



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Resource Manual for Gifted Education Services

2020 - 2021

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FOREWORD

The State of Georgia has a long history of serving intellectually and creatively gifted students. In the 1950's, Ms. Margaret Bynum, Georgia's initial Gifted Education Specialist led the way as Georgia became the first state to pass legislation that requires all public-school systems in Georgia to offer programs for gifted education students.

Legislative and rule-making initiatives in 1994 and 1995 led to the adoption of Georgia's multiple-criteria rule for the identification of gifted students. The multiple criteria approach allows school districts to look at students' strengths and interests in determining their educational needs. Georgia's due process procedures are an equitable and fair approach to the identification of gifted students. These procedures offer school districts the opportunity to identify a diverse group of talented students for gifted education programs. Gifted education programs extend and accelerate the pace and depth of the Georgia Standards of Excellence.

This resource manual is a companion document to State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS which was adopted by the Georgia Board of Education on May 10, 2012. The guidelines and guidance contained in this document provide assistance to local boards of education, local school districts, teachers, and administrators. Additionally, parents and other interested parties can use the manual as a guide to gifted education in Georgia. The resource manual is frequently updated and should be looked upon as a "living" document.

Please check the Georgia Department of Education website for additional information about gifted education. Persons searching this website for information regarding a particular school or school district should keep in mind that some gifted education decisions and procedures are left to the discretion of local school districts so that they may address the unique needs of their students. This is especially evident in districts that have been awarded Strategic Waiver School Status or Charter Status by the State Board of Education. It is best to always check with your local school and school district for additional information.

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SECTION I STATUTORY BASIS/SUPPORT FOR GIFTED EDUCATION

There are three (3) documents that provide the authority and the specific requirements for gifted education in the state of Georgia. They are found in state law, State Board of Education (SBOE) Rule, and SBOE-approved Regulations. Key elements related to identification and service requirements for gifted students are in bold type below.

State Law: OCGA 120-2-152 SPECIAL EDUCATION SERVICES –

TITLE 20. EDUCATION CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION

ARTICLE 6. QUALITY BASIC EDUCATION

PART 3. EDUCATIONAL PROGRAMS

<http://www.lexisnexis.com/hottopics/gacode/Default.asp>

Relevant excerpts include:

(a) **All children and youth who are eligible for general and career education program under Code Section 20-2-151 and who have special educational needs shall also be eligible for special education services Special education shall include children who are classified as intellectually gifted The State Board of Education shall adopt classification criteria for each area of special education to be served on a state-wide basis. The state board shall adopt the criteria used to determine eligibility of students for state funded special education programs**

(a.1) **The criteria adopted by the state board to determine the eligibility of students for state funded special education programs for the intellectually gifted, Category VI pursuant to paragraph (6) of subsection (d) of this Code section, shall authorize local boards of education to use:**

- (1) The criteria used on July 1, 1993, as amended by state board or state department regulation from time to time; and**
- (2) Multiple eligibility criteria which include:**
 - (A) Evidence of student work product or performance;**
 - (B) Data from teacher, parent, or peer observation; and**
 - (C) Evidence of student performance on nationally normed standardized tests of mental ability, achievement, and creativity.**

A student's eligibility may be determined under either paragraph (1) or (2) of this subsection. The multiple eligibility criteria shall be implemented no later than May 30, 2012. A student who has been determined before May 29, 2012, to be eligible for state funded special education programs for the intellectually gifted shall not be required to satisfy any additional eligibility criteria or information documentation as a result of this subsection.

(b) **Local school systems shall**, subject to any limitations specified in this Code section, **provide special education programs for all eligible students with special needs who are residents of their local school systems**, either by establishing and maintaining such educational facilities and employing such professional workers as are needed by these students or by contracting with other local schools systems, regional education service agencies, or other qualified public or private institutions for such services.

Click below to view the official SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS document

<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.38.pdf>

SECTION II 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS

Code: IDDD

160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS

(1) DEFINITIONS.

(a) **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.

(b) **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.

(c) **Gifted Student** - a student who meets the eligibility criteria as identified in this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

(d) **Local Board of Education (LBOE)** – agency charged with adopting policies to govern educational entities within the local educational agency.

(e) **Local Educational Agency (LEA)** – local school system pursuant to LBOE control and management.

