

Chattooga County Schools Program for the Gifted



REVISED 5/11/2021

**Chattooga County School System
Program for the Gifted**

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Section 1

Description of Program

Chattooga County School System

Program for the Gifted
Program Description

I. Program's Major Goals:

- To provide for the extension or enrichment of learning
- To develop individual potential
- To provide enhancement of the gifted student's self concept
- To develop cognitive learning
- To develop research and reference skills
- To develop metacognitive skills

II. Instructional/Content Area Focus:

Instruction for identified gifted students is provided in one or more of the following content areas:

Language Arts Mathematics Science Social Studies

III. Delivery Models:

The following delivery models are offered at varying schools and grades depending on schedules and sites:

Resource Class	Cluster Grouping	Advanced Content	Honors and AP Classes
Lyerly Elementary (6-8)	Lyerly Elementary (K-8)	Lyerly Elementary (6-8)	Chattooga High School (9-12)
	Menlo Elementary (K-8)	Menlo Elementary (6-8)	
Summerville Middle (6-8)	Summerville Middle (6-8)	Summerville Middle (6-8)	

IV. Curriculum:

The Gifted Curriculum is based on the principles of Differentiated Curriculum for the Gifted and Talented, the Georgia Performance Standards, the Common Core Standards, the NAGC Standards (2000), and the Georgia Board approved curriculum courses.

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
 Utilizes 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

Chattooga County School System

Program for the Gifted Philosophy

The Chattooga County School System has as its responsibility the provision of an educational program of high quality tailored to the current and future needs of the individual student as well as to those of the community of which the schools are a significant part.

It is the further responsibility of the school system to recognize the uniqueness of the individual; to contribute to his growth and development – physically, intellectually, and socially; and to provide opportunities for learning which will enable the individual to function as an active participant in a democratic society, thereby strengthening the society as a whole.

In pursuing these goals, the system strives to provide an educational environment in which equality of opportunity is an integral part. In addition, the daily program provides opportunities to develop respect for the worth, dignity, and ability of the individual; respect for moral and spiritual values and ethical standards of conduct; and respect for the nation's heritage and its principles.

The overall aim in the Program for the Gifted is to provide for the extension and enrichment of learning opportunities, development of individual potential, enhancement of the gifted student's self concept, and advancement toward becoming an independent learner beyond the opportunities/experience of the regular classroom, as well as providing differentiated curricula offerings.

Chattooga County School System
Program for the Gifted
Notice

The Chattooga County School System will notify parents and guardians of all students in writing of the eligibility criteria and referral process for the Program for the Gifted via public notice in the student handbooks and county website.

Parents or guardians of potentially gifted students and/or eligible students for gifted services will receive the following information:

1. Initial consideration of gifted services – parents and/or guardians shall be afforded an opportunity for a conference to discuss student eligibility criteria and/or placement if requested
2. Student’s eligibility status following assessment
3. Continuation criteria for students identified and placed in the Program for the Gifted
4. Delivery model, teaching strategies and allotment of time in terms of FTE segments that is scheduled to provide gifted services to each student
5. Length and guidelines regarding a probationary period and criteria for reinstatement to gifted services

Chattooga County School System
Program for the Gifted
Outside Data

The Chattooga County School System will accept outside school system data if it does not replace or substitute data previously generated and obtained for eligibility placement by school system personnel.

Thus, if a student from outside the Chattooga County School System submits data and meets the Georgia eligibility criteria for gifted education services, he/she will be considered eligible to receive gifted education services in Chattooga County School System. However, a student transferring from one school system to Chattooga County School System shall meet the criteria for continuation of gifted services established by the Chattooga County Board of Education.

Chattooga County School System

Program for the Gifted Curricular Considerations

The Chattooga County School System's gifted curriculum is based on the learning needs of the gifted students. Gifted education services meet the needs of the individual students in the area of giftedness.

The Chattooga County School System guarantees that the gifted services meet Georgia Standards of Excellence while providing differentiated curriculum based on the assessed needs of the students. The Gifted curriculum includes more elaborate, more complex and in-depth study of major ideas, problems and themes than would be ordinarily available in the regular classroom. This curriculum enables students to conceptualize existing knowledge and to generate new knowledge.

The Gifted Curriculum is based on the principles of Differentiated Curriculum for the Gifted and Talented which is developed by the National/State Leadership Training Institute for the Gifted/Talented in 1979, National Association for Gifted Children Standards (2000), the Georgia Board of Education Student Competencies, Georgia Performance Standards, the Common Core Standards, the Georgia Board of Education approved curriculum courses, and the curriculum guides for the Chattooga County School System's Gifted Curriculum.

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).

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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)

Chattooga County School System
Program for the Gifted
Delivery Models

In the Chattooga County School System, students identified as eligible for the Program for the Gifted must receive a minimum of five (5) FTE segments per week. Students will be served through a variety of delivery models tailored to meet student and school needs.

Instruction for identified gifted students is provided in one or more of the following content areas:

- | | |
|--------------------------------|-----------------------------------|
| 1. Mathematics | 5. Foreign Language |
| 2. Science | 6. Fine Arts |
| 3. ELA (English/Language Arts) | 7. Vocational/Technical Education |
| 4. Social Studies | |

The Chattooga County School System provides gifted services to gifted students through a variety of delivery models. Models may differ between semesters and/or grading periods. Models frequently vary among school and grade levels, and may differ among classes since student's instructional needs are met through the most appropriate delivery system.

The following delivery systems are offered at varying schools and grades depending on schedules and sites:

1. Resource Classroom Delivery Model

Gifted students are grouped with other gifted students for one to three segments per day or the equivalent. The term pull-out is often used to describe this model. In this model students receive direct instruction in academic content areas from a teacher certified in gifted. A differentiated curriculum in the academic content areas is offered. Maximum class size is 17 for elementary and middle grades. Maximum class size for high school grades is 21. Cross-grade grouping is permitted for maximizing class size and for scheduling purposes.

2. Facilitator Delivery Model

There are four delivery methods under the facilitator model. A written contract should be required for any gifted student enrolled in any of these methods. The contract describes four requirements which are (1) the objective(s); (2) the activities; (3) the product(s); and (4) the contract time in segments. The facilitator must

be a teacher certified in gifted. Full-time equivalent (FTE) funds are earned according to the contract that specifies the amount of time in segments a student will be in a specific setting during the instructional day.

A. Cluster Grouping

Gifted students are grouped with other students of mixed abilities for one to six segments per day in a regular classroom. The classroom teacher is certified in gifted education. Specific content that is designed for the gifted students is documented by contract or syllabus. Small grouping is suggested.

B. 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. There must be substantial, regularly scheduled collaborative planning 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 tests
 - b. a time and discussion log of the collaborative planning sessions between the teachers
 - b. 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

<u>Number of classes within which the gifted specialist collaborates</u>	<u>Number of segments counted at the gifted weight</u>	<u>Required collaborative planning time in minutes</u>
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

C. Honors Classes/Advanced Content

Gifted students are grouped with other students of similar abilities for one to six segments per day. The curriculum for the gifted students is content-based, and is differentiated via a written contract. For the elementary and middle school grades, the maximum class size is 17 gifted students with the remainder of students with mixed abilities. For high school grades, maximum class size is 21 with the remainder of students with mixed abilities. Classes are taught by a teacher of the gifted.

D. Acceleration

Individual gifted students are advanced in grades(s) in specific content areas and are taught by a classroom teacher. The class is facilitated by the teacher of the gifted via contract. This method is usually defined as a student placed one or two grade levels ahead of his/her normal chronological placement.

E. Advanced Placement (AP)

Advanced placement courses are those courses offered through the College Board, Advanced Placement Education Services. These courses offer students an opportunity to complete college-level courses while still in secondary school. One or more of the academic content areas must be approvable for advanced placement. These courses must be taught by teachers certified in the appropriate content area. A written contract is required and is facilitated by the teacher of the Gifted. Class size is up to 21 gifted students in high school grades.

F. Directed Study

Selected gifted students are allowed to pursue an area of interest in the instructional day in one or more of the academic areas. Students shall be instructed by staff certified in the appropriate content area(s). A written contract is required and is facilitated by the teacher of the Gifted.

