATE at their school of residence.</i> <p>c. A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment.</p> <ul style="list-style-type: none"> • <i>The GATE Advisory Committee has parents, teachers, principals, and district personnel as representatives. The Committee meets at least 3 times per year to discuss the district plan, program, and issues of concern from the schools and parents.</i> | <p>Exemplary Standards: Three year approval</p> <p>a. The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.</p> <p><i>The TTUSD will reserve the right to research identification in creative arts, leadership, and visual and performing arts in the future after evaluation of the newly designed program in 2013.</i></p> |

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| <ul style="list-style-type: none"> o <i>Include program elements that help gifted and talented students develop healthy self-concepts, sensitivity, and responsibility to others, and a commitment to constructive ethical standards.</i> o <i>Provide parents and community with timely, accurate information on the district GATE program; opportunities and resources for learning more about GATE issues; and the opportunity and encouragement to become involved in program planning and evaluation.</i> o <i>Include elements that assist gifted and talented students in developing self-generating problem-solving abilities and expand each pupil's awareness of choices for satisfying contributions in his or her environment.</i> o <i>Continually improve the quality of the existing program for gifted and talented students through the use of an end-of-the-year program evaluation.</i> <p>b. The plan incorporates expert knowledge, is approved by the local Board of Education and is available.</p> <ul style="list-style-type: none"> • <i>The plan used to meet these goals is the product of collaboration of a GATE Task Force including teachers, principals, central office personnel and a GATE consultant. The plan is based on the California Recommended Standards for Gifted and Talented Students, developed by the California Association for the Gifted (CAG) and the California Department of Education (CDE.) The plan will be approved by the TTUSD Board in Feb. – March 2011.</i> <p>c. The plan aligns with the available resources of the schools, staff, parents and community.</p> <p><i>The plan is the product of collaboration among members of the GATE Task Force lead by a gifted education consultant, teachers, principals, Director of Education Services, and parents who worked during the 2010-2011 school year. The plan aligns with district initiatives such as RII</i></p> <p>d. GATE advisory committee representing educators, community members and parents is formed to support the needs of the program.</p> | | |
| <p>1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. Administrative groupings and structures appropriate for gifted education may include cluster grouping, part-time grouping, special day classes, and special schools. <i>Each school site will use cluster grouping as the primary grouping method based on their plans for meeting the needs of all students.</i></p> <p>b. The program provides services that are an integral part</p> | <p>Commendable Standards: Two year approval</p> <p>a. A range of appropriate administrative grouping options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level.</p> <ul style="list-style-type: none"> • Elementary <ul style="list-style-type: none"> o <i>Cluster grouping</i> | <p>Exemplary Standards: Three year approval</p> <p>a. The program structure and delivery of services provide a balance between cognitive and affective learning.</p> <ul style="list-style-type: none"> • <i>School psychologists and counselors need to be aware of the needs of gifted children and should attend the professional development provided for</i> |