(f) **Panel of Qualified Evaluators** - experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility.

(g) **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.

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

(2) REQUIREMENTS.

(a) **Notification.** The LEA shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to the following:

1. Referral procedures and eligibility requirements adopted and applied by the LEA.
2. Notification of initial consideration for gifted education services.

3. Evaluation guidelines and documentation of training procedures utilized and maintained by the LEA.

4. 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.

5. Performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program.

6. A description of the probationary period applied to students in jeopardy of losing their eligibility for services. The description shall include the length of the probationary period and the criteria.

7. Termination of services when students on probation have failed to meet criteria for continuation of services.

(b) **Referrals.** The consideration for gifted education services may be reported or automatic as defined in the *GaDOE Resource Manual for Gifted Education Services*.

1. **Reported Referral.** A student may be referred for consideration for gifted education services 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 program services.

(i) The LBOE shall establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment.

(ii) The LBOE shall 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 shall be non-discriminatory with respect to race, religion, national origin, sex, disabilities, and economic background.

(c) **Consent.** The LEA shall obtain written consent for testing from parents or guardians of students who are being considered for referral for gifted education services. The LEA shall obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services.

(d) **Eligibility.** The LBOE shall adopt eligibility criteria that are consistent with this rule 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 described in paragraph (2)(d) 5.(ii) Achievement, 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.

2. To be eligible for gifted education services for Option B, a student must meet the qualifying score on at least one nationally normed referenced test and must have qualified in two other categories by either assessments, observational data collected on his/her performance or production of a superior product(s) as described below. Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.

3. Test scores used to establish eligibility shall have been administered within the past two calendar years.

4. Any data used in one area to establish a student's eligibility shall not be used in any other data category.

5. Data shall 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 tests 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 approved list of assessments, on a norm-referenced test of mental ability.

(I) Mental ability tests shall 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, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.

Achievement. Students shall 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 shall be the most current editions of tests, or editions approved by GaDOE, that measure reading skills, including comprehension, and shall yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests shall

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.

(II) Performances and products shall be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.

Creativity. Students shall 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 shall be the most current editions of tests, or editions approved by GaDOE, that provide scores of fluency, originality, and elaboration. These tests shall 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.

(II) Rating scales used to qualify creativity shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

(III) 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 or performances submitted shall be reviewed by a panel of qualified evaluators.

Motivation. Students shall 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. 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.

(I) Rating scales used to qualify student motivation shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate motivation, a rating scale shall 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, performances, or structured observations submitted shall be reviewed by a panel of qualified evaluators.

(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.

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

(e) **Continued Participation.** The LBOE shall have a continuation policy for students identified as eligible for gifted services to continue to receive such services. The LEA shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes, as described in the LBOE continuation policy and stated in the continuation policy.

1. The LBOE continuation policy shall include a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes shall continue to receive gifted education services while attempting to achieve satisfactory performance status. The length of this probationary period shall be determined by the LBOE.

2. The LBOE continuation policy shall provide for 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 and criteria for resuming gifted education services for such students.

(f) **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. For further details, please see page 37-38 of the GaDOE Resource Manual for Gifted Education Services.

(g) Curriculum and Services to Be Provided.

1. The LBOE shall develop curricula for gifted students that incorporate SBOE approved curriculum. LBOE curricula for gifted students shall focus on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts, and career, technical and agricultural education. LEAs shall make available to the public and the GaDOE a description of the differentiated curricula used for

instruction of gifted students. The LEA shall review and revise, if revisions are needed, its curricula for gifted students at least annually.

2. 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 approved models described in the GaDOE *Resource Manual for Gifted Education Services*.

(h) Data Collection.

1. The LBOE shall collect and maintain statistical data 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 shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.

2. The LEA shall evaluate its gifted program at least every three years using criteria established by GaDOE.

(i) **Public Review.** The LBOE shall make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and the LEA's gifted education curricula.

Authority O.C.G.A. § 20-2-151; 20-2-152; 20-2-161.

1.1. Adopted: May 10, 2012

Effective: May 30, 2012

SECTION III GIFTED EDUCATION ELIGIBILITY CHART

- In option A and B, information shall be gathered in each of the four categories.
- At least one of the criteria must be met by a score on a GaDOE approved nationally normed-referenced test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- 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.
- Any piece of information used to establish eligibility shall be current within two years.
- Local school systems must establish policies regarding the use of data gathered and analyzed by private entities.