G. Inclusion The classroom teacher and the teacher of the gifted team-teach with a group of gifted and non-gifted students. Differentiated curriculum must be documented via contract and facilitated by the teacher of the Gifted.

Team teaching is usually for one or two segments per day.

Chattooga County School System

Program for the Gifted

Delivery Models

<u>Delivery Method</u>	<u>Curriculum</u>	<u>Grouping Practice</u>	<u>Schedule</u>	<u>Who Delivers</u>	<u>Other Considerations</u>
RESOURCE ROOM	Units of Study, Interdisciplinary Thematic Accelerated, in- depth study	Up to 17- elementary/middle Up to 21-high school	Daily; Extended period; twice weekly	Teacher of the Gifted	May cross-grade group for maximum class size
CLUSTER GROUPING	Specific content: Interdisciplinary	6-10 in a classroom with remainder of mixed ability	Small group as needed	Classroom Teacher certified in gifted education	Certification opportunities for classroom teacher. Must be documented by contract/syllabus
COLLABORATIVE TEACHING	Content-based	Maximum of 8 gifted students placed in a heterogeneous	Daily	Teacher of the gifted and the regular classroom teacher	Facilitated by a certified gifted education teacher. Must design student contract
HONORS/ADVANCED CONTENT	Content-based	Up to 17 elementary/middle schools with remainder of mixed ability. Up to 21- high school with remainder of mixed ability	Daily	Teacher of the Gifted	Differentiation must be documented via contract
ACCELERATION	Specific strength area	Individual	Daily	Classroom Teacher	Facilitated by Teacher of the Gifted for FTE earnings. Must design contract.
ADVANCED PLACEMENT (AP)	Specific content	Up to 21 gifted high school	Daily	Classroom Teacher	If mixed ability class differentiation must be documented via contract
DIRECTED STUDY	Interest area	Up to 21 high school	Daily	Teacher of the Gifted	Document curriculum content with student contract
INCLUSION	Extension of classroom content	Individual small group	Daily Scheduled	Classroom teacher and Teacher of the Gifted collaborate	Must be documented on student contract

Chattooga County Schools Program for the Gifted



Section Two Policies

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, a student must meet the criterion score on a norm-referenced test and either has observational data collected on his or her performance or produce a superior product 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:

(i) **Mental Ability.** Students shall score at or above the 96th percentile on a composite or full-scale score or appropriate component score, as defined in the *GaDOE Resource Manual for Gifted Education Services*, 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.

(ii) **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.

(iii) **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 Georgia Department of Education 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.

(iv) **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 or performances 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. 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.

(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 Georgia Department of Education 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

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.

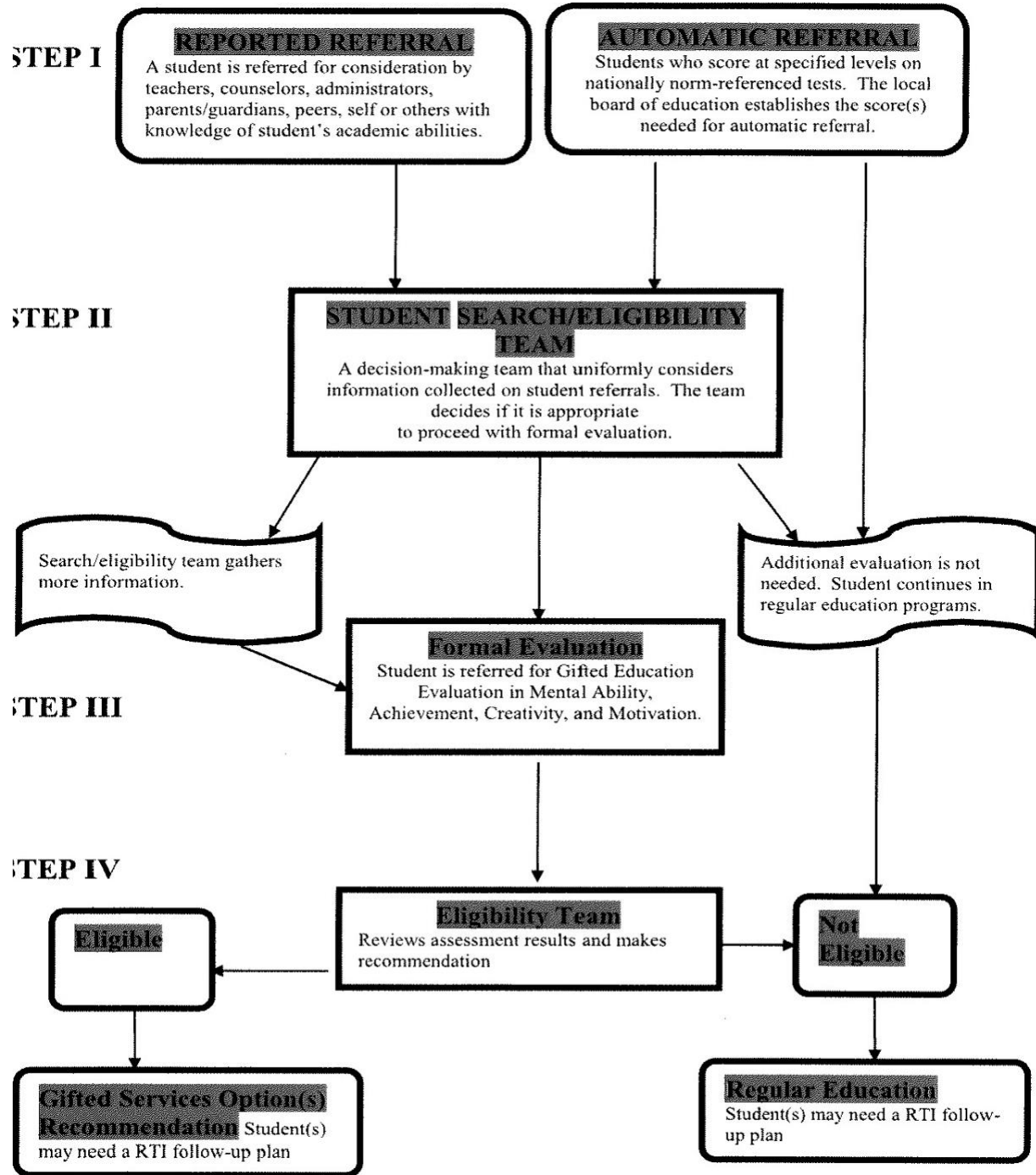
~~Local school systems must establish policies in regards to the use of data gathered and analyzed by private entities.~~

Category	Option A	Option B
	Student must have a qualifying score in the mental ability AND achievement categories.	Student must qualify in three of the four 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 $\geq 90^{\text{th}}$ percentile on composite score on a nationally normed creativity test ➤ Grades K-12 $\geq 90^{\text{th}}$ percentile on 2 of 3 required creativity ratings ➤ 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
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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. 30 for add'l information) ➤ Grades K-12 Rating scales used to qualify student motivation must equate to the 90th percentile by 2 of 3 required evaluators ➤ 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
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SECTION IV REFERRAL and ELIGIBILITY PROCESS CHART



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. 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. **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) College Courses (9-12) and International Baccalaureate Courses (IB): College and Diploma Courses (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 Organization (IBO) 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) and IB (grades 11 and 12) classes at the gifted FTE weight, the teacher must have the following qualifications:

1. Advanced Placement (AP) Courses:

- a. Appropriate content area GaPSC approved certification in the specific content area.
- b. Appropriate training by the College Board in that specific AP course and must have completed a 10-clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students; or
- c. The teacher has a current GaPSC issued gifted endorsement.

2. International Baccalaureate (IB) Diploma Courses:

- a. Appropriate content area GaPSC approved certification in the specific content area.
- b. Appropriate authorized training by the IBO in the specific IB diploma course, and must have completed a 10 clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students; or
- c. The teacher has a current GaPSC issued gifted endorsement.

3. Gifted Honors and IB Middle Years Program (IBMYP) Courses:

- a. The teacher must have the appropriate content area GaPSC approved certificate in the specific honors course.
- b. The teacher has a current GaPSC issued gifted endorsement.
- c. In addition to a Georgia Teaching License and gifted endorsement, the IBMYP teachers must complete the appropriate professional development courses required by IBO.

