The Statewide Advisory Council on Programs of Gifted and Talented

GIFTED OR TALENTED

EDUCATION RESOURCE GUIDE

https://education.delaware.gov

The Statewide Advisory Council on Programs for the Gifted and Talented (SACPGT): The Statewide Advisory Council on Programs for the Gifted and Talented (SACPGT) is an advisory body consisting of representatives from Delaware School Districts, Charter Schools, and Institutions of Higher Education. The purpose of the council is to provide leadership, advocacy, and guidance for informed decision making involving programs for the gifted and talented.

Vision: All gifted and talented children in Delaware have the opportunity to reach their full educational, emotional, and social potential.

Mission: The Statewide Advisory Council on Programs for the Gifted and Talented (SACPGT) is an advisory body consisting of representatives from Delaware School Districts, Charter Schools, and Institutions of Higher Education. The purpose of the council is to provide leadership, advocacy, and guidance for equitable access and informed decision making involving programs for the gifted and talented.

> N.B. The Vision and Mission Statements were formally adopted by the Statewide Advisory Council on Programs for the Gifted & Talented on 3/24/03
> *Modified on May 18, 2020*
> *Modified on December 20, 2020*
> *Modified on November 3, 2023*

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

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:
1. general intellectual ability
2. specific academic aptitude
3. creative productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability (Marland 1971)

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

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

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

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

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

Program Description

Elements of Gifted or Talented programs

       (1) Differentiated opportunities for learning commensurate with the gifted or talented student's particular abilities and talents
       (2) Alternative learning environments in which gifted or talented students can acquire skills and understanding at advanced ideological and creative levels commensurate with their potential
       (3) The curriculum should assist gifted or talented students to develop self-generating problem-solving abilities to expand each student's awareness of choices for satisfying contributions in his or her environment
       (4) The curriculum should also facilitate gifted or talented students in the development of realistic, healthy self concepts

Components of Local Education Agency
Gifted or Talented Plans

Section 1: Program Design

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

1.1 A plan for a district or charter school program should have a written statement of philosophy, goals, and specific outcomes/evaluation appropriate to the needs and abilities of gifted learners

1.2 The program should provide grouping and structure models appropriate for gifted education and available to all gifted learners.

1.3 The program should be integrated with general education programs, and is delivered during the school day.

1.4 Develop plan with input from various stakeholder groups (Reg. 902)

Section 2: Identification

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

2.1 Provide the process for identification of gifted or talented students by professionally qualified persons.

2.2 Outline an identification process that ensures all students have an equal opportunity to be identified and participate in the program, using multiple measures for identification.

2.3 Establish procedures for the identification and placement of a student who was identified as gifted or talented in the school district from which the student transferred (Reg. 902)

2.4 The identification process is ongoing.

Section 3: Curriculum and Instruction

The district or charter school develops curriculum, instructional models, and strategies that are aligned with and extend the current state academic content standards and curriculum frameworks. The curriculum should be related to theories, models, and best practices from the recognized literature and the current experts in the field (**N**ational **A**ssociation for **G**ifted **C**hildren).

> 3.1 The curriculum is responsive to the needs, interests, and abilities of gifted or talented students.
>
> 3.2 The curriculum for gifted or talented students is supported by appropriate structures and resources.

LEAs are encouraged to consider the NAGC standards as they build programming and select curricular materials; a summary of these standards can be found below. (The full standards are located in Appendix A.)

NAGC Standards, Summary

Standard 1 – Learning and Development: Educators understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, creating learning environments that encourage awareness and understanding of interest, strengths, and needs; cognitive growth, social and emotional, and psychosocial skill development in school, home, and community settings.

Standard 2 – Assessments provide information about identification and learning progress for students with gifts and talents.

Standard 3 – Curriculum & Instruction: Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth.

Standard 4 – Learning Environments: Learning environments foster a love for learning, personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership to ensure specific student outcomes.

Standard 5 – Programming: Educators use evidence-based practices to promote (a) the cognitive, social-emotional, and psychosocial skill development of students with gifts and talents and (b) programming that meets their interests, strengths, and needs. Educators make use of expertise systematically and collaboratively to develop, implement, manage, and evaluate services for students with a variety of gifts and talents to ensure specific student outcomes.

