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Program manual for gifted and talented education

John Harrell Ensey

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California State College
San Bernardino

PROGRAM MANUAL FOR GIFTED AND TALENTED EDUCATION

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of
Master of Arts

in
Education: School Administration Option

By

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San Bernardino, California

1984

APPROVED BY:
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Statement of the Problem

The purpose of this project was to develop a Gifted and Talented Education Program Manual for teachers, administrators, and gifted and talented education program managers that would serve as a district guideline for gifted services. This manual, while written for a specific district, is applicable to any school district seeking an ongoing organizational plan for their gifted program.

Procedure

Materials were secured from school districts, current publications, and texts. Parents, teachers, and administrators together developed the criteria for identification under the direction of the writer. From these developed criteria the writer composed forms and a flow chart outlining procedures for identification.

In addition, the writer developed goals and objectives for the district Gifted and Talented Education Program. The law regarding gifted education and interpretations of the law are also included.

The writer developed a format for written plans in order to be in compliance with the State Department of Education and its requirements for funding. This format also included an explanation of types of acceptable program models and is divided into two sections, elementary and secondary.
Included in the written plan are acceptable budget expenditures, interpretations of those expenditures, budget classifications, and a sample budget sheet developed by the writer. This manual also includes suggestions for gifted curriculum, suggested materials, and a reference bibliography.

In conclusion, the manual lists a time line for proper program maintenance and lists the responsibilities of the teacher, administrator, and program manager as they relate to the gifted program. It includes recommendations for parent involvement and program evaluation.
REVIEW OF THE LITERATURE

The attitude of American society toward the gifted has been described by Gallagher (1982) as a strong love-hate relationship. While on the one hand admiring and revering the gifted individual who has risen from a humble background, on the other hand we are suspicious of the possible development of a new elite class. However, society's inability to cope with political and economic problems that will not go away brings us to look once again at the most promising source of solutions to these problems.

The Law

Although many notable figures within the educational community had been concerned about adequate educational opportunities for the gifted, it was not until 1971 that the topic received national attention. Sidney Marland, then Commissioner of Education, presented a report entitled Education of the Gifted and Talented to Congress. This report generated considerable interest on the federal, state, and local levels. The following year this report was published as an official document of the Committee on Labor and Public Welfare. It was acclaimed as a landmark document in the education of the gifted and talented children.

In 1975, Congress passed P.L. 94-142, the Education for All Handicapped Children Act. This law guaranteed that all exceptional children have available to them a free appropriate education. P.L. 95-561 became law in 1978 adding financial assistance for planning, developing, operating, and improving programs designed to meet the special educational needs of gifted and talented children.
REVIEW OF THE LITERATURE
The types of programs developed and procedures for identification vary greatly from state to state. In California, statutes governing education of gifted and talented students are separate from exceptional child statutes. Responsibility for identification and program development rests with the local educational agency within the guidelines of the State Education Code and Administrative Code. (Clendening and Davies, 1980)

**Identification of Gifted Students**

All of the sources researched agreed upon three important issues in identifying gifted students in the school setting. The first area in which there is general agreement deals with student characteristics. Gifted individuals tend to have a high aptitude for reasoning and conceptualization, absorption of abstract concepts, organizing these concepts effectively, and applying them more appropriately than the average child. (Gallagher, 1975; Landau, 1981; Clendener, 1980; Martinson, 1981; Clark, 1983; Frasier, 1980) These characteristics result in several problems of identification in the classroom setting. First, it is easy for the teacher to mistake high achievement for giftedness. Clark (1983) and Gallagher (1975) define the difference in this way. The high achiever is a dutiful and conscientious student who does well in his/her assigned classwork, functioning most comfortably at the knowledge and comprehension levels. The gifted student may or may not be a dutiful and conscientious student but has the ability to generalize, work comfortably with abstract ideas, and synthesize diverse ideas. The problem is compounded by sex and cultural problems.

While it is known that the gifted are present in all populations and economic circumstances, it is a more difficult task to identify them among some groups. Gifted girls are more difficult to identify than boys because
they are more diffident and less intellectually aggressive in educational settings. In addition, girls are more inhibited by peer pressures. (Gallagher, 1975; Martinson, 1981)

Among groups of students who are economically disadvantaged or culturally different, the problem becomes particularly acute. Different values and experiences may show this population at a disadvantage if traditional methods of identification are employed. Verbal abilities which are so important to success in I.Q. and achievement testing generally are depressed among these groups. (Gallagher, 1975; Martinson, 1981; Clark, 1983)

These findings led researchers to a second area of agreement. Identification of the gifted should become an assessment process rather than an evaluation process. Traditionally intellect was used as the only indicator of giftedness. Prominent researchers such as Terman, Gallagher, Torrance, Guilford, and Renzulli (Clendener, 1980) began to list other characteristics of gifted students. In 1978, the Council for Exceptional Children issued the report entitled The Nation's Commitment to the Education of Gifted and Talented Children and Youth. In it there appeared a list of "Characteristics of Gifted and Talented" which represented a broadened approach to identification. Screening for general intellectual ability remained but too, creative or productive thinking, visual and performing arts, exceptional leadership ability, and specific academic abilities were added categories appropriate for identification. (Clendener, 1980)

Current literature in the field shows the influence of these recommendations in general agreement on the steps leading to identification. The
philosophy now is that the process should be begun early, be continuous, use multiple criteria, and involve a variety of professionals. (Frasier, 1980; Martinson, 1981; Clark, 1983; Cohn, 1981) Several researchers have spelled out a concise process composed of two parts, screening and selection. First, a placement committee should be formed composed of the counselor (at appropriate grade levels), the school psychologist, teachers (at appropriate grade levels), the principal, and the teacher for the gifted. This committee is to monitor the screening and selection process. Step two consists of gathering the components of screening such as testing information, teacher and parent input, and pupil data and products. When this information has been pulled together, the committee can meet for step three. As the committee members do the case study, they should have at their disposal the most complete information possible to aid in understanding the student and in planning for him/her. (Frasier, 1980; Clendener, 1980; Martinson, 1981; Clark, 1983)

Program Building

A broadened approach to identification has necessitated an expansion in program building to meet the needs of a new student population. The philosophy of gifted education does not represent a strictly cognitive approach to meeting the needs of giftedness. In planning a more comprehensive program for the gifted, questions must be answered concerning goals, content, and structure.

Several similar goal statements were made in the literature. Renzulli (1975) stated that such curriculum should be designed to evoke and develop superior behavioral potentialities both in academic areas and the arts that is both systematic and comprehensive. Clark (1983) saw the primary goal of gifted education as meeting the needs that cannot be met in the regular
classroom that will enable gifted students to grow as integrated people toward their full potential. This includes a qualitatively different program which moves students beyond fact gathering and process development. Clendening and Davies (1983) listed nine specific guidelines for gifted program goals:

1. Superior achievement
2. Self-directedness
3. Acceptance and responsibility
4. Creative thinking and expression
5. Aesthetic awareness
6. Acceptance of divergent views
7. Pursuit of alternative solutions
8. Commitment to inquiry
9. Preparation for satisfying life style and career

None of these philosophies represented a strictly cognitive approach to meeting the needs of giftedness. With a broadened approach to goal setting there was an expansion of content. Most researchers were in agreement concerning appropriate content. Maker (1983) stated that the approach should be comprehensive beginning with modification of the basic curriculum processing. Gallagher (1975) added the manipulation of content and method of presentation to this idea. Trefflinger (1982), Renzulli (1982), and Tannenbaum (1981) suggested a telescoping of the basic curriculum for the gifted with enrichment opportunities in areas where they learn the basic skills rapidly. Emmerling's (1982) report on the "Challenge Program" added the dimensions of dealing with real life problems and higher level thinking skills. This program was based on Renzulli's "Enrichment Triad Model." Clark (1983) presented a more sophisticated
approach which she called the "Integrative Education Program Model." This model was based on the concept that thinking is not only a rational process but also an integration of functions which creates high levels of intelligence and optimal development of human potential. This approach to content can be used in any of the traditional educational settings.

The third consideration in programming for the gifted centered around organization of the learning environment. Renzulli, Smith, and Reis (1982) suggested two objectives to be considered; first, relieving the gifted of the boredom of the regular program while mastering needed competencies. Second, "buying time" for the gifted student to pursue acceleration and enrichment activities. They suggested that this could be done through the traditional organizational patterns of enrichment in the regular classroom, use of a resource room or special class, acceleration (skipping grades, honors classes), off campus experiences, mentor programs, district or school wide programs, and independent study. Clark (1983) listed similar traditional approaches in connection with her "Integrated Education Program Model."

Several problems can arise in programming for the gifted. If the program was rigid, the telescoping or compacting of basic skills instruction
would be difficult. In some cases instructors resented students who revealed deficiencies in their skills and knowledge. Frequently peers resented students who exhibited talent. Special suggestions for dealing with cultural differences included beginning with their cultural values, using community resources to add to their limited experience background, and vocational education to increase motivation. (Gallagher, 1975)

**Adult Roles In Gifted Education**

There are several important roles to be assumed by adults in education of the gifted. Most of the researchers consulted agreed on the delineation of roles for school district personnel. The table (Kaplan, 1975) which follows sets forth these roles clearly.

In addition, the parents of the gifted should play an important part in their children's education. Karnes and Karnes (1982) listed three general areas in which parents should assist. First, if parents think their child has gifted characteristics, they should make the school aware of their impressions. Second, they can provide a stimulating and rewarding home environment. Finally, they should support the development of a program in their district.

To this list Clark (1983) added two more ideas. Dr. Clark suggests that parents inform themselves about the unique characteristics and needs of the gifted. Her final suggestion was that the parents become actively involved within the program for the gifted assisting in class and resource rooms, chaperoning fieldtrips, and serving as resource people where appropriate. The underlying theme in all of the writing consulted was that education of the gifted should be a team effort with school personnel and parents acting in cooperation for the good of the students.
**TABLE 2  SCHOOL DISTRICT ROLES AND RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>COORDINATOR</th>
<th>TEACHER</th>
<th>STUDENT</th>
<th>PRINCIPAL</th>
<th>CENTRAL OFFICE STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom:</strong> Provide an enriched individualized program for the gifted.</td>
<td><strong>Attend regular or specially scheduled programs or events.</strong></td>
<td><strong>Become knowledgeable about the unique needs of the gifted.</strong></td>
<td><strong>Provide the necessary staff to implement and support all identification, program development, material acquisition, inservice training, publicity, evaluation, and related procedures that are required to provide a qualitatively differentiated program for the gifted and talented.</strong></td>
<td></td>
</tr>
<tr>
<td>Assist students in planning, organizing, and evaluating tasks.</td>
<td>Complete selected tasks.</td>
<td>Become acquainted with gifted students in the school.</td>
<td>Define and coordinate the requisite roles and responsibilities of the school board, superintendent, psychologist, psychometrist, counselor and classroom teacher.</td>
<td></td>
</tr>
<tr>
<td>Screen, develop, and provide appropriate materials for the gifted.</td>
<td>Communicate and share learning experiences with peers, teachers, and parents.</td>
<td>Stimulate interest in and concern for the gifted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate pupil progress.</td>
<td>Practice decision-making skills.</td>
<td>Urge teachers to provide qualitatively differentiated programs for the gifted in their classrooms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret the program to parents.</td>
<td>Develop self-awareness and understanding.</td>
<td>Cooperate with district personnel in identifying the gifted and implementing programs for them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Itinerant:</strong> Support classroom teachers and building principals in their teaching relationships with the gifted and talented.</td>
<td>Participate in planning and evaluating learning experiences within the program.</td>
<td>Encourage and assist teachers in securing appropriate instructional materials for the gifted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide an enriched extension of the regular curriculum for gifted students in intra- or extra-classroom settings.</td>
<td>Demonstrate diverse methods of instruction appropriate for the gifted.</td>
<td>Meet regularly with parents to explain the program to them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote public relations activities at the local, county, and state levels.</td>
<td></td>
<td>Work cooperatively with other personnel in objectively evaluating the program.</td>
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</tr>
</tbody>
</table>

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PHILOSOPHY

The Colton Joint Unified School District is committed to a policy of providing equal opportunity for all pupils. The Colton Joint Unified School District recognizes that each child must have the opportunity to develop his/her potential ability to its maximum. In order to meet developmental needs and lay a foundation for future success, students of gifted/talented ability shall have opportunities within the educational program of the District to learn at a level commensurate with their ability to achieve.

To this end, each school's program designed for gifted/talented pupils shall meet all standards set by the State Board of Education and be administered as set forth in the Administrative Procedures. Development of administrative procedures to implement this policy shall be the responsibility of the Assistant Superintendent, Instruction.

In implementing this policy, the Board of Trustees recognizes that there are extensive differences in pupils, and that any educational program, to provide equality, must attend to these differences.

It is apparent that there are different types of giftedness. The aim of the Colton Joint Unified School District is to identify and meet the needs of all types of giftedness from the intellectually gifted who demonstrate extraordinary or the potential for extraordinary intellectual development, the high achiever who consistently produces advanced ideas and products and attains exceptionally high scores on the achievement tests, the students with specific academic ability who function at highly advanced academic levels in particular subject areas, to the exceptionally talented in the visual and performing arts.

Hal Ensey
GOALS

GENERAL GOALS FOR STUDENTS IN THE GIFTED PROGRAM
OF THE COLTON JOINT UNIFIED SCHOOL DISTRICT

1. To demonstrate growth in problem solving and critical
   thinking, decision making, creative thinking, and logic.

2. To extend awareness of aesthetic values and increase
   pupil participation in creative activities.

3. To excel in academic achievement and the acquisition of
   advanced subject matter.

4. To develop techniques for expressing ideas, product
   development, communication, and leadership skills.

5. To develop an awareness sensitivity, responsibility,
   appreciation, and positive attitude toward self and
   others.

6. To prepare gifted/talented students for responsible and
   productive adult roles.

7. To expose the student to wider and further intellectual
   horizons which can be pursued throughout his/her learning
   career.

8. The ultimate goal of the program is to develop within the
   student a desire for excellence of individual responsibility
   to the school, community and to a changing society.

Program practice should reinforce the defined student goals. In other words,
there must be a defensible relationship between what students experience in a
gifted/talented program and the goals of that program. This manual was developed
to achieve these goals.
THE LAW

The following five pages contain the most recent legislation for gifted education. This direct copy of the law, Assembly Bill 1040, is found in the California Administrative Code. This law became effective in April, 1980.
CHAPTER 1. GENERAL PROVISIONS
DETAILED ANALYSIS

Section
3800. General Provisions

(a) This division applies only to programs for gifted and talented pupils described in Chapter 8 (commencing with Section 52200) of Part 28 of the Education Code.
(b) The terms used herein have the same meaning as in that article.

NOTE: Authority cited: Section 52203, Education Code, and Section 1, Chapter 74, Stats. 1979 Reg. Referencing Section 52200, Education Code.

HISTORY
1. Repealer of Division 4 (Chapters 1–4, Sections 3800–3861, not consecutive) and new Division 4 (Chapters 1–6, Sections 3800–3870, not consecutive) filed effective thirty-first day thereafter (Register 80, No. 12). For prior history, see Registers 79, Nos. 25 and 51, 71, Nos. 51, 72, No. 21, 77, Nos. 19 and 48.

CHAPTER 2. ELIGIBILITY
DETAILED ANALYSIS

Section
3810. Eligibility

3810. Eligibility.
Only those school districts which provided a state approved mentally gifted minor program in the 1978–79 school year may elect to provide a program for gifted and talented pupils pursuant to Chapter 8 (commencing with Section 52200) of Part 28 of the Education Code. If any eligible school district elects not to participate in the program, the State Board of Education shall select a replacement district.


CHAPTER 3. STANDARDS USED FOR IDENTIFICATION OF GIFTED AND TALENTED PUPILS
DETAILED ANALYSIS

Section
3820. Method of Identification
3821. Responsibility for Identification
3822. Categories for Identification
3823. Evidence for Identification
3824. Identification and Placement
3823. Evidence for Identification.

Prior to identification, pertinent evidence as to a pupil's capacity for excellence far beyond that of chronological peers shall be compiled.

(a) Appropriate data to be collected by the school district may include school, class, and individual pupil records; individual tests (including summary and evaluation by credentialed school psychologist); group tests, interviews and questionnaires (teacher, parent, and others). The range of data shall be broad enough to reveal gifts and talents across cultural, economic, and linguistic groups.

(b) Evidence of a pupil’s capability may also be derived from pupil products, comments from peers, opinions of professional persons.

(c) Studies of the factors contributing to a pupil's underachievement and studies of a pupil's underachievement resulting from handicapping or disadvantaged conditions shall be considered.

(d) The pertinent evidence shall reflect consideration of the economic, linguistic, and cultural characteristics of the pupil's background.


3824. Identification and Placement.

The final determination of eligibility of a pupil, as provided in Section 3820, for gifted and talented programs shall rest with the administrative head of the school district or a designated employee of the district in accordance with procedures adopted by the local governing board.

(a) This school employee shall base a decision upon the evaluation of the pertinent evidence by the school principal or a designee of the school principal, a classroom teacher familiar with the school work of the pupil, and, when appropriate, a credentialed school psychologist.

(b) To determine the full range of a pupil's capability, a person recognized as an expert in the gifted and talented category under consideration, and/or an individual who has in-depth understanding of the pupil's linguistic or cultural group shall participate in the evaluation of the evidence unless there is no doubt as to the pupil's eligibility.

(c) These individuals may review screening, identification, and placement data in serial order provided that these individuals shall meet to resolve differences in assessment and recommendations.

(d) This shall not preclude the use of an identification and placement committee.

(h) The district program shall reflect the assessed needs of its identified pupils.