Category	Option A	Option B
	Student must have a qualifying score in the mental ability AND achievement categories.	Student must qualify in <u>three of the four</u> categories.
Mental Ability	<ul style="list-style-type: none"> ➤ Grades K-2 99th% percentile composite score on a nationally age normed mental ability test ➤ Grades 3-12 ≥96th percentile composite score on a nationally age normed mental ability test 	<ul style="list-style-type: none"> ➤ Grades K- 12 ≥ 96th percentile composite OR appropriate component score on a nationally age normed mental ability tests
Achievement	<ul style="list-style-type: none"> ➤ Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test 	<ul style="list-style-type: none"> ➤ Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test ➤ 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
Creativity	<ul style="list-style-type: none"> ➤ Evaluation data required 	<ul style="list-style-type: none"> ➤ Grades K-12 ≥ 90th percentile on composite score on a nationally normed creativity test ➤ Grades K-12 Rating scales used to qualify student creativity must equate to the 90th percentile ➤ 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
Motivation	<ul style="list-style-type: none"> ➤ Evaluation data required 	<ul style="list-style-type: none"> ➤ 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. 34-36 for additional information) ➤ Grades K-12 Rating scales used to qualify student motivation must equate to the 90th percentile ➤ 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

SECTION IV REFERRAL and ELIGIBILITY PROCESS CHART

STEP I

REPORTED REFERRAL

A student is referred for consideration by teachers, counselors, administrators, parents/guardians, peers, self, or others with knowledge of student's academic abilities.

AUTOMATIC REFERRAL

Students who score at specified levels on nationally norm-referenced tests. The local board of education establishes the score(s) needed for automatic referral.

STEP II

STUDENT SEARCH/ELIGIBILITY TEAM

A decision-making team that uniformly considers information collected on student referrals. The team decides if it is appropriate to proceed with formal evaluation.

Search/eligibility team gathers more information.

Additional evaluation is not needed. Student continues in regular education programs.

STEP III

Formal Evaluation

Student is referred for Gifted Education Evaluation in Mental Ability, Achievement, Creativity, and Motivation.

STEP IV

Eligible

Gifted Services Option(s) Recommendation Student(s) may need a MTSS follow-up plan

Eligibility Team

Reviews assessment results and makes recommendation

Not Eligible

Regular Education

Student(s) may need a MTSS follow-up plan

SECTION V 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. 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. 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. 71.2 course numbers should be used for scheduling.
- 5. 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 (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 Programme (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 Programme (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 IB teachers must complete the appropriate professional development courses required by IB.

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 assessmentsEs 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. 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 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 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.

Table 1: Planning Time for Gifted Program Specialist in the Collaborative Teaching Model

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

16-18	121-144	270-360
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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 documents 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.

Self-Directed Study (9-12)

A gifted student works under the direction of a gifted endorsed teacher to explore a challenge/subject of interest. The gifted teacher assigned to supervise the self-directed program maintains close contact with the participating student(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 self-directed program.** Each gifted student in the self-directed study must have a contract which documents the work to be done, the learning goals for the gifted student, the dates and amount of time the student will be working on the self-directed study, the means by which the gifted students learning will be evaluated, and the responsibilities of the gifted program self-directed study teacher and any other supporting teachers/staff working with the study.

To ensure adequate time for the gifted program self-directed study teacher to monitor and assist gifted students participating in the self-directed study, he/she must be given one full period each day or its weekly equivalent during which he/she has only gifted education self-directed responsibilities (as determined by the local system) for every 15 gifted students for whom he/she is supervising in the self-directed study.

Community Service Learning (9-12)

A gifted student works under the direction of a gifted endorsed teacher to complete a project with community service learning. The gifted teacher assigned to supervise the community service-learning program maintains close contact with the participating

student(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 community service-learning program.** Each gifted student in the community service learning program must have a contract which documents the work to be done, the learning goals for the gifted student, the dates and amount of time the student will be working on the community service learning, the means by which the gifted students learning will be evaluated, and the responsibilities of the gifted program community service learning teacher and any other supporting teachers/staff working with the community service learning project.