Standard 6 – Professional Learning: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education, (NAGC-CEC) Advanced Standards in Gifted Education Teacher Preparation, and the Standards for Professional Learning. Institutions of higher education utilize these standards and the NAGC Faculty Standards to ensure quality professional learning experiences in pre-service, initial, and advanced educator preparation programs. Educators frequently assess their professional learning needs related to the standards, develop and monitor their professional learning plans, systematically engage in coaching and learning to meet their identified needs, and align outcomes with educator performance and student curriculum standards. Administrators assure educators have access to sustained, intensive collaborative, job-embedded, and data-driven learning and assure adequate resources to provide for release time, fund continuing education, and offer substitute support. The effectiveness of professional learning is assessed through relevant student outcomes.

Section 4: Educators and Certified Staff

LEA's provide access to professional development opportunities related to gifted education to administrators, talented or gifted instructors, teachers, and staff to support and improve educational opportunities for gifted or talented students.

4.1 Establish procedures for requiring that, at a minimum, each teacher assigned to teach a student identified as gifted or talented be certified in accordance with the applicable Professional Standards Board regulations. (Reg. 902; Reg. 1572)

4.2 The LEAs provides professional development opportunities related to gifted or talented learners on a regular basis.

4.3 Any LEA stakeholders with direct decision-making and/or instructional responsibilities for gifted or talented students are provided with role specific training.

Section 5: Parents, Guardians, Caregivers and Community Involvement

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

>5.1 Provide for a communication process, which shall include procedures to inform parent(s), guardian(s), or Relative Caregiver(s) of a student's participation in the gifted or talented education program. (Reg. 902)

>5.2 Open and ongoing communication with parents and the community is maintained.

>5.3 An active advisory committee is supported by the LEA.

Section 6: Gifted and Talented Plan and Program Evaluation

LEAs need to establish periodic formal and informal evaluation methods and instruments based on collection of data across multiple indicators, which can include state standardized tests, surveys, focus groups, etc. The indicators will be used to evaluate the program implementation, as well as facilitate the study of the value and impact of the services provided to gifted or talented students and their performance.

>6.1 LEAs shall provide for an evaluation of the plan provided for its gifted or talented students to be reviewed and submitted to the Delaware Department of Education no less than every five years. (Reg. 902)

>6.2 LEAs provide ongoing assessment of student performance and success in the gifted or talented program to facilitate program development and revision in a way that is consistent with the program's philosophy, goals, and standards [NAGC recommended].

>6.3 LEAs will periodically review and evaluate their gifted program in a way that is consistent with the program's philosophy, goals, and standards [NAGC recommended]. *If there are major changes to the program, the LEAs must resubmit their plans to the DE Department of Education for review regardless of the five year cycle. (Reg. 902)*

Appendices and Resources:

APPENDIX A: NAGC Standards, v. 2019

<table>
<tr><td colspan="2">Standard 1 – Learning and Development: Educators understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, creating learning environments that encourage awareness and understanding of interest, strengths, and needs; cognitive growth, social and emotional, and psychosocial skill development in school, home, and community settings.</td></tr>
<tr><th>Student Outcomes</th><th>Evidence-Based Practices</th></tr>
<tr>
<td><i>1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</i></td>
<td>1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and needs.
1.1.2. Educators engage students with gifts and talents in identifying their intellectual, academic, creative, leadership, and/or artistic abilities.
1.1.3. Educators engage students in developmentally appropriate activities that help them discover their talents and develop noncognitive skills that support their talent areas.</td>
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<tr>
<td>1.2. Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.</td>
<td>1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
1.2.2. Educators assist students with gifts and talents in developing identities consistent with their potential and areas of talent.
1.2.3. Teachers create a learning environment that promotes high expectations for all children, support for perceived failures, positive feedback, respect for different cultures and values, and addresses stereotypes and biases.</td>
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<tr>
<td>1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.</td>
<td>1.3.1. Educators use evidence-based instructional and grouping practices to allow students with similar gifts, talents, abilities, and strengths to learn together, and also create opportunities for students to interact with individuals of various gifts, talents, abilities, strengths, and goals.
1.3.2. Educators model respect for individuals with diverse abilities, interests, strengths, learning needs, and goals.
1.3.3. Educators discuss and explain developmental differences and use materials and instructional activities matched to students' varied abilities, interests, and learning needs.</td>
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<td>1.4. Awareness of Needs. Students identify and access supplemental, outside-of-school resources that support the development of their gifts and talents (e.g., families, mentors, experts, or programs).</td>
<td>1.4.1. Educators provide role models for students with gifts and talents that match their interests, strengths, and needs.
1.4.2. Educators identify outside-of-school learning opportunities and community resources that match students' interests, strengths, and needs.
1.4.3. Educators gather information and inform students and families about resources available to develop their child's talents.</td>
</tr>
</table>

