



Pataula Charter Academy/  
Spring Creek Charter Academy  
Gifted Education Policy and  
Procedure Manual

2023 – 2024

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## **PURPOSE**

The purpose of this resource manual is to provide guidance on policy and procedure related to State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS.

PCA/SCCA recognizes the need to provide gifted education services to students who demonstrate a high degree of intellectual, academic, and/or creative abilities, exhibit an exceptionally high degree of motivation, and/or excel in specific academic fields, and who need specialized instruction and/or ancillary services to achieve at levels commensurate with their abilities.

PCA/SCCA follows non-discriminatory procedures with respect to race, religion, national origin, gender, disabilities and/or socio-economic background. Referral, identification, evaluation, placement, and services of gifted students are non-discriminatory.

## **DEFINITIONS**

**Differentiated Curriculum** - courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students. Gifted students need the opportunity to work through the curriculum at a faster pace and need less time on learning basic skills and revision. The curriculum is differentiated in complexity and acceleration which offers a variety of options for students who differ in abilities, knowledge, and skills. In a differentiated curriculum, teachers offer different approaches to what students learn (content), how students learn (process), how students demonstrate their learning (product), and how students are evaluated (assessment). (Adapted from Tomlinson, 2000)

**Georgia Department of Education** – (GADOE) the agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates.

**Georgia Professional Standards Commission-** (GAPSC) the agency charged with providing certification to professional educators

**Gifted Rating Scale- (GRS)** GRS is an assessment for children used mostly for Gifted & Talented admissions. It is administered by a teacher who knows the child well. The teacher rates specific gifted behaviors that they have observed over time.

**Gifted Student** – The GADOE describes a gifted student as one who demonstrates a high degree of intellectual and/or creative ability, exhibits an exceptionally high degree of motivation, and /or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

**Panel of Qualified Evaluators** - Experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility. PCA/SCCA will take steps to

train qualified evaluators to analyze work samples, projects etc., as and when needed for eligibility purposes.

**Qualified Psychological Examiner** - A psychologist licensed by a state licensing board in the United States and having training and experience in school psychology or child psychology.

**State Board of Education (SBOE)** – The constitutional authority which defines education policy for public K-12 education agencies in Georgia

## NOTIFICATION

PCA/SCCA will notify in writing parents and guardians of students who are being considered for gifted education services. A variety of communication methods will be used to convey information related to the gifted education program. Efforts will be taken to provide documents in the student's home language upon request. The notification procedures include but are not limited to the following:

1. Referral procedures and eligibility requirements adopted and applied by PCA/SCCA.
2. Notification of initial consideration for gifted education services.
3. Evaluation guidelines and documentation of training procedures utilized and maintained by PCA/SCCA.
4. Student's eligibility status after an evaluation.
5. The type(s) of gifted services to be provided, academic standards to be met, the teaching methods employed, and the manner in which students will be evaluated annually.
6. Performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program.
7. A description of the probationary period applied to students in jeopardy of losing their eligibility for services. The description will include the length of the probationary period and the criteria.
8. Termination of services when students on probation have failed to meet criteria for continuation of services.

## REFERRAL

**Referrals for consideration** - The consideration for gifted education services may be a reported referral or automatic referral as defined in the *GADOE Resource Manual for Gifted Education Services*.

1. **Reported Referral.** A student may be referred for consideration for gifted education evaluation by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities.

2. **Automatic Referral.** Students who score at specified levels on a norm-referenced test as defined in the *GADOE Resource Manual for Gifted Education Services*, for further assessment to determine eligibility for gifted education services.

- (i) PCA/SCCA has established a criterion score on a norm referenced test of achievement at or above **90%** total reading, total math, or total battery for automatic referral.

PCA/SCCA give the NWEA MAP Growth test to all students K-8 and in High School ELA and Math classes.

- (ii) PCA/SCCA will ensure that tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability for the purpose of identifying gifted students and will be non-discriminatory with respect to race, religion, national origin, gender, disabilities, and socio-economic background. This data will be reviewed annually.

The decision-making process for referrals must be applied consistently to all students who meet the district's automatic consideration criteria, as well as to those who are nominated through a reported referral. Factors to be considered in this screening process should include the strength of the evidence of the student's advanced learning needs, the recency and performance levels of any previous gifted program referral, and circumstances which would indicate those assessment results are no longer valid.

