



# **Gifted Education Program Charter School Webinar Part One**

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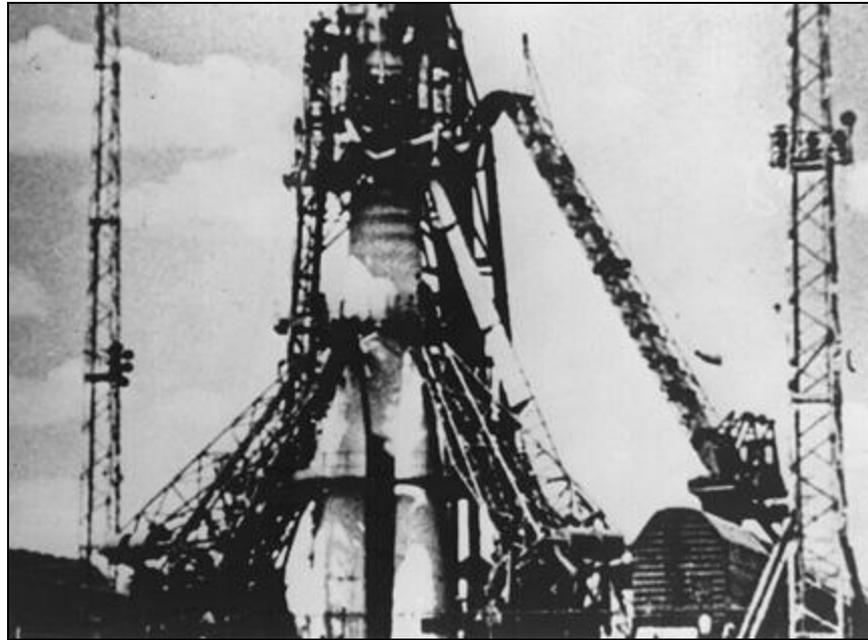
# Emily



# Beginnings



History changed on October 4,  
1957, when the Soviet Union  
successfully launched Sputnik I.



Baikonur, USSR, 1957

# Gifted Education in Georgia

In 1957, Georgia created a law stating that school systems should offer services for intellectually and academically advanced students.



**HR-246 made Georgia the first state in the nation to provide funding and systematic support for its most capable students.**

**Georgia Code: IDDD(2) 160-4-2-.38**

## **EDUCATION PROGRAM FOR GIFTED STUDENTS**

**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.**

UGA developed an internationally recognized program in Gifted and Creative Studies. UGA is a leading research university in the field of gifted education.





Dr. Mary Frasier, UGA, was an international leader in finding better ways to identify gifted and talented students.

Dr. Frasier concentrated her efforts on those who are underrepresented in our nation's gifted programs: the economically disadvantaged, culturally and linguistically different, and students with disabilities.



**Dr. Frasier's research included characteristics of gifted students. Take a moment and list characteristics you feel might be on Dr. Frasier's list.**

