

Gifted or Talented Education Program Resource Guide



INTRODUCTION

In 1982 the Statewide Advisory Council on Programs for Gifted and Talented Students (SACPGT) was formed by leadership at the Delaware Department of Education to provide guidance to school districts and charter schools planning and implementing programs for gifted students.

In 2012 the 146th Delaware Legislature formed a legislative task force to examine programs for gifted and talented students (House Concurrent Resolution 57). The 147th legislature further defined the role of the task force through House Joint Resolution 13 to establish standards to identify gifted and talented students and establish a framework for the development, implementation and progress monitoring of programs for gifted and talented students.

The purpose of this document is to address both those requirements and to provide guidance to Delaware school districts and charter schools as they plan, implement and evaluate programs for highly able learners.

Purpose of the Program Resource Guide

The Resource Guide has been developed as a technical assistance document for LEAs who hope to plan and implement programs for gifted or talented students. The guide provides information for district and charter school coordinators, administrators, principals, teachers, and parents regarding implementation and evaluation of effective programs for gifted or talented students.

The guidance in the SACPGT Program Resource Guide is not binding on LEAs or other entities. Except for regulations that are referenced herein, compliance with the guidelines is not mandatory.

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PART 1 PROGRAM DESCRIPTION

1.1 Elements of Gifted or Talented programs

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

1.2 General standards for Gifted or Talented programs

Delaware Title 13 Regulation 902 establishes the following general standards that apply to all types of gifted or talented programs:

- (a) Create unique opportunities for high-achieving and under-achieving students who are identified as gifted or talented.
- (b) Make provisions for ensuring participation of students in the upper range of intellectual ability.
- (c) Make provisions for ensuring full participation of students from disadvantaged and varying cultural backgrounds.
- (d) Improve the quality of existing programs for gifted or talented students.
- (e) Experiment with a variety of programmatic approaches and cost levels.
- (f) Obtain written consent of a relative caregiver and file the consent with the district or charter school prior to the student's participation in the program.
- (g) Meet the specific needs and requirements as specified for gifted or talented students. Academic components shall be included in all program offerings.
- (h) Reflect the assessed needs of its identified students.
- (i) Ensure that all identified gifted or talented students shall have an opportunity to participate in the gifted or talented program.
- (j) Develop a written plan available for public inspection. The written plan shall describe the appropriately differentiated curricula for identified gifted or talented students as well as specify the methods used to examine the appropriateness of the identified student's total educational experience, including articulation with other special-funded programs that serve gifted or talented students.

1.3 Requirements for LEA written plans

The written plan shall include:

- (1) The purposes of the program, including general goals and specific objectives that students are expected to achieve
- (2) The rationale for the district's method of identification of gifted or talented students
- (3) Where appropriate, 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
- (4) The services to be rendered and the activities to be included for students participating in special day classes, receiving special services, or participating in special activities for an amount of time as specified
- (5) A plan for evaluating the various components of the program that includes an annual review of student progress and of the administration of the program
- (6) Procedures for modifying the district or charter school gifted or talented program on the basis of the annual review
- (7) A staff development plan based upon a needs assessment which includes specification of requisite competencies of teachers and supervisory personnel
- (8) A procedure to inform parents of a student's participation or nonparticipation in the gifted or talented program
- (9) Procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district or charter school program

1.4 Definitions for Gifted or Talented Education

Gifted or Talented Student: Gifted or talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. general intellectual ability
2. specific academic aptitude
3. creative productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability

(Marland 1971)

Gifted Education or Talent Development Program- appropriately differentiated curriculum provided by a district or charter school for identified students that meets the standards.

Highly Qualified Person: professional educators who a) hold a bachelor's degree (or higher) b) have obtained full state teaching certification and 3) demonstrate subject competency in the core academic subject(s) they teach.

Participating Student: a student identified as gifted or talented who takes part in a program for at least one semester of a school year.

Relative Caregiver: a parent, guardian, or other person having actual custody and control of the student.