1.5. Cognitive, Psychosocial, and Affective Growth. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.	**1.5.1.** Educators use evidence-based approaches to grouping and instruction that promote cognitive growth and psychosocial and social-emotional skill development for students with gifts and talents. **1.5.2**. Educators design interventions for students that are based on research of effective practices and provide accommodations for learning differences to develop cognitive and noncognitive abilities that support growth and achievement. **1.5.3.** Educators develop specialized, research-supported intervention services for students with gifts and talents who are underachieving (whose learning is not commensurate with their abilities) to develop their talents.
1.6. Cognitive Growth and Career Development. Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).	**1.6.1.** Educators help students identify college and career goals that are consistent with their interests and strengths. **1.6.2.** Educators implement learning progressions that incorporate person/social awareness and adjustment, academic planning, psychosocial skill development and college and career awareness. **1.6.3.** Educators provide students with college and career guidance and connect students to college and career resources

Standard 2 – Assessments provide information about identification and learning progress for students with gifts and talents.	
2.1. Identification. All students in Pre-K through grade 12 with gifts and talents have equal access to the identification process and proportionally represent each campus.	**2.1.1.** Educators develop environments and instructional activities that prepare and encourage students from diverse backgrounds to express characteristics and behaviors that are associated with giftedness. **2.1.2**. Educators provide parents/guardians with information in their preferred language for communication regarding behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options. **2.1.3.** Educators use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs.
2.2. Identification. Students with gifts and talents are identified for services that match their interests, strengths, and needs. Students with gifts and talents are identified for services that match their interests, strengths, and needs.	**2.2.1.** Educators establish comprehensive, cohesive, and ongoing policies and procedures for identifying and serving students with gifts and talents. These policies include referral, informed consent, the assessment process, review of all assessment information, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted programming and services. **2.2.2**. Educators select and use assessments that relate to services provided and identify abilities, interests, strengths, and needs based on current research. **2.2.3**. Educators use assessments that provide qualitative and quantitative information from a variety of sources. **2.2.4**. Educators use assessments that provide information related to above-grade-level performance. NAGC www.nagc.org 9 (Cont'd) 2.2. Identification. Students with gifts and talents are identified for services that match their interests, strengths, and needs. **2.2.5.** Educators select assessments that minimize bias by including information in the technical manual that describes content in terms of potential bias, includes norms that match national census information or local populations, shows how items discriminate equally well for each group, and provides separate reliability and validity information for each group. **2.2.6**. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning (i.e., dynamic assessment). **2.2.7**. Educators interpret multiple assessments in different domains, and understand the uses and limitations of the assessments in identifying the

	interests, strengths and needs of students with gifts and talents. **2.2.8**. Educators inform all parents/guardians about the identification process. Educators obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
2.3. Identification. Students with identified gifts and talents represent diverse backgrounds.	**2.3.1.** Educators select and use equitable approaches and assessments that minimize bias for referring and identifying students with gifts and talents, attending to segments of the population that are frequently hidden or under identified. Approaches and tools may include front-loading talent development activities, universal screening, using locally developed norms, assuring assessment tools are in the child's preferred language for communication or nonverbal formats, and building relationships with students to understand their unique challenges and needs. **2.3.2**. Educators understand and implement district, state, and/or national policies designed to foster equity in gifted programming and services.
2.4. Learning Progress. As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.	**2.4.1.** Educators use differentiated formative assessments to develop learning experiences that challenge students with gifts and talents. **2.4.2.** Educators use differentiated ongoing product-based and performance-based assessments to measure the academic and social-emotional progress of students with gifts and talents. **2.4.3**. Educators use standardized (e.g., adaptive, above-grade-level) and classroom assessments that can measure the academic progress of students with gifts and talents. **2.4.4.** Educators use and interpret qualitative and quantitative assessment information to develop a profile of the interests, strengths and needs of each student with gifts and talents to plan appropriate interventions. **2.4.5**. Educators interpret and communicate assessment information to students with gifts and talents and their parents/guardians, and assure information is provided in their preferred language for communication.
2.5. Learning Progress. Students self assess their learning progress.	**2.5.1.** Educators provide opportunities for students to set personal goals, keep records, and monitor their own learning progress.