4. 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 show how the advanced course content, teaching strategies, pacing, process skills, and assessments 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. There must be substantial, regularly scheduled collaborative planning 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 tests);

- b. a time and discussion log of the collaborative planning sessions between the teachers
- 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

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 document 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.

Approved 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. If a school district desires to implement a gifted program delivery model other than one of the models described above, the district must submit a description of that plan to the Gifted Education Specialist at the GaDOE. The plan must clearly describe 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).

The SDOE Innovative Model Review Team will approve local school district plans for special models that are in accordance with all applicable rules and regulations, consistent with best practice guidelines for the education of gifted students and provide strong programming and fiscal accountability. If the district’s proposal for a special model is not within the guidelines established by SBOE and /or the GaDOE regulations, the GaDOE Gifted Education Specialist will advise the district contact that the Local BOE must be granted a waiver from the SBOE before that model could be used to provide gifted education services.

CHATTOOGA COUNTY BOARD OF EDUCATION	Descriptor Code: IDDD	Issued Date: 2/16/88
Descriptor Terms: GIFTED STUDENTS	Rescinds:	Issued:
<p>Chattooga County School System recognizes the need to provide gifted education services to students who have the potential for exceptional academic achievement in grades K-12. Chattooga County Schools shall comply with all state policies concerning educational programs for gifted students. A gifted student demonstrates a high degree of intellectual creative and/or artistic abilities possesses exceptional leadership skills or excels in specific academic fields.</p> <p>The Chattooga County School System endorses the development and operation of special instruction and/or ancillary services for gifted students to achieve at levels commensurate with his or her abilities.</p> <p>Adopted: prior to 1976 Revised: September, 1976 Revised: February 16, 1988 Revised: October 14, 1996 Revised: June, 2010 Revised: June, 2013 Revised: May, 2016 Revised: June, 2017 Revised: May, 2020</p>		

<p style="text-align: center;">CHATTOOGA COUNTY BOARD OF EDUCATION</p>	<p>Descriptor Code: IDDD – R</p>	<p>Issued Date: 2/16/88</p>
<p>Descriptor Terms:</p> <p>GIFTED STUDENTS (Continuation Criteria)</p>	<p>Rescinds:</p>	<p>Issued:</p>
<p style="text-align: center;">CHATTOOGA COUNTY SCHOOL SYSTEM PROGRAM FOR THE GIFTED CONTINUATION POLICY</p> <p>Continued placement in the Program for the Gifted, according to the Georgia State Department of Education regulations and procedures, shall include satisfactory performance in gifted classes and must provide for a probationary period. To meet these requirements satisfactory performance shall be determined by maintenance of an overall “B” or 80+ for the student’s academic coursework average (academic GPA), and no 9-week average below a 70 in academic subjects for which the student receives gifted education services. The student must also score proficient (level 3) or beyond on the Georgia State Standardized Test in the subject areas for which he or she receives gifted services.</p> <p>Continued placement for gifted students shall consist of the above unless there are compelling reasons why special consideration should be given. These reasons must be documented.</p> <p>Students failing to meet the continuation criteria are automatically placed on probation. Probation may last a minimum of one semester, but no more than two semesters. Parents will be notified in writing of this probation.</p> <p>Students on probation who do not show improvement after two semesters will be automatically withdrawn from the program. Parents will be notified in writing prior to withdrawal. If withdrawn, a student may re-enter the Program for the Gifted upon meeting the specifications of the continuation criteria.</p> <p>Adopted: prior to 1976 Revised: September, 1976 Revised: February 16, 1988 Revised: October 14, 1996 Revised: June, 2010 Revised: June, 2013 Revised: June, 2015 Revised: May, 2020</p>		

Chattooga County Schools Program for the Gifted



Section Three Referral Procedures

Chattooga County School System
Program for the Gifted
Referral Procedures

I. Automatic Referral Procedures for Developing a Pool of Potentially Gifted Students

Each school year a committee of teachers of the gifted will review the most recent Northwest Evaluation Association Measures of Academic Progress (MAP) results to establish a pool of potential gifted students. The committee will use the criteria of scoring in the 90th Percentile or above based on the middle score of the percentile range. From the criteria, the committee will compile a list of students for the committee to review as potentially gifted students. From the list of potentially gifted students, each Teacher of the Gifted will complete the following steps. A file for each referring student will be established. The Gifted Referral Form (Form H) will be filled out for each student referral.

A. Contact the Parents

1. School personnel must inform the student's parents of the reason for referral by sending the following form to be completed and returned to the school:

a. Notification of Consideration/Evaluation Consent (Form T)

B. Administer Tests

The Teacher of the Gifted will administer at least one approved mental ability test to the referring student. (See Section Five: Addendum for state approved tests.) The Northwest Evaluation Association Measures of Academic Progress (MAP) will serve as the approved achievement assessment.

C. Obtain Creativity Criteria

The classroom teacher and two other individuals must complete one of the Creativity Rating Scales Form D or the teacher of the gifted will administer the Torrance Test of Creativity.

D. Obtain Motivation Criteria

The teacher of the gifted will obtain the Grade Point Average (GPA) for grades 6-12 or have three individuals complete the Motivation Checklist (Form F)

E. Complete the Referral/Eligibility Report Form

a. The Teacher of the Gifted will complete the Referral/Eligibility Report (Form R) and Include data that pertains to the following four categories.

1. Mental Ability

a. List the percentile scores

2. Achievement

a. List the percentile scores for Total Reading, Total Math, and/or Total Battery

3. Creativity

a. List the score from the Creativity Rating Scale or Torrance Test of Creativity

4. Motivation

a. List the GPA or score from the Motivation Rating Scale

(Refer to Section VI. Categories for Multiple Criteria for New Rule .38 of 2012 for selection of test and rating scales.)

2. The Teacher of the Gifted will meet with the classroom teacher and principal to discuss eligibility criteria.

F. Complete Staffing Procedures for Students

1. The Teacher of the Gifted will complete the staffing procedures for students who are eligible. (See IV. Staffing Procedures for instructions.)
2. The Teacher of the Gifted will complete the staffing procedures for students who are not eligible. (See IV. Staffing Procedures for instructions.)

II. Automatic Referral Procedures for Rule .08

A. 1985 (Rule .08) Eligibility Standards

1. From the list of potentially gifted students that were collected by the committee of Teachers in the Spring, students who meet the 1985 (Rule .08) eligibility standards are automatically eligible for placement. (See V. Program for the Gifted Eligibility Criteria.)
2. The Teacher of the Gifted will complete the Referral/Eligibility Report (Form I-4) by including the following sections:
 - a. Mental Ability-List the percentile score.
 - b. Achievement-List the percentile score(s).
3. The Teacher of the Gifted will meet with the principal and classroom teacher to discuss eligibility.
4. The Teacher of the Gifted will complete the Staffing Procedures for students who are Eligible and/or who are not eligible. (See IV. Staffing Procedures.)

III. Individual (Reported) Referral Procedures

If a student is referred for consideration for the Program for the Gifted by teachers, counselors, administrators, parents or guardians, peers, self and other individuals with knowledge of the student's abilities, the following steps are to be followed:

A. Gather Documentation

1. The teacher of the gifted will complete the Gifted Referral Form (Form H) and submit to the onsite gifted testing coordinator.

B. Contact the Parents

1. School personnel must inform the student's parents of the reason for referral by sending the following form to be completed and returned to the school:
 - a. Notification of Consideration/Evaluation Consent (Form T)

C. Administer Tests

1. The Teacher of the Gifted will administer at least one approved mental ability test and ~~or~~ at least one approved academic achievement test to the referred student. (See VI. Categories for Multiple Criteria for New Rule .38 of 1995 for the list of Mental Ability Tests and Achievement Tests.)

D. Gather Creativity Data

1. The classroom teacher and two other qualified individuals must complete the Creativity Characteristics Rating Scales (Renzulli Scales) or the Teacher of the Gifted will administer the Torrance Test of Creativity.

E. Obtain Motivation Criteria

1. The Teacher of the Gifted will obtain the Grade Point Average (GPA) or complete the Motivation Checklist. (See X. Category Four Motivation Criteria.)