PART 2 STUDENT IDENTIFICATION AND PLACEMENT

2.1 LEA responsibilities for identification of Gifted or Talented students

Each school district and charter school has the opportunity to develop a method for the identification of students as gifted or talented. The method of identification is included in the district or charter school's plan and conforms to these general principles:

- (a) The plan best meets the needs of the student in a least restrictive environment on a continuum or over time.
- (b) The plan ensures the identification of students who possess demonstrated achievement and/or potential ability.
- (c) Methods are designed to seek out and identify those students with identified abilities and/or potential which require special services or programs.
- (d) Provisions are made for examining a student's range of abilities.

- (e) Methods and techniques of identification generate information as to a student's potential, abilities and needs.
- (f) There is equal opportunity to be identified in the categories served including twice exceptional.
- (g) Methods are designed to seek out and identify gifted or talented students from diverse cultures, races, ethnicities, English language learners, students with learning disabilities and students of economic circumstances.

2.2 Evidence to identify students for Gifted or Talented services

The range of data should be broad enough to reveal gifts and talents across gender, culture, races, ethnicities, English language learners, students with learning disabilities and students of economic circumstances.

- (a) Appropriate quantitative and qualitative data to be collected by the school district or charter school may include but may not be limited to:
 - School, class, and individual student records
 - Individual tests (including summary and evaluation by a school psychologist)
 - Group tests
 - Interviews and questionnaires (teacher, parent, and others)
 - Student work samples
 - Student self-recommendation
- (b) Evidence of a student's ability may also be derived from student products, comments from peers, and opinions of professional persons.
- (c) Factors contributing to a student's underachievement resulting from disability or disadvantaged conditions shall be considered.
- (d) The pertinent evidence shall reflect consideration of economic, linguistic characteristics, and cultural background.
- (e) The pertinent evidence is free from gender or cultural bias.

2.3 Categories for identification of Gifted or Talented students

The following categories are used for identification of the student's ability and potential in relation to the student's chronological peers:

- (a) **General Intellectual Ability:** A student demonstrates ability and/or advanced potential in multiple subject areas.
- (b) **Specific Academic Aptitude:** A student demonstrates ability and/or advanced potential in particular subject areas.
- (c) **Creative Ability:** A student demonstrates ability and/or advanced potential in perceiving unusual relationships and/or overcomes obstacles to thinking and doing and/or produces unique solutions to problems.
- (d) **Leadership Ability:** A student demonstrates ability and/or advanced potential in characteristic behaviors necessary for extraordinary leadership.
- (e) **Visual and Performing Arts Talent:** A student demonstrates ability and/or advanced potential in creating, performing, producing, or responding at high levels in the arts.
- (g) **Psychomotor Ability:** A student demonstrates ability and/or advanced potential in performing and/or producing at high kinesthetic levels.

2.4 Determination of Gifted or Talented student eligibility

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

- (a) The school employee(s) shall base a decision upon the evaluation of the pertinent evidence by the school principal or a designee of the school principal, a classroom teacher familiar with the school work of the student, and, when appropriate, a credentialed school psychologist.
- (b) To determine the full range of a student's capability, a person recognized as an expert in the gifted or talented category under consideration, and/or an individual who has in-depth understanding of the student's linguistic or cultural group shall participate in the evaluation of the evidence unless there is no doubt as to the student's eligibility.
- (c) These individuals may review screening, identification, and placement data in that order, provided that these individuals meet to resolve differences in assessment and recommendation.
- (d) This shall not preclude the use of an identification and placement committee.

2.5 Types of Gifted or Talented program service models

School districts and charter schools that elect to provide programs may establish programs for gifted or talented students consisting of:

- Full time gifted or talented programs
- Cluster grouping
- Group acceleration
- Group enrichment
- Cross-grade groupings
- Non-graded classes
- Enrichment pull-out classes
- Within class grouping

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

- Independent study
- Acceleration
- Postsecondary education including dual enrollment and early college entrance
- Enrichment

Each school district or charter school may determine the most appropriate curricular components for participating students. For all gifted or talented students, including those with creative abilities and talents in the visual and performing arts, each school district or charter school may concentrate part of the curriculum in providing students with an academic component and, where appropriate, instruction in basic skills.