When the Gifted Committee evaluates nominated students, the Gifted Coordinator must document the following:

- the date of the decision,
- the names of the students who were considered,
- the source of the nomination (automatic, teacher, parent, etc.), and
- the decisions and rationale for those decisions regarding whether each student who was considered should be referred for formal evaluation.

Student data shall be kept by grade level, gender, and ethnic group. Data shall be reviewed at least annually as part of the school's formative evaluation of gifted program services. The nomination process should be carefully scrutinized for any factors that may be contributing to underrepresentation of some groups of students in the district's program for gifted students. The nomination, decision-making, and formal referral data must be summarized and reported upon request to the Department of Education as part of the district's evaluation report.

PCA will begin implementation of Talent Development with elementary students during the 2023-2024 school year. The Talent Development model will be delivered in a small group enrichment setting with lessons in creativity and cognitive development. Students will be selected for Talent Development enrichment based on Reading or Math MAP scores of 85% or higher and teacher recommendation. Students may be automatically referred for gifted testing after working in Talent Development enrichment based on the Gifted Committee's decision.

## **CONSENT**

PCA/SCCA will obtain written consent for testing from parents or guardians of students who are being considered for evaluation for gifted education services. Additionally, the school will obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services. However, written consent is not required to review master lists, standardized scores, or group data when screening for automatic referral.

## EVALUATION

PCA/SCCA conducts evaluations to determine eligibility for gifted services in the following four areas: mental ability, achievement, creativity, and motivation. A list of secondary assessments in all four categories has been identified for evaluating students as needed. Evaluation instruments must have been approved by the GADOE. Any data used in one area to establish a student's eligibility will not be used in any other data category.

## ELIGIBILITY

PCA/SCCA have adopted eligibility criteria that are consistent with State Board of Education Rule 160-4-2-.38 Education Programs For Gifted Students With Annotations and as defined in the *GADOE Resource Manual for Gifted Education Services*.

1. To be eligible for gifted education services, a student must either
  - a. score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite or full-scale score of a norm-referenced test of mental ability AND meet one of the achievement criteria (Option A), OR
  - b. qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability, achievement, creativity, and motivation (Option B).
2. Information will be collected in each of the four areas: mental ability, achievement, creativity, and motivation.
3. Test scores used to establish eligibility will have been administered within the past two calendar years. In addition, students who are found ineligible for gifted services may be considered for eligibility the following school year.
4. Any data used in one area to establish a student's eligibility will not be used in any other data category.
5. Data will be used for eligibility in the four areas according to the following:

**Mental Ability** - For Option A, students in grades K-2 shall score at the 99th percentile on a composite or full-scale score, and students in grades 3-12 shall score at or above the 96th percentile on a composite or full-scale score on a norms-referenced test of mental ability. For Option B, students in grades K-12 shall score at or above the 96th percentile on a composite or full-scale score or appropriate score, as defined in the *GADOE Resource Manual for Gifted Education Services*, on a norm-referenced test of mental ability as approved by GADOE.

- I. Mental ability tests will be the most current editions, or editions approved by GADOE, of published tests that measure intelligence or cognitive ability, which have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, gender, disabilities, and socio-economic background within a 10-year period prior to administration unless a new norm has not been

- established by the test publishing company.
- II. Mental ability tests that were designed to be administered individually will be administered by a qualified psychological examiner.
  - III. For establishing the required standard in the area of mental ability an age-norm score must be used in the assessment process.
  - IV. **PCA/SCCA currently uses CoGAT for mental ability testing in all grades.**

**Achievement** - Students will score at or above the 90th percentile on the total battery, total math or total reading section(s) of a norm-referenced achievement test or have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score at or above 90 on a 100 point scale as evaluated by a panel of qualified evaluators.

- I. Norm-referenced achievement tests will be the most current editions of tests, or editions approved by GADOE, that measure reading skills, including comprehension, and will yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests will have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10- year period prior to administration unless a new norm has not been established by the test publishing company.
- II. Performances and products will be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.
- III. Achievement scores will be determined using grade level norms.
- IV. **PCA/SCCA currently uses NWEA MAP GROWTH benchmark assessments for achievement testing in all grades.**

**Creativity** - Students will score at or above the 90th percentile on the total battery score of a norm-referenced test of creative thinking, receive a score at or above the 90th percentile on a standardized creativity characteristics rating scale, or receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation/evaluation of creative products and/or performances.