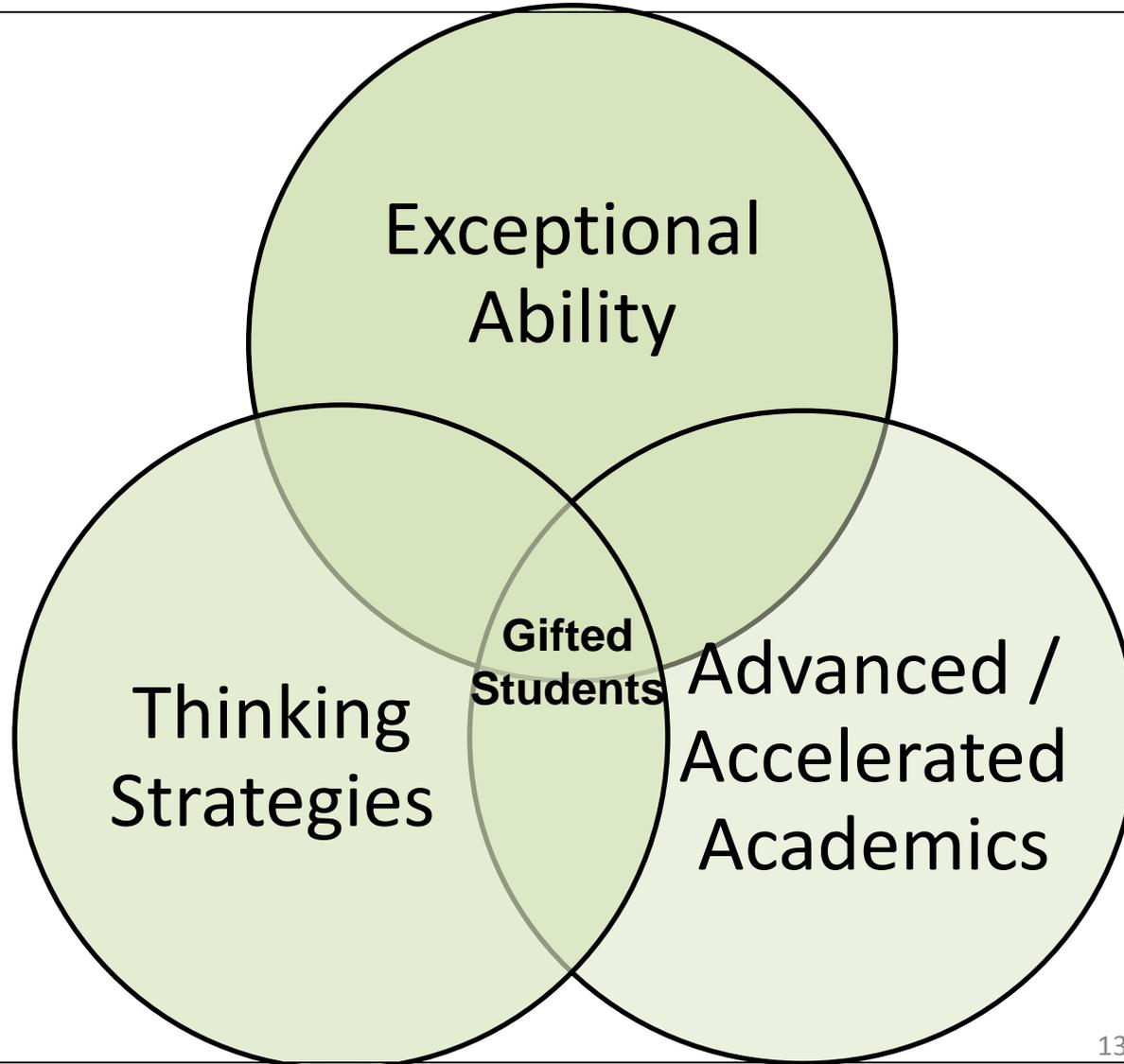


# Frasier's Talent Aptitudes Behaviors

Motivation	Interests
Communication	Problem Solving
Memory	Inquiry
Insight	Imagination Creativity
Reasoning	Humor

**President Obama alluded to some of these characteristics in his 2011 State of the Union address when he said innovation is “our generation's Sputnik moment”.**

# Program Services



# Student Search/Eligibility Teams

## (Principals, Asst. Principals and Teachers)

These student study teams make decisions about students gifted eligibility and possible placement.

The team documents the following:

- Date of the meeting
- Committee members present
- Names of students who were considered for evaluation
- The source of the nomination
- The committee's placement decisions



# Referrals

- Automatic
  - System and/or schools must establish a criterion score needed on **norm reference tests** for automatic consideration of further assessment
- Reported
  - Can be made by any person with knowledge of students abilities

Written consent must be obtained  
before testing can begin.

# Gifted Eligibility

Gifted Eligibility

```
graph LR; A[Gifted Eligibility] --- B[Mental Ability: ≥96%ile]; A --- C[Achievement: ≥90%ile]; A --- D[Creativity: ≥90%ile]; A --- E[Motivation: ≥90% or ≥3.5 on a 4.0 scale];
```

**Mental Ability:**  
≥96%ile

**Achievement:**  
≥90%ile

**Creativity:**  
≥90%ile

**Motivation:**  
≥90% or ≥3.5  
on a 4.0 scale

# State Law



## Two Options for Eligibility

Option A/Psychometric: A student must meet eligibility requirements in **both** Mental Abilities and Achievement.

Option B/ Multiple Criteria: A student must meet eligibility requirements in **three of the four** following areas: Mental Abilities, Achievement, Creativity, and Motivation.