2.6 Definitions for Gifted or Talented program service models

- a) **Full time gifted or talented programs**-Full time gifted or talented programs for gifted or 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 or talented.
 - (2) It is especially designed to meet the specific academic needs of gifted or talented students for enriched or advanced instruction and is appropriately differentiated from other classes in the same subjects in the school.
 - (3) It is taught by a certified teacher who has specific preparation, experience, personal attributes, and competencies in the teaching of gifted children.
- (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 gifted or talented students.
- (c) **Enrichment Activities:** Students remain in their regular classrooms but participate in supplemental educational activities planned to augment their regular educational programs. In these supplemental educational activities the students use advanced materials and/or receive special opportunities from persons other than the regular classroom teacher.
- (d) **Cluster Grouping:** Students are grouped within a regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher.
- (e) **Independent Study:** Students are provided with additional instructional opportunities through either special tutors or mentors, or through enrollment in on-line courses. These opportunities shall be supervised by a certificated person employed by the student's school district.
- (f) **Acceleration:** Students are placed in grades or classes more advanced than those of their chronological age group and receive special counseling and/or instruction outside of the regular classroom in order to facilitate their advanced work.
- (g) **Dual Enrollment Education Opportunities:** High school students, for a part of the day, attend classes conducted by a university, college or community college.
- (h) **Services for Underachieving Gifted or Talented Students:** Students receive services designed to assist them in developing basic skills needed to overcome, as soon as possible, their underachievement and to enable them to achieve in

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

- (i) **Services for gifted or talented students of diverse cultures, races, ethnicities, English language learners, students with learning disabilities and students of economic circumstances:** Students receive services designed to assist them in developing their potential to achieve at high levels commensurate with their abilities. This shall not preclude their participation in other program options.

2.7 Provisions for student participation in dual enrollment programs

Each school district or charter school may determine to what extent they are able to offer dual enrollment opportunities to their gifted or talented students.

PART 4**PROGRAM DESIGN****Section I: Program Design**

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

1:1 A plan for a district or charter school program should have written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

Minimum Standards

- (a) The plan for program design should include academic component(s) that meet or exceed Delaware academic content standards.
- (b) The plan incorporates research-based practices and is approved by the local board of education.
- (c) The plan should align with the resources of schools, staff, parents, and community.
- (d) An advisory committee representing educators, community, and parents should be formed to support the needs of the program.

Commendable Standards- includes Minimal Standards and...

- (a) The district or charter school plan is disseminated and accessible to parents and the community in pamphlet, Web site, or other forms.
- (b) The plan strives to provide access to all students demonstrating potential for the program and is not limited to logistical constraints such as transportation, scheduling and school or district resources.
- (c) A district advisory committee representing all constituents meets on a regular basis to assist with program planning and assessment.

Exemplary Standards- includes Commendable Standards and...

- (a) The district or charter school plan should include identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.

1:2 The program should provide grouping and structure models appropriate for gifted education and available to all gifted learners.**Minimum Standards**

- a) The program should provide for flexible grouping in classroom to meet student needs and abilities.
- b) Groupings and structures models should be appropriate for gifted education may include but not be limited to flexible grouping, part-time grouping, full-time grouping, and multi-age grouping.(See Section 2.6)
- c) The program should provide services that are an integral part of the regular school day.
- d) The program promotes continuous progress and interaction with similarly-abled peers.

Commendable Standards- includes Minimal Standards and...

- a) A range of appropriate grouping options and structures are available for the grade configuration of the school.

Exemplary Standards- includes Commendable Standards and...

- a) The program structure and delivery of services provide a balance among academic, social and emotional learning and critical and creative problem solving.