- I. Norm-referenced tests of creative thinking will be the most current editions of tests, or editions approved by GADOE, that provide scores of fluency, originality, and elaboration. These tests will have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, gender, disabilities, and socio-economic background within a 10-year period prior to administration unless a new norm has not been established by the test publishing company.
- II. Rating scales used to qualify creativity will differentiate levels such that judgments may equate to the 90th percentile. All teachers who complete the rating scales must have training on the concept of creativity, the characteristics of gifted students, how the particular scale describes those distinguishing behaviors, and how the different items on the scale should be interpreted. If a rating scale is used to evaluate creativity, a rating scale will not be used to evaluate motivation.

- III. As a measure of creativity, students, or individuals on behalf of students, may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation. The products or performances submitted will be reviewed by a panel of qualified evaluators. The panel will consist of at least three members who have been trained in scoring.
- IV. **PCA/SCCA currently uses Torrance Test of Creative Thinking (TTCT) for creativity testing in grades K-5 and the Gifted Evaluation Scale (GES-IV: Hawthorne) in grades 6-12.**

**Motivation-** Students will receive a score at or above the 90th percentile on a standardized motivational characteristics rating scale, receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation or evaluation of student-generated products and/or performances, or for grades 6-12 have a grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B, or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B (and also in the top 10% of student GPAs or NGAs). Grades used to determine the GPA or NGA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, science, and full year world languages if applicable.

- I. Rating scales used to qualify student motivation will differentiate levels such that judgments may equate to the 90th percentile. All teachers who complete the rating scales must have training on the concept of motivation, the characteristics of gifted students, how the particular scale describes those distinguishing behaviors, and how the different items on the scale should be interpreted. If a rating scale is used to evaluate motivation, a rating scale will not be used to evaluate creativity.
- II. As evidence of motivation, students, or individuals on behalf of students, may submit products or evidence of outstanding performances made during the two calendar years prior to evaluation. The products or performances submitted will be reviewed by a panel of qualified evaluators. The panel will consist of at least three members who have been trained in scoring.
- III. GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English/language arts, social studies, and full year world language, if such language study is included in the student's records.
- IV. **PCA/SCCA currently uses the Gifted Rating Scale (GRS-P / GRS-S) in grades K-5 and a two-year Grade Point Average (GPA) for Grades 6-12 to determine motivation.**

Assessment data that were gathered and analyzed by a source outside the student's school or PCA/SCCA will be considered as part of the referral and evaluation process. External evaluation data will not be substituted for or used as the sole source of data the school generates during the initial eligibility process. External evaluations will have been reviewed for bias with respect to race, religion, national origin, gender, disabilities, and socio-economic background.