To ensure adequate time for the gifted program community service learning teacher to monitor and assist gifted students participating in community service learning, he/she must be given one full period each day or its weekly equivalent during which he/she has only gifted education community service learning responsibilities (as determined by the local system) for every 15 gifted students for whom he/she is supervising in the community service learning.

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).

SECTION VI 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
- Includes 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)

SECTION VII FULL-TIME EQUIVALENT (FTE)

FTE reporting refers to the state funding mechanism based on the student enrollment and the educational services that local school systems provide for the students. The base amount of money received for each FTE student is determined by the Georgia General Assembly. Refer to O.C.G.A. § 20-2-161 for information concerning the Quality Based Education (QBE) formula. Gifted Education is one of 19 categories of instruction funded through the state's Full-Time Equivalent Funding Formulas. A Full-Time Equivalent Student (FTE) is defined as six (6) segments of instruction. To view state FTE funding rates and levels go to <https://financeweb.doe.k12.ga.us/QBEPublicWeb/ReportsMenu.aspx> and select a specific report.

Students who are served in an approved gifted education model are reported with the Gifted Education weight (**PROGRAM CODE == "I"**) for each segment served on the FTE count day. The school system may claim students for gifted weight who are serviced on the day of the count only. Gifted students who are not provided with gifted program instruction on the day of the count must be reported according to the weight that indicates the actual services they receive on the FTE count day. For state funded FTE earnings, the count dates are the first Tuesday in October and the first Thursday in March. The FTE count days provide a “picture” or “point in time snapshot” of the scheduled instructional services provided to students on that specific date.

Students who are referred during a school year, but who are not eligible for gifted services, need to be coded for the Student Records Collection that is transmitted in June. The students should have a gifted referral code (example: automatic, etc.) and the gifted eligibility code: “4. referred this school year, but not eligible.”

CLASS SIZE

**Source: Code: IEC 160-5-1-.08 – CLASS SIZE
O.C.G.A. & 20-2-244 (H)**

Gifted Education class sizes are established by the State Board of Education. The current funding ratio for gifted education is 12. The maximum individual gifted education class sizes are listed below:

<u>GIFTED EDUCATION PROGRAM</u>	<u>MAXIMUM CLASS SIZE</u>
Elementary (K-5)	17
Middle School (6-8)	21
High School (9-12)	21

Class size may be adjusted based on waivers included as a part of approved Charter System or Strategic Waiver System.

SECTION VIII MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) AND GIFTED LEARNER GUIDANCE

How does gifted education fit into the Multi-Tiered System of Supports? 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.

When should students be considered for gifted education services?

If there is evidence that instructional modifications have not met a student's needs, local school districts should follow the student nomination and decision-making process outlined in the *Georgia Resource Manual for Gifted Education Services*. Factors to be considered in the nomination process should include evidence of the student's advanced learning needs and the recency and performance levels of any previous gifted program referrals or placements.

The term differentiation is used quite often in education. What is differentiation and when should differentiation be used in the classroom?

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).

Differentiation of curriculum for gifted learners is the process of adapting and modifying curriculum structures to address these characteristics and needs more optimally. Thus, curriculum goals, outcomes, and activities may be tailored for gifted learners to accommodate their needs. Typically, this process involves the use of the strategies of acceleration. Acceleration is a broad term used to describe ways in which gifted student learning may occur at a faster more appropriate rate throughout the years of schooling. It refers to content acceleration through compacting and reorganizing curriculum by unit or year, grade skipping, telescoping two years into one, Advanced Placement (AP), International Baccalaureate (IB), dual enrollment in high school and college or

university, as well as more personalized approaches such as tutorials and mentorships that also would be sensitive to the advanced starting level of these learners (NAGC, 2011).

Additional information regarding Gifted Education can be found on the Georgia Department of Education website. The web address is:
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx>.

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 should 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: (Table 2, page 26).

Table 2: Differentiation Table

Tier 1	Tier 2
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
Tier 3	
Advanced Content English/language arts, mathematics, science, and/or social studies courses	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

Development/webinar/tomlinson-imbeau-webinar.aspx

SECTION IX STATE BOARD OF EDUCATION RULE 160-4-2-.38 EDUCATION PROGRAMS FOR GIFTED STUDENTS WITH ANNOTATIONS

2.1. DEFINITIONS

(a) **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 basics 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 what they have learned (product)* and *how they are evaluated (assessment)* (Tomlinson, 2000).