1:3 The program should be integrated with general education programs**Minimum Standards**

- (a) The program should provide continuity within the gifted program and with the general education program. The gifted program should be considered instead of and not in addition to the general education program.

- (b) A coordinator should be designated and responsible for all aspects of the program.
- (c) The district or charter school aligns staffing to Delaware regulation 1572.
- (d) The program should involve members of the home and community.

Commendable Standards- includes Minimal Standards and...

- (a) The program should be planned and organized to provide differentiated learning experiences across subjects and grade levels.

Exemplary Standards- includes Commendable Standards and...

- (a) The program is comprehensive, structured, and sequenced within and across the grade configuration of the school.
- (b) The program should provide support services including counselors and consultants.

Section 2: Identification:

The district's or charter school's identification procedures are equitable, comprehensive, and ongoing. They reflect Delaware's definition of gifted or talented student.

2:1 The nomination/referral process is ongoing and includes students in the grade configurations of the school.

Minimal Standards

- (a) All children are eligible for the nomination process regardless of socioeconomics, linguistic, cultural background, and/or disabilities.
- (b) The district or charter school makes use of multiple measures and procedures for identifying gifted students. All data are considered to ensure equal access to program services.
- (c) Referrals are sought from classroom teachers, students and parents. The district or charter school actively solicits referrals among underrepresented populations.

- (d) Students may be nominated for participation more than once.
- (e) All staff, including administrators, receives training and information about the nomination process, including characteristics of gifted learners and have access to nomination forms.

Commendable Standards includes Minimal Standards and...

- (a) Training in the identification process is provided that is specifically appropriate for administrators, teachers, and support personnel.
- (b) The district or charter school maintains data on nominees and includes these data when reassessing students who are referred more than once.

Exemplary Standards- includes Commendable Standards and...

- a) The district or charter school identification process is fluid throughout the school year.

2:2 An identification process is in place to ensure that all potentially gifted students are appropriately assessed.**Minimum Standards**

- (a) A committee, including the coordinator and certificated personnel, make the final determinations on individual student eligibility for the program.
- (b) Evidence from multiple sources is used for eligibility and a data record or file is established for each nominee.
- (c) Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process.
- (d) A process is established for student withdrawal from the program.
- (e) Transfer students are considered for identification and placement in a timely manner.
- (f) The identification process actively seeks students who are representative of the district or charter school's general student population.

Commendable Standards includes Minimal Standards and...

- (a) The district or charter school makes timely changes in identification tools and procedures based on the most current research.

Exemplary Standards- includes Commendable Standards and...

- (a) Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates.
- (b) The diversity of the district's student population is increasingly reflected in the district's population.

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.**Minimum Standards**

- (a) Students and parents are provided information and orientation regarding student placement and participation options. A signed parent/guardian permission for participation is on file.
- (b) Upon parent request the district provides identification information the parent may take to a new school or district.
- (c) Placement 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.
- (d) Before any student is considered for withdrawal from the program, interventions are implemented

Commendable Standards- includes Minimal Standards and...

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

Exemplary Standards includes Commendable Standards and...

- (a) Students are evaluated on a continuum for multiple service delivery options.

Section 3: Curriculum and Instruction

The district or charter school develops curriculum, instructional models, and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The curriculum is related to theories, models, and practices from the recognized literature in the field.

3:1 The curriculum is responsive to the needs, interests, and abilities of gifted students.

Minimum Standards

- (a) The curriculum facilitates gifted students in their ability to meet or exceed Delaware core curriculum and standards.
- (b) The curriculum provides for the balanced development of critical, creative, problem solving and research skills; advanced content; and authentic and age-appropriate products.
- (c) The curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding).
- (d) The curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.

Commendable Standards- includes Minimal Standards and...

- (a) The core curriculum is compacted for gifted students so learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities.
- (b) The curriculum is aligned with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning.
- (c) The curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.

Exemplary Standards - includes Commendable Standards and...

