



**Haralson County School District  
Gifted Education Services  
Administrative Procedures**

**299 Robertson Avenue  
Tallapoosa, GA 30176**

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### **Definition**

A gifted student is one who demonstrates a high degree of intellectual and/or creative ability(ies), 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. A gifted student may demonstrate expertise and experience in the specific content area. (Refer to O.C.G.A 160-4-2-.38) Source: Georgia Department of Education Resource Manual for Gifted Education Services.

### **Referral, Screening, and Testing**

Anyone -- teachers, counselors, parents, peers, administrators, or the individual student -- may refer students for consideration for the gifted program. For acceptance into the program tests and procedures are used to determine eligibility for gifted services. These tests and procedures meet standards of validity and reliability for the purpose of identifying gifted students and are nondiscriminatory with respect to race, national origin, gender, disabilities or economic background.

School principals, counselors and teachers shall also review the results of any norm-referenced testing that is available. Any student with a 90th percentile on a national percentile scale in reading and/or math shall be considered.

School principals, counselors and teachers shall also review the results of the Georgia Milestones Assessment (GMA). Any student who has at least the 95th percentile on the reading or math OR at least the 90th percentile in reading and math for that grade level will be considered. The percentile for each grade level shall be determined on the basis of the system wide scores. These criteria shall constitute an automatic referral procedure.

Appropriate referrals will be compared to the list of students evaluated the previous year. Students will only go into full referral after one calendar year. In the second year files may be reopened and additional information added. Tests given the year of the initial referral may or may not be re-administered.

Written consent shall be obtained from parents before the evaluation process is begun. Once parental permission for further evaluation has been secured, the current edition of the Cognitive Abilities Test shall be administered (or other approved norm-referenced test of cognitive abilities). Classroom teachers shall complete appropriate rating scales. Only one rating scale may be used for placement. Scores that are available from an achievement test during the prior two years shall be entered on the referral form.

Teachers and/or counselors shall help the student in gathering any Product/Performance information to be submitted as evidence of giftedness. Panels of three, composed of a gifted endorsed educator, a teacher based in the school that the child attends, and an administrator shall evaluate any projects/performances submitted. All evaluators must have expertise in the content area of the product/performance and experience working with children of the age level being evaluated.

The Torrance Test of Creative Thinking will be administered. Eligibility sheets will be used by the gifted education teacher to see if the student meets Georgia Department of Education criteria for placement in the Gifted Program and will be maintained on file for review. Parents shall be informed in writing of the student's eligibility status and shall be afforded an opportunity for a conference to discuss student eligibility criteria and placement.

### **Eligibility Criteria**

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 standardized test of mental ability and meet one of the achievement criteria described below, or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability (intelligence), achievement, creativity and motivation. To be eligible for gifted education services, a student must meet the criterion score on a nationally normed test and either has observational data collected on his or her performance or produced a superior product. Information shall be collected in each of the four data categories for all students who are referred for gifted program evaluation. Any data used in one area to establish a student's eligibility shall not be used in any other data category. Any test score used to establish eligibility shall be current within two-calendar years. Source: Georgia Department of Education Resource Manual for Gifted Education Services.

1. **Mental Ability.** Students shall score at the 96th percentile or above on a composite or full scale score or appropriate component score, as defined in Appendix A of the Georgia Department of Education Resource Manual for Gifted Education Services, on a standardized test of mental ability. Mental ability tests shall be the most current editions of published tests that measure intelligence or cognitive ability, have been reviewed for bias and normed on a nationally representative sample that included minority representation within a 10-year period (group tests) prior to administration. These tests shall yield percentile rankings by age(s). Source: Georgia Department of Education Resource Manual for Gifted Education Services. 4

2. **Achievement.** Students shall (a) score at the 90th percentile or above on the total battery, total math or total reading section(s) of a standardized achievement test; or (b) have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a minimum score 90 on a scale of 1-100 as evaluated by a panel of three or more qualified evaluators. Standardized achievement tests shall be the most current editions of tests that measure reading skills, including comprehension, and shall give a total reading score and/or a total mathematics score based upon a combination of scores in math concepts and applications. These tests shall yield percentile rankings by age(s) or grade(s). Performances and products shall be judged by a panel of three or more qualified evaluators and