F. Complete the Referral/Eligibility Report Form

1. The Teacher of the Gifted will complete the Referral/Eligibility Report (Form R) and include data that pertains to the following four categories:
 1. Mental Ability
 - a. List the percentile scores
 2. Achievement
 - a. List the percentile scores for Total Reading, Total Math, and/or Total Battery
 3. Creativity
 - a. List the score from the Creativity Rating Scale and/or the Torrance Test of Creativity.
 4. Motivation
 - a. List the GPA or score from the Motivation Rating Scale

(Refer to Section VI. Categories for Multiple Criteria for New Rule .38 of 1995 for selection of test and rating scales.)

2. The Teacher of the Gifted will meet with the classroom teacher and principal to discuss eligibility criteria.

G. Complete Staffing Procedures for Student

1. The Teacher of the Gifted will complete the staffing procedures for students who are eligible. (See IV. Staffing Procedures for instructions.)
2. The Teacher of the Gifted will complete the staffing procedures for students who are not eligible. (See IV. Staffing Procedures for instructions.)

IV. Staffing Procedures

A. Procedures for students who are not eligible

1. The Teacher of the Gifted will send the parents a letter stating the student's ineligibility. (See Form X.)

B. Procedures for Staffing students who are eligible

The Teacher of the Gifted will complete the following steps:

- Complete the Individual Program Description (Form Y) for each eligible student.
- Forms sent to parents
- 1. Notification of Eligibility/Placement Consent (Form P) (all copies for parental signature and return back to school)

Upon receiving signed paperwork for consent, the Teacher of the Gifted will provide the following:

1. Individual Program Description (Form Y) (Pink Copy)
2. Continuation Policy (Form G)

C. Procedures for Parent Conference

1. If a teacher or parent request a conference to discuss eligibility status and/or placement, the Teacher of the Gifted will keep written minutes regarding parent conference.

D. Procedures for Documentation

1. The Teacher of the Gifted will:
 - a. Keep up-to-date files on all gifted students in their permanent records. A duplicate copy of all active files will be sent and kept at the LEA office.
 - b. Send the inactive student files to the LEA office to be placed in the inactive file for further reference.
 - c. The LEA and the gifted coordinators will meet at the end of each school year to review the County Administrative Procedures Manual for Gifted Education Services. Any revisions will be reported to the Georgia Department of Education.

E. Procedures for Annual Review (End of the Year)

1. Progress in the Program for the Gifted shall be reviewed and a determination of continuation in the program made annually. The Teacher of the Gifted shall:
 - a. Obtain and calculate an overall yearly academic average from report cards or permanent records.
 - b. Determine continuation status
 1. If a gifted student meets the continuation criteria, the Teacher of the Gifted shall send to parents:
 - I. Annual Review (Form A) (White Copy-Gifted file-kept in permanent record; Pink Copy-Parent Copy; Yellow Copy-LEA Office.)
 - II. Individual Program Description (Form Y) for the up-coming school year when students return for the next school year.

F. Procedures for Probation

1. Progress in the Program for the Gifted shall be reviewed and a determination of continuation in the program shall be made at the end of each semester. The Teacher of the Gifted shall:
 - a. Obtain and calculate an academic average from report cards.
 - b. Obtain scores from State Standardized Tests (end of year only).
 - c. Determine continuation status.
 1. If a gifted student does not meet the continuation criteria, the Teacher of the Gifted shall send the Notification of Probation (Form N) to the parents for the mid-year review or (Form A) for the annual review.

G. Procedures for Withdrawal

1. A gifted student will be withdrawn from the Program for the Gifted for the following reasons:
 - a. Failure to maintain continuation criteria and was on probation for one semester
 - b. Parent request
 - c. Other
2. If a gifted student withdraws from the Program for the Gifted, then the Withdrawal letter (Form W) must be completed and sent to parents for signature.

H. Procedures for Re-Entry to the Program for the Gifted

1. Students, who have been withdrawn from the Program of the Gifted, may re-enter the Program for the Gifted upon meeting the specifications of the Chattooga County's Continuation Policy for the Program of the Gifted.
2. Parents of students requesting re-entry shall complete the application for Re-entry to The Program for the Gifted (Form E.)
3. The Teacher of the Gifted shall complete the following for the student requesting re-entry:
 - a. Obtain and calculate the current academic average.
 - b. Determine continuation status
 - i. If the requesting re-entry student meets the continuation criteria, complete and send to the parents an Individual Program Description (Form Y) for the appropriate school year.
 - ii. If the requesting re-entry student does not meet the continuation criteria, send to the parents a copy of the Re-entry Application (Form E) indicating the student is not eligible for re-entry.

I. Procedures for Retesting Ineligible Students

1. By parent request, students who did not meet eligibility criteria for the Program for the Gifted, can be retested to see if they qualify. A maximum of three testing periods in alternating years is required. Example: If a student is tested in first grade, he/she must wait until third grade to be tested again. He/she can only be tested a maximum of three times in their school career.

V. Program for the Gifted Eligibility Criteria

A. State Board Rule 160-4-2-.08 of 1985

Students may be placed in the Program for the Gifted upon meeting the old rule of gifted which requires a mental ability test and achievement test.

<u>Grade Level</u>	<u>Mental Ability</u>	<u>Achievement</u>
K-2	99 th Percentile	Not Applicable
3-12	96 th Percentile	90% Percentile Composite, or 90% Percentile Reading or Math

B. State Board Rule 160-4-2-.38 of 1995

To be eligible for gifted education services, a student must meet criteria in any three of the following four areas: Mental Ability (intelligence), Achievement, Creativity, and Motivation

Category One: Mental Ability

This category uses:

Standardized mental ability tests meeting criteria

Eligibility criteria is:

≥ 96% Percentile on composite or full scale score or appropriate component score

Category Two: Achievement

This Category uses:

Standardized achievement tests

Eligibility criteria is:

≥ 90% Percentile on total battery or total math or total reading score

Category Three: Creativity

This category uses:

Normed creativity rating scales by two evaluators
Torrance Test of Creativity

Eligibility criteria is:

A score ≥90 on a scale of 1-100

Category Four: Motivation

This category uses:

Grades from regular program, or
Standardized Motivation rating scales

Eligibility criteria is:

GPA ≥3.5 (on a 4.0 scale over previous 2 years) 6-12 grades only
A score ≥90 on a scale of 1-100

VI. Instruments for Categories of Multiple Criteria (.38)

SCHOOL DIVISION	MENTAL ABILITY	ACHIEVEMENT	CREATIVITY	MOTIVATION
ELEMENTARY	CogAT Forms 7&8 Naglieri Nonverbal Ability Test (NNAT 3) WJ:IV 4th Ed	Iowa Assessments Form E, F &G DAB-4 Stanford Achievement Test 10 Abbreviated Northwest Evaluation Association Measures of Academic Progress (MAP)	Renzulli Rating Scale-Part II Torrance Creativity Test	Renzulli Rating Scale-Part III
MIDDLE	CogAT Forms 7&8 Naglieri Nonverbal Ability Test (NNAT 3) WJ:IV 4th Ed	Iowa Assessments Form E, F &G DAB-4 Stanford Achievement Test 10 Abbreviated Northwest Evaluation Association Measures of Academic Progress (MAP)	Renzulli Rating Scale – Part II Torrance Creativity Test	GPA (≥ 3.5) Renzulli Rating Scale – Part III
HIGH SCHOOL	CogAT Forms 7&8 Naglieri Nonverbal Ability Test (NNAT 3) WJ:IV 4th Ed	PSAT (8/9) SAT ACT Iowa Assessments Forms E, F&G Stanford Achievement Test 10 Abbreviated Northwest Evaluation Association Measures of Academic Progress (MAP)	Renzulli Rating Scale – Part II Torrance Creativity Test	GPA (≥ 3.5) Renzulli Rating Scale – Part III

VII. Category One: Mental Ability Criteria

1. The Program for the Gifted of Chattooga County School System will use mental ability tests that meet the following criteria:
 - Measure intelligence or cognitive ability
 - Be the most current edition of that published test
 - Normative data for group test shall be no more than ten years old
 - Yield percentile rankings by age(s)
 - Normed on a nationally representative sample that included minority representation
 - Test development included bias review

2. As of the effective date of January 3, 1996, test score used to establish eligibility

for placement under Rule 160-4-2 .08 or Rule 160-4-2- .38 shall be current within (not older than) two calendar years.