(i) All identified gifted and talented pupils shall have an opportunity to participate in the gifted and talented program.

(j) The district shall develop a written plan for the district program which shall be available for public inspection. The written plan shall describe the appropriately differentiated curricula for identified gifted and talented pupils as well as specify the methods used to examine the appropriateness of the identified pupil's total educational experience including articulation with other specially funded programs which serve gifted and talented pupils. The plan shall include:

1. The purposes of the program, including the general goals and specific objectives which pupils are expected to achieve.
2. The rationale for the district's method of identification of gifted and talented pupils.
3. Where appropriate, procedures for the consideration of the identification and placement of a pupil who was identified as gifted or talented in the district from which the pupil transferred.
4. The services to be rendered and the activities to be included for pupils participating in special day classes, receiving special services, or participating in special activities for an amount of time as specified in Section 3850.
5. Plan for evaluating the various components of the program. Evaluation shall include an annual review of pupil progress and of the administration of the program.
6. Procedures for modifying the district gifted and talented program on the basis of the annual review.
7. A staff development plan based upon a needs assessment which includes specification of requisite competencies of teachers and supervisory personnel.
8. Procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district program.
9. A procedure to inform parents of a pupil's participation or nonparticipation in the gifted and talented program.
10. An objective related budget.


Article 2. Types of Programs

3840. Special Day Classes and Special Services or Activities.

All program options shall be in compliance with applicable state and federal regulations. Programs may consist of

(a) A 'Special Day Class' for gifted and talented pupils consists of one or more classes (as defined in Education Code Section 51016) totaling a minimum school day where each of the one or more classes meets the following requirements:

1. It is composed of pupils identified as gifted and talented.
2. It is especially designed to meet the specific academic needs of gifted and talented pupils for enriched or advanced instruction and is appropriately differentiated from other classes in the same subjects in the school.
3. It is taught by a teacher who in the judgment of the administrative head of the school district or the county superintendent has specific preparation, experience, personal attributes, and competencies necessary for a special day class teacher of gifted children.

B-3
(b) Part-time Grouping. Pupils attend classes as defined in Education Code Section 51016 or seminars which are organized to provide advanced or enriched subject matter for a part of the school day. These classes are composed of identified gifted and talented pupils.

(c) Enrichment Activities. Pupils remain in their regular classrooms but participate in supplemental educational activities planned to augment their regular educational programs. In these supplemental educational activities, the pupils use advanced materials and/or receive special opportunities from persons other than the regular classroom teacher.

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

(e) Independent Study. Pupils are provided with additional instructional opportunities through either special tutors or mentors, or through enrollment in correspondence courses specified in Education Code Section 51740 and Section 1633 of this title. These opportunities shall be supervised by a certificated person employed by the pupil's school district.

(f) Acceleration. Pupils are placed in grades or classes more advanced than those of their chronological age group and receive special counseling and/or instruction outside of the regular classroom in order to facilitate their advanced work.

(g) Postsecondary Education Opportunities. High school pupils for a part of the day attend classes conducted by college or community college or participate in College Entrance Examination Board Advanced Placement programs. When needed, the high school shall provide books and supplies.

(h) Services for Underachieving Gifted and Talented Pupils. Pupils receive services designed to assist them in developing basic skills needed to overcome, as soon as possible, their underachievement and to enable them to achieve in their academic classes at levels commensurate with their individual abilities. This shall not preclude their participation in other program options.

(i) Services for Disadvantaged Gifted and Talented Pupils. Pupils receive services designed to assist them to develop their potential to achieve at the high levels commensurate with their abilities. This shall not preclude their participation in other program options.

(j) Other. Pupils participate regularly, on a planned basis, in a special counseling or instructional activity or seminars carried on during or outside of the regular school day for the purpose of benefiting from additional educational opportunities not provided in the regular classroom in which the pupils are enrolled.

(k) Other services or activities approved 90 days in advance by the Superintendent of Public Instruction.


3841. Contracting for Programs.

School districts may contract with other school districts or with the county to provide programs.


Article 3. Length of Program

3850. Length of Program.

A program shall be maintained for 30 weeks for an amount of time each week which shall average a minimum of 200 minutes per week. Such time requirements may be waived upon approval of the State Board of Education.

CHAPTER 5. APPROVAL OF PROGRAMS
DETAILED ANALYSIS

Section 3860. Approval of Programs

3860. Approval of Programs
School districts shall file applications with the Superintendent of Public Instruction by June 15 of the preceding school year for prior approval of proposed programs for the next school year. The Superintendent of Public Instruction shall submit to the State Board of Education for final approval a list of tentatively approved agencies.

(a) The application shall be accompanied by the written plan for the program described in Section 3831(j) and shall explain how the program will be appropriately differentiated from the regular school program of the district and how it will meet the specific academic needs of the participating gifted and talented pupils.

(b) Approval shall be based upon evidence of compliance with the general standards set forth in Section 3821.

(c) Approval shall be for a period to be determined by the Superintendent of Public Instruction but not to exceed three years with specific programmatic data to be submitted annually. Approval of programs may be renewed upon submission of an application form and written evaluation of the district’s or county’s gifted and talented program in accordance with Section 3831(j).


CHAPTER 6. INDIRECT COST EXPENDITURES
DETAILED ANALYSIS

Section 3870. Indirect Cost Expenditures

3870. Indirect Cost Expenditures
The approved indirect cost rate or 3 percent of the state apportionment for the district’s gifted and talented program, whichever is the lesser, shall be the maximum amount allowable as indirect costs funded through gifted and talented program monies.

INTERPRETIVE ANALYSIS OF AB 1040

This legislation, which became operative on June 30, 1980, will remain in effect until June 30, 1988. It was not the intent of the legislature in enacting a "sunset clause" to remove resources from pupils with special needs. Rather, it was the intent to assure a thorough review of programs and the funding source so that these programs most effectively, efficiently, and economically meet the needs of pupils. Therefore, every participating district will share the responsibility to ensure the implementation of quality programs so that the statewide evaluation report recommends continuance of programs for gifted and talented pupils.

Under the expanded definition, participating districts are authorized to offer special services to gifted and talented pupils. The bill places special emphasis on those pupils from economically disadvantaged and varying cultural backgrounds.

Funding support of these services is a $15 million authorization (appropriation is in AB 8) with an annual inflationary increment including $225,000 for program evaluation. For districts with more than 50 participants, funding no longer will be apportioned on a per capita basis. It will now be allotted in the form of a modified bloc grant.

52200. (California Education Code, Part 28, Chapter 8)

It is the intent of the legislature, acting in the public interest, to:

a. Support unique opportunities in public schools for high achieving and underachieving pupils who are identified as gifted and talented

   Ensure full participation of pupils from economically disadvantaged and varying cultural backgrounds

b. Improve the quality of existing programs and provide for experimentation in program approach and cost levels

   Provide for diversity of identification at the district level

c. Include the following program goals: (1) provide for differentiated opportunities for learning commensurate with abilities and talents of individuals, (2) offer alternative learning environments, (3) help develop sensitivity and responsibility to others, (4) help develop a commitment to constructive ethical standards, (5) assist in developing self-generating problem-solving abilities, (6) help develop realistic, healthy self-concepts

52201.

a. "Gifted and talented pupil" means those pupils who possess demonstrated or potential abilities that give evidence of high performance capability as defined in 52202.
b. "Program" includes both an appropriately differentiated curriculum provided by the district and the identification of participants.

c. "Participating pupil" refers to an identified pupil who is enrolled in a program for at least one semester in a school year.

52202.

Within standards established by the State Board of Education, districts will define evidence of high performance capability, using one or more of the categories listed below as criteria. It was the intent of the author of the bill to ensure that programs for the intellectual ability pupil be continued and improved. Furthermore, it was intended that programs for the talented could be established to seek out and provide for the needs of those pupils with extraordinary talent. In no way are programs implemented under this authority to become replacements for fine arts programs which have been dropped because of budget restrictions.

• **Intellectual Ability** could apply to pupils whose general mental development is significantly accelerated beyond that of their chronological peers.

• **Creative Ability** could apply to pupils who examine assumptions, restructure perceptions, construct new concepts and use them in productive ways.

• **Specific Academic Ability** could apply to pupils who consistently function at an advanced academic level in a particular subject area.

• **Leadership Ability** could apply to pupils who, in response to varied situations, are able to exert influence on others either positively or negatively.

• **High Achievement** could apply to pupils who consistently produce ideas and/or products of excellence

• **Visual and Performing Arts Talent** could apply to pupils who evidence exceptional abilities to produce or perform in one or more areas of the fine arts.

52205.

The Superintendent of Public Instruction shall:

a. Approve or deny proposals and apportion funds accordingly

b. Assist districts, upon request, in the design, implementation and evaluation of program

c. Ensure the accountable expenditure of funds

d. Encourage development of locally designed innovative programs

e. Assist districts in development and implementation of staff development programs

f. Assign a high priority to the technical assistance to those districts receiving the greatest total increase in funds.
52206.

. Time requirements are 200 minutes per week for 30 weeks in the school year.

. Within these time options, districts are free to determine the most appropriate curricular components for pupils served. However, there must be an academic component in every program and, where appropriate, instruction in basic skills.

52208.

Districts shall:

. Conduct an annual assessment of the program.

. Develop procedures to assure parent participation in the planning and evaluation of programs.

52209.

Districts may:

a. Conduct programs, seminars, and classes within or beyond the boundaries of the district and provide the necessary personnel and material to support such programs.

b. Arrange for pupils to attend regularly scheduled programs, seminars, or classes at educational institutions without the loss of average daily attendance; pupils may be transported to such institutions or arrangements for transportation made.

. Moneys shall not be used for field trips; however, a waiver can be granted by the Superintendent of Public Instruction.

. The maximum per pupil expenditure is $250. There is no limit on the number of pupils who can be served so long as the quality of programs is not diminished.

. Unexpended funds may be carried over to the next year.

This interpretive analysis was developed by the Los Angeles Unified School District.
STATE-REQUIRED ELEMENTS IN GIFTED AND TALENTED PROGRAMS

In compliance with AB 1040, the California Administrative Code, Title 5, Section 3831, required that all types of gifted and talented programs provide six elements for meeting specific needs of gifted and talented pupils. Guidelines for the provision of each element have been established by the State Department of Education, Gifted and Talented Education (GATE).

1. Differentiated opportunities for learning commensurate with gifted and talented individuals' particular abilities and talents.

GATE Guidelines. Identified gifted and/or talented pupils should have an opportunity to receive instruction and participate in educational experiences related to their assessed interests, strengths and/or weaknesses. The program must be deliberately and appropriately challenging for each participating pupil.

Such individualization may be accomplished through acceleration and/or enrichment, and may include remediation in basic skills (if necessary). Further, it may be accomplished through individual or small group instruction, independent study, and open-ended activities, as well as through assignments permitting pupil choices. These may include differences in level, in time, and in environment, as well as in depth of involvement in content, process or product.

2. Alternative learning environments in which gifted and talented individuals can acquire skills and understandings at advanced ideological and creative levels commensurate with their potential.

GATE Guidelines. "Alternative learning environments" refers to a wide range of learning environments and organizational patterns within a class setting, as well as to program types. Included may be counseling, mentorships, acceleration and post-secondary activities. "Advanced ideological and creative levels" refers to the more abstract and complex of thinking and inquiry skills used for generating and/or testing knowledge. These skills can be taught and practiced, and should lend to reconceptualizations and/or the creation of generalizations, concepts, principles, theories and products of artistic expression.

3. Elements that help the gifted and talented develop sensitivity and responsibility to others.

GATE Guidelines. "Sensitivity and responsibility" means that the pupil will become more aware of, more responsive to, and more perceptive of self and others. This includes willingness to assume and fulfill responsibilities that lead towards the betterment of not only self, but also of others. More specifically, pupils should be provided opportunities to study and discuss the nature of human relations/behavior and to practice leadership as well as the follower roles in meaningful endeavors.
4. Elements that help to develop a commitment in gifted and talented individuals to constructive ethical standards:

GATE Guidelines. "Constructive ethical standards" means the examination of societal and universal values, the study of moral dilemmas, and the formulation and definition of personal value structures. Such experiences are to encourage pupils to think about the critical issues of morality and to systematically examine social and moral problems—past, present and/or future.

5. Elements that assist the gifted and talented to develop self-generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment.

GATE Guidelines. "Self-generating problem-solving abilities" refers to the student's ability to identify problems, collect appropriate data, organize the data, create and test hypotheses for solutions, and develop strategies for gaining implementation acceptance/support. Such problems may be everyday, personal, social and/or scientific. Pupils should acquire a variety of problem-solving strategies, more flexible mental attitudes, and the ability to explain the processes they have used. Problem-solving can lead to independent thinking, to logical and rational decision making, and to the creation of generalizations, explanations and/or theories, as well as to products of artistic merit.

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

GATE Guidelines. "Realistic, healthy self-concepts" means the development of self-understanding, which leads to self-esteem, self-confidence, and self-realization (understanding and achievement). Self-concept is not a single perception, but an organization of perceptions pupils hold about themselves.

Teaching/learning experiences should be designed to encourage pupils to willingly take responsibility for their own actions and ideas, to trust and use their own capacities, and to be less dependent on extrinsic motivation. Such experiences should include and give encouragement to all forms of self-expression—art, music, manual skills, drama, writing—as well as provide for social interaction activities.
IDENTIFICATION

Identification requires a planned program of early and continuous appraisal for the selection of individual pupils, grades 3-12, who possess a capacity for excellence far beyond that of their chronological peers, whether it be high intellectual ability, high achievement, specific academic ability, or the visual and performing arts.

Identification shall conform to these general principles:

(a) Standards shall be followed to ensure the identification of pupils who possess a capacity for excellence far beyond that of their chronological peers.

(b) Methods shall be designed to seek out and identify those pupils whose extraordinary capacities require special services and programs.

(c) Provision shall be made for examining a pupil's range of capacities.

(d) Methods and techniques of identification shall generate information as to a pupil's capacities and needs.

(e) There shall be equal opportunity to be identified in the categories served.

(f) Methods shall be designed to seek out and identify gifted and talented pupils from varying linguistic, economic, and cultural backgrounds.

NOTE: Authority cited: Section 52203, Education Code.
Reference: Section 52202, Education Code.

EVIDENCE FOR IDENTIFICATION

Pertinent evidence as to a pupil's capacity for excellence far beyond that of chronological peers shall be gathered at each site. Nomination may be made by principal, counselor, teacher, parent or peers.

(a) Appropriate data to be collected by the site committee may include: school, class, and individual pupil records; individual tests (including summary and evaluation by credentialed school psychologist); group tests; interviews and questionnaires (teacher, parent, and others); portfolios and auditions when appropriate and other pertinent evidence. The range of data shall be broad enough to reveal gifts and talents across cultural, economic, and linguistic groups.

(b) Evidence of a pupil's capability may also be derived from pupil products, comments from peers, opinions of professional persons.

(c) Studies of the factors contributing to a pupil's underachievement and studies of a pupil's underachievement resulting from handicapping or disadvantaged conditions shall be considered.
EVIDENCE FOR IDENTIFICATION (continued)

(d) The pertinent evidence shall reflect consideration of the economic, linguistic, and cultural characteristics of the pupil's background. If the site screening committee, by means of criteria examination and evidence, concurs with the nomination, the student is declared identified.

The final determination of eligibility of a pupil, as provided in Section 3820, for gifted and talented programs shall rest with the administrative head of the school district, or the consultant G/T as designated employee.

The screening committee shall base a decision for identification upon the evaluation of the pertinent evidence presented and criteria met. The school principal or a designee of the school principal, GATE coordinator, a classroom teacher familiar with the school work of the pupil, and, when appropriate, other professionals who may assist in determining the full range of a pupil's capability will comprise the site screening committee. A person who has in-depth understanding of the pupil's linguistic or cultural group shall participate in the evaluation of the evidence unless there is no doubt as to the pupil's eligibility.

These individuals of the committee may review screening, identification and placement data in serial order provided that these individuals shall meet to resolve differences in assessment and recommendations.

The parents are informed of the school's intention to assess and their permission for individual I.Q. testing, if needed, is required.

Results of tests are available to be shared with the parents and if the student qualifies as gifted/talented, the parents' program consent must be obtained and filed in student's permanent record. Test evidence and suggestions for educational processes for the student are returned to the school. The student is then placed in the appropriate GATE program.

EVIDENCE FOR IDENTIFICATION ASSOCIATED WITH THE CHILD'S CULTURAL HERITAGE

General Definition:

Given his/her cultural background, the student demonstrates unusual ability to cope with his/her present environment. (ethnic, economic, social)

Examples:

(a) Unusual oral ability (poetry, choral speaking, rhetoric).

(b) Sees the double meaning (puns) and nuances between two languages he/she uses.
(c) Speaks standard English and conforms to school achievement priorities, yet is able to function in second language or dialect at home and the community very well.

(d) When confronted by obstacles (budgeting, making family meals, babysitting, earning money, being "street-wise") he/she is able to cope.

(e) Is critical of institutional structures and has alternatives.

(f) Responds to music, dance, sound-type experiences with unusual depth and understanding.

(g) Performs mechanical (machine-type) tasks with little or no training.

(h) Frequently asks for concrete examples of highly abstract concepts, e.g. honesty, justice, patriotism.

(i) Exhibits an extensive knowledge about some hero (Roberta Flack, Wilt Chamberlain, Cesar Chavez, Dennis Banks).

(j) An unorthodox collector (related to cultural heritage) but not necessarily a school valued activity, e.g. records, photographs from magazines, statistical data (baseball cards)--a vast storage of information on pool room sharks or basketball records.