(b) **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.

(c) **Gifted Student** - a student who meets the eligibility criteria as identified in this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

The GaDOE describes a gifted student as 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. The abilities manifest in a collection of traits, aptitudes, and behaviors that, when taken together, are indicative of gifted potential.

(d) **Local Board of Education (LBOE)** – agency charged with adopting policies to govern educational entities within the local educational agency.

(e) **Local Educational Agency (LEA)** – local school system pursuant to LBOE control and management.

(f) **Panel of Qualified Evaluators** - experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility.

Local school systems are responsible for training qualified evaluators in the application of adopted observation/evaluation instruments in a culturally sensitive manner. A list of qualified evaluators, the evaluation guidelines, and documentation of training procedures must be maintained by the LEA. Examples of a qualified evaluator include grade and subject level teachers and scientists from

a local business or college.

(g) **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.

LEAs are required to have licensed psychologists administer assessments that are designed to be given individually. Examples of assessment designed for individual administration include the WISC IV and Stanford Binet – 5. In Georgia, school psychologists and psychometrists are licensed by the Georgia Professional Standards Commission and can give individually designed assessments.

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

2.2. REQUIREMENTS

(a) **Notification.** The LEA shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to the following:

LEA personnel should consider a variety of ways to make sure all members of the community have access to information about their gifted education program. Suggestions for the communication include: (a) system and local school websites, (b) parent/student handbooks, and (c) school brochures. The information about the local gifted program should be available in a variety of languages. Example: “In order to qualify for gifted education services, a student shall meet criteria established by the State Board of Education in the following four areas: mental ability, achievement, creativity, and motivation. Any responsible person with knowledge of a student’s advanced and/or accelerated educational needs may refer a student for evaluation to determine eligibility for gifted education. For additional information please contact the Gifted Education teacher at your child's school or (Name), the Gifted Program Coordinator, at (contact information).”

- Referral procedures and eligibility requirements adopted and applied by the LEA.

Local districts must establish a decision-making process that allows professional staff members to consider all information collected during the student search stage of the nomination process and determine whether it is appropriate to proceed with a formal referral and further assessment. This decision-making process 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, circumstances which would indicate those assessment results are no longer valid, or other criteria adopted by the local

district.

When a Student Search/Eligibility Team or a designated professional staff member evaluates nominated students, the Eligibility Team chairperson or the designated individual must document the following:

- the date of the meeting/decision,
- the committee members present (if an Eligibility Team is used),
- the names of the students who were considered,
- the source of the nomination (automatic, teacher, parent, etc.), and
- the committee's/individual's 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. These data shall be reviewed at least annually as part of the local district'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.

- Notification of initial consideration for gifted education services.
- Evaluation guidelines and documentation of training procedures utilized and maintained by the LEA.
- 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.

A complete list and description of Georgia Department of Education approved delivery models is located on pages 13 – 18 of this manual.

- Performance standards that gifted students should meet to maintain their eligibility and receive continued services in the program.
- A description of the probationary period applied to students in jeopardy of losing their eligibility for services.
- The description shall include the length of the probationary period and the criteria.
- Termination of services when students on probation have failed to meet criteria for continuation of services.

(b) Referrals. The consideration for gifted education services may be reported or automatic as defined in the *GaDOE Resource Manual for Gifted Education Services*. (Referral begins at the time that the determination has been made to evaluate the student for gifted eligibility.)

- **Reported Referral.** A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities.
- **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 program services.
 - The Local BOE shall establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment.
 - The Local BOE shall 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 shall be non-discriminatory with respect to race, religion, national origin, sex, disabilities, and economic background.

(c) **Consent.** The LEA shall obtain written consent for testing from parents or guardians of students who are being considered for referral for gifted education services. The LEA shall obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services.

Parent(s)/Guardian(s) must be notified when their child is being considered for possible gifted program placement at whatever point district personnel need to evaluate a student's performance in any way which is not done routinely for other children in that grade. Parental consent to conduct any group or individual testing or to engage in formal evaluation of student product or performance is required. Similarly, professionals may discuss and record their observations of a student's classroom performance and other indicators of cognitive or creative strengths, and master lists of all students' standardized test scores may be screened for the purpose of identifying automatic referrals without parental permission.