3. The Program for the Gifted will use one of the following mental ability tests:
 - a. Cognitive Abilities Test Forms 7 and 8
 - b. Naglieri Nonverbal Ability Test (NNAT 3)
 - c. Woodcock-Johnson Cognitive Abilities Test 4th Ed. (WJ:IV)

VIII. Category Two: Achievement Criteria

1. The Program for the Gifted of Chattooga County School System will use achievement tests that meet the following criteria:
 - Be most current edition of that published test
 - Measure, at a minimum, reading including reading comprehension, and give a total reading score or total mathematics score based upon a combination of scores in math concepts and applications
 - Normative data for these tests shall be no more than ten years old
 - Yield percentile rankings by age(s) (ITBS=grade instead of age)
 - Normed on a nationally representative sample that included minority representation
 - Test development included bias review
2. As of the effective date of January 3, 1996 test score used to establish eligibility for placement under Rule 160-4-2 .08 or Rule 160-4-2- .38 shall be current within (not older than) two calendar years.
3. The Program for the Gifted will use the following achievement tests:
 - a. Iowa Assessments Form E, F, and G
 - b. Diagnostic Achievement Battery (DAB 4)
 - c. Stanford Achievement Test 10 Abbreviated
 - d. Northwest Evaluation Association Measures of Academic Progress (MAP)
 - e. PSAT (8/9)
 - f. Scholastic Achievement Test (SAT)
 - g. ACT-College Entrance Exam

IX. Category Three: Creativity Criteria

1. The Program for the Gifted of Chattooga County School System will use standardized creativity characteristics rating scales to evaluate student performance. The criteria must reflect a scale from 1-100 that can be translated into a numerical score ≥ 90 . The criteria shall be applied to the performance by at least three qualified individuals. Two out of the three rating scales must be ≥ 90 for eligibility.
2. The Program for the Gifted will use one of the following rating scales:
 - b. Torrance Test of Creativity Thinking TTCT
 - c. Renzulli Rating Scale – Part II Creativity Characteristics
3. 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 creativity, a rating scale shall not be used to evaluate motivation.

4. The Scoring Procedures will be used for the following rating instrument:

Renzulli Rating Scale, Part II Creativity Characteristics

Use the form called Scales for Rating the Behavior Characteristics of Superior Students, Part II: Creativity Characteristics that is published by Prufrock Press, Inc. which is located in the Appendix, Form D. See the Appendix for norming data for the Renzulli Rating Scale. As suggested by Renzulli, norming procedures will take place at each school and grade level. These norms will be kept on file with the Gifted Coordinators at each school and LEA.

At least two of the three rating scales must have a +90 percentile for the student to be eligible in Creativity category.

X. Category Four: Motivation Criteria

The Program for the Gifted of Chattooga County School System will use the Grade Point Average GPA or motivation characteristics rating scales. GPA is used for 6-12 only.

A. Grade Point Average (GPA)

1. The Program for the Gifted of Chattooga County School System will use the Grade Point Average (GPA) of ≥ 3.5 on a 4.0 scale, using an average of grade from the regular school program over the previous two school years for students in grade six through twelve. GPAs of students are determined by calculating the grades during the two years prior to evaluation in the subjects of:

Mathematics
Science
English or Language Arts
Social Studies
Full Year of World Languages

B. Motivation Rating Scales

1. The Program for the Gifted of Chattooga County School System will use standardized motivation characteristics rating scales to evaluate a student. The criteria must reflect a scale form 1-100 that can be translated into a numerical score ≥ 90 . The rating scale must be completed at least by three individuals. Two out of the three rating scales must be ≥ 90 for eligibility.
2. The Program for the Gifted will use the following Motivation characteristics rating scale:
 - a. Renzulli Rating Scale-Part III Motivational Characteristic
3. 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.
4. The Scoring Procedures will be used for the following rating instruments
 - a. Renzulli Rating Scale, Part III Motivational Characteristics

Use the form called Scales for Rating the Behavioral Characteristics of Superior Students, Part III: Motivational Characteristics published by Prufrock Press, Inc. which is located in the Appendix, Form F. As suggested by Renzulli, norming procedures will take place at each school and grade level. These norms will be kept on file with the Gifted Coordinators at each school and LEA. At least two of the three rating scales must have a 90 percentile or better for the student to be eligible in the Motivation Category.

Chattooga County Schools Program for the Gifted



Section Four Appendix



CHATTOOGA COUNTY SCHOOL SYSTEM

PROGRAM FOR THE GIFTED

ANNUAL REVIEW

Student: _____

Date: _____

A review of your child's performance this school year in the Program for the Gifted and in the regular class has been completed by the teacher of the gifted. The review has determined that for school year _____ - _____:

_____ Continued placement in the Program for the Gifted is appropriate. Your child will continue in the program unless you disagree with this placement. If you disagree, please

contact your child's teacher.

_____ Your child will continue in the Program for the Gifted on probation because the continuation criteria was not met. Your child exhibited unsatisfactory performance in the gifted content areas and/or gifted programs.

Comments:

Students, who do not meet the continuation criteria after a probationary period of two semesters, are withdrawn from the Program for the Gifted.

Teacher of the Gifted



CHATTOOGA COUNTY SCHOOL SYSTEM
GIFTED PROGRAM
CONTRACT FOR CLUSTER CLASSROOMS

STUDENT _____ DATE _____

SCHOOL _____ GRADE _____

TEACHER OF GIFTED _____

CONTRACT PERIOD OF TIME (check one)

- _____ 1st semester
- _____ 2nd semester
- _____ school year of _____
- _____ Other _____

CONTACT TIME: (check one)

- a. _____ 1 segment per day
- b. _____ 2 segments per day
- c. _____ 3 segments per day
- d. _____ 4 segments per day
- e. _____ 5 segments per day
- f. _____ 6 segments per day

CURRICULUM FOCUS: (check one or more)

The contract will have as a curriculum focus in the following content areas:

- a. _____ Language Arts
- b. _____ Science
- c. _____ Social Studies
- d. _____ Mathematics
- e. _____ Foreign Language

A differentiated curriculum for gifted learners includes the following expectations:

(CHECK ALL THAT APPLY)

Content: Complex and challenging subject matter that:

- _____ Requires intellectual struggle
- _____ Utilizes 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
- _____ 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 test
- _____ Self-assessment through rubrics
- _____ Creation of goal-based checklists
- _____ Conferencing, commentary, and qualitative feedback (Cobb, 2012)

Product Differentiation:

Materials/Activities:

Form B

Chattooga School System 2018 Norm Establishment
Gifted Program: Creativity and Motivation

Purpose: In accordance with *Scales for Rating the Behavioral Characteristics of Superior Students: Renzulli Scales Technical and Administration Manual*, 3rd edition, local norms were established. As set forth in the manual, these norms should be reestablished every ten years.

Selection Process: It is recommended that each school, at every grade level, within the system establish norms with a grade level sample of at least 100 students. Because Menlo School and Lyerly School do not have a population at each grade level of 100 students, a single local norm for each grade level, K-8, was established. At Menlo School and Lyerly School a population of each grade level was surveyed, and at Summerville Middle and Leroy Massy Schools a random sample was taken, with the goal being to collect a minimum of 100 ratings and a maximum of 200 ratings each for Creativity and Motivational Scales at each grade level.

Method: Homeroom teachers completed the checklists and calculated the raw scores. These raw scores at each grade level were listed in descending order. The number of students attaining each score were tallied. The number of students attaining each score was tabulated. The frequencies were added consecutively. The percentile rank of each score was tabulated and a baseline of 90% was established. See Appendix E: How to Develop Local Norms in *Scales for Rating the Behavioral Characteristics of Superior Students: Renzulli Scales Technical and Administration Manual*, 3rd edition, for more information.