Evidence for identification with the child's cultural heritage developed by the: Garden Grove Unified School District
CRITERIA FOR IDENTIFYING CULTURALLY DISADVANTAGED, UNDERACHIEVING, GIFTED AND TALENTED STUDENTS

This form is designed to identify those mentally gifted students who are culturally disadvantaged and underachieving as outlined in Section 3822 of the Title V California Administrative Code. It contains three sections to complete for each student:

Section A: To identify students who are disadvantaged in one of four areas.
Section B: To identify disadvantaged students who are underachieving.
Section C: To identify "culturally disadvantaged, underachieving" students who are gifted.

SECTION A: EVIDENCE OF DISADVANTAGE

Scoring instructions: This section deals with cultural disadvantage. Items are stated in the positive. An assumption is made that the experiences described are usually culturally stimulating and therefore desirable for educational preparation. However, the rater must make a subjective judgement regarding whether the student is more "culturally disadvantaged" (less "culturally disadvantaged") because of each characteristic which the student has not had the opportunity to experience. A score above the suggested cutoff in any one of the four areas constitutes adequate evidence of disadvantage.

Rate each item on the following scale of 1-4:

1 - Yes. This characteristic has not caused disadvantage to student.
2 - No, but this has not influenced disadvantage to student/or/ Inadequate information available.
3 - No, and this has influenced disadvantage to student.
4 - No, and this has strongly influenced disadvantage to student.

Evidence of Disadvantage - Environmental (circle)

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attended nursery school or kindergarten program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Has traveled widely, including overnight stays.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Near perfect attendance in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Has been in same school throughout school year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Many enriching, stimulating experiences available in home (games, discussions, visitors, flora and fauna).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Student has ample free time to pursue interests at home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Is always well-groomed and clean.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Strong family support of education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Student comes from stable home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
CRITERIA FOR IDENTIFYING CULTURALLY DISADVANTAGED, UNDERACHIEVING, GIFTED AND TALENTED STUDENTS (continued)

<table>
<thead>
<tr>
<th>Not</th>
<th>Disadvantaged</th>
<th>Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

10. Both parents live in home with student
11. Student has never been a Ward of the Court.
12. Student shares bedroom with no more than one sibling.
13. Family values are compatible with those of community.

Environmental Total Score:
(Suggested cutoff - 38)

Evidence of Disadvantage - Language

<table>
<thead>
<tr>
<th>Not</th>
<th>Disadvantaged</th>
<th>Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

1. Student expresses self well in one language.
2. Student speaks standard English (as opposed to a ghetto dialect, for example).
3. English is the primary language spoken at home
4. Wide variety of books, magazines, and newspapers in home.

Language Total Score:
(Suggested cutoff - 11)

Evidence of Disadvantage - Cultural

<table>
<thead>
<tr>
<th>Not</th>
<th>Disadvantaged</th>
<th>Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

1. Student has had extensive contact in majority culture.
2. Has had extensive intellectually stimulating experiences.
3. Adequate contact between parents and school.
4. Parents of student are well educated.
5. Wide variety of books, magazines, and newspapers in home.
6. Has traveled widely, including overnight stays.
7. Many enriching, stimulating experiences available in home
8. Strong family support of education.
9. Student watches worthwhile TV programs.

Cultural Total Score:
(Suggested cutoff - 26)
CRITERIA FOR IDENTIFYING CULTURALLY DISADVANTAGED, UNDERACHIEVING, GIFTED
AND TALENTED STUDENTS (continued)

Evidence of Disadvantage - Economic

<table>
<thead>
<tr>
<th></th>
<th>Not</th>
<th>Disadvantaged</th>
<th>Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family lives in middle or upper economic neighborhood.</td>
<td>Yes</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>2. Medical/dental needs of student are met.</td>
<td>Yes</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>3. Student's nutrition is adequate.</td>
<td>Yes</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>4. Student's clothing does not stand out as different from peers.</td>
<td>Yes</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Economic Total Score: (Suggested cutoff - 11)

SECTION B: EVIDENCE OF UNDERACHIEVEMENT

Scoring instructions: This section deals with underachievement. It should be completed for students who are identified as disadvantaged according to Section A (that is, those who score above the cutoff in one of the four areas). Five "yes" responses indicates underachievement in better than half the situations. This was arbitrarily selected as criteria.

<table>
<thead>
<tr>
<th></th>
<th>Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Standard test results indicate student could be performing better in the classroom.</td>
<td>Yes No</td>
</tr>
<tr>
<td>2. Student spends a significant amount of time in the classroom</td>
<td>Yes No</td>
</tr>
<tr>
<td>3. Parents feel student should be achieving better.</td>
<td>Yes No</td>
</tr>
<tr>
<td>4. Student's grades are inconsistent.</td>
<td>Yes No</td>
</tr>
<tr>
<td>5. Student is inconsistently motivated in classwork</td>
<td>Yes No</td>
</tr>
<tr>
<td>6. Student seems capable of making better grades than he does.</td>
<td>Yes No</td>
</tr>
<tr>
<td>7. Student seldom completes assignments.</td>
<td>Yes No</td>
</tr>
<tr>
<td>8. Student often prefers activities other than those teacher directs.</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

(Suggested - 5 "yes" responses qualifies as underachieving.)
CRITERIA FOR IDENTIFYING CULTURALLY DISADVANTAGED, UNDERACHIEVING, GIFTED
AND TALENTED STUDENTS (continued

SECTION C: EVIDENCE OF GIFTEDNESS

Scoring Instructions: This section deals with determination of giftedness once
the student is identified as both disadvantaged (Section A) and underachieving
(Section B). The committee should carefully weigh the evidence presented
before making the determination.

Describe any of the following characteristics which would indicate that this
student is gifted.

1. Precocious development and maturation in the preschool or primary period.

2. Outstanding scholastic accomplishment at any point in his school career.

3. Unusual resourcefulness in coping with responsibilities, opportunities,
deprivations, problems, frustrations, obstacles, lack of structure and
direction, or overly structured settings.

4. Outstanding achievements, skills, or creative products.

5. Nonverbal intelligence test scores.

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Date</th>
<th>Nonverbal IQ</th>
<th>Verbal IQ (if administered)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Other evidence of giftedness: ____________________________

Criteria for identifying culturally disadvantaged, underachieving, gifted and
talented students was developed by the:

GIFTED RESOURCE CENTER
San Mateo County Schools
A Title III ESEA Project
GIFTED AND TALENTED EDUCATION

INTELLECTUAL ABILITY TESTING PROCEDURE

STEP I: REFERRAL SENT TO GATE OFFICE

STEP II: REFERRAL FORWARDED TO PSYCHOLOGIST

STEP III: PARENT CONTACT MADE
PARENT APPROVAL SECURED FOR TESTING

STEP IV: TESTING COMPLETED BY PSYCHOLOGICAL SERVICES (Within 30 days of approval)

WITHIN SCHOOL HOURS

Testing done during school day.

Parent conference held by testing psychologist (within 7 days of testing).

OUTSIDE OF SCHOOL HOURS

Parent asked to accompany child to testing session.

Child tested.

Parent conference held immediately following testing.

STEP V: GATE OFFICE NOTIFIED OF RESULTS

STEP VI: APPROPRIATE PROGRAM PLACEMENT
MADE FOR STUDENT

STEP VII: APPROPRIATE PROGRAM DEVELOPED
FOR STUDENT
COLTON JOINT UNIFIED SCHOOL DISTRICT

GIFTED & TALENTED EDUCATION
IDENTIFICATION FLOW CHART

Teacher

Principal

Counselor

Parent

Recommends student on Nomination/Screening Form using one or more of four categories

Intellectual Ability
(132 I.Q.)

Specific Academic Ability
G.P.A. 3.5 in selected area.
Consistently 2 yrs. above grade level in selected area of C.T.B.S.

Visual & Performing Arts
Audition, Portfolio
Interview

High Achievement
G.P.A. - 3.0
consistently 2 yrs. above grade level on CTBS (all areas)

1. Principal requests parent permission for evaluation of student
2. Principal sets time for site screening committee

Site Screening Conference
1. Principal or designee
2. GATE Coordinator
3. Teacher and/or counselor

Intellectual Ability referrals sent by GATE Coordinator to Psychologist for testing.

No

Yes

Parent informed of results of evaluation by form letter from principal.

Parent gives approval on form letter

Name of student sent to G/T coordinator

Enrichment Activities
Grades 3-8

Small group work, Clusters
Grades 3-8

Special Day Classes
Grades 3-6

Yes

Student placed into GATE program (200 minutes a week)

No

Name of student sent to G/T coordinator

Independent Study
(tutors-mentors)
Grades 6-12

Acceleration
(advanced placement)
Grades 7-12

Post Secondary Opportunities
(college classes)
Grades 11-12

Parent withholds approval. Parent letter placed in file and evaluation records destroyed.

C-9
SOME LEARNING CHARACTERISTICS OF GIFTED CHILDREN

Characteristic

1. Keen power of observation; naive receptivity; sense of the significant; willingness to examine the unusual.

2. Power of abstraction, conceptualization, synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity.

3. Interest in cause-effect relations, ability to see relationships; interest in applying concepts; love of truth.

4. Liking for structure and order, liking for consistency, as in value systems, number systems, clocks, calendars.

5. Retentiveness.

6. Verbal proficiency; large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas.

7. Questioning attitude, intellectual curiosity, inquisitive mind; intrinsic motivation.

8. Power of critical thinking; skepticism, evaluative testing; self-criticism and self-checking.

9. Creativeness and inventiveness liking for new ways of doing things; interest in creating, brainstorming, free wheeling.

10. Power of concentration; intense

11. Persistent, goal-directed behavior.

Concomitant Problems

1. Possible gullibility.

2. Occasional resistance to direction; rejection or omission of detail.

3. Difficulty in accepting the illogical.

4. Invention of own systems, sometimes conflicting.

5. Dislike for routine and drill; need for early mastery of foundation skills.

6. Need for specialized reading-vocabulary early; parent resistance to reading; escape into verbalism.

7. Lack of early home or school stimulation.

8. Critical attitude toward others; discouragement for self-criticism.

9. Rejection of the know; need to invent for oneself.


11. Stubbornness.
VISUAL AND PERFORMING ARTS
MUSIC AND DANCE CRITERIA
C.J.U.S.D.

Student originates, performs, or produces independently at an extraordinary high level of ability in comparison with others of his/her age group in the C.J.U.S.D.

Note: Identification of the Gifted/Talented in the Visual and Performing Arts is a professional judgment rather than specific test scores. The evaluation must include either a portfolio, demonstration or standard case study evidence of proficiency as judged by a qualified person who understands the art form as well as the student art process.

(Eight of the following criteria must be met including the first four.)

☐ 1. Demonstrates originality in composing or creating music, lyrics or dance.

☐ 2. Work consistently shows an excitement that calls forth approval from peers and others.

☐ 3. Originates problems, ideas, and solutions in the art form.

☐ 4. Shows persistency of thought, prolonged interest, or action related to the art form.

☐ 5. Will, when given an option, choose to use movement or music rather than to verbalize.

☐ 6. Exhibits a strong sense of humor.

☐ 7. Plays one or more instruments, sings, or dances with proficiency/creativity...many years beyond that of chronological peers, even self taught.

☐ 8. Understands musical symbols and relationships vividly.

☐ 9. Has a high degree of tonal or rhythmic memory.

☐ 10. Responds discriminately to rhythm, melody, and harmony.

SUPPORTING INFORMATION:

IN SCHOOL PARTICIPATION
Include as attachments written records of awards, anecdotes of persistence in developing solutions to aesthetic problems, media recognition, class records, achievement, free choice of art forms, heightened awareness of environment.

OUT OF SCHOOL PARTICIPATION
Participation in community activities related to the form, record of private lessons, parent participation in or support of the art form, media recognition, etc.

Colton Joint Unified School District
A Gifted/Talented student in the Visual Arts is a student who originates, performs, or produces independently at an extraordinarily high level of ability in comparison with others of his/her age group in the C.J.U.S.D.

Note: Identification of the Gifted/Talented in the Visual and Performing Arts is a professional judgment rather than specific test scores. The evaluation must include either a portfolio, demonstration, standard case study evidence, or other evidence of proficiency as judged by a qualified person who understands the art form as well as the student art process.

(Eight of the following criteria must be met **including** the first four.)

☐ 1. Has an innate sense of proportion, balance, and design.

☐ 2. Work consistently shows an excitement that calls forth approval from peers and others.

☐ 3. Originates problems, ideas, and solutions in the art form.

☐ 4. Shows a persistency of thought, prolonged interest or action related to the art form.

☐ 5. Draws a variety of things (not just jets or horses or people).

☐ 6. Uses proper proportion and perspective.

☐ 7. Takes art work seriously. Seems to find a high level of satisfaction in it.

☐ 8. Shows originality. Draws things in ways no other student does.

☐ 9. Is willing to try out and take risks with new materials, ideas and experiences.

☐ 10. Experiments with color, shape and form.

☐ 11. Fills extra time with drawing and painting activities.

☐ 12. Uses art to express his/her own feelings.

☐ 13. Is interested in other people's art work. Can appreciate, criticize, and learn from other's work.

☐ 14. Exhibits a strong sense of humor.

SUPPORTING INFORMATION:

IN SCHOOL PARTICIPATION
Include as attachments written records of awards, anecdotes of persistence in developing solutions to aesthetic problems, media recognition, class records, achievement, free time choice of art forms, heightened awareness of environment.

OUT OF SCHOOL PARTICIPATION
Participation in community activities related to the form, record of private lessons, parent participation in or support of the art form, media recognition, etc.
A Gifted/Talented student in the performing arts is a student who originates, performs or produces independently at an extraordinarily high level of ability in comparison with others of his/her age group in the C.J.U.S.D.

Note: Identification of the Gifted/Talented in the Visual and Performing Arts is a professional judgment rather than specific test scores. The evaluation must include either a portfolio, demonstration or standard case study evidence of proficiency as judged by a qualified person who understands the art form as well as the student art process.

(Eight of the following criteria must be met including the first four.)

☐ 1. Is intrinsically motivated to dramatize and play act.
☐ 2. Work consistently shows an excitement that calls forth approval from peers and others.
☐ 3. Originates problems, ideas, and solutions in the art form.
☐ 4. Shows a persistency of thought, prolonged interest, or action related to the art form.
☐ 5. Exhibits strong sense of humor.
☐ 6. Readily shifts into the role of another character, animal, or object.
☐ 7. Shows interest in dramatic activities with unusual ability to dramatize feelings and experience.
☐ 8. Uses voice to reflect changes of idea and mood.
☐ 9. Understands and portrays the conflict in the situation, when given the opportunity to act out a dramatic event.
☐ 10. Communicates feelings by means of facial expression, gestures, and bodily movements.
☐ 11. Moves a dramatic situation to a climax and brings it to a well-timed conclusion when telling a story.
☐ 12. Writes original plays or makes up plays by choice.
☐ 13. Can imitate others; mimics people and animals.

SUPPORTING INFORMATION:

IN SCHOOL PARTICIPATION
Include as attachments written records of awards, anecdotes, of persistence in developing solutions to aesthetic problems, media recognition, class records, achievement, free time choice of art forms, heightened awareness of environment.

OUT OF SCHOOL PARTICIPATION
Participation in community activities related to the form, record of private lessons, parent participation in or support of the art form, media recognition, etc.
INTELLECTUAL ABILITY CRITERIA
C.J.U.S.D.

A student who is identified by his/her intellectual ability has intellectual development significantly advanced in relation to chronological peers.

(Four of the following criteria must be met including the first item.)

☐ 1. Has an I.Q. of 132 or more.

☐ 2. Retains extraordinary amounts of information.

☐ 3. Shows unusual interest and curiosity.

☐ 4. Exhibits advanced verbal fluency, vocabulary development, and expression.

☐ 5. Has an accelerated pace of thought and the ability to process information.

☐ 6. Exhibits goal directed behavior and earlier development of self-motivation, self-direction, and self-control.

☐ 7. Has the ability to think in terms of alternatives, abstract terms, generalizations, and senses consequences.

☐ 8. Exhibits a strong sense of humor.
HIGH ACHIEVEMENT CRITERIA
C.J.U.S.D.

A high achieving student consistently functions independently at high levels in all academic areas.

(Four of the following criteria must be met including the first item.)

1. Consistently scores two or more years above grade level in all areas of standardized tests and maintains a 3.0 G.P.A. or the elementary grade equivalent.

2. Prefers the complex to the obvious.

3. Demonstrates a high energy level.

4. Memorizes school related work with little or no drill.

5. Has a long attention span for classroom assignments.

6. Is goal and product oriented. Shows characteristics of conscientiousness, self-direction, industry, perseverance, and competitiveness.

7. Responds to school demands with enthusiasm.

8. Has excellent attendance.
SPECIFIC ACADEMIC ABILITY CRITERIA
C.J.U.S.D.

Students with specific academic ability are those who consistently function at an advanced academic level in a particular subject area.

(Four of the following criteria must be met including the first item.)

☐ 1. Is consistently two years above grade level on standardized test scores and maintains a G.P.A. of 3.5 or the elementary equivalent in the specific area of ability.

☐ 2. Maintains an extended attention span for one topic.

☐ 3. Is apt to relate every topic to his/her area of interest.

☐ 4. Extensive effort is put into a project with relatively sophisticated results.

☐ 5. Makes leaps in thinking in his/her area of specialization.

☐ 6. May receive recognition in special area of interest/ability.

☐ 7. May master advanced concepts with little or no training.

☐ 8. Arrives at sound conclusions in his/her area of specialization that would not occur to most students.

☐ 9. Reads avidly and often exclusively in his/her area of interest.

☐ 10. Challenges materials and ideas in his/her area of interest/ability.
Dear __________________________,

Your child has been screened for the Gifted and Talented Education program at his/her school. It was the decision of the site screening committee not to place __________________________ in the program at this time.