Standard 3 – Curriculum & Instruction: Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth.	
3.1 Curriculum Planning Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year.	**3.1.1.** Educators use local, state, and national content and technology standards to align, expand, enrich, and/or accelerate curriculum and instructional plans. **3.1.2**. Educators design a comprehensive and cohesive curriculum and use learning progressions to develop differentiated plans for Pre-K through grade 12 students with gifts and talents. **3.1.3**. Educators adapt, modify, or replace the core or standard curriculum to meet the interest, strengths, and needs of students with gifts and talents and those with special needs such as twice exceptional, highly gifted, and English language learners. **3.1.4**. Educators design differentiated curriculum that incorporates advanced, conceptually challenging, in-depth, and complex content for students with gifts and talents. **3.1.5**. Educators regularly use pre-assessments, formative assessments, and summative assessments to identify students' strengths and needs, develop differentiated content, and adjust instructional plans based on progress monitoring. **3.1.6.** Educators pace instruction based on the learning rates of students with gifts and talents and compact, deepen, and accelerate curriculum as appropriate. **3.1.7**. Educators integrate a variety of technologies for students to construct knowledge, solve problems, communicate and express themselves creatively, and collaborate with others in teams locally and globally. **3.1.8**. Educators consider accommodations and/or assistive technologies to provide equal access to learning opportunities with twice-exceptional learners and other students with developmental differences.
3.2 Talent Development Students with gifts and talents demonstrate growth in social, emotional and psychosocial skills necessary for achievement in their domain(s) or talent and/or areas of interest.	**3.2.1**. As they plan curriculum, educators include components that address goal setting, resiliency, self-management, self-advocacy, social awareness, and responsible decision making. **3.2.2**. Educators design learning experiences for each stage of talent development to cultivate social and emotional and psychosocial skills that support high achievement and talent development.

3.3 Responsiveness to Diversity Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	**3.3.1**. Educators develop and use curriculum that is responsive and relevant to diversity that connects to students' real-life experiences and communities and includes multiple voices and perspectives. **3.3.2**. Educators encourage students to connect to others' experiences, examine their own perspectives and biases, and develop a critical consciousness. **3.3.3**. Educators use high-quality, appropriately challenging materials that include multiple perspectives.
3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	**3.4.1**. Educators select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents. **3.4.2**. Educators provide opportunities for students with gifts and talents to explore, develop, or research in existing domain(s) of talent and/or in new areas of interest. **3.4.3**. Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies, particularly in their domain(s) of talent, both to reveal and address the needs of students with gifts and talents.
3.5. Instructional Strategies. Students with gifts and talents become independent investigators.	**3.5.1**. Educators model and teach metacognitive models to meet the needs of students with gifts and talents such as self-assessment, goal setting, and monitoring of learning. **3.5.2**. Educators model and teach cognitive learning strategies such as rehearsal, organization, and elaboration. **3.5.3**. Educators scaffold independent research skills within students' domain(s) of talent.
3.6. Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.	**3.6.1**. Educators use current, evidence-based curricular resources that are effective with students with gifts and talents. **3.6.2**. Educators use school and community resources to support differentiation and advanced instruction appropriate to students' interests, strengths, and academic learning needs.

Standard 4 – Learning Environments: Learning environments foster a love for learning, personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership to ensure specific student outcomes.	
4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	**4.1.1**. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities. **4.1.2.** Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement (e.g., through mentors and role models) and a love of learning. **4.1.3**. Educators create environments that establish trust, support, and collaborative action among diverse students. **4.1.4**. Educators provide feedback that promotes perseverance and resilience and focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities. **4.1.5**. Educators provide examples of positive coping skills and opportunities to apply them.
4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	**4.2.1**. Educators provide learning environments for both solitude and social interaction. **4.2.2**. Educators provide opportunities for interaction and learning with intellectual and artistic/creative peers as well as with chronological-age peers. **4.2.3.** Educators assess and provide instruction on psychosocial and social and emotional skills needed for success in school, their community, and society
4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility	**4.3.1**. Educators establish a safe and welcoming climate for addressing personal and social issues and give students a voice in shaping their learning environment. **4.3.2**. Educators provide environments for developing many forms of leadership and leadership skills. **4.3.3**. Educators provide opportunities to promote lifelong personal and social responsibility through advocacy and real world problem-solving, both within and outside of the school setting.
4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.	**4.4.1**. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages. **4.4.2.** Educators model appropriate language and strategies to effectively address issues such as stereotyping, bias, and discriminatory language and behaviors. **4.4.3.** Educators provide structured opportunities to collaborate with diverse peers on a