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| <p>of the school day. <i>Gifted students receive differentiated instruction in the core curriculum. Teachers receive training in differentiated instruction and methods for integrating differentiation for all students.</i></p> <p>c. The program provides for continuous progress and intellectual peer interaction.</p> <ul style="list-style-type: none"> • <i>In cluster groups, students are provided with the opportunity to work with intellectual peers and are provided with continuous progress.</i> • <i>Before school social and emotional groups provide the opportunity for gifted students to explore their feelings and concerns about being gifted.</i> <p>d. The program provides for flexible grouping in the classroom to meet student needs and abilities. <i>Teachers use flexible grouping, cluster grouping, and leveling to meet the needs of the gifted students.</i></p> <p>e. Children in grades K-2 are served even if not formally identified. <i>Teachers in grades K-2 will be trained in the needs of gifted children so they can provide differentiated instruction.</i></p> | <ul style="list-style-type: none"> o <i>Flexible grouping</i> o <i>Leveling</i> o <i>Before/after school enrichment</i> • <i>Middle School & High School</i> <ul style="list-style-type: none"> o <i>Honors/Accelerated Groups</i> o <i>Before/after school enrichment</i> o <i>ATS</i> o <i>High School AP and Honors</i> o <i>ACE (Accelerated College entrance)</i> | <p><i>teachers and principals</i></p> <ul style="list-style-type: none"> • <i>Before school programs provide social and emotional support for gifted students.,</i> |
| <p>1.3 The program is articulated with the general education programs.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. The program provides continuity within the gifted program and with the general education program. <i>Continuity and congruity are provided through district-wide standards-based instruction. District-adopted curriculum in the core subject areas contains strong universal access components, including challenge components for advanced students. District training in differentiated instruction aids teachers in analyzing and selecting challenge activities appropriate for use with gifted students.</i></p> <p>b. A coordinator is designated and responsible for all aspects of the program.</p> <ul style="list-style-type: none"> • <i>The District's Director of Education Services is designated and responsible for all aspects of the program.</i> • <i>The Director is supported by site principals, and assisted by two district Test and Identification Coordinators.</i> <p>c. The program involves the home and community. <i>Parents are provided numerous opportunities to be involved in the gifted program as GATE Advisory Committee members, members of the GATE Task Force, members of the program evaluation team, and fund raisers for specific gifted projects.</i></p> | <p>Commendable Standards: Two year approval</p> <p>a. The program is planned and organized to provide articulated learning experiences across subjects and grade levels.</p> <ul style="list-style-type: none"> • <i>Articulation among and between levels at principals meetings under the direction of the Director of Education Services.</i> | <p>Exemplary Standards: Three year approval</p> <p>a. The program is comprehensive, structured, and sequenced between, within, and across grade levels, K-12.</p> <p>b. The program provides support services including counselors and consultants.</p> <ul style="list-style-type: none"> • <i>Counselors and psychologists are available to support all gifted students.</i> • <i>An expert consultant was hired to assist TTUSD in developing this plan.</i> |

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

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| <p>2:1 The nomination/referral process is ongoing and includes students K-12.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities.</p> <ul style="list-style-type: none"> • <i>TTUSD recognizes that giftedness may be found in any child regardless of race, culture, language, disability, or socio-economic level.</i> • <i>All children are eligible for referral for identification.</i> • <i>Training includes characteristics of gifted</i> <p>b. The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services.</p> <ul style="list-style-type: none"> • <i>Olsat</i> • <i>MAT for underrepresented students</i> • <i>CST Scores</i> • <i>Teacher and parent checklists</i> <p>c. Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations.</p> <ul style="list-style-type: none"> • <i>Every third grade student is screened for further assessment.</i> • <i>Referrals are required from parents and teacher in spring of each year for students who pass the screening.</i> • <i>Students who do not pass the screening may be referred for further assessment in the next school year.</i> <p>d. Students may be nominated for participation more than once.</p> <ul style="list-style-type: none"> • <i>Any student who does not qualify for the GATE program may be referred for re-evaluation after one full year has passed since his/her last evaluation.</i> <p>e. All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.</p> <ul style="list-style-type: none"> • <i>All staff will be required to attend Differentiation Professional Development</i> • <i>Two Test and Identification Coordinators</i> | <p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> • Training in the identification process is provided that is specifically appropriate for administrators, teachers and support personnel. <ul style="list-style-type: none"> • <i>The Test and Identification Coordinators will attend staff meetings at each site to provide training in the identification process.</i> • The district maintains data on nominees and includes these data in reassessing students who are referred more than once. <ul style="list-style-type: none"> • <i>A file is established on each nominee and is kept in the student's Cumulative Record Folder at the school site of attendance.</i> • <i>The test results and identification records are kept by the Test and Identification Coordinators.</i> | <p>Exemplary Standards: Three year approval</p> |
| <p>2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program.</p> | <p>Commendable Standards: Two year approval</p> <p>a. The identification tools used are reflective of the district's population.</p> <ul style="list-style-type: none"> • <i>The range of assessment tools described</i> | <p>Exemplary Standards: Three year approval</p> <p>a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates.</p> |