(d) **Eligibility.** The LBOE shall adopt eligibility criteria that are consistent with this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

- 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 described in paragraph (2)(d) 5.(ii) Achievement, 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.

- To be eligible for gifted education services for Option B, a student must meet the qualifying score on at least one nationally normed referenced test and must have qualified in two other categories by either assessments, observational data collected on his/her performance or production of a superior product(s) as described below. Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.
- Test scores used to establish eligibility shall have been administered within the past two calendar years.
- Any data used in one area to establish a student's eligibility shall not be used in any other data category.

Children who are being evaluated for gifted services must be assessed in all four data categories and must have a qualifying score on a nationally normed-referenced test (see page 11). If an assessment is used in one data category, it cannot be used in another category. For example, if a student has a qualifying score on a mathematics product in achievement that same product cannot be used to determine eligibility in the motivation data category.

- Data shall be used for eligibility in the four areas according to the following:

Mental Ability.

- K-2 Option A: Students must have a **composite** score at the 99th percentile on an approved nationally age normed mental ability test.
- 3-12 Option A: Students must have a **composite** score at or above the 96th percentile on an approved nationally age normed mental ability test.
- K-12: Option B: Students must have a composite or appropriate component score at or above the 96th percentile on an approved nationally age normed mental ability test as defined in the *Georgia Resource Manual for Gifted Education Services*.
- Mental ability tests shall 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, sex, disabilities, and economic background within a 10-year period prior to administration.
- Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.

Guidelines Related to the Assessment of Mental Ability

For establishing the required standard in the mental ability category of Rule 160-4-2-.38, an age norm component or age norm composite score must be used in the assessment process (See page 11). It is appropriate to use a component score to partially establish a student's eligibility for gifted program services if the assessment meets the following circumstances:

- The subtest contains enough items and enough variety of items to provide a comprehensive assessment of the student's abilities in a given content domain;
- The component battery was normed separately from the total test composite score and the other subtests;
- The test publisher recommends the use of component scores for identifying the abilities of gifted students;
- The preponderance of both test and non-test evidence collected during the assessment process supports that component score as the best measure of the student's mental ability; and
- The local school district is able to provide a match between the student's identified strengths and gifted program curriculum.

Achievement.

- Students shall 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.
- Norm-referenced achievement tests shall be the most current editions of tests, or editions approved by GaDOE, that measure reading skills, including comprehension, and shall yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests shall 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.
- Performances and products shall be assessed by a panel of qualified evaluators and must be produced within the two calendar years prior to evaluation.

SBOE Rule 160-4-2-.38 authorizes two (2) different approaches to the assessment of achievement:

1. Standardized achievement tests

SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS allows LEAs to use either age or grade norms for standardized achievement test scores. It is generally recommended that districts use grade norms, since the purpose is to evaluate the child's achievement in comparison to other children in that grade level (so the LEA can judge to what degree the child would benefit from additional challenge). However, there may be times when it would be appropriate to use age

norms (e.g., those are the only scores available, or the child has been radically accelerated). It is important that the professionals at the local level decide which norms they want to use (or under which circumstances they might use either set of norms), put that decision in the local administrative procedures manual, and follow it consistently with all children.

Some achievement tests provide two composite scores, derived from different subtests. For example, the Iowa complete battery yields a Composite score and a Total Core score. When using a Total Battery score to establish a student's eligibility, it is recommended that LEAs use the composite score that includes the most items from the test areas, i.e., it is the most comprehensive measure of the student's academic achievement.

2. Product/Performance Assessment

The evaluation process must meet the following criteria:

- ♦ There must be at least three members on the panel of qualified evaluators that assess the student products/performances.
- ♦ Panel members must be provided with training in the scoring of products/performances. They should never be asked to make broad, global judgments as to a student's level of achievement. Instead, scoring rubrics should provide detailed descriptions of various levels of performance and examples of each in order to help observers clearly and consistently distinguish between superior levels of performance and those that are more typical for a student of that age.
- ♦ The district must keep written documentation confirming the qualifications of each member of a juried panel.
- ♦ To ensure consistency in the scoring process, the evaluations should be conducted simultaneously, independently, and without discussion by the panel members regarding their individual ratings. Each qualified evaluator should then submit a separate evaluation, using a locally developed or adopted evaluation rubric that uses a 1-100 scale of quality. The rubric should include narrative descriptors for each area and assigned values. The independent ratings are then averaged, and the mean score is used as a measure of the student's level of performance.