	common goal.
4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.	**4.5.1.** Educators provide opportunities for advanced development and maintenance of first and second language(s). **4.5.2**. Educators provide resources that reflect the diversity of their student population to enhance oral, written, and artistic forms of communication. **4.5.3.** Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity. **4.5.4.** Educators provide an environment where students use technology to communicate responsibly and express themselves creatively using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Standard 5 – Programming: Educators use evidence-based practices to promote (a) the cognitive, social-emotional, and psychosocial skill development of students with gifts and talents and (b) programming that meets their interests, strengths, and needs. Educators make use of expertise systematically and collaboratively to develop, implement, manage, and evaluate services for students with a variety of gifts and talents to ensure specific student outcomes.	
5.1. Comprehensiveness. Students with gifts and talents demonstrate growth commensurate with their abilities in cognitive, social-emotional, and psychosocial areas as a result of comprehensive programming and services.	**5.1.1**. Educators use multiple approaches to accelerate learning within and outside of the school setting. **5.1.2**. Educators use enrichment options to extend and deepen learning opportunities within and outside of the school setting. **5.1.3**. Educators use multiple forms of evidence-based grouping, including clusters, resource rooms, special classes, or special schools. **5.1.4**. Educators use individualized learning options such as mentorships, internships, online courses, and independent study. **5.1.5** Educators leverage technology to increase access to high-level programming by providing digital learning options and assistive technologies.
5.2. Cohesive and Coordinated Services. Students with gifts and talents demonstrate yearly progress commensurate with ability as a result of a continuum of Pre-K-12 services and coordination between gifted, general, special, and related professional services, including outside of school learning specialists and advocates.	**5.2.1**. Educators who provide gifted, general, special, and related professional services collaboratively plan, develop, implement, manage, and evaluate programming and services for students with gifts and talents. **5.2.2**. Educators develop a Pre-K through grade 12 continuum of programming and services in relevant student talent areas that is responsive to students' different levels of need for intervention. **5.2.3**. Educators plan coordinated learning activities within and across a specific grade level, content area, course, class, and/or programming option.
5.3. Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.	**5.3.1**. Educators provide professional guidance and counseling for individual students regarding their interests, strengths, challenges, needs, and values. **5.3.2**. Educators facilitate programming options involving mentorships, internships, and career and technology education programming and match these experiences to student interests, strengths, needs, and goals.
5.4. Collaboration. Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.	**5.4.1.** Educators regularly engage students, other educators, families, advocates, and community members in collaboration to plan, advocate for, implement, and evaluate systematic, comprehensive, and ongoing services.

5.5. Resources. Students with gifts and talents participate in gifted education programming that is adequately staffed and funded to meet students' interests, strengths, needs	**5.5.1**. Administrators demonstrate support for gifted programming and services through equitable allocation of resources and demonstrated willingness to ensure that students with gifts and talents receive consistent educational services aligned to their interests, strengths, and needs.
	5.5.2. Administrators track expenditures at the school level to verify appropriate and sufficient funding for staffing, curriculum and materials, gifted programming, and services.
	5.5.3. Administrators hire a diverse pool of educators with knowledge and professional learning in gifted education and the issues affecting students with gifts and talents.
5.6. Policies and Procedures. Students with gifts and talents participate in general and gifted education programs guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).	**5.6.1**. School policy-makers create and approve evidence-based policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration, and grouping practices.
	5.6.2. Educators align programming and services with local, state, or national laws, rules, regulations, and standards.
5.7. Evaluation of Programming and Services. Students with gifts and talents demonstrate yearly learning progress commensurate with abilities as a result of high-quality programming and services matched to their interests, strengths, and needs.	**5.7.1**. Educators assess the quantity and quality of programming and services provided for students with gifts and talents by disaggregating assessment and yearly progress data and making the results public.
	5.7.2. Educators ensure that the assessments used in program evaluation are reliable and valid for the purposes for which they are being used.
5.8. Evaluation of Programming and Services. Students with gifts and talents have access to programming and services required for the development of their gifts and talents as a result of ongoing evaluation and program improvements.	**5.8.1**. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.
	5.8.2. Educators create and implement evaluation plans that are purposeful and evaluate how student-level outcomes are influenced by fidelity of implementation in the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional learning, (g) parent/guardian and community involvement, (h) programming resources, (i) programming design, management, and delivery, and (j) school

	equity efforts for underrepresented students. **5.8.3**. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.