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| <ul style="list-style-type: none"> • <i>GATE Evaluation Committee will consist of the two Test and Identification Coordinators, teachers, principals, and the Director of Education Service.</i> <p>b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee.</p> <ul style="list-style-type: none"> • <i>Multiple sources including OLSAT, MAT, CST, teacher checklists</i> <p>c. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process.</p> <ul style="list-style-type: none"> • <i>After each evaluation period, parents and teachers are notified in writing of the results of the evaluations.</i> • <i>Parents and teachers are invited to contact the Test and Identification Coordinators district regarding appeal of the results.</i> • <i>Parents will be informed that the identification criteria are firm and will not be comprised.</i> <p>d. Transfer students are considered for identification and placement in a timely manner.</p> <ul style="list-style-type: none"> • <i>The Test and Identification Coordinators will evaluate and place students transferring into the district who were identified for GATE services in their previous district.</i> • <i>The placement will be made within two weeks of the student's first day of attendance in the TTUSD.</i> | <p><i>in the minimum standards 2:1, was selected to ensure equal access to GATE services for all students in the district and to reflect the district's population.</i></p> <p>b. The district makes timely changes in identification tools and procedures based on the most current research.</p> <ul style="list-style-type: none"> • <i>During the writing of this plan, evaluation tools for identification were evaluated and deemed appropriate for the district population. Changes to identification tools and procedures are made as appropriate.</i> | <ul style="list-style-type: none"> • <i>The two Test and Identification Coordinators will determine the need for a committee to make identification decisions.</i> <p>b. The diversity of the district's student population is increasingly reflected in the district GATE population.</p> <ul style="list-style-type: none"> • <i>The demographics of the TTUSD are largely Hispanic and White students. About 39% of the population is Hispanic and 66% is White.</i> • <i>The GATE Population shows a much lower ratio of Hispanic to White students and has remained steady over the past five years.</i> • <i>Of the GATE population, 10% is Hispanic and 90% is White.</i> • <i>A review of the identification process and recognition of the characteristics of gifted Hispanic students will be done during the program evaluation each year to explore methods for identifying and serving more Hispanic gifted students.</i> |
| <p>2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file.</p> <ul style="list-style-type: none"> • <i>After each evaluation period, parents, teachers, and principals are notified of a student's eligibility for program placement. Site teachers/liaisons provide information and orientation regarding program services and participation options at their schools. Information on participation options is also included in the district parent handbook and in each sites parent/student handbook. The district website includes GATE program information as well. Signed parent permission for participation is included on the parent form included in the GATE referral packet. The signed form is kept in the student's GATE file at the district office.</i> <p>b. Upon parent request the district provides identification information the parent may take to a new school or district.</p> <ul style="list-style-type: none"> • <i>For identified GATE students transferring out of the district, upon parent request, the district provides identification information to be taken to the new school or district</i> <p>c. Participation in the program is based on the criteria of</p> | <p>Commendable Standards: Two year approval</p> <p>a. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.</p> <ul style="list-style-type: none"> • <i>Students are not considered for withdrawal from the program. As stated in Minimal Standard 2:3 b, students are referred to a SST or parent-teacher-student conference for interventions. Students may be placed in a different cluster, flexible group, or classroom if needed to meet their academic needs.</i> | <p>Exemplary Standards: Three year approval</p> |

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| <p>identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.</p> <ul style="list-style-type: none">• <i>Once a student is identified as a GATE student, he/she maintains identified as a GATE student in the district, and is eligible for GATE services through 12th grade. When issues of behavior and underachievement arise, the site uses parent-teacher-student conferences and or the Student Study Team (SST) process to assess the situation and plan interventions for the student.</i> | | |
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Section 3: Curriculum and Instruction Districts develop differentiated curriculum, instructional models and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (EC 52206[a] and 52206[b])