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

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

- (a) The instruction is scheduled on a regular basis and is integral to the school day.
- (b) The curriculum is taught with research-based instructional models.
- (c) The curriculum is supported by appropriate materials and technology.
- (d) Provide support services for underachieving, linguistically diverse and economically disadvantaged students so they can achieve at levels commensurate with their individual abilities.

Commendable Standards- includes Minimal Standards and...

- (a) The curriculum utilizes a variety of teaching and learning patterns such as large and small group instruction, homogeneous and heterogeneous grouping, cluster grouping, teacher- and student-directed learning, and opportunities for independent study.
- (b) An extensive range of resources, including out-of-grade-level materials, is available to augment curriculum and to supplement independent study opportunities for individual students.

Exemplary Standards- includes Commendable Standards and...

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

Section 4: Social and Emotional Development

Establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development.

4:1 Actions to meet the affective needs of gifted students are ongoing.

Minimum Standards

- (a) Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development.
- (b) Gifted students have awareness of school choice, career and college options and guidance consistent with their unique strengths. At the secondary schools this includes mentoring and pre-college/dual enrollment/pre-career opportunities.

Commendable Standards- includes Minimal Standards and...

- (a) Teacher training and knowledge regarding social and emotional development of gifted students and incorporate techniques to support affective learning in the classroom.
- (b) Guidance and counseling services, appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.
- (c) Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.

Exemplary Standards- includes Commendable Standards and...

- (a) Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in the school, home, and community.

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

Minimum Standards

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

Commendable Standards- includes Minimal Standards and...

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

Exemplary Standards- includes Commendable Standards and...

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

Section 5: Professional Development

Districts and charter schools 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 or charter school provides professional development opportunities related to gifted learners on a regular basis.**Minimum Standards**

- (a) Research-based professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for programs. The focus each year is based on yearly assessment of the needs of teachers and of the program.
- (b) An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements for future planning.

- (c) Individuals selected to provide professional development for teachers of gifted learners have knowledge and expertise in the area of gifted education.

Commendable Standards- includes Minimal Standards and...

- (a) The district encourages teachers to focus on gifted education as one area of professional growth hours for recertification.

Exemplary Standards- includes Commendable Standards and...

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

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

Minimum Standards

- (a) All teachers assigned to teach identified gifted or talented students are certified in gifted education as per Delaware regulation 1572.
- (b) A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.
- (c) Administrators, counselors, and support staff participate in professional development related specifically to their roles and responsibilities in the program.

Commendable Standards- includes Minimal Standards and...

- (a) The district promotes the concept of teacher-to-teacher professional development in addition to contracting with experts to conduct professional development.
- (b) Administrators, counselors, and support staff are encouraged to collaborate with teachers in the ongoing professional development related to gifted students.

Exemplary Standards- include Commendable Standards and...

- (a) The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.
- (b) Follow-up classroom support for application of activities and strategies presented during professional development are planned.
- (c) The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.

Section 6: Parent and Community Involvement

Develop procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students.

6:1 Open communication with parents and the community is maintained.**Minimum Standards**

- (a) Parents are informed of the district's criteria and procedures for identifying gifted or talented students as well as program options and learning opportunities available.
- (b) Parents are involved in the ongoing planning and evaluation of the program.

Commendable Standards- includes Minimal Standards and...

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

Exemplary Standards –includes Commendable Standards and...

- (a) Parents are involved in the development of the district or charter school application and/or school site plans related to gifted programs.

- (b) The talents of parents and other community resources supplement the curriculum.
- (c) Partnerships between the program and business and community organizations are established.

6:2 An active advisory committee with parent involvement is supported by the district or charter school.

Minimum Standards

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

Commendable Standards- includes Minimal Standards and...

- (a) Parents participate in the gifted or talented advisory committee which meets on a regular basis.
- (b) The committees and/or school site councils are regularly informed of current research and literature in gifted education.
- (c) The district coordinator collaborates with the district or charter school gifted or talented advisory committee to offer professional development to staff, parents, and community members related to gifted education.
- (d) The district coordinator and the district or charter school gifted or talented advisory committee solicits community support.