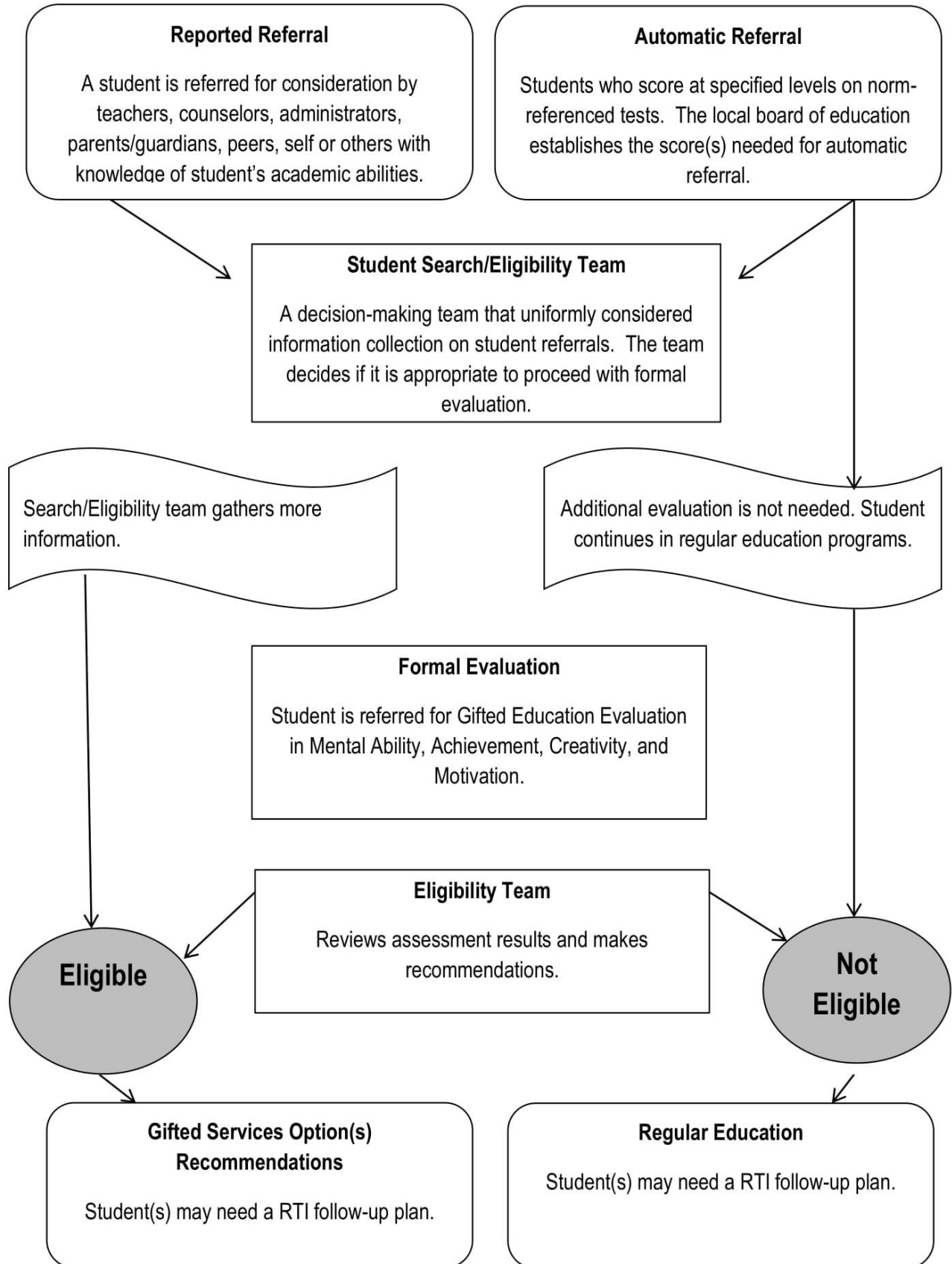
must have been produced within the two years prior to evaluation. Source: Georgia Department of Education Resource Manual for Gifted Education Services.

**3. Creativity.** Students shall (a) score at the 90th percentile or above on the total battery score of a standardized test of creative thinking, or (b) receive a score at the 90th percentile or above on a standardized creativity characteristics rating scale, or (c) receive from a panel of three or more qualified evaluators a minimum score of 90 on a scale of 1-100 on a structured observation/evaluation of creative products and/or performances. Standardized tests of creative thinking shall be the most current editions of tests that provide scores of fluency, originality, and elaboration. These tests shall yield percentile rankings by age(s) or grade(s). Rating scales used to evaluate creativity shall relate to the construct of creativity and differentiate levels such that judgments equivalent to the 90th percentile are possible. As evidence 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/performances submitted shall be reviewed by a panel of three or more qualified evaluators as part of a comprehensive portfolio of creative productivity. Source: Georgia Department of Education Resource Manual for Gifted Education Services.