# Determination of Eligibility

**Option A/Psychometric**: After assessing the student in all four areas, the student must meet eligibility requirements in the following areas:

- **Mental Ability**:  $\geq 96^{\text{th}}$  percentile (3-12) or  $99^{\text{th}}$  percentile (K-2) on a standardized test of mental ability - Composite Score only.
- **Achievement**:  $\geq 90^{\text{th}}$  percentile in total battery, total reading, or total math section of a standardized achievement battery .

# Determination of Eligibility

**Option B/ Multiple Criteria**: A student must meet eligibility requirements in **three of the four** following areas:

- **Mental Ability**:  $\geq 96^{\text{th}}$  percentile on a standardized test of mental ability - Component or Composite score
- **Achievement**:  $90^{\text{th}}$  percentile in total battery, total reading, or total math section of a standardized achievement battery
- **Creativity**:  $\geq 90^{\text{th}}$  percentile /  $\geq 90^{\text{th}}$  percent on a creativity assessment
- **Motivation**:  $\geq 90^{\text{th}}$  percentile /  $\geq 90^{\text{th}}$  percent on a motivation assessment

Go to [http://gadoe.org/ci\\_iap\\_gifted.aspx](http://gadoe.org/ci_iap_gifted.aspx)  
for a list of Georgia Department of Education  
recommended tests and evaluation measures.

# Mental Ability

- Use **age** percentiles
- Tests shall be the most current editions
- Norms must be current within 10 years





# Achievement

Two assessment options available: Test or student-generated product or performance

## **Achievement test:**

- shall be the most current editions
- norms must be current within 10 years
- can use age or grade percentiles
- Total Reading must include reading comprehension
- Total Math must include concept and application

## **Product/Performance**

- Must have been created within two years prior to evaluation
- must be translated to numerical score at or above 90 on a scale of 1 - 100
- Evaluated by three or more qualified evaluators

# Creativity

Three assessment options available: Creativity Test or student-generated product or performance or standardized creativity rating scale

## Creativity test:

- tests shall be the most current editions
- can use age or grade percentiles

## Product/Performance

- Must have been created within two years prior to evaluation
- must be translated to numerical score at or above 90 on a scale of 1 -100
- Evaluated by three or more qualified evaluators

## Rating Scale

- Score must be equivalent to 90<sup>th</sup> percentile on a standardized creativity rating scale



# Motivation

Three assessment options available: standardized motivational characteristic rating scale, student-generated product or performance or GPA

## Rating Scale

- Score must be equivalent to 90<sup>th</sup> percentile on a standardized creativity rating scale