Exemplary Standards- includes Commendable Standards and...

- (a) Parents of special needs students, such as English learners and gifted disabled students, participate in the district's advisory committee. This may include special provisions such as changing meeting sites and times, and providing transportation.

Section 7: Program Evaluation

Districts and charter schools establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted program and gifted student performance.

7:1 Districts and charter schools provide ongoing student and program assessment that is consistent with the program's philosophy, goals, and standards.

Minimum Standards

- (a) All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation processes. The results are used for continuing program development.

- (b) The program assessment process is structured to measure the goals and standards of the program. Instruments are valid and reliable for their intended purpose.
- (c) The district or charter school uses multiple traditional and nontraditional strategies to assess student performance. These include standardized and criterion-referenced achievement tests, questionnaires, and performance-based measures.

Commendable Standards- includes Minimal Standards and...

- (a) Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation.
- (b) The program contains a clear description of performance expectations of gifted students defined at each grade level.
- (c) Criteria for levels of performance or rubrics are used as part of the assessment process.
- (d) The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection.
- (e) The results of the program assessment are presented to the local board of education and accessible to all constituencies of the program.
- (f) Districts provide sufficient resources to fund program assessment.

Exemplary Standards

- (a) Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level.
- (b) The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time.
- (c) Districts and charter schools allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.

PART 5 KEY ROLES AND RESPONSIBILITIES

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

5.1 Responsibilities of the district or charter school coordinator

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

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

- Coordinate the placement of students with teachers who have training in gifted education.
- Identify programs and services that support the social and emotional development of gifted learners to increase responsibility, self-awareness, empathy, and other issues of affective development, including counseling and intervention services.
- Avail professional development opportunities related to gifted education for the coordinator, administrators, teachers, and staff to support and improve educational opportunities for gifted students.
- Attend professional workshops and meetings to remain current on research and best practices in gifted education.
- Develop and conduct an annual evaluation of the program including data from teacher, student, and parent surveys, student academic progress, and administration of the program.
- Coordinate the participation of parents and community members in planning and evaluating programs.
- Ensure that budget expenditures support gifted program components.
- Identify professional resources, research materials, and publications to assist staff and parents in building their knowledge base for working effectively with gifted students.
- Coordinate the program, including facilitating the nomination, referral, and assessment of potential students including those from diverse linguistic, socioeconomic, and cultural backgrounds.
- Participate in advanced training in providing curriculum and programs for gifted learners to serve as a model, coach, and resource to teachers and administrators at each school site.
- Provide resources for teachers with individual students and clusters of gifted learners.
- Coordinate the school site gifted or talented advisory committee.
- Provide professional resources for administrators and teachers including best practices for gifted learners, research on the gifted, and standards.

- Coordinate support services to meet the social-emotional needs of the gifted learner that may include counseling and/or intervention services.
- Organize ongoing staff development opportunities to improve teachers' knowledge and skills.
- Serve as liaison between parents, teachers, administrators, and district/charter coordinator. Attending district advisory committee meetings, conferences, and trainings.
- Conduct teacher, student, and parent needs assessments, and program evaluation surveys.

5.2 Responsibilities of the building administrator

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

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

- Oversee the site budget to support implementation of components of the program based on assessed needs.

5.3 Responsibilities of the teacher of gifted or talented students

Teachers deliver curriculum for students. The responsibilities of teachers include the following:

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

5.4 Responsibilities of parents of gifted or talented students

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

- Participate in meetings of the site and/or district gifted or talented advisory committees or school site council to assist in the planning and evaluation of the district program.
- Assist with the development of the school site plan.
- Participate in orientation and updates regarding district criteria for identification of students, program options, and learning opportunities available.

- Participate in learning communities related to research and literature on gifted education.
- Meet with teachers to ensure that the program addresses the needs, interests, abilities, and talents of participating students. Include the gifted learners, as appropriate.
- Assist with the program by sharing talents and attending events for students.