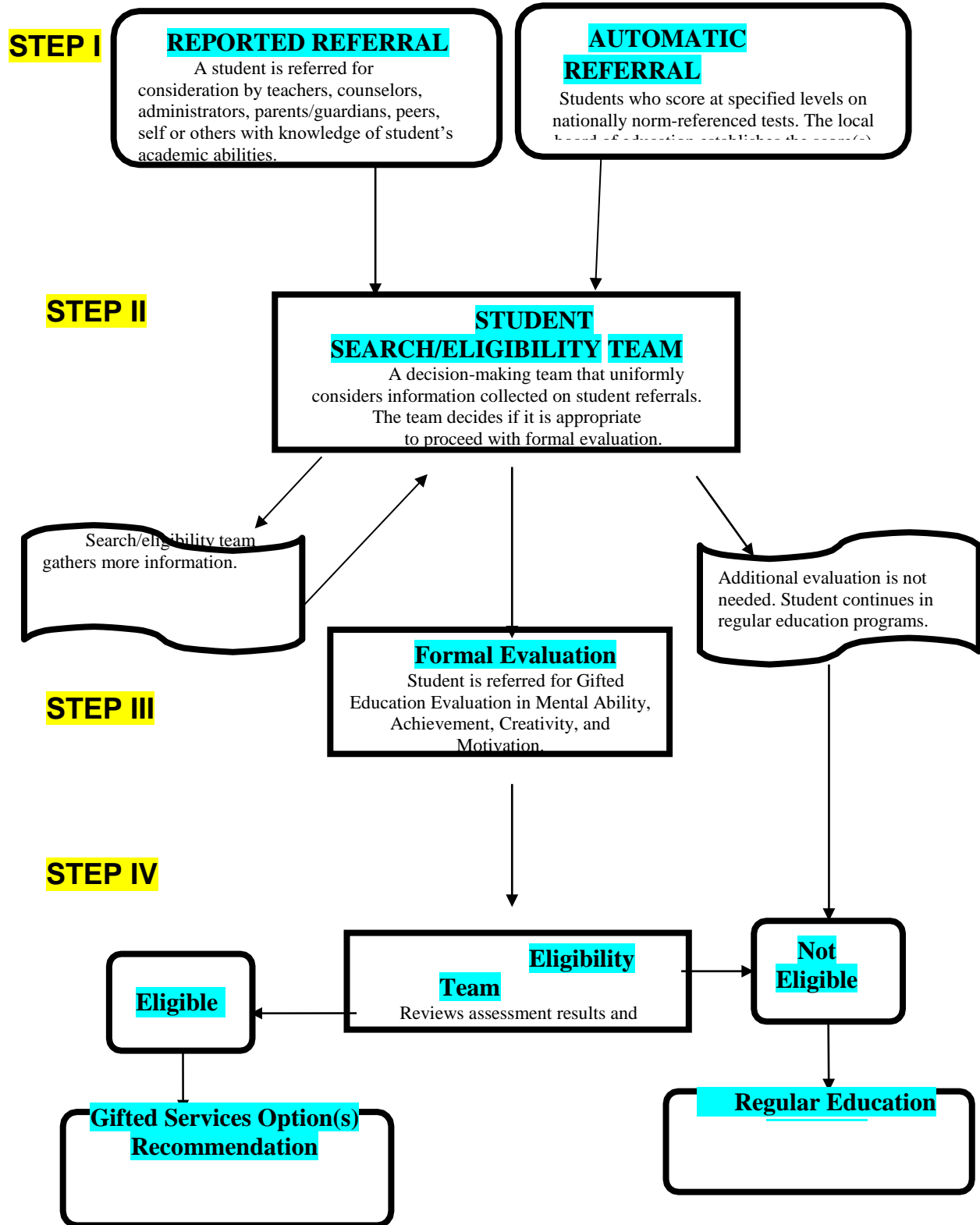
If there are concerns regarding meeting eligibility criteria following testing in the four required areas, a school psychologist may be consulted to review the data and to administer additional testing if necessary.



## GIFTED EDUCATION ELIGIBILITY CHART

Category	Option A	Option B
	<b>Student must have a qualifying score in the mental ability AND achievement categories.</b>	<b>Student must qualify in <u>three of the four</u> categories.</b>
<b>Mental Ability</b>	<ul style="list-style-type: none"> <li>➤ Grades K-2 99<sup>th</sup>% percentile composite score on a nationally age normed mental ability test</li> <li>➤ Grades 3-12 ≥ 96<sup>th</sup> percentile composite score on a nationally age normed mental ability test</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K- 12 ≥ 96<sup>th</sup> percentile composite OR appropriate component score on a nationally age normed mental ability tests</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>➤ Grades K-12 ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12 ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> <li>➤ Grades K - 12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>➤ Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12 ≥ 90<sup>th</sup> percentile on composite score on a nationally normed creativity test</li> <li>➤ Grades K-12 Rating scales used to qualify student creativity must equate to the 90<sup>th</sup> percentile</li> <li>➤ Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>➤ Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year world languages. (See pg. 35-36 of the <i>GADOE Resource Manual for Gifted Education Services</i> for additional information)</li> <li>➤ Grades K-12 Rating scales used to qualify student motivation must equate to the 90<sup>th</sup> percentile</li> <li>➤ Grades K - 12 Superior product/performance/structured observation with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>
<ul style="list-style-type: none"> <li>● In option A and B, information shall be gathered in each of the four categories.</li> <li>● At least one of the criteria must be met by a score on a GaDOE approved nationally normed-referenced test.</li> <li>● Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.</li> <li>● If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.</li> <li>● Any piece of information used to establish eligibility shall be current within two years.</li> <li>● Local school systems must establish policies regarding the use of data gathered and analyzed by private entities.</li> </ul>		

# REFERRAL and ELIGIBILITY PROCESS CHART



## GIFTED EDUCATION SERVICE DELIVERY MODELS

Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the following GaDOE approved models. In forming classes, please keep in mind that Federal law prohibits discrimination on the basis of race, religion, national origin, sex, disabilities, and economic background.

A differentiated curriculum is defined as courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students. In the delivery models described below, the instruction must be based on the Georgia curriculum standards. These regulations also describe the requirements that must be met in order to count the instructional segments provided by any of these models at the gifted weight in full time equivalency (FTE) reporting. In the event that regular school operation is interrupted, all models can be utilized virtually. The Georgia Professional Standards Commission (GaPSC) requires that gifted education teachers have a gifted education endorsement attached to their Georgia Teaching Certificate.