**4. Motivation.** Students shall (a) receive a score at the 90th percentile or above on a standardized motivational characteristics rating scale, or (b) receive from a panel of three or more qualified evaluators a minimum score of 90 on a scale of 1-100 on a structured observation/evaluation of student generated products and/or performances, or (c) have a grade point average (GPA) of at least 3.5 on a 4.0 scale (as defined in Appendix A of the Georgia Department of Education Resource Manual for Gifted Education Services), where a 4.0 = A and 3.0 = B, using an average of grades from the regular school program over the previous two school years if the student is in grades 3- 12. Rating scales used to evaluate student motivation shall relate to the construct of motivation and differentiate levels such that judgments equivalent to the 90th percentile are possible. 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/performances submitted shall be reviewed by a panel of three or more qualified evaluators as part of a comprehensive portfolio that demonstrates a high degree of motivation and consistent productivity. Source: Georgia Department of Education Resource Manual for Gifted Education Services.

**Reciprocity.** Any student who meets the initial eligibility criteria in this rule for gifted education services in one LEA shall be considered eligible to receive gifted education services in any LEA within the state. As described in the section on Reciprocity in the GaDOE *Resource Manual for Gifted Education Services*, a student transferring from one LEA to another within the state shall meet the criteria for continuation of gifted services established by the LBOE of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq.

## Gifted Education Referral and Eligibility Flowchart



## **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. Local Education Agencies (LEA) shall make available to the public and the GaDOE a description of the differentiated curricula and delivery models used for instruction of gifted students. 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. The Georgia Professional Standards Commission (GaPSC) requires that gifted education teachers have a gifted education endorsement attached to their Georgia Teaching Certificate. Unless noted otherwise, the total class size is specified by the SBOE Rule 160-5-1-.08.

### **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. 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.
6. 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.
7. 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 Organization (IBO) 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) and IB (grades 11 and 12) classes at the gifted FTE weight, the teacher must have the following qualifications:

#### *1. Advanced Placement (AP) Courses:*

- a. Appropriate content area GaPSC approved certification in the specific content area.
- b. Appropriate training by the College Board in that specific AP course and must have completed a 10 clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students; or
- c. The teacher has a current GaPSC issued gifted endorsement.

#### *2. International Baccalaureate (IB) Diploma Courses:*

- a. Appropriate content area GaPSC approved certification in the specific content area.

- b. Appropriate authorized training by the IBO in the specific IB diploma course, and must have completed a 10 clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students; or
- c. The teacher has a current GaPSC issued gifted endorsement.

3. *Gifted Honors and IB Middle Years Programme (IBMYP) Courses:*

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

**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 show 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; 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. There must be substantial, regularly scheduled collaborative planning 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 1).
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 tests );
  - b. a time and discussion log of the collaborative planning sessions between the teachers
  - 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.

**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.

## **Approved 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. If a school district desires to implement a gifted program delivery model other than one of the models described above, the district must submit a description of that plan to the Gifted Education Specialist at the GaDOE. The plan must clearly describe 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).

The SDOE Innovative Model Review Team will approve local school district plans for special models that are in accordance with all applicable rules and regulations, consistent with best practice guidelines for the education of gifted students, and provide strong programming and fiscal accountability. If the district's proposal for a special model is not within the guidelines established by SBOE and /or the GaDOE regulations, the GaDOE Gifted Education Specialist will advise the district contact that the Local BOE must be granted a waiver from the SBOE before that model could be used to provide gifted education services.

## **GIFTED EDUCATION CURRICULUM**

Curricula for gifted education learners must incorporate the SBOE approved curriculum. Local BOE 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 (Tomlinson, 2011). 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 (Hall, 2011).

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 (Cobb, 2012)

## **GIFTED EDUCATION ORGANIZATIONS**

**Council for Exceptional Children (CEC)**

[http://www.cec.sped.org/AM/Template.cfm?Section=Gifts\\_and\\_Talents&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=37&ContentID=5628](http://www.cec.sped.org/AM/Template.cfm?Section=Gifts_and_Talents&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=37&ContentID=5628)

**Georgia Association for Gifted Children (GAGC)** - [www.gagc.org](http://www.gagc.org)

**National Association for Gifted Children (NAGC)** - [www.nagc.org](http://www.nagc.org)

**Supporting the Emotional Needs of the Gifted (SENG)** - [www.sengifted.org](http://www.sengifted.org)