

GATE Program State Recommended Standards Overview

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.

- 1:1 The plan for the district program has a written statement of philosophy, goals, and objectives appropriate to the needs and abilities of gifted learners.
- 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.
- 1:3 The program is articulated with the general education programs.

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.

- 2:1 The nomination/referral process is ongoing and includes students K-12.
- 2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.
- 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 students and is periodically reviewed.

Section 3: Curriculum and Instruction

Districts develop differentiated curriculum, instructional modes and strategies that are aligned with and that 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.

- 3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.
- 3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

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.

- 4:1 Actions to meet the affective needs of gifted students are ongoing.
- 4:2 At-risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

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.

- 5:1 The district provides professional development opportunities related to gifted learners on a regular basis.
- 5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.

Section 6: Parent and Community Involvement

Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted learners.

- 6:1 Open communication with parents and the community is maintained.
- 6:2 An active GATE advisory committee with parent involvement is supported by the district.

Section 7: Program Assessment

Districts establish formal and informal evaluation methods and instruments that assess the gifted programs 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 of impact of the services provided and to improve gifted program and gifted student performance.

- 7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

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.

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