### **Models currently used at PCA/SCCA:**

#### **Cluster Grouping (K-12)**

Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level.

1. The regular classroom teacher must have a current GaPSC approved gifted endorsement.
2. A maximum of two gifted FTE segments per day may be counted at the gifted weight. The teacher must document the curriculum differentiation for the gifted student(s) by completing individual or group contracts which include the following requirements:
  - a. A description of the course curriculum which is based on Georgia standards that very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for student(s) at that grade level.
  - b. Separate lesson plans which show reason(s) why the gifted student(s) need an advanced curriculum in the content areas of English language arts, mathematics, science, social studies, and world languages, Career, Technical and Agricultural Education, Fine Arts, and computer science; and
  - c. Dates and amount of time (in segments) the student(s) will be engaged in the higher-level activities and how the students will be evaluated (formative and summative).

#### **Indirect Services Collaborative Teaching (K-12)**

A maximum of eight identified gifted students are placed as a group into an otherwise heterogeneous classroom. Direct instruction is provided by the students' regular classroom teacher who collaborates with a designated gifted teacher. Substantial, regularly scheduled collaborative planning must exist between the regular classroom teacher and the gifted teacher. The following requirements must be met to earn the gifted FTE weight:

1. The collaborating gifted teacher must have a clear renewable GaPSC approved gifted education endorsement.
2. The gifted teacher, the regular classroom teacher, and the gifted student(s) (when appropriate) collaborate and document the development of differentiated instructional strategies, Georgia standards-based curriculum, and evaluation practices.
3. The collaborating regular classroom teacher and gifted teacher must be provided adequate planning time which must be documented and approved by the LEA. In certified personnel information, the regular education teacher is the teacher of record and the gifted program teacher is recorded in the consultative subject code (see table).
4. The gifted education teacher must be given one full period each week or its monthly equivalent during which he/she has only gifted education collaborative planning responsibilities (as determined by the local system) for every three classes in which he/she has collaborative teaching responsibilities.
5. The total number of gifted students whose instruction may be modified through this collaborative approach may not exceed eight per class. For example, if the gifted program teacher is working with three classroom teachers during the first period of the school day, there may be no more than 24 gifted students (for whom curriculum is being differentiated among the three classes).
6. Instructional segments that have been modified for gifted learners may be counted at the gifted FTE weight if the gifted education teacher, and regular education teacher document the curriculum modifications made for the gifted students in the following ways:
  - a. separate lesson plans which show the reason(s) why any student whose instruction is counted at the gifted FTE weight needs an advanced curriculum in that particular content area (e.g., national norm-referenced tests and/or benchmark test);
  - b. a time and discussion log of the collaborative planning sessions between the teachers; and
  - c. individual or small group contracts indicating the differentiated learning standards for the gifted student(s) and the alternative instructional strategies in which the gifted student(s) will be engaged.

**Planning Time for Gifted Program Specialist in the Collaborative Teaching Model**

<b>Number of classes within which the gifted specialist collaborates</b>	<b>Number of segments counted at the gifted weight</b>	<b>Required collaborative planning time in minutes</b>
<b>1-3</b>	<b>1-24</b>	<b>45-60</b>
<b>4-6</b>	<b>25-48</b>	<b>90-120</b>
<b>7-9</b>	<b>49-72</b>	<b>135-180</b>
<b>10-12</b>	<b>73-96</b>	<b>180-240</b>
<b>13-15</b>	<b>97-120</b>	<b>225-300</b>
<b>16-18</b>	<b>121-144</b>	<b>270-360</b>

**State Approved Models which may be used at PCA/SCCA:**

**Direct Services Resource Class (K-12)**

1. All students must have been identified as gifted by SBOE criteria.
2. The curriculum must have an academic content foundation based on the Georgia curriculum standards, but it should focus on interdisciplinary enrichment activities and not any one content area.
3. The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level.
4. 71.2 course numbers should be used for scheduling.

\*Gifted students may receive no more than 10 gifted FTE segments per week of resource class service.

**Advanced Content (K-12)**

1. Students are homogeneously grouped on the basis of achievement and interests (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages).
2. The district may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area.
3. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in advanced content classes.
4. The local board of education must maintain a description of the course curriculum which very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for students at that grade level.
5. Identified gifted students in the advanced content course may be counted at the gifted FTE weight. Students who are not identified as gifted must be counted at the regular education FTE weight.