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| 3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students. | | |
| <p>Minimum Standards: One year approval</p> <p>a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards.</p> <ul style="list-style-type: none"> • <i>Curriculum in Tahoe Truckee Unified School District is based on state standards and is differentiated to meet the needs, abilities, and interests of individual students. District-adopted language arts, math, history/social science, and science curriculum is aligned to state standards and includes challenge activities for advanced students. In addition, district training in differentiated instruction provides practice in recognizing and implementing appropriate differentiated curriculum. Annual analysis of students' standardized test scores, student scores on district standard-based report cards, and curriculum embedded assessments, allow administrators and teachers to document the achievement levels of students in relation to core curriculum standards. While some teacher in the district are experts at differentiated curriculum, many still need further training.</i> <p>b. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products.</p> <ul style="list-style-type: none"> • <i>In their lesson plans, teachers will provide opportunities for students to assimilate content and to use higher level thinking skills, research skills, and authentic and appropriate product development.</i> <p>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).</p> <ul style="list-style-type: none"> • <i>A main focus of the district's training in differentiated instruction will be depth and complexity, acceleration, and novelty.</i> <p>d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.</p> <ul style="list-style-type: none"> • <i>The following groupings will provide opportunities to discuss ethical standards, positive self-concepts, sensitivity and responsibility to others, etc.</i> | <p>Commendable Standards: Two year approval</p> <p>a. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities.</p> <ul style="list-style-type: none"> • <i>Teachers trained in differentiated instruction use the following strategies:</i> <ul style="list-style-type: none"> ○ <i>Compacting</i> ○ <i>Tiered assignments</i> ○ <i>Acceleration</i> <p>b. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning.</p> <ul style="list-style-type: none"> • <i>Teachers will be trained in differentiated instruction that will provide universal understanding of strategies that promote inquiry, etc.</i> <p>c. The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.</p> <ul style="list-style-type: none"> • <i>The differentiated instruction training will provide strategies in learning theory that reinforce the needs, interests, and abilities of gifted students.</i> | <p>Exemplary Standards: Three year approval</p> <p>a. A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels K-12.</p> <ul style="list-style-type: none"> • <i>A curriculum guide will be developed during the period between 2011 and 2014 if funds are available.</i> |

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| <ul style="list-style-type: none"> o Cooperative and collaborative groups o Flexible groups o Cluster groups o RtI Groups o Social/Emotional Groups – before school | | |
| <p>3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day.</p> <ul style="list-style-type: none"> • Teachers will use the following groups to assist in making differentiated instruction a part of the regular school day: <ul style="list-style-type: none"> o Cluster grouping o Flexible grouping o RtI groups o Leveling o Concurrent enrollment o After school enrichment <p>b. The differentiated curriculum is taught with appropriate instructional models.</p> <ul style="list-style-type: none"> • Training in differentiated instruction will provide teachers with appropriate instructional models. <p>c. The differentiated curriculum is supported by appropriate materials and technology.</p> <ul style="list-style-type: none"> • Technology such as Accelerated Reader. Software for independent study, EPGY is used to support differentiated instruction. | <p>Commendable Standards: Two year approval</p> <p>a. The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study.</p> <ul style="list-style-type: none"> • The following strategies will be used to support differentiated instruction <ul style="list-style-type: none"> o Core curriculum strategies for advanced learners o Depth, complexity, acceleration, novelty o Socratic seminar at middle school and high school <p>b. The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study.</p> <ul style="list-style-type: none"> • The following teaching patterns will be used to support differentiated instruction: <ul style="list-style-type: none"> o Pair share o Leveled groups o Math Centers o Literature circles o Language! <p>c. An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.</p> <ul style="list-style-type: none"> • Lack of funding prohibits the purchase of extensive resources, however, the following resources are used to support differentiated instruction: <ul style="list-style-type: none"> o GEMS o AIMS o Foss | <p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> • The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners. <ul style="list-style-type: none"> • Teachers plan grade level and class units of instruction for use in differentiated instruction. |