We would be glad to set a time for a conference to answer any questions you have.

Suggested date and time __________________________.
Phone number __________________________

The nomination for screening is an indication of the excellent work and achievement of your child. We know you will continue to provide support and encouragement.

Sincerely,

__________________________
Principal/Designee
Dear ______________________:

School districts of California are authorized to provide special educational opportunities to pupils who evidence exceptional ability in their studies or the arts.

Your child, ______________________, has qualified as a Gifted/Talented Student and is recommended to receive special opportunity and challenge. The purpose of our program is not to add additional pressures to your child, but to provide challenging and rewarding activities more consistent with his or her capabilities or talents.

The consent of the parent or guardian is required for a student to participate in the program. Please sign the lower portion of this form and return it to the school as soon as possible by mail.

Note:
If, at any time, state funds are cut for Gifted/Talented Education, the district may not be able to provide a special program for the gifted.

Sincerely,

__________________________
Principal

__________________________
Address

Dear Principal,

I understand the above information concerning educational provisions for my child, ______________________, as a Gifted/Talented Student.

____ I wish to have him/her participate in the program.

____ I do not wish to have him/her participate.

__________________________
Date

__________________________
Parent or Guardian
Dear Parents:

The Colton School District has a program for children who show specific academic or intellectual ability, are high achievers, or are especially talented in visual or performing arts.

Since one or more of these categories appears applicable to , he/she may qualify for the program which will enhance his/her abilities beyond that of the regular school program.

In order to help determine whether your child may qualify for this program, your written approval is needed before formal evaluation can take place.

If you desire to have your child evaluated for the program, please acknowledge by return mail. If there are questions, please call your child's school.

Sincerely,

Principal

School Address

(Please mail this return to)

Date

School Address

I give my permission for an evaluation of my child, , in order to determine whether he/she qualifies for the special program.

I do not give my permission.

Signature of Parent or Guardian

Telephone

Address
COLTON SCHOOL DISTRICT
NOMINATION/SCREENING FORM
GIFTED AND TALENTED PROGRAM

Pupil's Name ___________________________ Teacher/Counselor ___________________________ Date __________
Birthdate ___________________________ School ___________________________ Grade __________
Parent's Name ___________________________ Address ___________________________ Phone ___________________________ Referred by ___________________________ Title ___________________________

Please begin screening procedures in the following area(s):

- Intellectual ability
- High Achievement
- Specific academic area
- Visual and performing arts
- Subject area
- Specific area

Has this student been referred _____ and tested _____ previously for the G/T program?

Under which category?

Standardized Test Results:

Please enter relevant achievement and ability test results from cumulative record.

Include scores from two C.T.B.S. test periods.

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Name of Test</th>
<th>Form</th>
<th>Verbal</th>
<th>Non-Verbal</th>
<th>Full Scale</th>
<th>Reading</th>
<th>Math</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Return form to principal.

Signature of person completing forms: ___________________________ Position ___________________________

Date __________

SCREENING ACTION

Action taken:

- Qualified and placed
- Qualified but not placed
- Did not qualify
- Referred for screening under

Reason ___________________________

Signatures of screening committee:

______________________________________________________________________

Date committee met __________
16. Independent action. "There are no good books on racing cars, Dad. I am going to write my own."

17. Boldness of new ideas. "But I think that children should be allowed to vote."

18. Low distractability. "I cannot come out to play. I'm waiting for my chemical to dissolve."

19. Manipulation of ideas and objects to obtain new combinations. "I'm going to take this string and this pencil and make a compass."

20. Penetrating observations and questions. "When the snow melts, where does the white go?"

21. Tendency to seek alternatives and explore new possibilities. "This old shoe would make a great flowerpot."

22. Self-initiated learning. "Yesterday I went to the library and checked out all the books on dinosaurs."

23. Willingness to consider or toy with new ideas. "What if dogs were masters and people were pets?" (Gifted Childrens Newsletter, 1984)
2. Sensitivity, intuitiveness; empathy for others; need for emotional support and a sympathetic attitude.

3. High energy, alertness, eagerness; periods of intense voluntary effort preceding invention.

4. Independence in work and study; preference for individualized work; self-reliance; need for freedom of movement and action.

5. Versatility and virtuosity; diversity of interests and abilities; many hobbies; proficiency in art forms such as music and drawing.

6. Friendliness and out-goingness.

17. Supersensitivity of the nervous system and accompanying acute perceptiveness

18. Perfectionism

19. Independence

20. Initiative

Concomitant Problems

12. Need for success and recognition; sensitivity to criticism; vulnerability to peer group rejection.

13. Frustration with inactivity and absence of progress.

14. Parent and peer group pressures and non-conformity; problems of rejection and rebellion.

15. Lack of homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests; need to build basic competencies in major interests.

16. Need for peer group relations in many types of groups; problems in developing social leadership.

17. Physical tension, "hyperactivity," distractibility; Emotional strain—awareness of social responses to him; Feelings of isolation and rejection.

18. Feelings of inadequacy, unrealistic expectations, and "perceived failure" derived from the high expectations of self and adults.

19. A seemingly rebellious or disruptive nature, tends to challenge and question indiscreetly; Develops feelings of resenting the constraining structure of the classroom which leads to unhappiness at school.

20. Wants to have a choice, to be able to pursue interests, to function in an environment with minimal limitations and structure; this leads to difficulty when the child cannot accept the limitations of time, space, or resource for activities.
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Concomitant Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Intense drive to explore, to discover, to master, to know, and to be creative.</td>
<td>21. Behavior that appears to be stubbornness, disruptiveness, and &quot;off task&quot; (pursuit not appropriate for the assignment); these behaviors can produce resentment or irritation in adults and peers which further results in social criticism.</td>
</tr>
<tr>
<td>22. Advanced problem solving skills</td>
<td>22. May tend to dominate discussions or activities, or to respond with passive boredom to shallow curriculum (convergent and memory exercises, repetition, practice); Often moves ahead of the class and may perceive resentment of his skills and achievement.</td>
</tr>
<tr>
<td>23. The distinct learning style of the highly gifted and creative.</td>
<td>23. Causes the child to be unresponsive to many traditional teaching methods and curricula—e.g., math pages, drill exercises, grammar and traditional reading groups; frequently the child appears &quot;lazy&quot; or &quot;unmotivated&quot; to the teacher.</td>
</tr>
</tbody>
</table>

Creativity is a key component in most definitions of giftedness. Below are twenty-three characteristics that signal creativity in children and some sample statements by children that reflect those traits. The list was developed by Dr. E. Paul Torrance, Distinguished Professor of Educational Psychology at the University of Georgia. While few children will display all of the characteristics, several of them in combination indicate creative promise in your child that should be nurtured at home and school.

1. Intense absorption in listening, observing, or doing. "But I did not hear you call me for dinner!"

2. Intense animation and physical involvement. "But I cannot sit still—I am thinking."

3. Use of analogies in speech. "I feel like a caterpillar waiting to become a butterfly."

4. Tendency to challenge ideas of authorities. "Why do I have to go to school until I am 16?"

5. Habit of checking many sources. "Mom, I looked at all the books and watched a TV special and asked my teacher, and I still cannot figure out where God lives."

6. Taking a close look at things. "Hey, this centipede only has ninety-nine legs!"

7. Eagerness to tell others about discoveries. "Guess what! Guess what!"

8. Continuing in creative activities after scheduled time for quitting. "I did my artwork right through recess!"

9. Showing relationship among apparently unrelated ideas. "Hey, Mom, your new hat looks just like a flying saucer!"

10. Following through on an idea set in motion. "Tomorrow I am going to dig for gold in our backyard."

11. Various manifestations of curiosity and wanting to know. "I just wanted to know what the yard looked like from the top of the roof."

12. Spontaneous use of discovery or experimental approval. "I thought flour and water would make bread, but all I got was white goo."

13. Excitement in voice about discoveries. "Flour and water make paste!"

14. Habit of guessing and testing outcomes. "I put detergent in the birdbath, but no birds came to clean up. Can I try some bubble bath today?"

15. Honesty and intense search for truth. "Mom, I hope this won't upset you, but I don't think there is a tooth fairy."
PREPARING THE WRITTEN PLAN

Each elementary center with cluster classes and/or enrichment is responsible for filing a written plan which overviews its year's program of gifted and talented education. A format for this plan is included in this section. All plans are due by October 1.

Plans will be reviewed by the Assistant Superintendent of Instruction, the Gifted and Talented Programs manager and representatives from elementary schools. After review, the committee either approves a plan or returns it to the site for revision and resubmission. Each site is requested to prepare two copies of its plan. One to submit and one to keep on file at the site.

* Funding will be allocated upon the approval of the site written plan.

To simplify the committee's task and to provide a basic structure, the Gifted Programs Office has designed a format for the plan:

   I. Statistics

   II. Program Components

   III. Budget

Below is information and suggestions for completing these sections. These may be revised from year to year as experience indicates needs for change or clarification.

Involvement of Staff and Parents in Plan Development

Most plans are developed by the principal, teachers of the gifted and talented, and parents working in committee when appropriate. The principal is asked to sign the plan.

Examples of parent involvement activities include plan development, assessment of parent needs, parent meetings, parent newsletter, and parent contribution to the instructional program as resource persons.
Special Substitute Teachers (continued)

Advanced and diversified subject matter.
Minimum attention to rote learning.
Stimulation and use of the higher thought processes.
Critical discrimination of ideas.
Time for personal learning choices.
Alternate information sources.
Discussion of ethical and moral issues.
An educational structure where the use of large blocks of time
for spontaneous exploration is not detrimental to skill development.
The use of enjoyable modes of skill development, i.e., instructional
games, media presentations, simulation is recommended.

Acceleration

A moderate amount of acceleration is considered to be one means of meeting the
needs of gifted/talented pupils.

Acceleration must be based on a study of the child's best interests.

Consideration should be given at the grade levels to the advisability of acceleration of intellectually gifted pupils.

In general, consideration for acceleration should be initiated early in each educational level.

A more liberal acceleration policy is indicated for highly gifted pupils who have an intelligence quotient of approximately 160 or higher, as determined by an individual psychological study.

Acceleration must involve special planning by psychological services, teachers and the gifted/talented manager so that essential blocks of learning will not be omitted.
I. STATISTICS

Statistics provide the GATE office with pertinent information needed by the office for identification and accounting purposes. This sample page is the first sheet of your written plan which is submitted each year to the GATE office. It is to be filled out and signed by the principal or designee.
SAMPLE

WRITTEN PLAN OF PROGRAMS FOR THE GIFTED, ELEMENTARY

School: Grove Elementary
Principal/Designee: Mrs. Marsh

1 STATISTICS
Grade level(s), program type (cluster, mini cluster) number of students in program(s), name of teacher(s), room number.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>TYPE</th>
<th>NO. OF STUDENTS</th>
<th>NAME OF TEACHER(S)</th>
<th>ROOM NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Mini cluster</td>
<td>10</td>
<td>C. Miller</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Mini cluster</td>
<td>9</td>
<td>D. Hawkins</td>
<td>29</td>
</tr>
<tr>
<td>3-4-5</td>
<td>Cluster</td>
<td>28</td>
<td>H. Reinhardt</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>Cluster</td>
<td>26</td>
<td>M. Sexton</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL NUMBER OF GIFTED STUDENTS AT SCHOOL: 73

Principal/Designee Signature: Mrs. Marsh
II. PROGRAM COMPONENT

Program components are classroom units of instruction which, together, add up to 200 minutes per week of qualitatively different education for each pupil receiving special gifted and talented funds. The format for part II of the written plan provides a framework for describing these components.

Each program component, if there is more than one, is usually written on a separate page of the part II format and attached to part I, (Statistics).

Directions for writing program components using the part II format follow:

Program Component. Name the component's broad subject area(s), e.g., mathematics/economics, language arts, human relations, humanities, literature, science, social studies.

Learning/Objective. Write a statement of what information is to be taught specifically. This may be written as an objective or as a simple statement.

This statement should make apparent how the curriculum will be qualitatively different from the regular curriculum, e.g.; if the program component is social studies, the learning might be Cities of Long Ago: Pompeii and Herculaneum.

If the learning is being written in behavioral objectives the following information may be useful.

The four essential characteristics of a behavioral objective are:

LEARNING - This is the part of the behavioral objective that identifies what learning is to take place.

BEHAVIOR - This is the part of the behavioral objective that says what the learner will do. It must be observable.

CONDITION - This is the part of the behavioral objective that tells what materials are to be used and the limitations of that use. This describes the conditions or "givens" which have been provided to the learner. These conditions should be specific. The condition is often written first in an objective.

PERFORMANCE LEVEL - This is the part of the behavioral objective that states how well we will expect the learning to take place for each student. It states the degree of accuracy.

Here is a sample behavioral objective:

Given research materials, the learner will research and compile information on the ancient cities of Pompeii and Herculaneum accurately and completely by the end of the unit.
Activities - The activities describe the curriculum through which the learning/objective is achieved. This is a statement of the "how" of teaching, what will be done to fulfill the objective.

While planning the activities, keep in mind the following criteria:

- Do the activities offer the student qualitatively different education?

- Of all the possible activities through which the objective may be achieved, are these the right ones for this particular class?

- Are the activities fundable? (See the budget section for guidelines to fundable and nonfundable activities.)

- Is there an academic component?

There are many ways to achieve an objective, depending on the characteristics of students, teachers, educational resources, and the learning environment. Choosing activities opens the door to the teacher's creativity and ingenuity on the one hand, and his or her common sense and practicality on the other.

The first time a program component is implemented, the teacher should regard the activities, and objectives too, as experimental. If students exposed to the activities do not end up performing at levels desired then either the activities or the objective (or both) can be restructured realistically for the following year. It is often found, however, that too little is expected rather than too much of gifted and talented students.

There will be years, too, when previously successful activities will not fit a new situation. For example, a teacher who plans Spanish lessons which culminate in an original Spanish musical may confidently recycle these activities:

1. Weekly Spanish lessons taught by a bilingual parent using a Spanish textbook.

2. Writing original music with Spanish lyrics.

3. Writing an original Spanish script to include the musical selections.

4. Study and application of plan production techniques and script writing.

Then, the planned—for bilingual parent takes a job and the students prove totally incapable of writing original tunes. An alternative source of Spanish instruction and writing original lyrics to familiar tunes will accomplish the objective and satisfy an evaluator.

Ways in Which Activity is Qualitatively Different. The format's requirement that the plan writer(s) specify how the activity is qualitatively different from the regular curriculum makes sure that the activities are different.
For the convenience of plan writers and reviewers, ways in which a learning may be considered qualitatively different have been listed as follows:

1. Materials are reserved for use in enrichment and cluster classes.

2. Community resource personnel are used in enrichment activities which are not a part of the general district curriculum.

3. The activity is not a part of the regular advanced curriculum prescribed for that grade level.

4. The activity involves specialized treatment of the curriculum in an intensive and in-depth manner.

5. The activity requires independent study research outside of the scheduled class requirements.

6. The activity is accelerated or self-pacing.

7. The activity involves unusual use of materials and equipment.

8. The activity is a pullout enrichment program involving only gifted and talented students, e.g., the museum program.

An example of appropriate activities for ancient cities, Pompeii and Herculaneum might be:

1. Show a film on Pompeii to introduce new unit. (Knowledge)

2. Research and construct your own model of a Roman Villa. (Application and synthesis)

3. Research interiors of villas and create wall designs. (Synthesis)

4. Research, compare and contrast Roman life with your life. (Analysis) Tell which life you would like to live and why. (Evaluation)

5. Design Roman costumes (comprehension) and write a play based on your research. (Synthesis)

6. Visit the San Bernardino County Museum and the Getty Museum to observe Roman culture. (Comprehension)

Activity Time Line: Circle the month on the activity time line to indicate when, calendarwise, component activities will be conducted.
Evaluation Design. (Optional) The objective will state what the learner is expected to accomplish as a result of the component's activities and the minimal acceptable level of performance. The plan writer may choose and identify instruments and methods for measuring performance.

Evaluation should specify one of the widely used methods/instruments listed below. It will be easier to specify a simple evaluation design if one keeps in mind that it is the attainment of the objective, not completion of the activities, that is being measured. Although many of the evaluation methods/instruments may be used to check student's enroute progress, the objective itself will usually be measured by only one (or at most, two) method/instrument.

1. Individual student record cards
2. Teacher constructed tests.
3. Standardized tests (norm referenced or criterion referenced)
4. Teacher observation checklist
5. Teacher-parent conference
6. Student-teacher conference
7. Student self-evaluation
8. Group discussions with teacher critique
9. Product evaluation (creative/written/oral presentation)
10. Teacher-maintained logs
11. Surveys and questionnaires
12. Other (specify)

To simplify writing the evaluation design it is only necessary to note the code number(s) of the chosen instrument(s).
PROGRAM COMPONENT
Social Studies

A. LEARNING/OBJECTIVE (What I will teach.)

Cities of Long Ago: Pompeii and Herculaneum

- or -

Given research materials, the learner will research and compile information on the ancient cities of Pompeii and Herculaneum accurately and completely.

B. ACTIVITIES (How I will teach.)

1. Show a film on Pompeii to introduce new unit. (Knowledge).

2. Research and construct your own Roman Villa. (Application and synthesis).

3. Research interiors of villas and create wall designs. (Synthesis).

4. Research, compare and contrast Roman life with your life (Analysis). Tell which life you would like to live and why (Evaluation).

5. Design Roman costumes (Comprehension) and write a play based on your research (Synthesis).

6. Visit the San Bernardino County Museum and the Getty Museum to observe Roman culture (Comprehension).

C. TIME LINE

(Circle) S O N D F M A M J

D. EVALUATION DESIGN (OPTIONAL) # 2,4,6,8,9

(You may use the number that identifies your chosen design as listed in the explanation of the written plan in the GATE site management handbook.)