Creativity.

- Students shall 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.
- Norm-referenced tests of creative thinking shall be the most current editions of tests, or editions approved by GaDOE, that provide scores of fluency, originality, and elaboration. These tests shall 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.

Standardized tests of creative thinking should be scored by individuals who have been trained and have reached a satisfactory level of inter-rater reliability.

- Rating scales used to qualify creativity shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

All teachers who complete 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.

- 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 or performances submitted shall be reviewed by a panel of qualified evaluators.

Product/Performance Assessment

The evaluation process must meet the following criteria:

- **There must be at least three members on a panel of qualified evaluators that assess the student product/performances.**
- **Panel members must be provided with training in the scoring of products/performances. They should never be asked to make broad, global judgments as to a student's level of creativity. Instead, scoring rubrics should provide detailed descriptions of various levels of performance and examples of each in order to help observers and consistently distinguish between superior levels of performance and those that are more typical for a student of that age.**
- **The district must keep written documentation confirming the qualifications of each member of a juried panel.**
- **To ensure consistency in the scoring process, the evaluations should be conducted simultaneously, independently, and without discussion by the panel members regarding their individual ratings. Each qualified evaluator should then submit a separate evaluation, using a locally developed or adopted evaluation rubric that uses a 1-100 scale of quality. The rubric should include narrative descriptors for each area and assigned values. The independent ratings are then averaged, and the mean score is used as a measure of the student's level of performance.**

Motivation.

- Students shall 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.

- 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.
- Rating scales used to qualify student motivation shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.

All teachers who complete rating scales should 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.

- 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. Motivation structured observations may be conducted as well. The products, performances, or structured observations submitted shall be reviewed by a panel of qualified evaluators.

Product/Performance Assessment

The evaluation process must meet the following criteria:

- **There must be at least three members on a panel of qualified evaluators that assess the student product/performances.**
- **Panel members must be provided with training in the scoring of products/performances. They should never be asked to make broad, global judgments as to a student's level of motivation. Instead, scoring rubrics should provide detailed descriptions of various levels of performance and examples of each in order to help observers and consistently distinguish between superior levels of performance and those that are more typical for a student of that age.**
- **The district must keep written documentation confirming the qualifications of each member of a juried panel.**
- **To ensure consistency in the scoring process, the evaluations should be conducted simultaneously, independently, and without discussion by the panel members regarding their individual ratings. Each qualified evaluator should then submit a separate evaluation, using a locally developed or adopted evaluation rubric that uses a 1-100 scale of quality. The rubric should include narrative descriptors for each area and assigned values. The independent ratings are then averaged, and the mean score is used as a measure of the student's level of performance.**

- 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.

All assessment procedures selected to determine a student's need for gifted program services should help district personnel identify those students who are performing at the extremely high end of whatever performance/ability continuum is being assessed. Therefore, if a district has chosen to use GPA or NGA in the area of motivation to (partially) establish students' eligibility for gifted program placement, the local district must set a minimum performance standard for GPA and/or NGA. The standard must be set at a level which is achieved by no more than 10% of the students in each grade level where GPA or NGA is being used to measure motivation. For example, GPA criterion can (and probably will be) set higher than 3.5 on a 4-point scale, but under no circumstances should it be set lower than 3.5.

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

LEAs and local school personnel should review the referral and evaluation data of gifted students entering their school system. If the referral and evaluation data was completed by a fully accredited private or public school, the receiving LEA and/or school may use the transferring school's referral and evaluation data to determine gifted eligibility criteria described in Georgia State Board Rule 160-4-2.38 Education Program for Gifted Students.

LEAs should establish policies regarding evaluations completed by "outside sources." Outside sources are defined as private and/or for-profit evaluators (psychiatrist, psychologist, psychometrist, etc.)

(e) Continued Participation. The LBOE shall have a continuation policy for students identified as eligible for gifted services to continue to receive such services. The LEA shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes, as described in the LBOE continuation policy and stated in the continuation policy.

