



Programming Standard 5: Programming

Introduction

The term programming refers to a continuum of services that address the interests, strengths, and needs of students with gifts and talents in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for Pre-K through grade 12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment (depth and complexity) in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, original research, mentorships, online courses, internships) to enhance students' performance in cognitive, psychosocial, and social-emotional areas and to assist them in identifying future post-secondary and career goals and talent development pathways. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as online courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs, and related professional services collaborate with one another and with students, parents/guardians, advocates, and community members to ensure that students' diverse interests, strengths, and needs are met. Administrators demonstrate their support by allocating sufficient resources for programming options and evaluation activities so that all students with gifts and talents receive appropriate educational services.

STANDARD 5: PROGRAMMING	
Description: 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.	
Student Outcomes	Evidence-Based Practices
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.

<p>5.3. Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.</p>	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.
<p>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.</p>	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.
<p>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.</p>	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.
<p>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).</p>	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.
<p>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.</p>	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.
<p>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.</p>	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.