Teacher's Name Marge Report
III. BUDGET

FUNDING

CRITERIA

Expenditures of GATE funds must meet the following general criteria:

1. Are incurred solely for providing state-approved programs for gifted and talented pupils.

2. Are readily identifiable in the accounting records of the district.

3. Would not have occurred had the state-approved program for gifted and talented pupils not been initiated.

4. Are most promising in assuring the development of the extraordinary capabilities of gifted and talented pupils.

PROHIBITIONS

Education Code Section 52209 prohibits:

1. The use of state gifted and talented funds for educational field trips. See contracted services - 5620.

2. Expenditure of state funds in excess of $250 per pupil for approved program services. (Waiver of this prohibition may be made by the Superintendent of Public Instruction. A district which has compelling reasons to request a waiver may do so by obtaining a waiver form from the GATE office. Such a waiver request must be submitted with the application for program approval.)

PROGRAM COSTS

Program costs are allowable only for pupils who are officially identified and who participate in approved programs.

Since programs for gifted and talented pupils must be uniquely different from those provided to pupils not so identified, strict time and program accountability should be maintained. This is particularly critical where identified students and others share the same class time and/or materials. Proration of salaries and/or costs of materials must clearly conform to this requirement. (200 minutes a week for 30 weeks.)

CONTRACTING FOR PROGRAMS

School districts may contract with other school districts or with the county to provide programs for gifted and talented pupils. Programs may be conducted inside or outside the boundaries of the school district.
BUDGET CLASSIFICATIONS

It is necessary to establish a clear relationship between budgeted expenditures and the program options (CAC Sec. 3840) and categories served (CAC Sec. 3822).

Expenditures in all classifications for personnel, supplies, and equipment are allowable when they represent services which would not normally be provided or available if there were not an approved gifted and talented program. When necessary, these expenditures shall be prorated.

The classification numbers referred to here are those from the California School Accounting Manual.

A. Certificate Salaries 1000

1. Classification 1100—Teachers' salaries are allowable when paid for instructional services under the following conditions:

   Outside the teacher's regular school day.

   During the regular school day, but involving a special opportunity or situation in which students leave their regular classroom for a period of time and receive specialized instruction or counseling by an additional teacher or pupil personnel worker.

   Where two teachers are employed to teach a special day class for gifted and talented pupils normally taught by one person, and both teachers are available to the students during the entire class period. The salary, or a portion of the salary, of one of the teachers can then be reported as an allowable expense.

Reduction of class size is not a legitimate basis for expenditure of gifted and talented program funds—salaries of teachers in regular classes, special classes, and advanced classes held within the regular school day are not allowable expenditures even though some of these teachers are employed as additional teachers only for these classes. If the pupils were not in such classes, they would still require a teacher who would be paid from regular funds.

Professional expert fees for teachers are an allowable cost item if they are paid over and above basic contract salaries and if services are after school, weekends, or other time periods outside of regularly assigned hours.

2. Classification 1140—Substitute pay is an allowable expenditure when a teacher of the gifted and talented is released to participate in in-service education and/or curriculum development activities designed to improve gifted and talented programs or when a substitute is hired to teach while the regular teacher is providing a special program for gifted and talented pupils. A teacher may not be paid extra salary or special stipends for coordinating the gifted and talented regular school day. *Try to allow 3-4 substitute days per CATE teacher for planned in-service, conference attendance and accompanying student trips.
3. **Classification 1500**—The payment of salary costs of guidance personnel (Psychologists, psychometrists, counselors) are an allowable expenditure when the salaries are for additional counseling services over and above those provided to all students in the regular program.

---

**B. Classified Salaries 2000**

1. **Classification 2100**—Instructional aide salaries are allowable when aides are employed to offer direct teaching assistance to teachers who are teaching special day classes or who, under other program options, free the regular teacher to work with gifted and talented students. *For example: Bloomington High School dance teacher.*

---

**C. Books and Supplies and Equipment Replacement 4000**

Classifications 4100, 4200, and 4300—Expenditures for books, periodicals, and instructional material and supplies are allowable when they:

- Contribute significantly to appropriate differentiation of learning.
- Are clearly costs of supplies or equipment which would not normally be furnished to a school or classroom, but which are necessary to conduct a uniquely different program.
- Are purchased on a proration basis if used by other pupils.

1. **Classification 4100** — Text books (i.e.: acceleration)

2. **Classification 4200** — Other books

3. **Classification 4300** — Instructional Supplies (Printing Costs)

   Expenditures for instructional media materials and for instructional media supplies must meet the criteria outlined above for books and supplies. Instructional media materials are any printed and published instructional materials which may be expected to last more than one year when used in schools and library and audiovisual programs. Instructional media supplies are those supplies necessary for cataloging, processing, storing, and retrieving the above materials.

4. **Classification 4500**—Refers to expenditures for other supplies such as maintenance, upkeep, medical, and office supplies which meet the criteria outlined above under books and supplies.

5. **Classification 4800**—Refers to expenditures for piece-by-piece replacement of equipment.

---

**D. Contracted Services 5000**

1. **Classification 5100**—Expenditures for contracts for personal services of consultants, lecturers, and others for direct assistance to teachers or pupils are allowable when they contribute to improvement of instruction in the gifted and talented program and are not otherwise expressly prohibited by the provisions of the Education Code.
2. **Classification 5200**—Travel and conference expenses for gifted and talented staff are allowable when they contribute to improvement of instruction in the gifted and talented program.

3. **Classification 5440**—Expenditures for pupil insurance are allowable when they contribute to improvement of instruction in the gifted and talented program.

4. **Classification 5600**—Expenditures for rentals, transportation, equipment repair, library and audiovisual services, and other services such as pupil correspondence courses are allowable when they contribute to improvement of instruction in the gifted and talented program and are not otherwise expressly prohibited by the provisions of the Education Code. (For example: Xerox rental, classification 5630.)

5. **Transportation Charges 5620**—It is permissible to spend gifted and talented education funds to transport pupils to or from educational institutions where regularly scheduled programs and classes are being conducted which meet 6 times or more.

6. **Classification 5640**—Contracted Repair Services

**E. Capital Outlay 6000 Sites Buildings, Books, and New Equipment**

1. **Classification 6410**—A.V. equipment

2. **Classification 6490**—Other equipment, e.g., computers

...are allowable when the equipment purchased:

- Contributes significantly to appropriate differentiation of learning.

- Is additional equipment which would not normally be furnished to a school or classroom, but which is necessary to conduct a uniquely different program.

- Is not office equipment.
# BUDGET

**SAMPLE**

**COLTON JOINT UNIFIED SCHOOL DISTRICT**

**GIFTED AND TALENTED EDUCATION BUDGET WORKSHEET**

<table>
<thead>
<tr>
<th>School</th>
<th>Grove Elementary</th>
<th>Year 19</th>
<th>Amount Allocated $5,475</th>
</tr>
</thead>
</table>

## CERTIFICATED SALARIES 1000

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Rate</th>
<th>% Time</th>
<th>Number Assigned</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100</td>
<td>TEACHERS' SALARIES:</td>
<td>01-1110-40</td>
<td>619-</td>
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<tr>
<td></td>
<td>REGULAR</td>
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<td>1140</td>
<td>SUBSTITUTES (for: conf., trips, inservices)</td>
<td>01-1140-40</td>
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**TOTAL CERTIFICATED SALARIES** $480.00

## CLASSIFIED SALARIES 2000

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<td>INSTRUCTIONAL AIDES</td>
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**TOTAL CLASSIFIED SALARIES** $   

## BOOKS, SUPPLIES & EQUIPMENT REPLACEMENT 4000

<table>
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<tr>
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</table>

**TOTAL BOOKS, SUPPLIES & EQUIPMENT REPLACEMENT** $1,100.00

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*DATE PREPARED 9/20/

Proposed [ ] Final [ ]
### COLTON JOINT UNIFIED SCHOOL DISTRICT

#### GIFTED AND TALENTED EDUCATION BUDGET WORKSHEET

<table>
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<tr>
<th></th>
<th>Grove Elementary</th>
<th>Year 19-</th>
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<tr>
<td><strong>CONTRACTED SERVICES AND OTHER OPERATING EXPENSES 5000</strong></td>
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<td>5100 CONTRACTS FOR PERSONAL SERVICES OF CONSULTANTS, LECTURERS</td>
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<td>5200 TRAVEL, CONFERENCE</td>
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<td>5440 PUPIL INSURANCE</td>
<td>01-5440-40 619-0</td>
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<tr>
<td>5600 CONTRACTS, RENTS, LEASES EQUIPMENT RENT OR LEASE</td>
<td>01-5630-40 619-0</td>
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<td>5640 CONTRACTED SERVICES-REPAIR</td>
<td>01-5640-40 619-0</td>
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<td><strong>TOTAL CONTRACTED SERVICES AND OTHER OPERATING EXPENSES</strong></td>
<td></td>
<td>$510.00</td>
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|                   |                  |         |
| **SITES, BUILDINGS, AND NEW EQUIPMENT 6000** |                  |         |
| 6410 AUDIO-VISUAL EQUIPMENT | 01-6410-40 619-0 | $800.00 |
| 6490 ALL OTHER EQUIPMENT (e.g., computers) | 01-6490-40 619-0 | $2,085.00 |
| **TOTAL SITES, BUILDINGS AND NEW EQUIPMENT** |                  | $2,885.00 |

**TOTAL AMOUNT BUDGETED FOR GATE** $5,475.00
RATIONALE

RATIONALE FOR THE SITE WRITTEN PLAN

STATE FUNDING AND DISTRICT ACCOUNTABILITY

The State of California provides excess cost monies (above ADA) to individual school districts for identification of, and educational programs for, gifted and talented students. In the Colton Schools, state funds are a major source of financing GATE programs for approximately 650 gifted and talented students at elementary and secondary schools.

Before state funds are allocated to a district, specific conditions must be met. These are, in part:

1. Students for whom funding is requested must be identified under categories and according to methods specified by the state. These categories and methods are designed to seek out and identify gifted and talented students from varying linguistic, economic and cultural backgrounds. (Ref. Title 5, Administrative Code, Division 4, Chapter 3, Sections 3820 through 3824)

2. In order to receive state funds, districts must provide each identified student with activities which are appropriately differentiated from the regular school program of the district. Activities must be especially designed to meet specific academic needs for enriched or advanced instruction and must be provided for not less than 200 minutes per week for 30 weeks of the school year. (Ref. Title 5, Administrative Code, Division 4, Chapter 4, Sections 3831, 3840, 3850)

3. Prior to receiving funding for gifted and talented programs, a district must submit a written plan for the approval of the Superintendent of Public Education. The plan must explain "how the program will be appropriately differentiated from the regular school program of the district and how it meets the specific academic needs of participating gifted and talented students... Approval shall be for a period of not to exceed three years, with specific programmatic data to be submitted annually." (Ref. Title 5, Administrative Code, Division 4, Chapter 5, Section 3860)

District plans for conducting programs for gifted and talented students must contain clear evidence that costs incurred are allowable and meet the following criteria:

- Are incurred solely for providing state-approved programs for gifted and talented students.
- Are readily identifiable in the accounting records of the district.
- Would not have occurred had the state-approved program for gifted and talented students not been initiated.
- Are most promising in assuring the development of the extraordinary capabilities of gifted and talented students.
SITE ACCOUNTABILITY

The preceding description of state gifted and talented programs funding and district accountability parallels the relationship between the district's Gifted Programs Office and schools conducting gifted programs. The Gifted Programs Office decentralizes both gifted funds and responsibility for program planning to the sites. Each site must prepare a written plan which details program objectives and activities and justifies expenditures. This publication is designed to assist site personnel in writing plans for gifted and talented education which will be acceptable by district—and thus state—standards, and to perform the many peripheral tasks required for program maintenance. Its ultimate goal is to thereby assure identified gifted and talented students at each site an effective, adequately funded program of qualitatively different education.
WRITTEN PLAN – SECONDARY

PLANNING THE SITE PROGRAM

Since the inception of special education for gifted and talented students in the Colton Schools, individual schools have had autonomy in planning and managing site gifted programs. Starting with the 1972-73 school year, however, the state required that excess cost monies allotted for gifted education be spent on 200 minutes per week of "qualitatively different" curricular experiences, and that these experiences be documented. Gifted and talented programs funds are decentralized on a per-pupil or per-program basis. To justify these funds, each school must file, for district approval and potential state audit, a written plan for gifted education.

The first decision site personnel must make in drawing up the plan involves program structure. Each secondary school must structure its program using models which are both district approved and in keeping with state standards. These program models—cluster classes, and mentor programs, independent study and post secondary opportunities—are described below.

Site selection of program model and of qualitatively different curricular experiences offered gifted and talented students within the model, is a result of planning and budgeting involving administrators and teachers.

As an expansion of the site planning committee, cooperative planning among several sites merits exploration.

PROGRAM MODELS

Every secondary school serves the special needs of gifted and talented students through one or a combination of the following program models.

<table>
<thead>
<tr>
<th>Junior High</th>
<th>Senior High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster class</td>
<td>Cluster class</td>
</tr>
<tr>
<td>Mentor program</td>
<td>Independent study</td>
</tr>
<tr>
<td></td>
<td>Post secondary opportunities</td>
</tr>
<tr>
<td></td>
<td>Mentor program</td>
</tr>
</tbody>
</table>
As evidenced by the explanations of the various models (below), flexibility is possible within the program structure chosen by a site. Innovative approaches may be developed. Program models may be combined. In-depth and/or accelerated work in specific or combined subject fields may be scheduled. Grade levels may be combined.

CLUSTER CLASSES

All secondary schools have cluster classes, usually in one or more of the subject areas of humanities, science, mathematics, English, social studies and foreign language. Each cluster class should enroll students, at least half of whom have been identified as gifted and talented under district criteria. All cluster students should be grouped together in one (or, for larger sites, possibly two) class in a subject area instead of being apportioned among many classes.

To claim state funds for gifted and talented students enrolled in a cluster class, its curriculum must be specifically designed to meet the needs of these students and it must be "qualitatively different" from curriculum offered in a regular classroom.

This interpretation places a dual responsibility on site personnel who plan the gifted and talented program. Qualitatively different curriculum which assures the mastery of basics while offering flexibility, independent inquiry, and high-level learning activities, must be planned, documented and evaluated for each class designated as a gifted cluster. Further, sufficient gifted students must be placed in the class to warrant this extensive planning.

In the regular cluster program, as found in most site written plans, the gifted and talented student is programmed into sufficient cluster classes to ensure, at a very minimum, 200 minutes per week of qualitatively different education. A few plans, however, vary the pattern: *(listed basically for information and ideas for establishing alternate programs).

Variations in Class Schedule

At the junior high level a few plans describe back-to-back English/social studies or English/U.S. history classes in which teachers coordinate activities for the cluster students. A senior high team-teaches 11th grade U.S. history, with one or the other teacher involving the gifted cluster within the class in qualitatively different learning experiences.

Cluster Classes Plus Pullout Activities

Some junior and senior high schools pullout gifted students of all grade levels for special on-campus activities. Time spent on these activities plus their necessary lead-up and follow-up learning activities are counted in the 200 required minutes per week.

Counseling as a qualitatively different activity for gifted students is being increasingly employed as a pullout component. Career counseling pullout components in written plans list, as activities: job interest inventories, speakers from professional organizations and businesses,
films, and research projects. Other plans include individual and group counseling.

When planning pullout activities, keep in mind that new state regulations prohibit expenditure of gifted and talented program funds for field trips unless the trips are at an educational institution meeting 6 times or more. Of course these regulations do not apply to field trips financed from other sources or to trips for which no cost is involved.

School-Within-a-School

As the model is usually implemented, the coordinator of gifted programs at the site will head a group of teachers who, with student and parent help, plan the entire school-within-a-school program. Students are programmed into classes by the planning teachers with no assistance from the school office. Advantages of the model are the close ties which are forged among teachers and students and a flexibility which permits special activities within a modular schedule.

In its ideal physical setup the school-within-a-school is assigned a group of adjacent classrooms separated by small-group rooms, an office, and access to the auditorium and the cafeteria. In its suggested programming setup, students take the required academic subjects plus directed study in a three-hour block of time on a rotating, flexible schedule in the morning. The afternoon is left open for physical education and the exploration of at least 8 one-quarter electives.

Examples of learning activities include:

Small-group: Values clarification, group counseling, self-initiated interest studies, research projects, cross-age tutoring, leadership activities, career exploration.

Class-size group: Discussion, group experiments, individual and group presentations to the whole class, planning for a fair (Renaissance, Humanities, Cultural), basic skills work, simulations (model legislature), guest speakers.

Large-group: Assembly presentation, talent shows, films, fairs, Career Awareness Day, field trips, presentation of a play, interest seminars.

MENTOR PROGRAM

This program provides extra instruction in areas of interests not usually scheduled during the regular school day.

While the mentor program may utilize on-site teachers, other qualified persons may act as mentors as well.

A class for gifted and talented in one of the visual and performing arts would be an example of this program. It may be taught before or after school, during lunch or in place of a regularly scheduled class when allowable. Teachers in the mentor program who work in addition to their contracted teaching day may be
reimbursed for that extra time. *Board approval must be obtained before this program expenditure is encumbered.

Mentors hired who are not school district employees, e.g., dance instructors, may also be paid from GATE funds with prior Board approval.