## Product/Performance

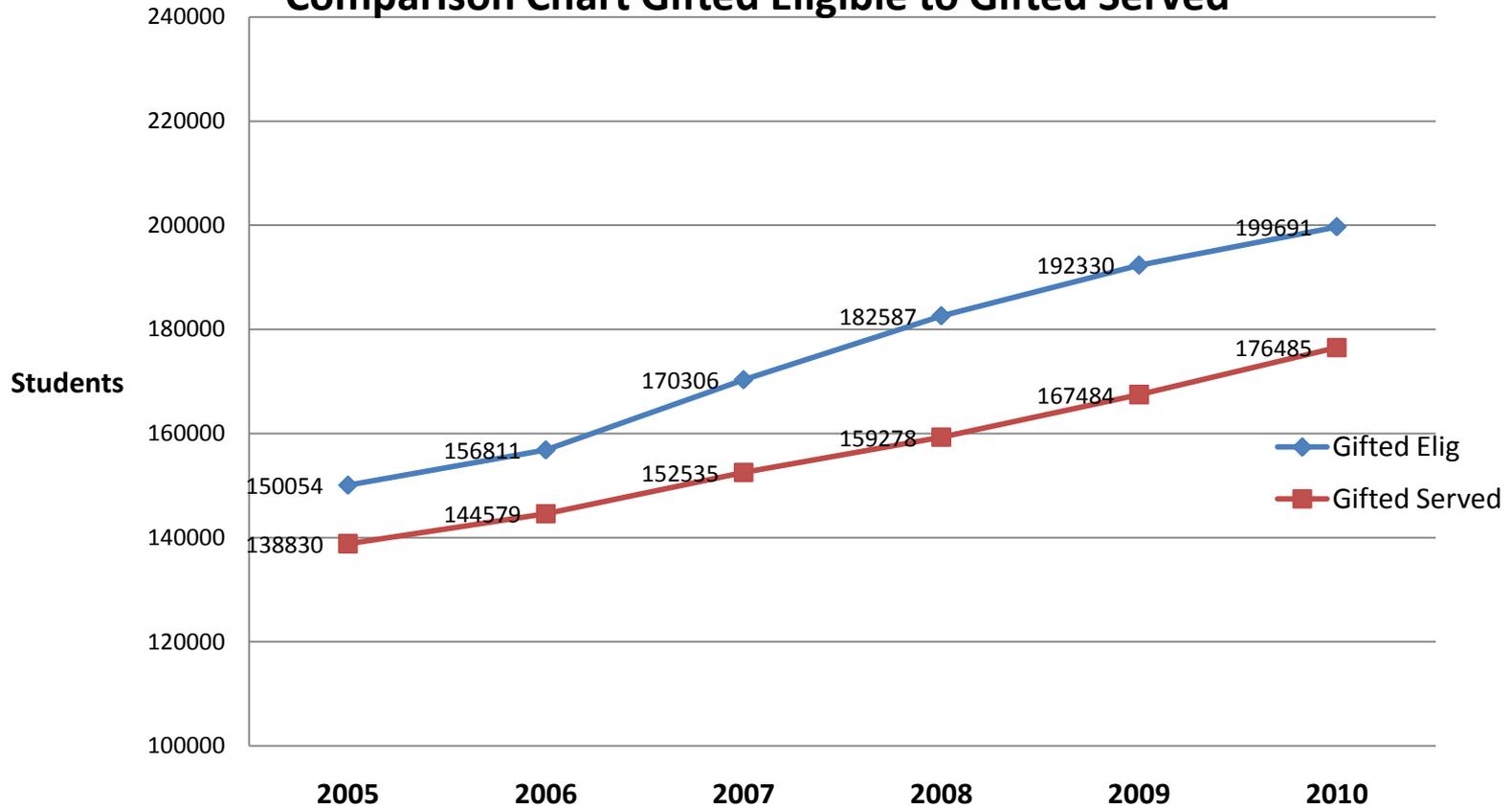
- Must have been created within two years prior to evaluation
- must be translated to numerical score at or above 90 on a scale of 1 -100
- Evaluated by three or more qualified evaluators

## GPA:

- 3.5 on 4.0 scale over the previous two school years.
- Must be calculated for mathematics, science, language arts, social studies, and foreign language, if such language study is completed.
- Can only be used in grades 3-12

2005 – 2010

### Comparison Chart Gifted Eligible to Gifted Served



# Composition Index

Hispanic	4.9%
Asian	24.8%
African American	4.8%
Whites	16%

# Gifted Education in Georgia

- Legislation that requires gifted education in state schools
- Charter schools have the option of providing gifted education services. Currently, two charter schools offer gifted services.
- In delivering services to gifted learners, charter schools and districts and IE2 districts may ask to waive the requirement to adhere to the specific delivery models defined in SBOE 160-4-2-.38. However, they must maintain documentation that they are providing a rigorous curriculum that enriches, extends, and accelerates learning in the gifted students' areas of strength for the number of segments claimed for FTE
- Georgia Title 20 code establishes gifted education eligibility guidelines. These eligibility guidelines can not be waived.
- Georgia Professional Standards Commission requires all gifted education teachers to earn a Gifted Education Endorsement

# Charter School Flexibility

## Waivable

- Gifted Services (if you choose this, there is NO gifted funding)
- The four state-approved delivery models\*

## NOT Waivable

- Gifted Eligibility criteria
- Federal civil rights requirements (equitable access)
- Use of a gifted-endorsed teacher to provide services
- A differentiated curriculum

*\* As stated on the previous slide, if you use a delivery model different from the four state-approved models, you must maintain documentation that you are providing a rigorous curriculum that enriches, extends, and accelerates learning in the gifted students' areas of strength for the number of segments claimed for FTE.*

# Georgia Professional Standards

- Gifted Endorsement
  - A GA Professional Standards (GPS) approved gifted education endorsement course sequence
  - Four parts: Identification of the Gifted Learner, Curriculum and Instruction for the Gifted Learner, Testing and Assessment, Programming for the Gifted Learner
  - Teachers must have a clear renewable Georgia teaching certificate
  - [www.gapsc.com](http://www.gapsc.com)