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

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| <p>4:1 Actions to meet the affective needs of gifted students are ongoing.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development.</p> <ul style="list-style-type: none"> • Professional development – certificate program or individual courses • Parent information meetings • District GATE Advisory Committee and reports to sites by District Advisory Members • Suggest that District GATE Advisory reps from each site serve on site’s SSC to report at each site meeting. <p>b. Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities.</p> <ul style="list-style-type: none"> • Gifted students in the middle and secondary levels are provided some awareness opportunities of career and college options and guidance through the school counseling programs and staffed career centers. <ul style="list-style-type: none"> o ATS o Concurrent college entrance | <p>Commendable Standards: Two year approval</p> <p>a. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms.</p> <ul style="list-style-type: none"> • Within the next three years, with adequate funding the district will provide training in the social emotional needs of gifted children. • Extended day classes will provide social and emotional support for gifted students. <p>b. Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.</p> <ul style="list-style-type: none"> • Students who need guidance and counseling for social and emotional needs will be referred to a Student Study Team at the student’s school site. • Extended day GATE classes to meet social and emotional needs. | <p>Exemplary Standards: Three year approval</p> <p>a. Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.</p> <ul style="list-style-type: none"> • Funding is not available for these specific counseling services. <p>b. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home or in the community.</p> <ul style="list-style-type: none"> • Funding not available for this training. |
| <p>4:2 At-risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel.</p> <ul style="list-style-type: none"> • If funding is available, teachers will be trained in recognizing symptoms of at-risk gifted students: <ul style="list-style-type: none"> o Certificate courses or individual courses • Student study teams may be convened to discuss at-risk challenges of gifted students <p>a. Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed.</p> <ul style="list-style-type: none"> • If funding is available, counselors and administrators will be trained in recognizing symptoms of at-risk gifted students: <ul style="list-style-type: none"> • Certificate courses or individual courses <p>b. Gifted students considered at-risk receive counseling and support services and are not</p> | <p>Commendable Standards: Two year approval</p> <p>a. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.</p> <ul style="list-style-type: none"> • Teachers will work with other personnel in Student Study Teams | <p>Exemplary Standards: Three year approval</p> <p>a. At-risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan. Students who are at-risk are referred to SST sessions.</p> |

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| <p>dropped from gifted programs because of related problems.</p> <ul style="list-style-type: none">• Students who are supported through various groupings can be moved to other groupings if necessary to meet the concerns of the at-risk behaviors and academic issues. <p>c. Information and support are made available to parents regarding at-risk gifted students.</p> <ul style="list-style-type: none">• <i>Teachers and principals will inform parents of changes in a student's placement, as a result of at-risk issues.</i> <p>d. Students who have at-risk issues will not be removed from the gifted designation and will be provided interventions.</p> <ul style="list-style-type: none">• <i>Students who have at-risk issues will receive appropriate interventions and placement but will remain identified as gifted.</i> | | |
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Section 5: Professional Development Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. **(EC 52212[a][1])**

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| <p>5:1 The district provides professional development opportunities related to gifted learners on a regular basis.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program.</p> <ul style="list-style-type: none"> <i>The courses provided by the Capitol Region Gifted Consortium Certificate Program or comparable courses are correlated with defined competencies for teachers.</i> <p>b. An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning.</p> <ul style="list-style-type: none"> <i>The GATE program will be evaluated yearly under the direction of the Director of Instruction Services</i> <p>c. Individuals selected to conduct in-service for teachers of gifted learners have knowledge and expertise in the area of gifted education.</p> <ul style="list-style-type: none"> <i>Individuals chosen to conduct training for teachers will have knowledge and expertise in gifted education.</i> | <p>Commendable Standards: Two year approval</p> <p>a. The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal.</p> <ul style="list-style-type: none"> <i>All teachers will receive training in differentiated instruction</i> <p>b. A district process to qualify teachers to teach gifted students is in place.</p> <ul style="list-style-type: none"> <i>All teachers will receive training in differentiated instruction</i> | <p>Exemplary Standards: Three year approval</p> <p>a. A district professional development plan to accommodate different levels of teacher competency is in place.</p> <p><i>Training for gifted education is an integral part of the professional development training for differentiation, Professional Learning Communities, and RtI.</i></p> |
| <p>5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such knowledge and experience.</p> <ul style="list-style-type: none"> <i>Teachers who have GATE cluster groups will receive professional development in gifted education</i> <p>b. A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.</p> <ul style="list-style-type: none"> <i>The director of instruction services will be the coordinator of the GATE program and will participate in the professional development provided for the teachers and principals.</i> <p>c. Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program.</p> <ul style="list-style-type: none"> <i>Administrators and counselors will be expected to attend the professional development provided for teachers.</i> | <p>Commendable Standards: Two year approval</p> <p>a. The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an in-service.</p> <p><i>Teachers are continually involved in teacher-to-teacher professional development in the Professional Learning Communities</i></p> | <p>Exemplary Standards: Three year approval</p> <p>a. All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.</p> <ul style="list-style-type: none"> <i>All teachers will receive training in differentiated instruction</i> <p>b. The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.</p> <ul style="list-style-type: none"> <i>The Test and Identification Coordinators are experts in gifted education.</i> <p>c. Follow-up classroom support for application of activities and strategies presented during in-service or professional development are planned.</p> <p>d. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.</p> |