Senior High Independent/Post Secondary Opportunity

A number of additional options toward earning graduation credit are open to the independent study student. Some satisfy regular course requirements through seminars, research, and related experiences cooperatively planned with the teaching staff. Some contract for, and complete, courses through independent study. Such courses may be offered by the school or by local colleges and universities. Most students combine the seminar-independent study patterns with cluster classes.
PREPARING THE WRITTEN PLAN

Each secondary school is responsible for filing a written plan which overviews its next year's program of gifted and talented education. Formats for these plans will be sent to the sites at the beginning of the school year prior to plan implementation. The plan is due by October 1.

Plans will be reviewed by the Gifted Program Manager, Assistant Superintendent of Instruction, and selected secondary principals and teachers. After review, the committee either approves a plan or returns it to the site for revision and resubmission.

Each site is requested to prepare two copies of its plan, one to submit and one to keep on file at the site.

* Funding will be allocated upon approval of site written plan.

To simplify the committee's task and to provide a basic structure, the Gifted Programs Office has designed a format for the plan:

I. Statistics

II. Program Components

III. Budget

The following pages present information and suggestions for completing these sections. Formats for each part are adapted from models prepared by the Gifted Programs supervisor. These may be revised from year to year as experience indicates need for change or clarification.

Involvement of Staff and Parents in Plan Development

Most plans are developed by the principal, teachers of the gifted and talented, and parents working in committee when appropriate. The principal is asked to sign the plan.

Examples of parent involvement activities include plan development, assessment of parent needs, parent meetings, parent newsletter, and parent contributions to the instructional program as resource persons.
I. STATISTICS

Statistics provide the GATE office with pertinent information needed by the office for identification and accounting purposes.

In the form, the "total number of gifted students in program" will be the actual number of funded gifted on campus. When listing by departments or listing courses consecutively, the total count may be greater than the actual number enrolled since students may be in more than one cluster class.
**SAMPLE**

**WRITTEN PLAN OF PROGRAMS FOR THE GIFTED, SECONDARY**

School: East High School

Principal/Designee: Mr. Williams

School Year, 19

---

**1 STATISTICS**

Grade level(s), program type (cluster, mentor, independent study, Post Secondary Opportunity), number of students in program(s), name of teacher(s), room number, Course Title, period taught.

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<tr>
<th>GRADE</th>
<th>TYPE</th>
<th>NO. OF STUDENTS</th>
<th>NAME OF TEACHER(S)</th>
<th>ROOM #</th>
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<td>22</td>
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<td>9-12</td>
<td>Mentor</td>
<td>6</td>
<td>Duncan</td>
<td>Stage</td>
<td>Performing</td>
<td>1st lunch</td>
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<tr>
<td>12</td>
<td>Post Sec.</td>
<td>3</td>
<td>Roberts</td>
<td>Jr.</td>
<td>Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Opport.</td>
<td></td>
<td></td>
<td>College</td>
<td>Calculus</td>
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TOTAL NUMBER OF GIFTED STUDENTS AT SCHOOL: 69

Principal/Designee Signature: [Signature]

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II. PROGRAM COMPONENT

Program components may be courses in which gifted students receive their 200 minutes per week of qualitatively different instruction. The format for part II of the written plan provides a framework for describing components.

Most schools write components under course titles. For example, the course may cover a semester of instruction in a science seminar for grades 7-8. Some schools submit one component for a subject area. A single component could, for example, cover all GATE English cluster classes at a grade level.

Each program component, if there is more than one, is usually written on a separate page of the part II format and attached to part I, (Statistics).

Directions for writing program components using the part II format follow:

1. Program Component. Name the course title (e.g., Social Studies 7; Advanced Math; GATE English)

2. Learning/Objective: So far, the component has been classified as to subject area. Write a statement of what information is to be taught specifically. This may be written as an objective or as a simple statement. This statement should make apparent how the curriculum will be qualitatively different from the regular curriculum, e.g., if the program component is GATE English, the learning might be:

   Writing, acting and producing a television news program.

If the learning is being written in behavioral objectives the following information may be useful.

The four essential characteristics of a behavioral objective are:

LEARNING - This is the part of the behavioral objective that identifies what learning is to take place.

BEHAVIOR - This is the part of the behavioral objective that says what the learner will do. It must be observable.

CONDITION - This is the part of the behavioral objective that says what materials are to be used and the limitations of that use. This describes the conditions or "givens" which have been provided to the learner. These conditions should be specific. The condition is often written first in an objective.

PERFORMANCE LEVEL - This is the part of the behavioral objective that states how well we will expect the learning to take place for each student. It states the degree of accuracy.

Here is a sample behavioral objective:

Given research materials and equipment, the learners will write, act, and produce a television news program completely by the end of the semester.
3. Activities - The activities describe the curriculum through which the learning/objective is achieved. This is a statement of the "how" of teaching, what will be done to fulfill the objective.

While planning the activities, keep in mind the following criteria:

- Do the activities offer the student qualitatively different education?
- Of all the possible activities through which the objective may be achieved, are these the right ones for this particular class?
- Are the activities fundable? See the budget section for guidelines to fundable and nonfundable activities.
- Is there an academic component?

There are many ways to achieve an objective, depending on the characteristics of students, teachers, educational resources, and the learning environment. Choosing activities opens the door to the teacher's creativity and ingenuity on the one hand, and his or her common sense and practicality on the other.

The first time a program component is implemented, the teacher should regard the activities, and objectives too, as experimental. If students exposed to the activities or the objective (or both) can be restructured realistically for the following year. It is often found, however, that too little is expected rather than too much of gifted and talented students. There will be years too, when previously successful activities will not fit a new situation.

For the convenience of the plan writers and reviewers, ways in which a learning may be considered qualitatively different have been listed as follows:

1. Materials are reserved for use in enrichment and cluster classes.
2. Community resource personnel are used in enrichment activities which are not a part of the general district curriculum.
3. The activity is not a part of the regular advanced curriculum prescribed for that grade level.
4. The activity involves specialized treatment of the curriculum in an intensive and in-depth manner.
5. The activity requires independent study research outside of the scheduled class requirements.
6. The activity is accelerated or self-pacing.
7. The activity involves unusual use of materials and equipment.
8. The activity is a pullout enrichment program involving only gifted and talented students.
An example of appropriate activities for writing, acting and producing a television news program might be:

1. Study short story and news story writing and write news articles covering school, community and national news on a weekly basis. (Comprehension, synthesis)

2. Research and construct a mini television studio. (Application)

3. Tour a local television studio. Observe the crew in action. Note all procedures and apply them to the school studio. (Application)

4. Program and produce a weekly news telecast. (Application)

5. Set up a panel to select daily the news items that are most pertinent to the students. (Evaluation)

6. Design and construct logos, station identification symbols, and title cards for the news show. (Synthesis)

7. Observe professional newscasters on television. Analyze their style, delivery, and uniqueness. (Analysis)

Activity Time Line: Circle the month on the activity time line to indicate when, calendarwise, component activities will be conducted.

Evaluation Design: (Optional) The objective will state what the learner is expected to accomplish as a result of the component's activities and the minimal acceptable level of performance. The plan writer may choose and identify instruments and methods for measuring performance.

Evaluation should specify one of the widely used methods/instruments listed below. It will be easier to specify a simple evaluation design if one keeps in mind that it is the attainment of the objective, not completion of the activities, that is being measured. Although many of the evaluation methods/instruments may be used to check student's enroute progress, the objective itself will usually be measured by only one (or at most, two) method/instrument.

1. Individual student record cards
2. Teacher constructed tests
3. Standardized tests (norm referenced or criterion referenced)
4. Teacher observation checklist
5. Teacher-parent conference
6. Student-teacher conference
7. Student self-evaluation
8. Group discussions with teacher critique
9. Product evaluation (creative/written/oral presentation)
10. Teacher-maintained logs
11. Surveys and questionnaires
12. Other (specify)

To simplify writing the evaluation design it is only necessary to note the code number(s) of the chosen instrument(s).
EXAMPLES OF QUALITATIVELY DIFFERENT OBJECTIVES AND ACTIVITIES
IN THE COGNITIVE DOMAIN WITH REQUIRED STATE ELEMENTS CODED WHERE APPLICABLE
(See: The Law Section, Pg. B-9)

Each operational definition of "qualitatively different" is followed by examples of qualitatively different objectives and their concomitant activities.

A. Materials are reserved for use in cluster classes.

Objective:

By June 19, 80% of the grade 12 gifted students enrolled in Advanced American Literature will be able to identify, discuss, and analyze the literary elements and techniques reflected in the poetry, drama, short stories, essays, and novels of major American writers through film viewing and self-selected reading, as measured by grade B or better on essay examinations covering topic studied.

Activities:

Students will—

1. View and discuss the Encyclopedia Brittanica Humanities Program Film Series.

2. View and discuss the Center for the Humanities Audiovisual Series.

3. Study material presented through college-level videotapes and sound-strips.

4. Read and analyze classics in American literature.

5. Design and produce products which are expressions of learning.

6. Lead discussions on independent study, library-researched topics.

7. Analyze and compare literature in essays.

State Requirements: 1, 2, 3, 6

B. Community resource personnel are used in enrichment activities which are not a part of the general district curriculum.

Objective:

By June 19, 90% of the gifted students enrolled in the grade 9 math cluster class will successfully correspond with a computer expert and will demonstrate mastery of critical thinking skills by preparing a research project on computer applications in chosen fields as evidenced by successful completion (grade B or better) of a self-initiated project evaluated by previously determined student/teacher criteria.
Activities:

Students will--

1. Confer with a computer expert in a chosen field on a continuing basis.

2. Give a presentation of research on computer applications to chosen field.

3. Prepare a research paper on a topic involving field work and independent study research.

4. Study the relationship of math to the topic of interest by reading current magazine articles, journals and newspapers.

State Requirements: 1, 2, 5

C. The activity is not a part of the regular advanced curriculum prescribed for that grade level.

Objective:

By January 19, 85% of the gifted students in grade 7 social studies will be able to demonstrate mastery of evaluation production by analyzing and comparing the relationship between values and economic systems connected with a self-selected unit of study as measured by successful completion (grade B or better) of a student-designed project.

Activities:

Students will--

1. Study models of economic systems.

2. Read journals in economics.

3. Interview business people.

4. Host a guest speaker in the economic field.

5. Construct a model of an economic system based on resources and values.

6. Select and read books from bibliography list, such as Mouse on Wall Street.

7. Analyze financial sections of periodicals.

State Requirements: 1, 2, 3, 4
D. The activity involves specialized treatment of the curriculum in an intense and in-depth manner.

Objective:

By January 19, 75% of the gifted students in the grades 7-8 science seminar will demonstrate mastery of problem-solving strategies needed in the individual research of aquatic environments as evidenced by successful completion of self-selected research projects (grade B or better), as evaluated by student/teacher criteria.

Activities:

Students will—

1. Conduct field studies of water environments.
2. Design and carry out individual research projects.
3. Prepare computer programs for processing of data.
4. Prepare and present critiques of research.
5. Conduct laboratory investigations.
6. Visit public health research laboratories.

State Requirements: 1, 2, 5

E. The activity requires independent study research outside of the scheduled class requirements.

Objective:

By the end of the school year, 100% of the gifted students in Advanced Biology 1,2 will demonstrate mastery in problem-solving, critical thinking, communication and research skills by selecting and successfully completing a self-initiated project involving independent study research, including field work and scientific observation, as measured by a grade B or better on the completed project.

Activities:

Students will—

1. Articulate a proposal which will include a hypothesis, procedures, and a conclusion.

2. Complete field work observations.

3. Explore a botanical topic of individual choice guided by a definite procedure involving history, medical use, and cultivation of said plant.
4. View audiovisual materials appropriate to the research area.
5. Contact and confer with professionals in the field of choice.
6. Present a research paper orally and conduct a class discussion session.

State Requirements: 1, 2, 3, 5, 6

E. The activity is accelerated or self-pacing.

Objective:

By the end of the school year, 100% of the gifted students in grade 11 math will have completed an accelerated one-year high school curriculum and will be able to demonstrate mastery of problem-solving skills used in trigonometry, college algebra, and analytic geometry, as evidenced by scoring 70% or better on a standardized criterion referenced test.

Activities:

Students will-

1. Complete study topics in trigonometry, sequences, series, limits, matrices, vectors, lineal transformation and introductions to calculus.
2. Participate in local and regional mathematics team contests.
3. Prepare papers summarizing independent study research.

State Requirements: 1, 5, 6

F. The activity involves unusual use of materials and equipment.

Objective:

By the end of the school year, 80% of the grades 10-12 gifted students enrolled in music will demonstrate mastery in the critical thinking skills of analysis, synthesis and evaluation and in the creative thinking skills of divergent thinking processes by analyzing musical scores and recorded music and by composing original compositions for self-selected instruments in different styles representing various cultural periods, as measured by a grade B or better on original student projects.
Activities:

Students will--

1. Correlate musical scores with recorded music.
2. Analyze recorded scores.
3. Use self-programmed listening tapes.
4. Create projects that integrate composition, history and performance.
5. Complete individual research.
6. Interview specialists in music fields of theory, composition and arranging.
7. Explore the capacity of various instruments through original composition and experimentation.

State Requirements: 1, 2, 3, 5, 6
EXAMPLES OF SPECIFIC OBJECTIVES IN THE AFFECTIVE DOMAIN
WHICH RELATE TO THE REQUIRED STATE ELEMENTS

**State Requirement 3.** Elements that help the gifted and talented develop sensitivity and responsibility to others.

**Objectives:**

1. By the end of the semester, 75% of the grade 8 gifted students enrolled in the Youth and the Law social studies course will respond positively in their attitude toward the law and respecting other people's rights as evidenced by a 20% increase in their total score on a pre and post semantic differential test.

2. By the end of the school year, 100% of the gifted students enrolled in the 7-8 humanities seminar will demonstrate improved sensitivity and responsibility to others through involvement in trust and caring classroom situations evidenced by teacher ratings, and previously determined criteria in student/teacher conference.

3. By the end of the semester, gifted students in the fourth grade will respond positively in their attitudes toward each other involving room standards established by the class as evidenced by 20% fewer infractions of the rules as indicated on individual profile cards.

**State Requirement 6.** Elements that help gifted and talented students develop realistic, healthy self-concepts.

**Objectives:**

1. By June 19, 75% of the grades 7-8-9 gifted students will demonstrate growth in the variables of self-actualization (Strong, positive self-image, creativity, integrated values system, receptivity to new experiences, growth orientation), as evidenced by an increased score on a selected pre- and post-test and by teacher observation ratings.

2. By June 19, 100% of the gifted students will demonstrate knowledge of self-evaluation relative to career planning as evidenced by participation in career exploration activities, as evidenced by previously determined criteria in counselor/career aide/teacher conference.

3. By June 19, 100% of the 10-12 seminar students will demonstrate improved self-concept through academic and interpersonal counseling designed to enhance self-concept, as evidenced by previously determined criteria in student/teacher conference and by teacher observation.
State Requirement 4. Elements that develop a commitment in gifted individuals to maintain constructive, ethical standards.

Objectives:

By the end of the school year, 100% of the grades 10-12 gifted students will demonstrate growth in a constructive personal code of ethics in governing their behavior, as evidenced by the application of their ethical standards in behavior as documented by teacher observation and self-evaluation in student/teacher conference.

Activities:

Students will--

1. Attend monthly group counseling sessions designed to achieve program objective.

2. Participate in classroom activities involving values clarification.

3. Participate in individual counseling sessions designed to achieve program objective.

4. Host community mentors and guest speakers as representatives of their class and school.

5. Participate in leadership activities at the school site, including clubs, ASB, athletics, drama, speech, debate and music.
II PROGRAM COMPONENT

GATE ENGLISH (11-12)

A. LEARNING/OBJECTIVE (What I will teach.)

Given research materials and equipment the students will
write, act, and produce a television news program successfully.

B. ACTIVITIES (How I will teach.)

1. Study short story and news story writing and write news articles covering
   school, community and national news on a weekly basis. (Comprehension, synthesis)
2. Research and construct a mini television studio. (Application)
3. Tour a local television studio. Observe the crew in action. Note all procedures
   and apply them to the school studio. (Application)
4. Program and produce a weekly news telecast. (Application)
5. Set up a panel to select daily the news items that are most pertinent
   to the students. (Evaluation)
6. Design and construct logos, station identification symbols and title cards for the news show. (Synthesis)
7. Observe professional newscasters on television. Analyze their style, delivery
   and uniqueness. (Analysis)

C. TIME LINE
   (Circle) S O N D J F M A M J

D. EVALUATION DESIGN (OPTIONAL) # 4, 6, 7, 8, 9
   (You may use the number that identifies your chosen design as listed in the
   explanation of the written plan in the GATE site management handbook.)

Teacher's Name Mr. Jones
FUNDING

CRITERIA

Expenditures of GATE funds must meet the following general criteria:

1. Are incurred solely for providing state-approved programs for gifted and talented pupils.

2. Are readily identifiable in the accounting records of the district.

3. Would not have occurred had the state-approved program for gifted and talented pupils not been initiated.

4. Are most promising in assuring the development of the extraordinary capabilities of gifted and talented pupils.

PROHIBITIONS

Education Code Section 52209 prohibits:

1. The use of state gifted and talented funds for educational field trips. See contracted services - 5620.

2. Expenditure of state funds in excess of $250 per pupil for approved program services. (Waiver of this prohibition may be made by the Superintendent of Public Instruction. A district which has compelling reasons to request a waiver may do so by obtaining a waiver form from the GATE office. Such a waiver request must be submitted with the application for program approval.)

PROGRAM COSTS

Program costs are allowable only for pupils who are officially identified and who participate in approved programs.

Since programs for gifted and talented pupils must be uniquely different from those provided to pupils not so identified, strict time and program accountability should be maintained. This is particularly critical where identified students and others share the same class time/or materials. Proration of salaries and/or costs of materials must clearly conform to this requirement. (200 minutes a week for 30 weeks.)