# **Full Time Equivalency Gifted Education Rate = 1.67**

**There are six segments in a school day. A gifted segment is 1/6<sup>th</sup> on an instructional school day. FTE count dates are the 1<sup>st</sup>. Tuesday in October and the 1<sup>st</sup>. Thursday in March.**

# Required Elements of a Gifted Ed. FTE Segment

Gifted Endorsed Teacher

Gifted Education Student

Accelerated and Differentiated Curriculum

Appropriate Delivery Model

Appropriate Unit of Time (1/6 of an instructional school day)

Appropriated Class Size

# FTE Earning Comparison

	<b>Gifted</b>	<b>Regular</b>	<b>Earnings</b>
<b>Kdg.</b>	<b>\$ 4,493.72</b>	<b>\$ 4,470.62</b>	<b>\$ 23.10</b>
<b>Grades 1-3</b>	<b>\$ 4,493.72</b>	<b>\$ 3,464.99</b>	<b>\$1,028.73</b>
<b>Grades 4-5</b>	<b>\$ 4,493.72</b>	<b>\$ 2,782.70</b>	<b>\$1,711.02</b>
<b>Grades 6-8</b>	<b>\$ 4,493.72</b>	<b>\$ 2,739.11</b>	<b>\$1,754.61</b>
<b>Grades 9-12 (Base)</b>	<b>\$ 4,493.72</b>	<b>\$ 2,695.59</b>	<b>\$1,798.13</b>

# Full Time Equivalency

- **ES Cluster Course Numbers**
- **27.2110000 MATH/KK/Gifted/Cluster**
- **27.2120000 MATH/1/Gifted/Cluster**
- **27.2130000 MATH/2/Gifted/Cluster**
- **27.2140000 MATH/3/Gifted/Cluster**
- **27.2150000 MATH/4/Gifted/Cluster**
- **27.2160000 MATH/5/Gifted/Cluster**

# Elementary Cluster

Offers small group CCGPS/GPS extensions within the regular education setting



# Full Time Equivalency

- **ES Resource Numbers**
- **Gifted/ KK      71.2110000**
- **Gifted/ 1        71.2120000**
- **Gifted/ 2        71.2130000**
- **Gifted/ 3        71.2140000**
- **Gifted/ 4        71.2150000**
- **Gifted/ 5        71.2150000**

# Elementary Resource

- A content-based multi-disciplinary approach
  - Units of study: The Physics of Flight, Leadership: A Research Unit, and a unit on Shakespeare



# Advanced Content (6-12)

- Accelerated Classes
  - Mathematics
  - Language Arts
  - Science
  - Social Studies
  - Foreign Languages (full year)
  - International Baccalaureate Middle Years Programmes



# Student Record Data Collection

- Gifted Referral Code Descriptions
  - 1 Referred by system's automatic referral procedures
  - 2 Referred by teacher this school year
  - 3 Referred by parent/guardian this school year
  - 4 Referred by self this school year
  - 5 Referred by peer this school year
  - 6 Referred by other this school year
  - 9 Not referred (default)

# Gifted Service Code

Gifted Ed. Service Code indicates service status at any time during the school year. Codes apply exclusively to this school year only.

- 1 Served this year
- 2 Not Served this year

# Full Time Reporting

- Tuesday, October 5, 2010
- Thursday, March 3, 2011
- Four key points:
  - Class size is set by local system
  - Teacher has Gifted Education Endorsement or a non-renewable certificate issued by GA PSC
  - Gifted Education eligible and served student
  - Differentiated curriculum, instruction and/or assessment.

# Gifted Education Webpage

[http://gadoe.org/ci\\_iap\\_gifted.aspx](http://gadoe.org/ci_iap_gifted.aspx)

## Gifted Education

The Georgia Department of Education's Gifted Program is funded by the State of Georgia. In Georgia, a gifted education student is defined 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 ability(ies).

The Georgia Gifted Education Resource Manual is a companion document to Georgia Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS and the Board-approved Regulations for Gifted Education. The information contained in the manual supplements the rules and regulations and provides assistance to teachers and administrators who provide instructional services to Georgia's gifted students. Additionally, parents and other interested parties can use the resource manual as a guide to gifted education in Georgia.