Standard 6 – Professional Learning: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education, (NAGC-CEC) Advanced Standards in Gifted Education Teacher Preparation, and the Standards for Professional Learning. Institutions of higher education utilize these standards and the NAGC Faculty Standards to ensure quality professional learning experiences in pre-service, initial, and advanced educator preparation programs. Educators frequently assess their professional learning needs related to the standards, develop and monitor their professional learning plans, systematically engage in coaching and learning to meet their identified needs, and align outcomes with educator performance and student curriculum standards. Administrators assure educators have access to sustained, intensive collaborative, job-embedded, and data-driven learning and assure adequate resources to provide for release time, fund continuing education, and offer substitute support. The effectiveness of professional learning is assessed through relevant student outcomes.

6.1. Talent Development. Students identify and fully develop their talents and gifts as a result of interacting with educators who possess content pedagogical knowledge and meet national teacher preparation standards in gifted education and the Standards for Professional Learning.	**6.1.1.** State agencies, institutions of higher education, schools and districts provide comprehensive, research-supported professional learning programs for all educators involved in gifted programming and services. This professional learning addresses the foundations of gifted education, characteristics of diverse students with gifts and talents, identification, assessment, curriculum planning and instruction, learning environments, and programming. High-quality professional learning is delivered by those with expertise in gifted education as guided by the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education **6.1.2.** State agencies, institutions of higher education, schools and districts provide sustained professional learning for educators that models how to develop learning environments responsive to diversity and instructional activities that lead to student expression of diverse characteristics and behaviors that are associated with giftedness. **6.1.3.** State agencies, institutions of higher education, schools and districts provide educators with professional learning opportunities that address social issues, including anti-intellectualism, equity, and access. **6.1.4**. Administrators plan for, budget and provide sufficient human and material resources needed for professional learning in gifted education (e.g., release time, funding for continuing education, substitute support, webinars, and/or mentors). Administrators access Title I and Title II funds as allowed under the Every Student Succeeds Act (ESSA) to meet this expectation. **6.1.5.** Educators use their awareness of local, state and national organizations and publications relevant to gifted education to

	promote learning for students with gifts and talents and their families.
6.2. Psychosocial and Social-Emotional Development. Students with gifts and talents develop critical psychosocial skills and show social-emotional growth as a result of educators and counselors who have participated in professional learning aligned with national standards in gifted education and Standards for Professional Learning.	**6.2.1**. Educators participate in ongoing professional learning to understand and apply research to practice with regard to psychosocial skills necessary for the development of gifts and talents and social-emotional development of individuals with gifts and talents.
6.3. Equity and Inclusion. All students with gifts and talents are able to develop their abilities as a result of educators who are committed to removing barriers to access and creating inclusive gifted education communities.	**6.3.1**. Educators participate in professional learning focused on curriculum and pedagogy that are responsive to diversity for individuals with gifts and talents. **6.3.2.** Educators recognize their biases, develop philosophies responsive to diversity, commit themselves to removing barriers, and create inclusive learning environments that meet the educational interests, strengths, and needs of diverse students with gifts and talents **6.3.3**. Educators understand how knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.
6.4. Lifelong Learning. Students develop their gifts and talents as a result of educators who are lifelong learners, participating in ongoing professional learning and continuing education opportunities.	**6.4.1**. Educators regularly reflect on and assess their instructional practices, develop professional learning plans, and improve their practices by participating in continuing education opportunities. **6.4.2.** Educators participate in professional learning that is sustained over time, incorporates collaboration and reflection, is goal-aligned and data-driven, is coherent, embedded and transferable, includes regular follow-up, and seeks evidence of positive impact on teacher practice and on increased student learning.
6.5. Ethics. All students with gifts and talents, including those who may be twice exceptional, English language learners, or who come from underrepresented populations receive equal opportunities to be identified and served in high-quality gifted programming as a result of educators who are guided by ethical practices.	**6.5.1**. Educators use professional ethical principles and specialized program standards to guide their practice. **6.5.2.** Educators comply with rules, policies, and standards of ethical practice and advocate for rules, policies, and standards that promote equity and access.