PART 6

SMALL DISTRICT & CHARTER SCHOOL CONSIDERATIONS

6.1 Implementation of programs in small school districts and charter schools.

Many small districts and charter schools face challenges related to implementation of their program due to limited funding for coordination and program services. Strategies for implementation:

Consultant Services

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

Collaboration between school districts, charter schools and the Department of Education

National Resources (see Appendix I)

Online Resources

APPENDIX I RESOURCES

Organizations

Academic Decathlon

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

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

American Association for Gifted Children

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

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

The Association for the Gifted (TAG)

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

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

Belin-Blank International Center for Gifted Education and Talent Development

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

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

College Admissions Services

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

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

College Board

<https://www.collegeboard.org/>

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity.

Delaware TAG

www.detag.org

Delaware TAG is a statewide non-profit organization of parents, educators and community members uniting to address the unique needs of children who have demonstrated achievement and/or potential, ability, gifts and talents.

Davidson Institute for Talent Development

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

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

Stanford University Education Program for Gifted Youth (EPGY)

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

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

Hoagies' Gifted Education Page

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

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

International Baccalaureate Organization (IBO)

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

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

Jacob K. Javits Fellowships Program

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

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

Johns Hopkins University Center for Talented Youth

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

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

National Association for Gifted Children (NAGC)

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

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

National Honor Society

<http://www.nhs.us/>

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students.

National Research Center on the Gifted and Talented (NRCGT)

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

The NRCGT promotes and publishes research on gifted education related to current and emerging issues in education of gifted and talented students,

including Gifted and Talented students from diverse cultural, linguistic, and socioeconomic groups.

Odyssey of the Mind

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

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

Supporting Emotional Needs of the Gifted (SENG)

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

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

U.S. Department of Education

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

Federal funding to states for implementation of programs for improving student academic achievement.

World Council for Gifted and Talented Children

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

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

Publications

Gifted Program Standards, National Association for Gifted Children

Gifted Child Quarterly, National Association for the Gifted

Gifted Child Today, Pufrock Press

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

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

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

Journal for the Education of the Gifted

http://www.pufrock.com/client/client_pages/prufrock_jm_jeg.cfm

Journal of Secondary Gifted Education

http://www.pufrock.com/client/client_pages/prufrock_jm_jsge.cfm

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

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

Books/Journal Articles

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APPENDIX II SAMPLE FORMS

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

Gifted or Talented Education Screening and Assessment Student Profile

Date Referred: _____ Date Screened: _____

NAME: _____ GRADE: _____ DOB: _____ Sex: Male Female

First Middle Last

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

Parent/Guardian: _____

Mailing Address: _____

School: _____ Teacher: _____

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

Evaluation Team Decision: Eligible Ineligible Reassess Talent Pool

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

* Identification of students is determined through multiple criteria including: school, class, and individual student records; individual tests (including summary and evaluation by a credentialed school psychologist); group tests; interviews and questionnaires (teacher, parent, and others). The range of data should be broad enough to reveal gifts and talents across cultural, economic, and linguistic groups.

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

Dear Parent/Guardian:

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

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

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

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

Sincerely,

_____ Coordinator

Gifted and Talented Education Program
Permission for Testing

Child's Name

School

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

Parent/Guardian Signature

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

Dear Parent/Guardian:

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

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

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

Phone Number

Sincerely,

_____ District/Charter School Coordinator

**Gifted or Talented Education Program
Permission for Participation**

_____ Child's Name

_____ School

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

_____ Parent/Guardian Signature

Gifted and Talented Program

Rating Scales for Behavioral Characteristics of Gifted Students

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

Characteristics of Giftedness Scale

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

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

Scales for Rating the Behavioral Characteristics of Superior Students

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

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

Gifted and Talented Education Program Resource List of Gifted and Talented Identification Instruments

A list of commonly used instruments for identification of students for participation in Gifted and Talented programs is provided as a resource. The tests listed are not recommended or endorsed by the Delaware Department of Education.