Results: See Attachment

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (Renzulli Scales)

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman / Karen L. Westberg
M. Katherine Gavin / Sally M. Reis / Del Siegle / Rachel E. Sytsma

Student Information

Student's Name (or Assigned Code No.): _____

Date of Rating _____ / _____ / _____
 YEAR MONTH DAY

Date of Birth _____ / _____ / _____
 YEAR MONTH DAY

Age in Years _____

Grade K 1 2 3 4 5 6
 7 8 9 10 11 12

Rater's Name: _____

Relationship to Student: _____

Examiner's Name: _____

School Name: _____

Summary of Scores

- | | |
|---|----------------------|
| I Learning Characteristics | <input type="text"/> |
| II Creativity Characteristics | <input type="text"/> |
| III Motivation Characteristics | <input type="text"/> |
| IV Leadership Characteristics | <input type="text"/> |
| V Artistic Characteristics | <input type="text"/> |
| VI Musical Characteristics | <input type="text"/> |
| VII Dramatics Characteristics | <input type="text"/> |
| VIII Communication Characteristics (Precision) | <input type="text"/> |
| IX Communication Characteristics (Expressiveness) | <input type="text"/> |
| X Planning Characteristics | <input type="text"/> |
| XI Mathematics Characteristics | <input type="text"/> |
| XII Reading Characteristics | <input type="text"/> |
| XIII Technology Characteristics | <input type="text"/> |
| XIV Science Characteristics | <input type="text"/> |

Directions

These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication, planning, mathematics, reading, technology, and science. The items are derived from the research literature dealing with characteristics of gifted and creative individuals. It should be pointed out that a considerable amount of individual differences can be found within this population, and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Because the 14 dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should *not* be summed to yield a total score. In addition, we have purposefully avoided developing national norms for this instrument. If you choose to develop local norms, they should be constructed for individual schools and grade levels. Instructions for calculating local norms can be found in the *Scales for Rating the Behavioral Characteristics of Superior Students—Revised Edition: Technical and Administration Manual*.

Read each item in each scale and place an "x" in the box that corresponds with the frequency to which you have observed the behavior. Each item should be read with the beginning phrase, "**The student demonstrates . . .**" or "**The student . . .**".

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Chattooga County Schools Local Norms Developed May 2018
Creativity: Scales for Rating the Behavioral Characteristics of Superior Students

Raw	Grades with Percentile Rank								Raw	
	K	1	2	3	4	5	6	7		8
54	98.66	98.84	100	97.15	100	99.54	100	98.17	99.46	54
53	96.88	97.29	99.53	94.31	99.55	99.08	100	95.43	98.65	53
52	95.54	96.51	98.13	93.50	97.73	98.62	99.74	93.9	97.84	52
51	94.64	96.12	96.73	92.68	96.36	98.17	98.96	92.99	96.76	51
50	93.75	96.12	96.26	91.06	95	97.25	98.44	92.38	96.22	50
49	91.52	95.74	95.79	89.02	92.73	95.41	97.92	91.16	95.68	49
48	89.73	95.35	94.86	87.80	89.55	93.58	97.14	89.63	94.86	48
47	88.39	94.57	94.39	86.59	86.82	91.74	96.88	88.72	93.24	47
46	86.61	93.41	94.39	88.62	85	89.45	95.83	87.5	90.54	46
45	82.59	92.25	92.52	83.33	80.45	87.16	94.01	84.76	88.11	45
44	78.13	90.31	90.19	81.71	76.82	85.32	92.71	82.01	86.22	44
43	72.77	88.37	88.79	80.49	75.91	83.95	89.84	78.66	84.86	43
42	67.41	86.43	85.98	78.46	73.64	81.65	85.94	74.70	83.78	42
41	64.29	84.11	82.24	76.02	68.64	77.98	83.33	70.73	82.16	41
40	59.38	81.40	78.97	72.36	64.65	74.77	80.99	66.77	79.19	40
39	55.80	78.68	77.57	68.29	62.27	72.48	78.39	64.02	75.41	39
38	54.46	75.58	76.17	66.67	59.55	69.27	75.52	61.89	72.70	38
37	50.89	72.09	73.83	65.85	55.91	65.14	73.18	59.15	70.81	37
36	44.64	68.22	71.03	65.04	53.18	60.09	70.31	55.18	68.11	36
35	38.84	64.34	67.29	62.20	52.27	54.59	67.45	51.22	65.14	35
34	35.27	62.40	64.02	58.54	50.45	50.92	61.98	48.17	62.16	34
33	33.48	59.30	60.75	55.69	47.27	48.62	56.51	44.82	58.65	33
32	30.36	52.71	56.54	51.63	43.64	44.95	54.95	41.77	54.86	32
31	27.68	45.74	50.47	47.15	40.91	38.07	52.60	38.11	50.54	31
30	25	41.47	45.79	45.12	40	30.73	47.92	33.54	46.22	30
29	31.88	37.98	42.99	42.68	38.64	25.23	42.97	26.83	43.51	29
28	20.54	34.50	37.85	39.43	35.45	20.18	39.58	21.34	41.62	28
27	18.30	31	32.24	37.40	32.27	15.14	36.98	17.68	38.38	27
26	16.52	28.29	29.44	36.18	30.90	11.47	33.07	14.63	35.14	26
25	14.29	27.52	28.04	35.37	29.09	9.17	27.08	13.72	32.70	25
24	12.05	26.74	26.64	34.55	27.27	7.34	21.61	13.11	28.92	24
23	10.27	25.97	25.23	32.93	25.91	6.42	18.49	12.8	25.95	23
22	8.48	25.19	23.83	30.89	23.18	5.96	16.67	11.89	24.05	22
21	8.04	23.26	21.50	30.08	20.45	5.51	15.10	10.37	21.62	21
20	8.04	20.16	18.69	29.68	18.18	5.05	11.98	9.45	18.92	20
19	8.04	18.22	16.82	28.46	16.63	4.59	8.07	9.15	16.22	19
18	8.04	17.05	15.42	26.02	15	4.13	5.99	5.18	12.43	18
17	8.04	16.28	14.49	23.17	14.09	3.67	5.47	1.22	7.84	17
16	8.04	16.28	13.55	21.54	12.73	3.21	4.69	1.22	5.68	16
15	7.14	16.28	12.62	20.33	11.36	2.29	3.13	1.22	4.32	15
14	6.25	15.89	10.75	17.89	10.45	1.83	1.56	0.91	2.70	14
13	5.80	15.50	8.88	13.41	9.09	1.83	0.80	0.61	1.62	13
12	4.91	14.34	7.01	9.35	6.82	1.38	0.50	0.61	1.08	12
11	4.02	12.40	3.74	6.50	5.45	0.92	0.30	0.61	0.81	11
10	3.13	9.69	1.40	4.88	4.55	0.46	0.00	0.61	0.54	10
09	1.34	3.88	0.48	2.44	1.82		0.00	0.30	0.27	09

STUDENT'S NAME (OR ASSIGNED CODE NO.): _____

CREATIVITY CHARACTERISTICS

The student demonstrates . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always					
1. imaginative thinking ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2. a sense of humor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
3. the ability to come up with unusual, unique, or clever responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
4. an adventurous spirit or a willingness to take risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
5. the ability to generate a large number of ideas or solutions to problems or questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6. a tendency to see humor in situations that may not appear to be humorous to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7. the ability to adapt, improve, or modify objects or ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8. intellectual playfulness, a willingness to fantasize and manipulate ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9. a nonconforming attitude, does not fear being different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Add Column Total:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Multiply by Weight:	1	2	3	4	5	6					
Add Weighted Column Totals:	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>
Scale Total:							<input type="checkbox"/>				

Scoring:

- Add the total number of x's in each column to obtain the "Column Total."
- Multiply the "Column Total" by the "Weight" for each column to obtain the "Weighted Column Total."
- Sum the "Weighted Column Totals" across to obtain the Score for each dimension of the scale.
- Enter the Scores for each dimension on the cover sheet.

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RE-ENTRY TO THE PROGRAM FOR THE GIFTED

Student: _____

DOB: ____/____/____

School: _____

I am applying for my child to re-enter the gifted program effective: _____
Date

The reasons for prior withdrawal are:

____ Failure to maintain continuation criteria,

____ Parent Request,

____ Other: _____

I understand that my child must meet the Chattooga County School's continuation criteria prior to re-entry to the Program for the Gifted.