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| <p>d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students.</p> <ul style="list-style-type: none"><i>Administrators and counselors will be expected to attend the professional development provided for teachers.</i> | | |
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Section 6: Parent & Community Involvement Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. **(EC 52205[2][f])**

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| <p>6:1 Open communication with parents and the community is maintained.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided.</p> <ul style="list-style-type: none"> • <i>Parents will receive information from the district website and Test and Identification Coordinators.</i> <p>• The district's state application is available to parents and the community.</p> <ul style="list-style-type: none"> • <i>The district GATE Plan is available on the TTUSD website.</i> <p>• GATE parents are involved in the ongoing planning and evaluation of the GATE program.</p> <ul style="list-style-type: none"> • <i>Parents were involved in the writing of the GATE Plan and serve on the evaluation team.</i> | <p>Commendable Standards: Two year approval</p> <p>a. The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation.</p> <ul style="list-style-type: none"> • <i>Yearly orientation meetings will be held at each site or district wide.</i> <p>b. The products and achievements of gifted students are shared with parents in a variety of ways.</p> <ul style="list-style-type: none"> • <i>Student achievements will be displayed at</i> <ul style="list-style-type: none"> ○ <i>School displays and programs</i> ○ <i>Back to School Night and Open House</i> ○ <i>Parent teacher conferences</i> | <p>Exemplary Standards: Three year approval</p> <p>a. Parents are involved in the development of the application and/or school site plans related to GATE programs.</p> <p style="padding-left: 20px;"><i>Parents were members of the GATE Task Force which developed this plan.</i></p> <p>b. The talents of GATE parents and other community resources supplement the core and the differentiated curriculum.</p> <p>c. Partnerships between the GATE program and business and community organizations are established.</p> |
| <p>6:2 An active GATE advisory committee with parent involvement is supported by the district.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year.</p> <ul style="list-style-type: none"> • <i>Each school site has at least one representative to the District GATE Advisory Committee. The representatives sit on the School Site Council (SSC) at each school site and report matters related to the GATE Program to the SSC.</i> <p>b. The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education.</p> <ul style="list-style-type: none"> • <i>The district assistant superintendent will arrange for opportunities for parents to hear speakers on various topics related to gifted education and gifted students.</i> <p>• Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.</p> <ul style="list-style-type: none"> • <i>Every effort will be made to find representatives from Hispanic and White families.</i> | <p>Commendable Standards: Two year approval</p> <p>a. A parent member of the GATE advisory committee cosigns the district's state application.</p> <ul style="list-style-type: none"> • <i>A parent signs the state application even though it is not currently required by law.</i> <p>b. Parents participate in the GATE advisory committee which meets on a regular basis.</p> <ul style="list-style-type: none"> • <i>The GATE Advisory Committee will meet at least three times per year under the direction of the director of instruction services.</i> <p>c. GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education.</p> <ul style="list-style-type: none"> • <i>GATE Advisory committee members are invited to the trainings provided for educators.</i> <p>d. The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted</p> | <p>Exemplary Standards: Three year approval</p> <p>a. The parents of special needs students, such as gifted English language learners and gifted disabled students, participate in the district's GATE advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.</p> |