Academic Achievement	Level	Administration	Publisher	Web Site
California Achievement Test (CAT 6)	K12	Group	CTB/McGraw Hill	http://www.ctb.com
California Test of Basic Skills (CTBS/4)	K-12	Group	CTB/McGraw Hill	http://www.ctb.com
Iowa Test of Basic Skills (ITBS)	K-8	Group	Riverside Publishing	http://www.riverpub.com
Metropolitan Achievement Test (MAT)	K-12	Individual/Group	Psychological Corporation	http://www.harcourt.com
Preliminary Scholastic Aptitude Test (PSAT)	10-11	Group	College Board	http://www.collegeboard.com
Stanford Achievement Test	K-12	Group	Psychological Corporation	http://www.harcourt.com
Scholastic Aptitude Test (SAT)	7-12	Group	College Board	http://www.collegeboard.com
Woodcock-Johnson Test of Achievement (WJ)	K-12	Individual	Riverside Publishing	http://www.riverpub.com
Academic Achievement/Spanish	Level/Age	Administration	Publisher	Web Site
Spanish Assessment of Basic Education (SABE)	1-8	Individual/Group	CTB/McGraw Hill	http://www.ctb.com
Intellectual Aptitude	Level/Age	Administration	Publisher	Web Site
Cognitive Abilities Test (CogAT)	K-12	Individual/Group	Riverside Publishing	http://www.riverpub.com
Inview-A Measure of Cognitive Abilities	2-12	Individual/Group	CTB/McGraw Hill	http://www.ctb.com
Kaufman Assessment Battery for Children II	Age 3-18	Individual	AGS Publishing	http://www.agsnet.com
Naglieri Non Verbal Intelligence Test (NNAT)	K-12	Individual/Group	Psychological Corporation	http://www.harcourt.com
Otis-Lennon School Abilities Test, Sixth (OLSAT)	K-12	Individual/Group	Psychological Corporation	http://www.harcourt.com
Raven Colored and Progressive Matrices	Age 5-11	Group	Psychological Corporation	http://www.harcourt.com
Stanford-Binet	Age 2-Adult	Individual/Group	Riverside Publishing	http://www.riverpub.com
Slosson Full-Range Intelligence Test	Age 5-Adult	Individual	Slosson Educational Publishing	http://www.slosson.com
Structure of Intellect (SOI)	K-3	Individual/Group	Structure of the Intellect System	http://www.soisystems.com
Test of Cognitive Skills	K-12	Group	CTB/McGraw Hill	http://www.ctb.com
Test of Nonverbal Intelligence (TONI)	K-12	Individual	AGS Publishing	http://www.agsnet.com
Universal Nonverbal Intelligence Test (UNIT)	K-12	Individual	Riverside Publishing	http://www.riverpub.com
Wechsler Intelligence Scale for Children IV	Age 6-16	Individual	Psychological Corporation	http://www.harcourt.com
Woodcock-Johnson III Cognitive Ability (WJ III)	Pre-12	Individual	Riverside Publishing	http://www.riverpub.com
Intellectual Aptitude/Spanish	Level/Age	Administration	Publisher	Web Site
Cognitive Abilities Test/Spanish	K-12	Individual/Group	Riverside Publishing	http://www.riverpub.com
Wechsler Intelligence Scale IV/Spanish	Age 6-16	Individual	Harcourt Educational Assess.	http://www.harcourt.com
Woodcock-Munoz, Bateria –R/Spanish	Ages 2-90	Individual	Riverside Publishing	http://www.riverpub.com
Structure of Intellect, Spanish (SOI, Spanish)	K-3	Individual	Structure of the Intellect Sys	http://www.soisystems.com
Observation Scales	Level/Age	Administration	Publisher	Web Site
Renzuli/Hartman Scale for Rating Behavior Characteristics of Superior Students	K-12	Individual	Creative Learning Press	http://www.creativelearningpress.com
Silverman, Characteristics of Giftedness Scale	K-12	Individual	Gifted Development Center	http://www.gifteddevelopment.com