- The LBOE continuation policy shall include a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes shall continue to receive gifted education services while attempting to achieve satisfactory performance status. The length of this probationary period shall be determined by the Local BOE.

- The LBOE continuation policy shall provide for 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 and criteria for resuming gifted education services for such students.

The key to the on-going evaluation of the match between identified students' learning needs and gifted program services should be the LEA's Continuation Policy. The rigor of the gifted program curriculum and the standards for continuation in the program should be high enough that children who do not have extraordinary cognitive, creative, and motivational strengths should not be able to meet the continuation criteria. When developing a continuation policy, it is important to keep in mind that the student was identified initially based on exceptional abilities and as described in this resource manual.

Therefore, procedures, much like those used with Student Support Teams, should be included in the local continuation policy to determine why a student is not performing as expected if indeed his/her performance is not satisfactory.

If the problem(s) persists, a Plan of Improvement, including specific goals and evaluation criteria, should be written and a probationary period defined in the gifted course where the needed scores for continuation have not been met. During this time, the student continues to receive gifted education services in the content area/class/course in question, but his/her eligibility for receiving gifted education services is in jeopardy and the parent(s) and/or guardian(s) must be notified. During the probationary period, the student should receive interventions/instructional strategies as part of the MTSS framework that would assist the student to improve his/her performance in the gifted class/course. At the conclusion of the probationary period, the Review Team meets again to discuss the student's progress. If the student has been able to meet the prescribed goals, placement in the gifted education program content area continues; if the goals have not been met, gifted education services will be discontinued in the gifted course where the needed scores for continuation were not met and parent(s)/guardian(s) are notified in writing, including specific criteria or conditions to be met for the student to resume gifted education services in that content area.

There are circumstances in which a gifted student will voluntarily withdraw from the gifted program, even though he/she is meeting the locally established continuation criteria. Perhaps the parents decide to home school the child or place him/her in private school for while, but then return to the public school. Perhaps a child that was once determined to be eligible for gifted program services moves away for several years and then moves back. These are examples of "breaks in service." These types of absences from the gifted program should be addressed in the local administrative procedures. The SBOE Rule requires local districts to establish continuation criteria, and those criteria should address how reinstatements are handled. The adopted procedure should be followed consistently with all students.

(f) 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.

When an eligible gifted education student transfers from a state funded school or school district in Georgia, the receiving school or district should carefully review the student's gifted education records. If gifted education records are not available, school personnel should contact the transferring district or school to obtain the student's gifted education records before placing the student into the gifted education program. The receiving district or school should honor the continuation policy of the transferring school. The continuation or probation plan should be completed in the receiving district's gifted content area in question if the receiving district has gifted services in that content area. The student should be admitted into any other gifted courses to align with the student's original schedule in good standing.

Gifted education programs are not federally funded or mandated which means each state sets their own guidelines and funding standards. Therefore, a student who is eligible for services in one state is not automatically eligible in Georgia. The receiving school or school district in Georgia should complete an eligibility evaluation on out-of state transfer students in a timely manner.

(g) Curriculum and Services to Be Provided.

- The LBOE shall develop curricula for gifted students that incorporate SBOE approved curriculum. LBOE curricula for gifted students shall focus on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts, and career, technical and agricultural education.
- LEAs shall make available to the public and the GaDOE a description of the differentiated curricula used for instruction of gifted students. The LEA shall review and revise, if revisions are needed, its curricula for gifted students at least annually.
- 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 approved models described in the *GaDOE Resource Manual for Gifted Education Services*.

(h) Data Collection.

- The LBOE shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services (students whose parents received permission to evaluate/test for determination of eligibility), the number of students determined eligible for services, and the number of students actually served during the school year. These data shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.
- The LEA shall evaluate its gifted program at least every three years using criteria established by GaDOE.

(i) Public Review.

- The LBOE shall make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and the LEA's gifted education curricula.
Authority O.C.G.A. § 20-2-151; 20-2-152; 20-2-161.

1.2. Adopted: May 10, 2012

Effective: May 30, 2012

SECTION X 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

National Association for Gifted Children (NAGC)

www.nagc.org

Supporting the Emotional Needs of the Gifted (SENG)

www.sengifted.org

World Council for Gifted and Talented Children (WCGTC)

<https://www.world-gifted.org/>

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