APPENDIX B: Curriculum Resources/Examples (working document)

APPENDIX C: Regulation 902

Tentative Location: https://regulations.delaware.gov/documents/March2024c.pdf

APPENDIX D: Gifted or Talented Plan Feedback Rubric (below)

Gifted or Talented Feedback Rubric

Section 1: Program Design				
	Exceeds expectations	**Meets expectations**	**Approaching expectations**	**Does not meet**
1.1 Statement of Philosophy, goals, and specific outcomes/evaluations that are appropriate to the needs and abilities of gifted learners	All goals align with outcomes and are appropriate for gifted learners.	Some of the goals align with outcomes and are appropriate for gifted learners.	Outcomes do not align with your goals.	There are either missing goals or outcomes.
Comments: .				
1.2 Grouping and structure models for gifted education available to all gifted learners.	The school district plan clearly demonstrates grouping and structure models, and all gifted learners can access these.	The school district plan has a set of grouping and structure models, but may not be available to all gifted learners.	The school district plan has EITHER grouping and structure models OR is available to all gifted learners.	The school district plan lacks grouping and structure models for gifted learners.

Comments: .				
1.3 Integrated with general education programs, and is delivered during the school day.	The program is highly integrated with general education programs.	The program is somewhat integrated with general education programs.	The program is not integrated with general education programs.	The only program is not delivered during the school day.
Comments:				
1.4 Plan developed with input from various stakeholder groups.	The school district plan includes extensive input from a wide variety of stakeholder groups.	The school district plan includes input from various stakeholder groups.	The school district plan lacks input from stakeholder groups.	The plan was written in isolation with no input from any stakeholder groups.
Comments:				

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Section 2: Identification				
	Exceeds expectations	**Meets expectations**	**Approaching expectations**	**Does not meet**
2.1 Process for identification of gifted or talented students by professionally qualified persons	The process for identification utilizes a group of professionally qualified persons, of which at least one is gifted-certified, to identify gifted or talented students for services, and uses nationally recognized measures.	The process for identification utilizes a professionally qualified person who is gifted-certified to identify gifted or talented students for services.	The process for identification lacks input from professionally qualified people to identify gifted or talented students for services.	The process for identification does not exist.
Comments: .				

2.2 Identification Process to ensure all students have an equal opportunity to be identified and participate in the program using multiple measures.	The school district plan includes a well-developed process which has multiple indicators that ensures all students have an equal opportunity to be identified and participate in the program.	The school district plan includes a process that ensures all students have an equal opportunity to be identified and participate in the program.	The school district plan lacks a clear process that ensures students have an equal opportunity to be identified.	The process for identification does not exist.
Comments: .				
2.3 Procedures for identification and placement of an identified student from a previous district/charter.	The school district plan includes a well-developed communication of clear provisions for reciprocity among Delaware schools and students transferring from out of the state if district services are available.	The school district plan includes communication of provisions for reciprocity among Delaware schools and students transferring from out of the state if district services are available.	The school district plan does not include communication of provisions for reciprocity among Delaware schools and students transferring from out of the state if district services are available.	The school district plan lacks provisions for reciprocity among Delaware schools and students transferring from

				out of the state.
Comments:				
2.4 The identification process is ongoing.	The school district plan includes a well-developed process for identification of newly enrolled students and a process for identification throughout the student's tenure.	The school district plan includes a process for identification of newly enrolled students and a process for identification throughout the student's tenure.	The school district plan includes a process for identification of newly enrolled students OR a process for identification throughout the student's tenure.	The school district plan does not address this.
Comments: .				
Section 3: Curriculum and Instruction				
	Exceeds expectations	**Meets expectations**	**Approaching expectations**	**Does not meet**