\*In grades K-5, gifted students may receive no more than two gifted FTE segments per day of advanced content service in the same content area.

\*Gifted FTE segment(s) may not be earned in the K-5 advanced content service model if a gifted student is already receiving a cluster or collaborative gifted FTE segment in the same content area. For example, a student could not earn a gifted FTE segment in advanced content mathematics and earn a gifted FTE segment in the cluster or collaboration model in mathematics.

**Advanced Content Classes: Advanced Placement (AP) courses (9-12), and International Baccalaureate (IB) courses in Diploma Program (11-12)**

1. Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages).
2. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area.
3. The local board of education must maintain a description of the course curriculum which is based on the College Board or the International Baccalaureate (IB) framework. These frameworks very clearly show how the AP and IB advanced course

content, teaching strategies, pacing skills, and assessments differ from the courses more typical for students at that grade level.

4. The total class size specified by the SBOE is 21 at the high school level.
5. In order to count the gifted students in AP (grades 9 – 12), IB (grades 11 and 12), Gifted Honors (grades 6-12), and IB Middle Years Program (IBMYP) classes at the gifted FTE weight, the teacher must have the following qualifications:

**A. Advanced Placement (AP) Courses:**

Content Teacher with appropriate content area GaPSC approved certification AND one of the following:

- 1) The teacher has a current GaPSC issued gifted endorsement/certification OR
- 2) The teacher has completed the appropriate APSI training by the College Board for that specific AP course and has completed a 10-clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students.

**B. International Baccalaureate (IB) Diploma Courses:**

Content Teacher with appropriate content area GaPSC approved certification AND one of the following:

- 1) The teacher has a current GaPSC issued gifted endorsement/certification OR
- 2) The teacher has completed the appropriate training by IB for that specific IB course and has completed a 10-clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students.

**C. Gifted Honors and IB Middle Years Program (IBMYP) Courses:**

- 1) The teacher must have the appropriate content area GaPSC approved certificate in the specific honors course.
- 2) The teacher has a current GaPSC issued gifted endorsement.
- 3) In addition to a Georgia Teaching License and gifted endorsement, the IBMYP teachers must complete the appropriate professional development courses required by IB.

**Internship/Mentorship (9-12)**

A gifted student works with a mentor to explore a profession of interest. The gifted program internship teacher assigned to supervise the internship/mentorship program maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student's individual learning goals which are based on the approved Georgia standards-based curriculum. One or two instructional segments per day may be counted at the gifted FTE weight for students participating in the gifted internship/mentorship program. Each internship/mentorship student must have a contract which document the work to be done, the learning goals for the gifted student, the dates and amount of time the student will be participating in the internship/mentorship, the means by which the gifted students learning will be evaluated, and the responsibilities of the gifted program internship teacher and the mentor.

To ensure adequate time for the gifted program internship teacher to monitor and assist gifted students participating in internships/ mentorships, he/she must be given one full period each

day or its weekly equivalent during which he/she has only gifted education internship/mentorship responsibilities (as determined by the local system) for every 15 gifted students for whom he/she is supervising the internship/mentorship experience.

### **Innovative Models**

The GaDOE encourages the development of innovative programs for gifted students which are clearly in accordance with the needs of the gifted learners and the philosophy of the district. School districts implementing a gifted program delivery model other than one of the models described above, need to keep their plan on file that clearly describes the rationale for the special model, the goals and objectives for the program, the advanced nature of the curriculum which will be provided to gifted learners, how the model's effectiveness will be evaluated, how gifted FTE funding will be generated and documented, and the anticipated fiscal impact of the model (i.e., how many FTEs will be generated).

## **GIFTED EDUCATION CURRICULUM**

Curricula for gifted education learners must incorporate the SBOE approved curriculum. PCA/SCCA curricula for gifted students shall focus on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation.