Teacher Use Only - Continuation Criteria

____ All of the continuation criteria has been met and student is eligible for re-entry.

____ The student is not eligible for re-entry

Teacher of the Gifted Date

Parent/Guardian Signature _____

Chattooga County Schools Local Norms 2018 Developed May 2018
 Motivation: Scales for Rating the Behavioral Characteristics of Superior Students

Raw	Grade with Percentile Rank									Raw
	K	1	2	3	4	5	6	7	8	
66	99.11	99.61	99.07	97.15	99.55	98.62	99.22	96.95	99.19	66
65	98.21	99.22	97.2	93.5	99.01	97.25	98.44	92.99	98.11	65
64	97.32	98.84	96.26	91.87	98.18	97.25	97.14	91.77	97.57	64
63	93.75	98.06	95.79	90.24	97.27	97.25	95.83	91.16	97.03	63
62	92.41	97.67	95.33	89.43	96.82	96.79	95.83	90.85	96.22	62
61	91.07	96.9	94.86	89.02	95.45	95.87	95.05	90.55	95.14	61
60	91.07	96.12	94.39	88.62	92.73	94.5	93.75	89.63	93.24	60
59	91.07	95.74	93.46	88.21	90.45	92.66	92.45	89.02	92.43	59
58	90.63	94.96	92.52	86.99	89.09	90.83	90.89	88.41	91.89	58
57	88.84	94.19	91.59	84.96	86.36	88.99	90.10	86.89	91.35	57
56	86.61	93.02	90.65	83.33	83.64	87.16	89.84	85.06	91.08	56
55	84.38	91.09	88.32	81.7 1	81.36	83.49	84.90	79.88	90.27	55
54	81.70	88.76	84.58	78.46	79.55	80.73	79.69	75.30	89.73	54
53	79.91	85.27	82.24	75.2	77.27	78.90	78.65	74.39	88.38	53
52	78.13	81.4	79.91	73.58	74.55	76.61	76.56	73.48	85.68	52
51	75.45	79.07	77.10	71.95	71.82	74.77	73.7	72.56	84.60	51
50	74.11	78.29	74.77	69.92	68.18	71.56	71.61	71.65	82.97	50
49	70.98	78.29	71.96	68.29	64.09	68.35	70.05	69.51	80.27	49
48	66.52	77.52	68.69	66.67	61.36	64.68	68.49	66.46	76.76	48
47	65.18	76.36	65.42	64.63	58.18	62.39	66.93	64.02	73.78	47
46	63.39	74.81	63.08	62.2	54.55	59.17	64.84	60.98	70.81	46
45	59.82	72.09	61.68	60.57	52.73	57.80	62.24	58.54	68.65	45
44	56.70	67.44	59.81	59.35	50.45	52.29	56.25	53.35	67.30	44
43	54.91	62.02	57.94	56.5	48.18	47.71	51.04	46.65	66.22	43
42	52.68	58.14	55.61	52.03	46.36	45.41	48.70	43.60	64.32	42
41	50	54.65	52.8	48.37	44.55	41.74	44.53	41.77	59.73	41
40	47.77	51.94	50	46.75	41.36	38.99	41.15	40.24	55.41	40
39	45.09	48.84	46.73	44.72	38.18	36.24	39.84	39.33	52.70	39
38	43.75	44.57	44.39	41.06	36.36	30.73	37.50	37.80	50	38
37	42.86	41.09	43.46	38.62	33.64	26.15	34.38	35.98	46.49	37
36	38.84	38.76	41.12	37.4	30	23.85	32.29	34.76	43.24	36
35	33.04	37.21	38.32	36.59	26.82	21.56	30.73	33.23	40.54	35
34	29.02	34.88	35.98	34.96	25	16.97	29.95	30.49	37.84	34
33	26.79	32.56	33.64	30.89	24.55	11.01	28.39	24.70	36.22	33
32	25.45	31.4	31.78	28.46	24.01	6.88	25	19.51	34.59	32
31	25	30.23	30.84	26.83	23.18	4.59	21.88	17.07	31.35	31
30	25	29.46	30.37	25.2	21.82	3.67	20.05	15.55	28.11	30
29	24.11	29.46	28.5	24.39	20.91	3.67	19.01	14.94	25.68	29
28	22.32	29.07	25.7	23.17	19.55	3.67	17.71	13.41	23.24	28
27	20.98	28.68	24.30	22.36	17.73	3.67	16.67	13.41	20.81	27
26	19.20	27.91	24.30	21.14	16.82	3.21	15.89	13.11	18.11	26
25	17.86	26.74	22.9	19.11	15.45	2.29	14.06	12.2	16.22	25
24	16.96	26.36	20.56	17.48	14.55	1.83	12.5	10.98	13.78	24
23	16.07	24.03	19.63	15.85	13.64	1.83	11.2	10.37	11.62	23
22	14.73	20.16	19.63	14.23	11.82	1.38	8.33	5.79	8.65	22
21	12.50	18.6	18.69	13.41	10.45	0.92	5.99	1.22	5.68	21
20	11.16	18.22	17.76	13.01	10	0.92	5.21	1.22	5.41	20
19	10.27	17.83	17.29	12.2	9.55	0.92	4.43	1.22	4.86	19
18	9.82	16.67	15.89	9.76	9.09	0.92	3.39	1.22	3.51	18
17	8.93	15.5	14.49	8.13	8.64	0.92	2.6	1.22	2.16	17
16	7.59	15.12	14.02	7.72	8.18	0.92	2.6	1.22	1.08	16
15	6.25	14.73	13.08	6.91	8.18	0.92	2.6	1.22	0.30	15
14	4.46	13.95	10.28	6.5	8.18	0.92	2.34	1.22	0.30	14
13	2.68	11.63	7.48	6.1	8.18	0.92	2.1	1.22	0	13
12	1.79	7.36	6.07	4.88	7.27	0.92	1.3	1.22	0	12
11	0.89	2.33	2.80	2.03	3.18	0.46	0.3	0.61	0	11

STUDENT'S NAME (OR ASSIGNED CODE NO.): _____

MOTIVATION CHARACTERISTICS

The student demonstrates . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always					
1. the ability to concentrate intently on a topic for a long period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2. behavior that requires little direction from teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
3. sustained interest in certain topics or problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
4. tenacity for finding out information on topics of interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
5. persistent work on tasks even when setbacks occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6. a preference for situations in which he or she can take personal responsibility for the outcomes of his or her efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7. follow-through behavior when interested in a topic or problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8. intense involvement in certain topics or problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9. a commitment to long-term projects when interested in a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10. persistence when pursuing goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11. little need for external motivation to follow through in work that is initially exciting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Add Column Total:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Multiply by Weight:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6					
Add Weighted Column Totals:	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>
Scale Total:	<input type="checkbox"/>										

Scoring:

- Add the total number of x's in each column to obtain the "Column Total."
- Multiply the "Column Total" by the "Weight" for each column to obtain the "Weighted Column Total."
- Sum the "Weighted Column Totals" across to obtain the Score for each dimension of the scale.
- Enter the Scores for each dimension on the cover sheet.

**CHATTOOGA COUNTY SCHOOL SYSTEM
PROGRAM FOR THE GIFTED
CONTINUATION POLICY**

Continued placement in the Program for the Gifted, according to the Georgia State Department of Education regulations and procedures, shall include satisfactory performance in gifted classes and must provide for a probationary period. To meet these requirements satisfactory performance shall be determined by maintenance of an overall “B” or 80+ average, and no grade below a 70 in academic subjects for which the student receives gifted education services. The student must also meet standards on the Georgia Milestones Test in the subject areas for which they receive gifted services.

Continued placement for gifted students shall consist of the above unless there are compelling reasons why special consideration should be given. These reasons must be documented.

Students failing to meet the continuation criteria are automatically placed on probation. Probation may last a minimum of one semester, but no more than two semesters. Parents will be notified in writing of this probation.

Students on probation who do not show improvement after two semesters will be automatically withdrawn from the program. Parents will be notified in writing prior to withdrawal. If withdrawn, a student may re-enter the Program for the Gifted upon meeting the specifications of the continuation criteria.