3.1 Curriculum is responsive to the needs, interests, and abilities of gifted or talented students.	The school district plan takes into account all the needs, interests, and abilities of all identified gifted or talented students when implementing curriculum.	The school district plan takes into account the needs, interests, or abilities of all identified gifted or talented students when implementing curriculum.	The school district plan takes into account the needs, interests, or abilities of some identified gifted or talented students when implementing curriculum.	The curriculum does not meet the needs, interests, or abilities of students.
Comments: .				
3.2 Curriculum supported by appropriate structures and resources	The school district plan clearly outlines instruction that meets the needs of students and utilizes the resources and capacity of the school district.	The school district plan outlines instruction that meets the needs of students.	The school district plan lacks clarity in plans for instruction.	No resources or curriculum identified in the plan.
Comments:				

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Section 4: Educators and Certified Staff				
	Exceeds expectations	**Meets expectations**	**Approaching expectations**	**Does not meet**
4.1 Establish procedures for requiring that, at a minimum, each teacher assigned to teach identified gifted or talented students be certified in accordance with the applicable Professional Standards Board regulations (Reg. 902; Reg. 1572)	The school district plan is in full compliance with Regulation 1572. All educators in the program are fully certified.	The school district plan is in full compliance with Regulation 1572.	The school district plan is out of compliance with Regulation 1572.	Teachers are not assigned to teach identified GT students.
Comments:				
4.2 LEA provides professional development opportunities related to gifted or talented learners on a regular basis	LEA provides professional development opportunities related to gifted or talented learners for all staff, not just	LEA provides professional development opportunities related to gifted or talented learners for all staff at least	LEA provides professional development opportunities for staff that teach identified students.	Profession al developm ent is not addressed in the plan.

	gifted-certified, on at least a quarterly basis.	once per school year.		
Comments:				
4.3 LEA stakeholders with direct decision-making and/or instructional responsibilities for G/T students are provided with role specific training.	Procedures in place to support certification for all teachers working with gifted or talented students.	Procedures in place to support certification for most teachers working with gifted or talented students.	Procedures in place to support certification for teachers.	No procedures in place to certify gifted educators.
Comments: .				
Section 5: Parents, Guardians, Caregivers and Community				
	Exceeds expectations	**Meets expectations**	**Approaching expectations**	**Does not meet**
5.1 Provide for a communication process, which shall include procedures to inform	The plan includes a well-developed	The plan includes a well-developed	The plan includes a communication	Communi cation

caregivers of a student's participation in the gifted or talented education program. (Reg. 902)	communication process to caregivers about the program, identification, curriculum, staff, and extra resources.	communication process to caregivers about the program.	process to caregivers about the program.	process does not exist.
Comments:				
5.2 Open and ongoing communication with parents and the community is maintained	The school district plan includes extensive communication with a wide variety of stakeholder groups.	The school district plan includes communication with parents and community.	The school district plan includes communication with parents or community.	The plan does not include a process for communication.
Comments:				
5.3 Active advisory committee is supported by the LEA.	LEA has an active advisory committee made of a variety of	LEA has an active advisory committee made of a variety of	LEA has an advisory committee.	No advisory committee addressed

	stakeholders and meet on at least a quarterly basis.	stakeholders and meet at least once per school year.		in the plan.

Comments:

Section 6: Gifted and Talented Plan and Program Evaluation				
	Exceeds expectations	**Meets expectations**	**Approaching expectations**	**Does not meet**
6.1 LEA shall provide for an evaluation of the plan provided for its gifted or talented students. (Reg. 902)	A yearly internal review and evaluation of the school district plan, with revisions based on outcomes.	A yearly internal review and evaluation of the school district plan.	An internal review and evaluation of the school district plan at the 5-year mark when resubmitting to DOE.	No review or evaluation is conducted.

Comments:

6.2 LEAs provide ongoing assessment of student performance and success in the gifted	A quarterly internal review	A yearly internal review and	A yearly internal review and	No review or

or talented program to facilitate program development and revision in a way that is consistent with the program's philosophy, goals, and standards.	and evaluation of student performance, with revisions based on outcomes.	evaluation of student performance, with revisions based on outcomes.	evaluation of student performance.	evaluation is conducted .
Comments:				
6.3 LEAs will periodically review and evaluate their Curriculum and Instruction in a way that is consistent with the program's philosophy, goals, and standards.	A quarterly internal review and evaluation of curriculum and instruction, with revisions based on outcomes.	A yearly internal review and evaluation of curriculum and instruction, with revisions based on outcomes.	A yearly internal review and evaluation of curriculum and instruction.	No review or evaluation is conducted ..
Comments:				