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

A differentiated curriculum for gifted learners includes the following expectations:

Content: Complex and challenging subject matter that:

- Requires intellectual struggle
- Utilizes primary documents
- Integrates research skills and methods
- Incorporates relevant and real-life experiences
- Integrates interdisciplinary connections

Process: Instructional strategies are designed to:

- Emphasize higher-order thinking, problem-solving and communications skills
- Foster self-initiated and self-directed learning
- Promote creative application of ideas
- Model and encourage academic discussion

Product: Gifted student products should demonstrate a developmentally appropriate capacity for:

- Self-directed learning

- Meaningful collaboration
- Effective problem solving of challenging and complex issues
- Effective communication
- Social and emotional understanding of self, relative to community, culture, and physical environment

Environmental: Physical setting and work conditions to:

- Change the actual place where students work
- Allow flexible time
- Provide opportunities for independent study and in-depth research
- Provide opportunities for mentorship

Assessment: Gifted learners need various methods and opportunities to document mastery of curriculum such as:

- Pre/post tests
- Self-assessment through rubrics
- Creation of goal-based checklists
- Conferencing, commentary, and qualitative feedback

## **MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) AND GIFTED LEARNER GUIDANCE**

All identified gifted education students can be served in the general education MTSS framework. The following information relates to the tiers within the gifted education program.

Advanced learning needs for the majority of students can be addressed in a general education classroom which offers a quality learning environment by providing instructional interventions prior to, or in lieu of, identifying students for specialized educational services. By documenting instructional interventions, the MTSS framework allows gifted and high-achieving students access to a differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions. The MTSS process for referral, evaluation, eligibility, and instruction of gifted education students is set by the State Board of Education and defined in the Georgia Department of Education Resource Manual for Gifted Education Services.

### **Instructional Options for Gifted and High-Ability Students**

The needs of gifted and high-ability students vary widely; therefore, an array of instructional modification options will be available for all grade levels and content areas. Specific learner objectives are developed on a case-by-case basis. Tier 1, 2, and 3 options to consider include, but are not limited to, the following:

#### **Acceleration (subject and whole grade)**

An individual student moves to a higher grade for instruction in one or more subject areas, or a student skips a grade level to move to a higher grade than one more typical for the student's age group.



**Assessments**

Assessment measures should document where the student is in relation to normative expectations when compared with others of his or her same age and/or in relation to curriculum mastery for grade-level expectations. Early mastery of content may require the use of off-grade-level measures to accurately capture the child's learning levels. (Coleman, M.R. & Hughes, C., 2009).

**Cross-Age Grouping/Multi-Age Grouping**

Students of different ages/grades are grouped together for instruction for all or part of a day.

**Curriculum Compacting:**

Curriculum a student has already mastered is eliminated. The student is then allowed to pursue alternative curriculum options.

**Gifted Resource Classes/Enrichment Clusters**

Students are grouped according to achievement levels for instructional purposes. The instructional focus is on an interdisciplinary curriculum.

**Graduated Rubrics**

The standard and level of student proficiency and accomplishments designed for students and teachers to measure learning outcomes are increased. Graduated rubrics offer clear expectations for quality and increasing levels of excellence to encourage optimum performance among high-ability learners.

**Independent/Directed Study**

A student participates in a self-initiated, teacher-directed, and approved course of study in an area of interest as described in a written contract which is based on curriculum standards, research, and planned presentations. Independent study encourages student autonomy in planning, research, and problem-solving.

**Internship/Mentorships**

A student works with a mentor to explore a potential career choice. The internship/mentorship teacher maintains close contact with both the participating student and the selected mentor to ensure acceptable progress towards the student's individual career goals.

**Interest Centers**

Centers placed within the classroom that link curriculum topics to areas of student talent and interest in depth and breath.

**Subject Grouping Within Class/Gifted Cluster Classes**

Students are grouped/clustered according to achievement, within a regular education classroom, for instruction in one or more subjects.

**Subject Grouping across Teams/Classes**

Students are grouped according to achievement and go to a different classroom or team, within the same grade level, for instruction in one or more subjects.

### **Subject Advancement across Grades**

Students are grouped according to achievement, in a higher-grade level, for instruction in one or more subjects.

### **Tiered Assignments**

Assignments are designed to meet the varying ability levels of students.

### **Tiered Products**

Products are designed to meet the varying ability levels of the students.

### **Instructional Modification Options for Gifted and High-Ability Students**

In a differentiated classroom, teachers differentiate **content, process, product, and assessments** according to a student's **readiness, interest, and learning profile**.