CONTRACTING FOR PROGRAMS

School districts may contract with other school districts or with the county to provide programs for gifted and talented pupils. Programs may be conducted inside or outside the boundaries of the school district.
BUDGET CLASSIFICATIONS

It is necessary to establish a clear relationship between budgeted expenditures and the program options (CAC Sec. 3840) and categories served (CAC Sec. 3822).

Expenditures in all classifications for personnel, supplies, and equipment are allowable when they represent services which would not normally be provided or available if there were not an approved gifted and talented program. When necessary, these expenditures shall be prorated.

The classification numbers referred to here are those from the California School Accounting Manual.

A. Certificated Salaries 1000

1. Classification 1100--Teachers' salaries are allowable when paid for instructional services under the following conditions:

   Outside the teacher's regular school day.

   During the regular school day, but involving a special opportunity or situation in which students leave their regular classroom for a period of time and receive specialized instruction or counseling by an additional teacher or pupil personnel worker.

   Where two teachers are employed to teach a special day class for gifted and talented pupils normally taught by one person, and both teachers are available to the students during the entire class period. The salary, or a portion of the salary, of one of the teachers can then be reported as an allowable expense.

   Reduction of class size is not a legitimate basis for expenditure of gifted and talented program funds--salaries of teachers in regular classes, special classes, and advanced classes held within the regular school day are not allowable expenditures even though some of these teachers are employed as additional teachers only for these classes. If the pupils were not in such classes, they would still require a teacher who would be paid from regular funds.

   Professional expert fees for teachers are an allowable cost item if they are paid over and above basic contract salaries and if services are after school, weekends, or other time periods outside of regularly assigned hours.

2. Classification 1140--Substitute pay is an allowable expenditure when a teacher of the gifted and talented is released to participate in in-service education and/or curriculum development activities designed to improve gifted and talented programs or when a substitute is hired to teach while the regular teacher is providing a special program for gifted and talented pupils. A teacher may not be paid extra salary or special stipends for coordinating the gifted and talented program if the coordination activities take place during the teacher's regular school day. *Try to allow 3-4 substitute days per GATE teacher for planned in-service and conference attendance and accompanying student trips.
3. **Classification 1500**—The payment of salary costs of guidance personnel (psychologists, psychometrists, counselors) are an allowable expenditure when the salaries are for additional counseling services over and above those provided to all students in the regular program.

**B. Classified Salaries 2000**

1. **Classification 2100**—Instructional aide salaries are allowable when aides are employed to offer direct teaching assistance to teachers who are teaching special day classes or who, under other program options, free the regular teacher to work with gifted and talented students. *For example: Bloomington High School dance teacher.*

**C. Books and Supplies and Equipment Replacement 4000**

Classifications 4100, 4200, and 4300—Expenditures for books, periodicals, and instructional materials and supplies are allowable when they:

- Contribute significantly to appropriate differentiation of learning.
- Are clearly costs of supplies or equipment which would not normally be furnished to a school or classroom, but which are necessary to conduct a uniquely different program.
- Are purchased on a prorated basis if used by other pupils.

1. **Classification 4100**—Text books (i.e.: acceleration). Must be on state adoption list — see curriculum office.
2. **Classification 4200**—Other books.
3. **Classification 4300**—Instructional Supplies e.g. subscriptions, printing costs. Expenditures for instructional media materials and for instructional media supplies must meet the criteria outlined above for books and supplies. Instructional media materials are any printed and published instructional materials which may be expected to last more than one year when used in schools and library and audiovisual programs. Instructional media supplies are those supplies necessary for cataloging, processing, storing, and retrieving the above materials. e.g. software, dust covers, extension cords.
4. **Classification 4500**—Refers to expenditures for other supplies such as maintenance, upkeep, medical, and office supplies which meet the criteria outlined above under books and supplies.
5. **Classification 4800**—Refers to expenditures for piece-by-piece replacement of equipment.

**D. Contracted Services 5000**

1. **Classification 5100**—Expenditures for contracts for personal services of consultants, lecturers, and others for direct assistance to teachers or pupils are allowable when they contribute to improvement of instruction in the gifted and talented program and are not otherwise expressly prohibited by the provisions of the Education Code.

2. **Classification 5200**—Travel and conference and expenses for gifted
and talented staff are allowable when they contribute to improvement of instruction in the gifted and talented program.

3. **Classification 5440**—Expenditures for pupil insurance are allowable when they contribute to improvement of instruction in the gifted and talented program.

4. **Classification 5600**—Expenditures for rentals, transportation, equipment repair, library and audiovisual services, and other services such as pupil correspondence courses are allowable when they contribute to improvement of instruction in the gifted and talented program and are not otherwise expressly prohibited by the provisions of the Education Code. (For example: Xerox rental, classification 5630.

5. **Transportation Charges 5620**—It is permissible to spend gifted and talented education funds to transport pupils to or from educational institutions where regularly scheduled programs and classes are being conducted. (must meet 6 times or more)

6. **Classification 5640**—Contracted repair services

**E. Capital Outlay 6000 Sites Buildings, Books, and New Equipment**

1. **Classification 6410**—A.V. equipment.

2. **Classification 6490**—Other equipment, e.g., computers

... are allowable when the equipment purchased:

- Contributes significantly to appropriate differentiation of learning.

- Is additional equipment which would not normally be furnished to a school or classroom, but which is necessary to conduct a uniquely different program.

- Is not office equipment,
## Proposed Final Budget

### COLTON JOINT UNIFIED SCHOOL DISTRICT

#### GIFTED AND TALENTED EDUCATION BUDGET WORKSHEET

**Amount**

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<th>School</th>
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REGULAR |

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**TOTAL CERTIFICATED SALARIES** $480.00

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**TOTAL CLASSIFIED SALARIES** $ 

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(Printing, software, dust covers, cords.) |

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CURRICULUM

The State Department of Education and Assembly Bill 1040 specify a differentiated curriculum. In order to understand clearly what that means, we must look at curriculum as it pertains to gifted education.

What follows are basic areas of gifted education for which we must plan, curriculum suggestions, types of gifted materials and criteria for the selection of those materials, actual material suggestions, and finally a comprehensive gifted/talented bibliography.
BASIC AREAS OF GIFTED/TALENTED EDUCATION
ON WHICH TO BUILD A PROGRAM

Awareness of environmental and academic learning opportunities

Leadership

Academic Achievement

Interpersonal Relationships

Self Awareness

Creativity

Research Skills

Abstract Thinking Process

Basic Skill Mastery

Career and Vocational Opportunities
1. BASE THE CURRICULUM ON EVIDENCE OF SOME TYPE OF PERSONALIZED ASSESSMENT OF THE STUDENT'S NEEDS NOT MET IN THE REGULAR CLASSROOM CURRICULUM.

All the data gathered and analyzed for the assessment or identification of students for their placement in the gifted/talented program can be used to design a curricular or instructional plan for these students. Teachers should evaluate varied data to determine a student's personalized curricular or instructional program, such as:

- Information pertaining to student interests - biographical sketches, interest inventories, participation in clubs, pursuit of hobbies, parental interviews, etc.
- Information pertaining to educational progress - work samples, indices of achievement, etc.
- Information pertaining to school/district/state curricular guidelines outlined for all students - curriculum framework, etc.
- Information pertaining to the goals/objectives of the gifted/talented program - district plan, curricular framework, etc.

2. ASSURE THAT THE CURRICULUM (SUBJECT MATTER, SKILLS, PRODUCTS, AND AFFECTIVE LEARNINGS) ARE RESPONSIVE TO THE GIFTED/TALENTED AND ARE NOT MERELY DIFFERENT FROM THE REGULAR CURRICULUM.

The characteristic differences that distinguish the gifted/talented learner should be reflected in a differentiated curriculum. In other words, if we recognize that gifted/talented students are those who have outstanding ability to form abstract relationships, then the curriculum must include those teaching/learning processes that respond to this ability of gifted learners. Because a learning experience is different from that provided within the regular curriculum does not mean that it is an appropriate match to the needs and abilities of the gifted/talented learner.

3. PROVIDE CURRICULUM THAT IS NOT LIMITED BY PRE-ESTABLISHED GRADE LEVELS OR MISCONCEPTIONS REGARDING THE NEEDS OF GIFTED/TALENTED STUDENTS.

Grade level expectations and grade level textbook designations are some factors which affect the gifted/talented student's rate of learning and impose arbitrary ceilings on the learning process. *Emphases on simply more and harder rather than appropriately matched curricular provisions are factors that prohibit gifted/talented students from participating in learning experiences that match their needs.

4. DEVELOP CURRICULUM THAT IS BALANCED BETWEEN STUDENT AND DISTRICT SELECTED SUBJECT MATTER, SKILLS, AND PRODUCTS, AND IS DIRECTED TOWARD THE INTRODUCTION OF NEW SUBJECT MATTER, SKILLS AND PRODUCTS.
The curricular provisions for the gifted/talented should reflect the current needs of the students as well as school/district expectations held for these students. A program that dictates the curriculum without some concern for the student's ability to make curricular decisions can be detrimental to the learner. An appropriate curricular design, then, is one that allows for some student involvement in determining the curriculum. At the same time, curricular provisions must be developed that assure the introduction of subject matter, skills, and products new to, or beyond the school/district range of expectations for the general student population.

5. DESIGN CURRICULAR AND INSTRUCTIONAL PROVISIONS THAT PERMIT STUDENTS TO BECOME EXPERTS IN AREAS OF THEIR CHOICE.

The gifted/talented student's ability to become an expert in an area of potential, need and/or interest places a demand on teachers and parents of these students to develop curricular provisions that recognize these considerations.

- the need for flexibility of time scheduling for learning
- the identification of and provision for various learning styles
- the freedom to replace some learning opportunities and relinquish others
- the need for adequate personnel and resources as supports for the student's learning needs.

6. INCLUDE A VARIETY OF INSTRUCTIONAL METHODS IN THE TEACHING/LEARNING PROCESS.

Teachers and parents must recognize that gifted/talented students have a variety of learning styles that require appropriate matches of teaching techniques. No one instructional mode can satisfy all of a learner's needs. Instructional modes need to be selected to match both learning styles and the nature of the learning task. Following are instructional modes appropriate for use with gifted/talented students.

- role playing
- programmed materials
- discovery
- films and other media presentations
- simulation
- lecture
- independent study
- experimentation/laboratory
- concept attainment
- synectics

7. CONSTRUCT CURRICULUM THAT INCLUDES THE DEVELOPMENT OF ANY OR ALL OF THESE ELEMENTS: THINKING, FEELING, SENSATION, INTUITION.

Following is a list of some of the types of experiences that can be included within each of the categories:

Thinking - problem solving, decision making, critical thinking, creative thinking, logical thought processes, inquiry skill, etc.

Feeling - constructing ethical standards, recognizing one's abilities developing sensitivity to others, perceiving oneself and others accurately, fulfilling responsibilities to self and others, etc.

F-3
Sensation - refers to the use of the physical senses in interpreting or communicating with one's world, for example, the use of hearing or production involving hearing as with music. A person who has a high level of development of the sensing function would be designated as talented.

Intuition - refers to knowing that is holistic, and spatial rather than analytic and rational. Imagery is a good example of the use of intuition.

8. INCLUDE A PLANNED PROCESS WITHIN THE CURRICULUM WHEREBY STUDENTS WILL DEVELOP A VARIETY OF COMMUNICATION SKILLS AND FORMS WITH WHICH TO COMMUNICATE.

Opportunities are needed for students to learn to perform the following skills:

- Ability to translate what is known into appropriate forms of expression
- Ability to express what is known in a form appropriate to a given audience
- Ability to express the same idea in many varied forms
- Ability to develop the technology and/or techniques necessary to express what is known in various modes

9. *USE COMMERCIAL MATERIALS AS ADJUNCTS TO, BUT NOT AS THE SOLE CURRICULUM

The use of commercial materials should not comprise the total of the curriculum for the gifted. Commercial material can be used to introduce a skill or content area or it can be used to reinforce a skill or content area that has already been introduced to the content of some type of teaching/learning process.
CRITERIA

Selection of Materials

Selection of materials appropriate to the needs of gifted students and to the specific gifted program plan is a critical component in good program management. While materials are not the basis of the program, they can provide a helpful framework for both students and teachers.

*Catalogs are available in the GATE office for ordering specific materials.

TRADITIONAL CONTENT ACCELERATION PROGRAMS

These programs are typically in core academic areas such as math, science, and reading/language arts. They incorporate a faster pace and greater depth for gifted students within that area. Examples are advanced placement courses at many high schools in a variety of academic areas, and the Junior Great Books program organized in many elementary districts.

PROCESS PROGRAMS

These programs are built on the rationale that gifted students should develop important skills that can be applied to all content areas. Programs in critical thinking, creative thinking, research and independent study skills, and rational decision making are examples of process programs.

INDEPENDENT MODE PROGRAMS

These programs adopt the premise that gifted students should be encouraged to be independent learners at an early age and to a greater extent than other students. Examples of such programs are internships, mentorships, and two important program models: Feldhusen's Purdue Three-Stage Enrichment Model (Feldhusen & Kolloff, 1978) and Renzulli's Enrichment Triad (Renzulli, 1977). A popular and sometimes mandatory organizational approach to this kind of program is the use of an individualized education program (IEP) which provides documentation of student assessment data and educational recommendations for growth in any number of areas.
MULTIDISCIPLINARY PROGRAMS

These programs build on the ability of gifted children to understand interrelationships and grasp meanings more readily than the average child. Examples include humanities programs and technology programs which incorporate computer science with other fields.

ENRICHMENT PROGRAMS

Although the term is troublesome to define, its use in this context refers to "new" content areas to which the gifted have not previously been exposed in the regular school curriculum, but which represent, by their very nature, challenging content. Examples include courses in law, courses in logic and philosophy courses. The upsurge of interest in teaching foreign languages to the gifted is another example of this kind of enrichment. *Simply by expanding the regular curriculum, one can provide enrichment opportunities for GATE students.

ORGANIZING PRINCIPLES

Once a content approach has been selected, it must be organized in such a way as to maximize the abilities and potential of gifted students. Numerous gifted programs employ organizing principles as the following:

1. Bloom's taxonomy, at the levels of analysis, synthesis, and evaluation (Bloom 1956)
2. Guilford's Structure of the Intellect (Meeker, 1969)
3. Model for Implementing Cognitive and Affective Behavior (Williams, 1970)
4. The Purdue Three-Stage Enrichment Model (Feldhusen & Kolloff, 1978)
5. Renzulli's Enrichment Triad (Renzulli, 1977)

TEACHING STRATEGIES

All gifted programs need to employ good teaching strategies, some of which are more conducive to certain kinds of programs than to others. For example, inquiry teaching is an effective technique in social studies and English (courses in which discussion is a key component), while it may not be as helpful in foreign languages or mathematics where application of skills is stressed.

In the final analysis, strategies for working with the gifted are more heavily predicated on understanding their needs than on demonstrating special techniques. At a minimum, however, teachers of the gifted should have in their arsenal the ability to do inquiry teaching, ask good discussion questions, organize small groups and independent work, and lecture effectively and efficiently.
TEACHING STRATEGIES (continued)

Other teaching strategies for use with gifted students include lecture, group discussion, independent study, modeling/demonstration, simulations/games, programmed instruction, inquiry, experimental (classroom/lab based), materials utilizations, community based practicum, drill and recitation, peer projects, problem solving (creative/critical), concept attainment, and synetics.

MATERIALS FOR GIFTED STUDENTS

Most materials for gifted students can be categorized into five types: mastery level and/or proficiency materials in traditional content areas; critical and creative thinking skill materials; materials constructed around a theoretical model; interdisciplinary materials; and potpourri, materials that constitute random and unrelated activities loosely termed gifted.

MASTERY LEVEL MATERIALS

Since most gifted programs tend to focus on traditional content areas, it is essential to place special emphasis on collecting mastery level materials within those content areas. Textbook purchases have been geared to reading level slightly below norms.

When the term mastery level material is used in relation to the gifted, it implies that the reading level is slightly above their actual proficiency in order to ensure room for challenge and growth. In addition, mastery level materials encourage a student to go beyond the minimum through examining topics in greater depth and broader scope.

THINKING SKILL MATERIALS

In the last ten years, many materials have been published which address "thinking" as a separate content area to be taught. Activities structured around deductive thinking skills, analogies, and aspects of language such as synonyms, antonyms, and patterns are examples. Much of this type of material is in workbook form and can be used by individual students or small groups. Both verbal and figural exercises are available, as are creative thinking workbooks.

The use of critical and creative thinking materials is an important part of any good gifted program, and should be included within the selected content focus. It is rather difficult, however, to plan an entire gifted program around thinking skills without application to content beyond what the available materials provide.
THEORETICAL MODEL MATERIALS

Many teacher made and commercial materials are based on two popular theoretical models that have been adapted for use with the gifted. One of these is J.P. Guilford's Structure of the Intellect (Guilford, 1967); the other, Bloom's taxonomy (Bloom, 1969). Activities constructed around Bloom's Taxonomy, for example, are structured from descending to ascending order in knowledge, comprehension, application, analysis, synthesis, and evaluation.

In both cases, process rather than content is the focus for materials development. The usefulness of such materials depends to a great extent on the focus of the program. Teacher constructed materials within the specific content areas using these models may be very good, depending on the level of understanding of the teachers involved. Certainly a strong grounding in at least one content area is necessary in order to manipulate the models appropriately.

INTERDISCIPLINARY MATERIALS

Selection of interdisciplinary materials that offer scope and depth is essential. Such materials attempt to provide thematic, historical, or underlying logical systems as a framework in which to fit all bodies of knowledge, thus providing students with an understanding of how incidental pieces of knowledge fit together across content areas. The level of such materials often implies limiting their use to teacher reference, although portions can be adapted for direct student use.