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| | <p>education.</p> <ul style="list-style-type: none">• <i>The Test and Identification Coordinators provide professional development for gifted teachers.</i> <p>e. The district GATE coordinator and the district GATE advisory committee solicit community support.</p> <ul style="list-style-type: none">• <i>The community is involved in the GATE Program.</i> | |
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Section 7: Program Assessment Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. (EC 52212[a][1])

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| <p>7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development. <i>The evaluators of the program are school site principals, teachers, parents, and the Test and Identification Coordinators who have knowledge about the program and gifted education.</i></p> <p>b. The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose.</p> <ul style="list-style-type: none"> • <i>The program will be evaluated using the CST, OLSAT, and MAT data. All are valid and reliable instruments.</i> • <i>Parent surveys and teacher checklists are not standardized instruments but will provide anecdotal data useful to the evaluation process.</i> <p>c. The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures.</p> <ul style="list-style-type: none"> • <i>Evaluation will be part of the school Site Plan which will include</i> <ul style="list-style-type: none"> ○ <i>CST data</i> ○ <i>Demographic data</i> ○ <i>Feedback about cluster grouping from students, parents, and teachers</i> ○ <i>Parent survey about all aspects of the program</i> ○ <i>Social and Emotional needs of the gifted</i> ○ <i>Review of test instruments, OLSAT and MAT.</i> | <p>Commendable Standards: Two year approval</p> <p>a. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation. <i>The program evaluators have experience in gifted education or have been trained in gifted education.</i></p> <p>b. The program contains a clear description of performance expectations of gifted students defined at each grade level. <i>The performance expectations of the gifted are defined at a specific standard score level of the CST results within the Advanced Quintile.</i></p> <p>c. Criteria for levels of performance or rubrics are used as part of the assessment process. <i>Parent surveys and teacher checklists will provide information about the performance of students.</i></p> <p>d. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection. <i>Core curriculum assessments will be used by sites to determine the success of gifted students in the core curriculum.</i></p> <p>e. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program. <i>An annual report of the evaluation will be available at school sites in the School Site plans and will be presented to the School board upon request.</i></p> <p>f. Districts provide sufficient resources to fund program assessment. <i>Program assessment is part of the annual process of performing needs assessment and updating School Site Plans to reflect the needs of the school.</i></p> | <p>Exemplary Standards: Three year approval</p> <p>a. Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level.</p> <p>b. The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time. <i>The needs assessment of the annual School Site Plan will include such information.</i></p> <p>d. Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment. <i>Evaluation will be part of the regular and systematic formative and summative assessments for all students.</i></p> |

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

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| <p>8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.</p> | | |
| <p>Minimum Standards: One year approval</p> <p>a. Gate funds and/or funding sources are used to address:</p> <ul style="list-style-type: none"> • professional development • direct student services • district level coordination • GATE student identification process <p><i>Funds will be requested to address the above criteria. A budget has been developed separate from this document.</i></p> <p>c. Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners. <i>Funds to support the areas in a. will not supplant district funds for all students, including gifted students.</i></p> <p>d. There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget. <i>Funding for two Test and Identification Coordinator are part of the budget request for the gifted program.</i></p> <p>e. Carry-over monies are minimal and maintained within the district GATE accounts. <i>Since the budget monies are requested from the school board, there are no carryover monies.</i></p> <p>e. Indirect costs do not exceed state limitations. <i>Since the state of California not longer provides a categorical budget for Gifted Education, there are no indirect costs from that specific budget.</i></p> | <p>Commendable Standards: Two year approval</p> <p>a. Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan. <i>The Test and Identification Coordinators are paid for by the allocation of funds to the GATE Program.</i></p> | <p>Exemplary Standards: Three year approval</p> <p>a. The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program. <i>The funds for the Gifted Education Program are taken from various categorical sources including the Flexibility Funds.</i></p> |