



# Gifted Education Program Overview

Annette Eger, Ed.D.

Gifted Education Specialist

Academic Standards/Common Core

Office of Curriculum, Instruction and Assessment

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

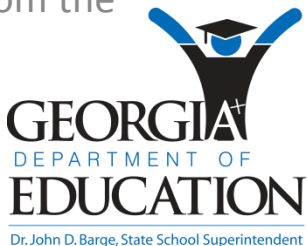
## **EDUCATION PROGRAM FOR GIFTED STUDENTS**

**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.**



# 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](http://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 and be unique
  - Teaching of concepts, issues, problems, principles, generalizations in whole-to-part sequence
  - Exposure to content beyond grade level in specific area(s) of talent
  - Opportunities to socialize and to learn with like ability peers
  - Opportunities to be credited for prior learning

# 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 - Total or 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

# 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.*

# **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.**



# 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, parents/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 diverse 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.