POTPOURRI MATERIALS

Spurred on by increased interest in the field of gifted education, commercial publishers and others have filled the market with a potpourri of activities for gifted students. * The main problem with many of these materials is that they are not structured in such a way that a gifted program could be built around them, nor are they effective in ongoing programs since they lack the basic criteria for gifted materials as listed below.

CRITERIA FOR SELECTION OF MATERIALS

General criteria are offered for selecting materials appropriate for gifted students.

1. Materials should be geared to a reading level slightly above the student's present level of functioning.

2. Materials should stimulate small group discussion.

3. Materials should be diverse in respect to variety, point of view, and the integration of cognitive and affective components.
CRITERIA FOR SELECTION OF MATERIALS (continued)

4. Materials should be geared to complex thought processes, especially the development of analytical skills.

5. Materials should be supplementary, rather than the substance of the program.
MATERIAL SUGGESTIONS

The following lists of materials are categorized by type. They have been field tested and found to be successful in specific gifted programs, based on the objectives of those programs. These lists are representative rather than exhaustive.

MASTERY LEVEL

CEMREL Math Program, CEMREL Labs, St. Louis MO (Grades 7-12)
Ginn Reading 720, Ginn & Co., 191 Spring St., Lexington MA 02173
Introductory Physical Science (IPS) (Grades 7-8)
Junior Great Books, Junior Great Books Foundation, 400 Michigan Ave.,
Chicago IL (Grades 2-8)

CRITICAL THINKING SKILLS

Attribute Games and Activities, Creative Publications, 1101 Antonio Rd., Mountain View CA 94043
Basic Thinking Skills, Midwest Publications, P.O. Box 129, Troy MI 48099
Classroom Quickies: Books 1-3, Midwest Publications, P.O. Box 129, Troy MI 48099
The First Thinking Box, Benefic Press, 10300 W. Roosevelt Rd., Westchester IL 60153
SRA Think Box, Science Research Associated, 1540 Page Mill Rd., Palo Alto CA 94304
Wordly Wise, Educators Publishing Service, 75 Moulton St., Cambridge MA 02138

THEORETICAL MODELS

SOI Learning Materials, SOI Institute, 214 Main St., El Segundo CA 90245
Thinking Caps, Box 7239, Phoenix AZ 85011
INTERDISCIPLINARY


CREATIVE THINKING

Feldhusen, J. (Ed.). The Purdue Creative Thinking Program. West Lafayette IN: Purdue University, 1970.

CRITICAL AND CREATIVE THINKING (PROBLEM SOLVING)

The Productive Thinking Program, Charles E. Merrill Co., 1300 Alum Creek Dr., Columbus OH 43216
Gemini-Pegasus, Trillium Press, P.O. Box 921, New York, N.Y. 10010, 1980
SELECTED REFERENCES ON CREATIVITY AND EDUCATION OF THE GIFTED/TALENTED

October 1981

Prepared by Irving S. Sato, Director
National/State Leadership Training Institute
on the Gifted and the Talented


5. Barbe, W.B., and J.S. Renzulli (Eds.), Psychology and Education of the Gifted, third edition, New York, Irvington Publisher, Inc. (Includes articles by Conant, Getzels, Gowan, Guilford, Passow, Terman, Torrance, and others on such topics as characteristics, identification, motivation, and needed research.)


11. Clark, Barbara, Growing Up Gifted, Charles E. Merrill Publishing Company, 1979. (Presents a general overview of gifted/talented education with a particular emphasis on a model to integrate the cognitive, social-emotional, physical, and intuitive growth of gifted/talented learners.)


13. Delp, Jeanne L., and Ruth A. Martinson, A Handbook for Parents of Gifted and Talented (Also Helpful for Educators), Ventura, California, Office of the Ventura County Superintendent of Schools, 1977. (Covers identification, reasons for neglect of G/T children and ways parents can organize to help.)

F-12


16. Gallagher, James J., Research Summary on Gifted Child Education, Springfield, State of Illinois, Office of the Superintendent of Public Instruction, 1966. (Presents one of the most comprehensive reviews available of work done in this field.)


24. Kaplan, Sandra, Providing Programs for the Gifted and Talented: A Handbook, Ventura, California, Office of the Ventura County Superintendent of Schools, 1974. (Presents practical steps for designing and activating an appropriate G/T program.)

25. Karnes, Frances S., and Emily C. Collins, Handbook of Instructional Resources and References for Teaching the Gifted, Boston, Allyn and Bacon, Inc., 1980. (Provides ready-to-use help for selecting and adapting challenging materials to enhance learning experiences.)


37. Renzulli, Joseph S., *A Guidebook for Evaluating Programs for the Gifted and Talented*, Ventura, California, Office of the Ventura County Superintendent of Schools, 1975. (Contains helpful guidelines and basic references for field evaluators, administrators, and policy makers.)


48. Treffinger, Donald J., *Encouraging Creative Learning for the Gifted and Talented: A Handbook of Methods and Techniques*, Ventura, California, Office of the Ventura County Superintendent of Schools, 1980. (Presents methods, techniques, and classified lists of resources that can be used by teachers and parents to encourage creative learning.)

49. Ward, Virgil, *Differential Education for the Gifted*, Ventura, California, Office of the Ventura County Superintendent of Schools, 1980. (Covers the general principles of educational design and of intellectual, academic, personal, social, and character development.)

50. Whitmore, Joanne Rand, *Giftedness, Conflict, and Underachievement*, Boston, Allyn and Bacon, Inc., 1980. (Presents an overview of research and then discusses in detail and with sample case studies the problem of highly gifted underachievers.)

## TIME LINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>Prepare State mandated written plan using district forms and program manual as a guide. Keep one copy on file. Send one copy to GATE office for approval.</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>Submit written plan.</td>
</tr>
<tr>
<td>Oct.</td>
<td>Budget reviewed by GATE office to see if it corresponds to program component.</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Notification of Written Plan approval from GATE office</td>
</tr>
<tr>
<td>Feb. 1</td>
<td>Review Budget expenditures. Request a budget transfer if money is in one classification and is needed in another.</td>
</tr>
<tr>
<td>March 15</td>
<td>Last day to order materials.</td>
</tr>
<tr>
<td>May</td>
<td>District GATE teachers meeting to evaluate and plan Program for the following year.</td>
</tr>
<tr>
<td>May</td>
<td>Begin search (after CTBS test scores are returned) for qualifiable GATE students. Set up a time with the GATE office for Site Screening committee to meet.</td>
</tr>
<tr>
<td>On-Going</td>
<td>Keep parents informed of program.</td>
</tr>
</tbody>
</table>
PRINCIPAL/TEACHER RESPONSIBILITIES

The difference in schools, and in pupils, requires that varied programs be planned. However, responsibility rests with each principal to oversee learning opportunities for the gifted/talented children within the school's own framework of operation.

Education for the G/T is based on the stable characteristics which distinguish the gifted students as a group and whose educational approaches should include the following:

- Lessons organized around problems;
- Encouragement to investigate side issues;
- Reference works used more frequently than a test;
- Student involvement in planning;
- Student summaries which require arrangements and conclusions as differentiated from reiterations and repetitions;
- Participation in periodic evaluation;
- Special emphasis on workshop learning by individual study and talent observation, communication, reporting significant data, orderly disagreeing, and appraisal of opposing viewpoints;
- Planned use of analysis, synthesis and critical evaluation;
- Large blocks of time for individual investigation;
- Minimum of assigned rote learning;
- Multiple means to respond to assignments; and,
- Association with intellectual/talented peers for investigation and interaction.

It is imperative that each gifted/talented student be encouraged and guided to advance beyond the topic, to investigate in depth, to pursue individual interests and to consider unusual approaches. The gifted/talented (as a group) resist repetitious assignments or those which call only for the lower level thought processes.

Equality of educational opportunity is not achieved by offering identical instruction for all pupils, but rather by providing a curriculum which allows each pupil to develop his/her potential abilities and talents to their fullest extent.
IMPLEMENTATION

Implementation of programs for G/T pupils in a school includes:

COOPERATIVE DISCUSSION, PARTICIPATION, AND PLANNING BY SCHOOL STAFF

Provide a working knowledge of the levels of thinking (taxonomy) to all gifted/talented education teachers.

Provide the information and encouragement for GATE teachers to attend conferences and seminars to update their understanding and knowledge of gifted/talented education.

Encourage teachers to earn gifted certificates.

Group GATE Students together by grade levels.

Remain in contact with the GATE office.

Keep informed of current GATE research and curriculum.

Supervise and coordinate the GATE program at the school site.
INITIATE IDENTIFICATION OF GIFTED/TALENTED PUPILS

(see section in program manual entitled Identification procedures.)

It is imperative that effort be directed toward increasing the staff's awareness of criteria for identifying the culturally diverse and educationally disadvantaged gifted/talented students. A concerted effort should be made to provide all staff members with information relative to school and home situations that prohibit and/or facilitate the behaviors associated with the gifted/talented.

PROMOTE UNDERSTANDING OF ALL STAFF MEMBERS FOR THE NEEDS OF G/T STUDENTS BY:

Circulating newsletters and sharing student work samples.

Allowing staff members the opportunity to observe and visit gifted/talented programs.

Using a section of the faculty bulletin board to announce activities and other items of interest concerning gifted/talented students and programs.

Inviting staff members to attend inservice activities related to gifted/talented education.

Establishing opportunities for teachers of the gifted/talented to share with other staff members techniques and materials that are successful teaching/learning tools.

SUGGESTED CRITERIA FOR THE SELECTION OF TEACHERS SUITED TO THE PARTICULAR NEEDS OF G/T PUPILS

Predicated on the substantial research that teachers with specific qualifications and/or interests always successfully contribute to the education of gifted/talented students, recommendation for a district GATE teacher should be based on evidence of some of the following:

1. Knowledge and understanding of the cognitive, social and emotional needs and characteristics of gifted/talented students.

2. Ability to develop flexible, individualized curriculum appropriate to the student's strengths and needs.

3. Ability to aid the gifted/talented learner in rational development, intuitive development, and self-evaluation.

4. Ability to create environments in which the gifted/talented are able to use their strengths to risk new areas of thought and action.
5. Ability to foster independence through productive choice making and personal responsibility.

6. The ability to nurture creativity in thinking, feeling, and expressing.

7. Ability to appreciate and use humor in positive interactions with students.

8. Originality and flexibility in fulfilling program legal requirements.

9. Ability to relate productively to colleagues and parents i.e. conduct professional meetings, conferences effectively.

10. The desirability of completed course work in gifted education and the possession of the Gifted Certificate.

11. Willingness to attend conferences (may include district mini-conference), district meetings and inservice.

12. Maturity, experience and professional educational leadership.

13. Mental superiority.

14. Avocational pursuits of intellectual, literary, and cultural interests.

15. High achievement in their own education.

16. Attitude of student-centeredness in the classroom.

17. Willingness to be learners along with their students.

18. Classroom behavior that is orderly, systematic, businesslike, and structured - yet not inflexibly strict.

19. Imagination, energy and creativity.

20. Expertise in and enthusiasm for subject matter.

21. Desire that their students want to study, to learn, to think divergently, to be creative, to feel concern for others, to overcome bigotry and selfishness.

22. Preference for teaching bright children.

23. Special training in instructional strategies.
PROCEDURES FOR ENSURING CONTINUOUS PARENT PARTICIPATION

Some actions that can be taken to assure parent involvement in gifted/talented programs are:

Establishing a democratic procedure for the selection and inclusion of parents as members of committees.

Publicizing the availability of opportunities for parent participation on educational committees.

Assessing the program plan for specific features that require or would benefit from parental input and involvement.

The process of working with parents at the local school level should include:

PARTICIPATION - Ensure active, meaningful responsibilities for parents in planning and evaluating the program avoiding "after the fact" and "fait accompli" meetings.

ARTICULATION - Provide opportunities for two-way communications to ensure that parents have the means of expressing their ideas regarding programs.

RECOMMENDATION - Establish the understanding from the beginning that parents make recommendations to be included in the decision making process.

EDUCATION - Develop some form of parent inservice training or direct parents to district inservice opportunities. This will help them focus on their role in nurturing the abilities and talents of their children and give them a foundation to participate in the development of program goals and designs, ie: GATE Parent Nights.

NARRATION - Communicate in meaningful ways to parents by avoiding technical terms or abbreviations; ensure that program information is clearly publicized.

TRANSITION - Improve the current program written at the same time exploring new ways of serving students. Numbers of identified students will be carefully monitored to guard against overextending the program.

STIMULATION - Guide parents to greater program involvement and, therefore, to greater program advocacy by making a commitment to their meaningful participation in planning and evaluating programs.
Some of the many types of activities that can be offered to parents to assure their involvement in district and/or school programs for the gifted/talented are:

Advisory committee membership.

Paraprofessional activities- acting as a mentor, tutoring, etc.

Advocacy activities - working with community members and agencies to promote interest in gifted/talented education, contacting key individuals and decision makers to inform them about and interest them in gifted/talented education, preparing materials for dissemination to increase awareness of gifted/talented education, etc.

Support activities - collecting information sources for students to use, providing for scholarships and other aids and honors through fundraising activities, etc.

Affiliative activities - becoming involved in organizations and activities to represent the needs and interests of gifted/talented students.

Some of the needs of parents of the gifted/talented that can be met through inservice activities might include:

Knowledge of gifted/talented students

Goals and objectives of the gifted/talented program

Defining the concept of a differentiated curriculum

Analysis of problems affecting the gifted/talented, such as homework, socialization, over-extension or scheduling of time, poor work habits, and grading.

Role of parent advocates

Role of the at-home educator of the gifted/talented
Of major importance is the need to convey to parents how they can extend the objectives for the gifted/talented child within the home environment. Following is an example of a communication form which attempts to reinforce how the home and school can work together toward the attainment of the specified objectives for a given child.

<table>
<thead>
<tr>
<th>SCHOOL-TO-HOME-TO-SCHOOL MEMO TO THE PARENTS OF ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following objective is currently being emphasized at school. Some of the ways you can help your child attain this objective at home are listed below.</td>
</tr>
<tr>
<td>Objectives:</td>
</tr>
<tr>
<td>While Watching TV</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
EVALUATION OF PROGRAM (S)

The basic purpose of evaluation is to assess strengths and weaknesses and to provide information necessary for improvement of programs. The annual evaluation of pupil progress should show:

1. The extent to which pupils benefited from educational programming designed specifically to meet their unique needs as gifted and talented learners.

2. Attainment of measurable and/or observable learner objectives for developing extraordinary intellectual, creative, specific academic, leadership, high achievement, visual and performing arts, and other abilities.

Though educational evaluation is often a complex process involving many factors and at times advanced statistical procedures, at its heart lies a simple three-step sequence:

State the OBJECTIVE → Plan the educational ACTIVITIES → Measure RESULTS

In other words, decide what is wanted to be accomplished. Then determine how it will be accomplished. Then find out if it was successful. Achieving these three steps is what makes an instructional program viable.

See also: Program Component, evaluation section, both elementary and secondary.

PRINCIPAL MAY APPOINT A STAFF MEMBER (DESIGNEE) TO COORDINATE SITE PROGRAM AND OVERSEE PROGRAM RECORD KEEPING

It is the option of each building to decide which model will be used to incorporate programs for the gifted/talented student into the regular school day. The needs of the school population, faculty, and the facilities of the building determine the type of programs best suited for that school.
GATE OFFICE RESPONSIBILITIES

Coordination of all programs for gifted and talented students is centered in the GATE Programs Office which is directly responsible to the Assistant Superintendent of Curriculum and Instruction.

Gifted Programs Resource Teacher

The GATE Resource Teacher is responsible for designing and coordinating the district's overall program for identifying gifted minors and providing them with qualitatively different education. Because the program must (1) meet state requirements for excess funding of gifted education and (2) conform to district guidelines for general education, it must reflect the following commitments:

1. Identification and Placement of Gifted and Talented Students

   - Ongoing identification procedures which begin in the elementary grades but which also operate effectively in the higher grades in bringing eligible students into the gifted program.

   - Affirmative program for identifying culturally disadvantaged gifted minors whose academic underachievement might slip them through screening methods designed for the middle class population.

   - Processes for identification and placement contained in state directives including: categories for identification; evidences of giftedness to be considered and documented; makeup and function of placement and identification committees; parents' consent for their children's participation in gifted and talented programs.

   - Inservice for classroom teachers upon whom preliminary identification depends.

   - Procedures which assure each identified gifted and talented student's placement in the program which most nearly matches the student's needs.

   - Preparation of materials which inform principals and teachers of all identification and placement procedures.

2. Program Development

   - Diversified programs in grades 3-12 which recognize and accommodate differences among gifted and talented students.

   - The building of accountability into all phases of the program: hours of instructional time; qualitatively different instructional content; staffing by qualified teachers; validation of expenditures as allowable; evaluation of both program components and pupil progress.
2. Program Development (continue)

- Preparation and update of a GATE Program Manual for the use of all principals and teachers in gifted and talented programs.

- Assessment of budget priorities.

- Identification of services and materials available to the gifted program.

- Incorporation of community resources into both the curricular and inservice facets of gifted programs.

- Staff inservice aimed at developing knowledgable, efficient, and innovative implementation of gifted programs.

- Review and determine approval status of site application gifted programs and funds (written plans).

- Provide inservice training for teachers relative to programming needs of gifted pupils.

- Review, determine the advisability of supporting, and disseminate new state legislation which would affect the education of gifted and talented students.

- Manage the internal operations of the gifted programs office (e.g.; correspondence, budget preparation, written program statements, management plans).

- Review and implement California Daministrative Code, Title V regulations as they apply to district gifted children.
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6. California School Accounting Manual


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