Some gifted education decisions and procedures are left to the discretion of local school systems so that they may address the unique needs of their communities. This is especially evident in systems that have been given IE-2 or Charter status by the Georgia Board of Education. Contact your local school and school system for additional information.

- [Frequently Asked Questions About Gifted Education](#)
- [Eligibility Chart](#)
- [Referral and Eligibility Flowchart](#)

### GIFTED RESOURCES

- ◆ [Gifted Education Resource Manual](#)
- ◆ [Gifted Education Coordinators](#)

### REPORTING

- ◆ [09-10 LEA Gifted Education Self-Assessment Announcement](#)
- ◆ [09-10 LEA Gifted Education Monitoring Protocol](#)

### FORMS

- ◆ [Student Search, Nomination and Referral](#)
- ◆ [Student Assessment](#)
- ◆ [Program Design](#)
- ◆ [Curriculum and Instruction](#)
- ◆ [2011 Innovative Model Application](#)

### PRESENTATIONS





# Georgia Gifted Education Standards

The GA Association for Gifted Children  
The Georgia Department of Education



## Programming Standards for Meeting the Needs of Gifted & High-Ability Learners

Because Georgia school systems are dedicated to promoting the cognitive and affective growth of gifted and high-ability learners, the **Georgia Association for Gifted Children** and the **Georgia Department of Education** have collaborated to provide you with updated standards for your gifted education program. These recommendations are based on *Revised National Association for Gifted Children Pre-K-12 Gifted Programming Standards*.

### Assessment

**Standard A1:** The local education agency (LEA) uses the research-based student identification process as established by Georgia Board of Education policy in order to ensure equitable access to appropriate services for all gifted learners.

#### Indicators

- > **A1.1:** The system employs multiple criteria (cognitive ability, achievement, creativity, and motivation) for student identification using measures as required by GBOE Rule 160-4-2-.28.
- > **A1.2:** The system ensures consistency and availability across the district in implementation of screening, referral, and identification processes for all students regardless of race, ethnicity, language, or economic status.
- > **A1.3:** The identification process of gifted learners is disseminated to school personnel, parent/families, students, and the community at large in a clear, comprehensive, and equitable manner.

**Standard A2:** All teachers assess student progress in order to develop and modify instructional practices.

#### Indicators

- > **A2.1:** All teachers routinely and systematically use qualitative and quantitative assessment data to identify students' strengths to plan appropriate instruction and intervention.
- > **A2.2:** The system uses criterion-referenced (CogAT, ITBS, etc.) as well as alternative assessments for measuring gifted learners' progress, including above grade level assessments as needed.

### Curriculum Planning & Instruction

**Standard CP1:** The LEA employs rigorous and relevant curricula K-12 to accommodate the range of academic and intellectual needs of gifted learners.

#### Indicators

- > **CP1.1:** State-adopted standards are articulated and applied in differentiated curricula that match the identified academic needs, abilities, readiness, interests, and learning profiles of K-12 gifted learners in the regular classroom and in gifted education delivery systems.
- > **CP1.2:** The curriculum enriches, extends, and accelerates learning in gifted learners' areas of strength.
- > **CP1.3:** The regular classroom curriculum and instruction are adapted, modified, or replaced to meet the needs of gifted learners.
- > **CP1.4:** Teachers use state and national standards to align, expand, and implement advanced curriculum to ensure that students achieve mastery in areas of student strength.

**Standard CP2:** The LEA employs direct and effective instructional practices to address the learning needs of gifted learners.

#### Indicators

- > **CP2.1:** Teachers intentionally incorporate differentiation of content, process, product, and/or learning environments into daily practices in order to appropriately challenge and maximize engagement of gifted learners.
- > **CP2.2:** Teachers consistently use a variety of ongoing student assessment data based on readiness, interests, and learning profiles to develop flexible groups and tasks in order to maximize achievement and engagement.
- > **CP2.3:** The instructional pace is flexible in order to provide opportunities to enrich and accelerate in areas of student strengths.
- > **CP2.4:** Teachers use a variety of research-based instructional strategies.

# Resources:

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

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

# QUESTIONS





# Gifted Education Charter School Webinar Two

March 16, 2011

10:00 AM

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