Gifted Education Program
Overview

Annette Eger, Ed.D.
Gifted Education Specialist
Academic Standards/Common Core
Office of Curriculum, Instruction and Assessment
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

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

- Mental Ability: \( \geq 96\% \text{ile} \)
- Achievement: \( \geq 90\% \text{ile} \)
- Creativity: \( \geq 90\% \text{ile} \)
- Motivation: \( \geq 90\% \) or \( \geq 3.5 \) on a 4.0 scale
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**: ≥96th percentile (3-12) or 99th percentile (K-2) on a standardized test of mental ability - Total or Composite Score only.

- **Achievement**: ≥90th percentile in total battery, total reading, or total math section of a standardized achievement battery.
Option B/ Multiple Criteria: A student must meet eligibility requirements in three of the four following areas:

- **Mental Ability**: $\geq 96^{th}$ 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**: $\geq 90^{th}$ percentile / $\geq 90^{th}$ percent on a creativity assessment
- **Motivation**: $\geq 90^{th}$ percentile / $\geq 90^{th}$ 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 1/6th on an instructional school day. FTE count dates are the 1st Tuesday in October and the 1st 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 A.1: The lead education agency (LEA) uses the research-based, student identification process as established by the Georgia Board of Education policy in order to ensure equitable access to appropriate services for all gifted learners.

Indicators

A.1.1: The system employs multiple-occasion informal ability, achievement, curiosity, and motivation for student identification using measures as required by CSOE Rule 160-5.33.

A.1.2: The system ensures consistency and reliability across the district in implementation of screening, referral, and identification processes for all students regardless of race, ethnicity, language, or economic status.

A.1.3: The identification process of gifted learners is disseminated to school personnel, parents/families, students, and the community at large to ensure comprehensive, fair, and equitable access.

Standard A.3: All teachers assess student progress in order to develop and modify instructional practices.

Indicators

A.3.1: All teachers continually and systematically use qualitative and quantitative assessment data to identify students’ strengths to plan appropriate instruction and interventions.

A.3.2: The system uses multi-measures (CogAT, ITBS, etc.) as well as a comprehensive measurement for assessing gifted learners’ progress, including above grade-level assessments as needed.

Curriculum Planning & Instruction

Standard CFB1: The LEA employs rigorous and relevant curricula K-12 to accommodate the range of academic and intellectual needs of gifted learners.

Indicators

CFB1.1: Gifted students are enriched, and offered differentiated content that match the identified academic needs, abilities, strengths, interests, and learning profiles of K-12 gifted learners in the regular classroom and in gifted education delivery systems.

CFB1.2: The curriculum promotes creativity, critical thinking, and advanced learning in gifted learners’ areas of strength.

CFB1.3: The regular classroom curriculum and instruction are aligned, modified, or expanded to meet the needs of gifted learners.

CFB1.4: Teachers use state and national standards to guide, expand, and implement advanced curriculum to ensure that students achieve mastery in areas of student strengths.

Standard CFB2: The LEA employs diverse and effective instructional practices to address the learning needs of gifted learners.

Indicators

CFB2.1: Teachers intentionally incorporate differentiation of content, process, product, and learning environment into daily practices in order to appropriately challenge and accommodate engagement of gifted learners.

CFB2.2: Teachers continuously use a variety of targeting student assessment tools based on readiness, interest, and learning profiles to develop flexible groups and tasks in order to accommodate achievement and engagement.

CFB2.3: The instructional pace is flexible in order to provide opportunities to match and accommodate areas of student strengths.

CFB2.4: Teachers use a variety of researched instructional strategies.

http://gadoe.org/ci_iap_gifted.aspx