- **Content** –the State Board of Education adopted curriculum standards the student is expected to master and related support materials.
- **Process** – instructional strategies designed to ensure that students acquire a deep understanding of the curriculum standards.
- **Products** - vehicles through which students demonstrate and extend what they have learned.
- **Assessment**- formative and summative - on and/or off-grade-level monitoring to document student’s mastery of curriculum standards and learning levels.
- **Readiness** - a student's entry point relative to a particular understanding or skill.
- **Learning Profile** - how an individual student learns.
- **Gifted Education Tier 1, 2, and 3** instructional and management opportunities with varying degrees of preparation might include:

<b>Tier 1</b>	<b>Tier 2</b>
Flexible-Learning Groups by Readiness, Interest, Learning Profiles	Gifted Education Cluster Classes
Choice of Books	Gifted Education Collaboration Classes
Homework Options	Tiered Activities and Products
Use of Reading Buddies	Use of Literature Clubs
Various Journal Prompts	Multiple Testing Options
Student/Teacher Goal Setting	Multiple Texts
Varied Pacing with Anchor Options	Alternative Assessments
Work Alone or Together	Subject Advancement within class
Flexible Seating	Curriculum Compacting
Varied Scaffolding	Tiered Centers
Varied Computer Programs	Spelling by Readiness
Design-A-DAY	Varying Organizers

Varied Supplemental Materials	Community Mentorships
Computer Mentors	Stations
Think-Pair-Share by Readiness, Interest, Learning Profiles	Group Investigations
Open-ended Activities	Students are Assessed in Multiple Ways
Explorations by Interest	Student choice in selecting learning activities.
Options for Competition	Simulations
<b>Tier 3</b>	
Advanced Content English/language arts, mathematics, science and/or social studies course	Above grade level accelerated English/language arts, mathematics, science and/or social studies courses
Resource Classes	Advanced Placement Classes
Independent/Directed Study	International Baccalaureate Classes
Socratic Seminars	Internship/Mentorships
	Whole Grade Acceleration

**RECIPROCALITY**

Any student who meets the initial eligibility criteria in this rule for gifted education services in any LEA in the state of Georgia will be considered eligible to receive gifted education services in PCA/SCCA. When PCA/SCCA is notified by parent that the student received gifted education services at the previous system PCA/SCCA will request records from the sending school before placing the student in the gifted education program. PCA/SCCA will honor the continuation policy of the transferring school system. PCA/SCCA is not obligated to provide services to any out-of-state students unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq. When PCA/SCCA has knowledge of an out-of-state transfer student receiving gifted education services at the previous school system, we will review records to determine if the evaluation methods met Georgia requirements. If they did not, then the student will be automatically considered for an evaluation and the evaluation will be conducted in an expedited manner.

**DATA COLLECTION**

PCA/SCCA will collect and maintain statistical data, which will be reviewed annually on the number of students referred for evaluation of eligibility for gifted education services, the number of students determined eligible for services, and the number of students actually served during the school year. These data will be archived and maintained by subgroups, which will include at least the grade level, gender, and ethnic group of the students. PCA/SCCA will evaluate its gifted program using criteria established by GADOE.

## CONTINUATION POLICY/PROCEDURE

Student eligibility to continue receiving gifted services is reviewed annually or as needed, based on student progress.

A student may continue to receive services in the Gifted Program providing he/she has met gifted eligibility within Georgia, received gifted service without interruption of more than 1 school year, and meets the following criteria:

The student must maintain satisfactory performance of B or higher in the program for the gifted.

In the event that the student does not meet the continuation criteria, the following steps will be taken to review the student's gifted services:

1. A *Plan of Improvement* will be established between the student, parent, gifted education teacher, and other teacher(s) involved. The plan will include specific goals and evaluation criteria based on the course in review. The student will be given a probationary period of no less than one semester. Gifted services will be continued during this probationary period. No *Plan of Improvement* may be initiated without prior notification of the parent either verbally, electronically or in writing that a problem exists.
2. All individuals involved with the *Plan of Improvement* will review the student's progress in the course in review at the end of the probationary period and determine the student's need for further gifted education service in that course. The student will continue to receive gifted services in all other courses.
3. There shall be a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education classes during the probationary period. To be reinstated as eligible for gifted services, evidence of improved academic performance over at least one semester must be submitted to the Gifted Eligibility Team for consideration. criteria for resuming gifted education services for such students.

Parents may request a student to be temporarily withdrawn from the gifted program for one semester. If approved, student may remain on inactive status for up to one school year. Parents may request re-entry by requesting a meeting with the Gifted Coordinator.

Parents may request that a student enter the gifted program after a break in services due to prior termination of services, private school/ homeschool placement, or attendance outside the state of Georgia by requesting a meeting with the Gifted Coordinator. If there is a break in services for more than a year, a reevaluation will be conducted to determine continued eligibility.

Approved by PCA, Inc. Board: