



Gifted Education Program Charter School Workshop

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Academic Standards/Common Core

Office of Curriculum, Instruction and Assessment

Session Overview

- FTE Funding
- Delivery Models
- Grouping Permutations
- Curriculum

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.

Goals for Gifted Learners

In their area of strength, all gifted learners should be able to obtain the following goals:

Score at the exceeds level on the GA CRCT

Be enrolled in AP/IB classes at the high school level

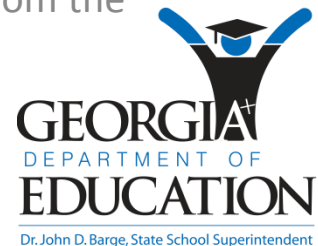
Score a 3 or better on AP exams

Score a 6 or better on IB exams



Best Practices in Gifted Education

Rogers, K. (2007). *Ten Best Practices in Gifted Education*. Retrieved February 24, 2011, from the National Association for Gifted Children Web Site: www.nagc.org.



Best Practices in Gifted Education

Gifted learners need the following:

Daily challenge
in their area of
strength

Rigorous
challenge in all
academic areas

Double/Triple
time and pacing
in mathematics
and science

Elimination of
excess drill and
review

Best Practices in Gifted Education

Gifted learners need the following:

Opportunities to work independently

CCGPS and GPS which are taught through concepts, issues and problems

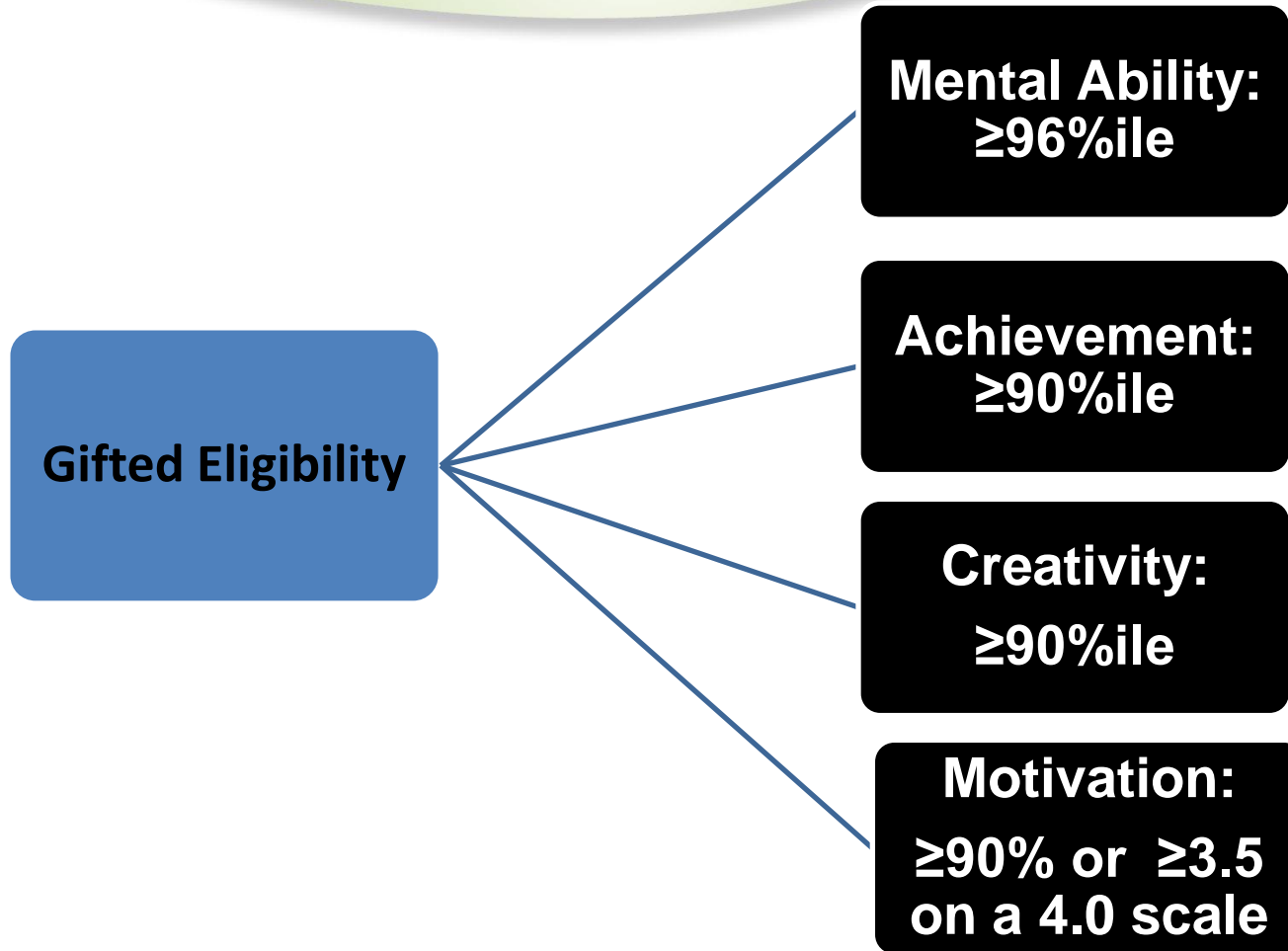
Exposure to content beyond grade level specific curriculum



Eligibility

A quick review

Gifted Eligibility



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^{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^{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



Grouping Permutations

Rogers, K. (2009). Retrieved March 3, 2011, from the National Association for Gifted Children Web Site: www.nagc.org.

Effect Size (ES):

refers to how much effect a particular method/program has in terms of time required to complete the curriculum for that year.

An ES of .30 is considered significant.

This means students would gain an additional .30 of a school year through use of the method/program. If the method or program is continued, over time the student would gain almost four years of curriculum in a three year time period.

Grouping Permutations

Two types of grouping:

Ability: those strategies that gather children of similar potential or ability together

Performance: Those strategies that gather children of similar performance or achievement levels together.

Cluster Grouping

An ability grouping option:

Top 5-8 gifted students at a grade level are placed in a mixed ability classroom

Curriculum differentiation and instruction is proportionate (8 ability grouped students in a class of 24 would receive 1/3rd. of the teacher's time and instruction).

Cluster grouping of gifted students has an effect size (ES) of .62

Within Class Groups

An ability grouping option:

Teachers group students based on their performance in the class.



Within class grouping has an effect size (ES) of .34

Resource (pull out programs)

An ability group option:

If a pullout class focuses on:

direct extension of standards in the regular classroom

- the ES = .65 (AC Delivery Model at any grade level)

critical thinking

- the ES = .44

creativity

- ES = .32



What does this tell us?

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)



Full Time Equivalency

Funding

Charter Schools are held to FTE segment limits. This way, even using a different delivery model, charter schools cannot receive any more per pupil funding than a traditional public school.

Full Time Equivalency Gifted Education Rate = 1.67

- There are six segments in a school day.
- 1 gifted segment = $1/6^{\text{th}}$ of an instructional school day.
- FTE count dates:
 - 1st Tuesday in October
 - 1st Thursday in March.



FTE Earning Comparison

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

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



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





Delivery Model

Options

Fast Facts on Delivery Models

At least 5 segments a week

Each system and school needs to decide which model(s) work best for you.

Charter schools have the option of:

- choosing one of the approved delivery models OR
- using an innovative model.

Approved Delivery Models

Direct Services

- Resource Class
- Advanced Content Class
- Cluster Grouping

Indirect Services

- Collaborative Teaching
- Mentorship/Internship
- Joint Enrollment/
- Postsecondary Options
- Approved Innovative Models (K-12) Must be approved by DOE

Elementary- K-5th Grades

- **Resource Class-** gifted certified teacher, interdisciplinary units, enrichment, no more than 10 segments a week
- **Cluster Grouping-** gifted certified teacher, a “cluster” of gifted students in heterogeneous classroom, regular class size, can only count two segments a day for FTE
- **Collaborative-** instruction by regular ed teacher, but collaborates with gifted education teacher- must document time of planning. See The Georgia Gifted Education Resource Manual for time documentation.

Middle School 6th-8th Grades

- **Resource Class**
- **Advanced Content Class-** homogenously grouped
- **Cluster Grouping**
- **Collaborative Teaching**

High School 9th-12th Grades

- **Resource Class**
- **Advanced Content Class**
- **Cluster Grouping**
- **Collaborative Teaching**
- **Mentorship/Internship**- explores a profession of interest, gifted education specialist must keep in contact and have one planning period each day to monitor for every 15 students
- **Joint Enrollment/Postsecondary Options**- FTE awarded to postsecondary institution

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

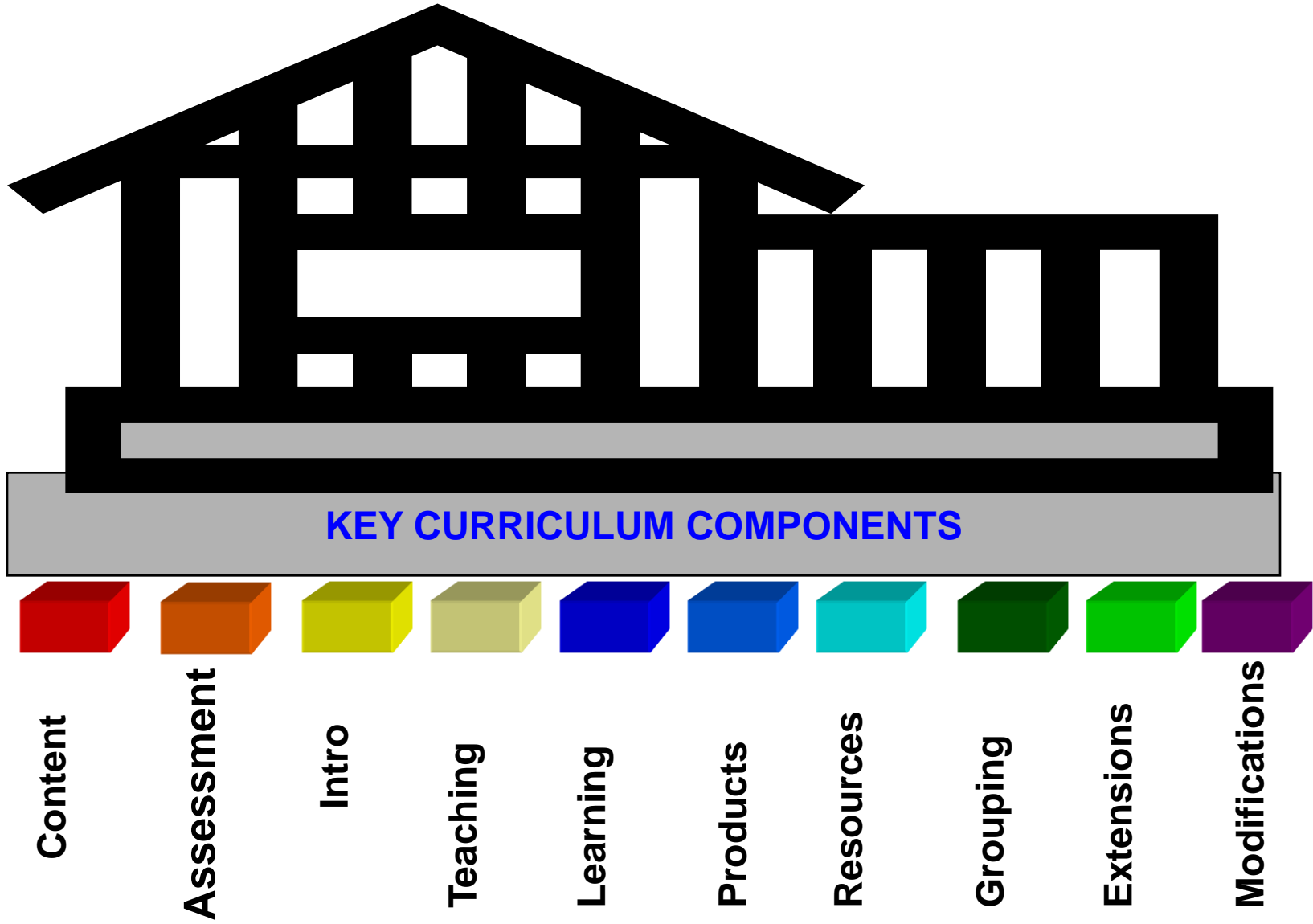


Curriculum

SBOE Rule 16-4-2-.38 requires local boards of education to develop curricula for their gifted students.

Common Core State Standards/Georgia
Performance Standards and Georgia's Gifted
Education Program.

The Framework Underlying All Curriculum Models



Principles of a Differentiated Curriculum for Gifted Students

Content related to **broad issues, themes, or problems.**

Integrate **multiple disciplines** into the area of study.

In-depth learning of a **self-selected topic**

Incorporate **higher-level thinking skills**-
Bloom's Taxonomy or
Depths of Knowledge
(DOK)

Open-ended tasks

Yardsticks for a Differentiated Classroom by Carol Tomlinson

Rich

- coherent, relevant, powerful, authentic, meaningful

Rigorous

- stretches the gifted learner beyond their comfort zone

There must be a balance between rigor and joy!!!!!!

Could-Should-Would Test by: Harry Passow

- Always ask yourself:

Does this activity/lesson for gifted learners pass the **Could-Should-Would Test**?

Could most other students of this age/grade do it?

Should most other students of this age/grade do it?

Would most other students of this age/grade, if they knew the expectations, even want to do it?

If the lesson/unit/activity does not pass the test, it is not defensible for gifted education!!!

Helpful Resources!!!

- **College of William and Mary Units** for Gifted Students- Kendall Hunt Publishing
- **English from the Roots Up-** www.literacyunlimited.com
- **A Word within a Word-** Stems
- **Hands-on Equations**
- **Greater Explorations in Mathematics and Science (GEMS)** from University of California at Berkley- Teacher Resource Books
- **Differentiating Instruction with Menus-** Prufrock Press (Elementary and Middle- ELA, Math, Science and Social Studies)
- **Primary Education Thinking Skills (P.E.T.S)**

Gifted Education Webpage

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 AI: 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

- > **AI.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.
- > **AI.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.
- > **AI.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 AII: All teachers assess student progress in order to develop and modify instructional practices.

Indicators

- > **AII.1:** All teachers routinely and systematically use qualitative and quantitative assessment data to identify students' strengths to plan appropriate instruction and intervention.
- > **AII.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 CPII: The LEA employs rigorous and relevant curricula K-12 to accommodate the range of academic and intellectual needs of gifted learners.

Indicators

- > **CPII.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.
- > **CPII.2:** The curriculum enriches, extends, and accelerates learning in gifted learners' areas of strength.
- > **CPII.3:** The regular classroom curriculum and instruction are adapted, modified, or replaced to meet the needs of gifted learners.
- > **CPII.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 CPIII: The LEA employs direct and effective instructional practices to address the learning needs of gifted learners.

Indicators

- > **CPIII.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.
- > **CPIII.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.
- > **CPIII.3:** The instructional pace is flexible in order to provide opportunities to enrich and accelerate in areas of student strengths.
- > **CPIII.4:** Teachers use a variety of research-based instructional strategies.

QUESTIONS





Evaluation

Thank you for participating!

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