Chattooga County Schools

Program for the Gifted

Gifted Referral Form pg. 1

School: _____ Date: _____ Grade: _____ Teacher: _____

Directions: Consider your students and identify those not in the Gifted Program who exhibit these behaviors and characteristics. If a student does not have multiple behaviors in at least one of these criteria, a referral should be postponed until such evidence is available. Remember to compare each child to what is typical of a child his or her age.

Characteristics/ Observations

Mental Ability	Achievement	Creativity	Motivation
Students who... Learn easily and rapidly Know a lot about a variety of topics Exhibit quick mastery of most academic subjects Retain/recall information easily Have keen powers of observation Demonstrate superior ability to think critically, reason logically, and/or conceptualize Are highly verbal; demonstrate advanced language development Transfer concepts and learning to new situations Have the ability to make inferences and see connections between unconnected ideas Ask questions that reflect thinking or abstract ideas	Students who... Demonstrate advanced ability or knowledge in specific area(s) Have advanced vocabulary and knowledge base Have high standardized test scores; generally 1-2 years above grade Memorize easily and rapidly Demonstrate superior ability to organize Easily comprehend what they see, hear, read, etc. Enjoy challenge Set personal goals and strives to achieve them Are "perfectionists"; may turn other students off or be called a "smarty" Understand topics in-depth	Students who... Exhibit heightened curiosity or questioning attitudes Are highly imaginative Have a keen sense of humor Have high energy Are unusually sensitive or intuitive Have a wide range of interests Offer many original ideas or solutions Are nonconformist, flexible, accept disorder, do not fear being different Include details in work; elaborate Have an aptitude for art, music, acting, or writing Understand jokes or puns earlier than others	Students who... Are usually persistent, goal-directed Have longer than average attention spans Are unusually alert, eager Demonstrate an intense desire to learn, to "be somebody," or do something Are independent; self-starters; leaders Consistently make good grades Have hobbies, collections, long-term interests Are concerned with adult topics Require little direction to complete tasks Motivates/influences others; may be bossy Are sought by peers for play or work groups
Mental Ability	Achievement	Creativity	Motivation
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.



Chattooga County Schools

Program for the Gifted

Gifted Referral Form pg. 2

School: _____ Date: _____ Grade: _____ Teacher: _____

Directions: It is recommended that referrals for further consideration be based on qualifying achievement scores, students' GPA, work samples, or behavioral characteristics that differentiate them from students of the same age as noted on the checklist below.

Minimum Lexile Level Guidelines for Referral in Language Achievement

Minimum Lexile	Grade
350	1
540	2
650	3
840	4
920	5
1000	6
1050	7
1100	8
1150	9
1200	10
1300	11-12

Work Samples Included (Yes, No)

Other data/observations to be taken into consideration: _____



Chattooga County School System
Program for the Gifted
Notification of Probation

Date: _____

Dear Parent:

At this time, your child,
_____, has demonstrated
unsatisfactory performance in:

_____ the gifted class

_____ the regular class

Therefore, he/she has been placed on probation. This probation will last one semester. Probation may last a minimum of one semester, but no more than two semesters.

If you would like a conference to discuss your child's probation from the Program for the Gifted, please contact me.

Teacher of the Gifted

Parent's Signature

Date Returned



CHATTOOGA COUNTY SCHOOL SYSTEM

PROGRAM FOR THE GIFTED

NOTIFICATION OF ELIGIBILITY/ PLACEMENT CONSENT

Date: _____

Student: _____

Dear Parent:

Your child has been determined to be eligible for placement in the Program for the Gifted. Enclosed for your records are copies of the Program Description and the Continuation Policy.

Your child's progress in the program will be reviewed and a determination of continuation in the program will be made annually. You will be informed in writing should your child's continuation in the program be in question. If it is determined that your child is to be withdrawn from the Program for the Gifted, prior notice will be given.

Please indicate your decision concerning your child's enrollment in the Program for the Gifted by signing and returning this form to your child's school. If you would like a conference to discuss your child's eligibility and placement, please contact me.

Sincerely,

Teacher of the Gifted

Check one:

_____ I do agree for my child to be enrolled in the Program for the Gifted, and I have received a copy of the Continuation Policy.

_____ I do not agree for my child to be enrolled in the Program for the Gifted.

Parent's signature

Date



CHATTOOGA COUNTY SCHOOL SYSTEM
PROGRAM FOR THE GIFTED
REFERRAL/ ELIGIBILITY REPORT

FORM P

Name: _____
First Middle Last

Date of Referral: _____

Date of Birth: ____/____/____

School: _____

Referral Type: _____

Grade: _____

ELIGIBILITY REPORT

Category I: Mental Ability	Category III: Creativity
Assessment date: ____/____/____ Assessment: _____ Score: _____ (Percentile Score)	Assessment date: ____/____/____ Assessment: _____ Score: _____ (Percentile Score)
Category II: Achievement	Category IV: Motivation
Assessment date: ____/____/____ Assessment: _____ Area(s): Results (Percentile Score) Total Reading _____ Total Math _____ Complete Battery _____	K-5 Assessment date: ____/____/____ Assessment: _____ Score: _____ (Scale of 1-100) 6-12 Dates: ____/____/____ to ____/____/____ Grade Point Average (GPA): _____

ELIGIBILITY SUMMARY

_____ This student is eligible and meets in the following categories:

_____ Mental Ability _____ Achievement _____ Creativity _____ Motivation

_____ The student is ineligible.

_____ Teacher of the Gifted



CHATTOOGA COUNTY SCHOOL SYSTEM

PROGRAM FOR THE GIFTED

NOTIFICATION OF CONSIDERATION/EVALUATION CONSENT

Date: _____

Student: _____

Dear Parent:

Your child is being considered for placement in the Program for the Gifted due to:

- automatic referral
- teacher referral
- other _____

Your written permission for additional testing is required. Please sign below and return this form to your child's teacher. You will be notified in writing of your child's eligibility for this program once testing is complete. You will be given an opportunity to discuss the results of the testing and consideration of eligibility and placement if you wish.

Should you have any concerns, please contact me.

Sincerely,

Teacher of the Gifted

Parental Consent for Evaluation for the Program of the Gifted

Check one:

Yes, I agree to the evaluation.

No, I do not agree to the evaluation.

Parent's signature

Date



FORM T

CHATTOOGA COUNTY SCHOOL SYSTEM
PROGRAM FOR THE GIFTED
NOTIFICATION OF WITHDRAWAL

Date: _____

Student: _____

Dear Parent:

Your child will be withdrawn from the Program for the Gifted beginning _____ for the following reason(s):

1. _____ Failure to maintain continuation criteria (probation period expired).

Comments:

2. _____ Parent request.

3. _____ Other

Comments:

Your child may re-enter the Program for the Gifted upon meeting the specifications of the continuation criteria. Please notify your child's teacher once this takes place.

If you would like a conference to discuss your child's withdrawal from the Program for the Gifted, please contact me.

Sincerely,

 Teacher of the Gifted

 Parent Signature

 Date



CHATTOOGA COUNTY SCHOOL SYSTEM
PROGRAM FOR THE GIFTED
NOTIFICATION OF INELIGIBILITY

Date: _____

Student: _____

Dear Parent:

This is to inform you that as a result of testing and evaluation, your child has been found to be ineligible for services in the Program for the Gifted.

The fact that your child was considered for the program is an honor of which you can be proud. It means your child is viewed as far above average in achievement, ability, motivation, and/or creativity. Rest assured—the Chattooga County School System will continue to work toward meeting your child’s academic needs.

If you would like a conference to discuss your child’s eligibility, please contact me.

Sincerely,

Teacher of the Gifted



CHATTOOGA COUNTY SCHOOL SYSTEM

PROGRAM FOR THE GIFTED

INDIVIDUAL PROGRAM DESCRIPTION

Student: _____

School: _____

Grade: _____

School Year: _____

I. Delivery Model(s): check model(s) to be used

____ Resource (K-12)

____ Cluster (K-12) *Written contract required

____ Advanced Content including AP and Honors (K-12)

II. Contact Hours: per week

Resource: _____ Cluster: _____ Advanced Content: _____

III. Differentiated 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). Georgia Resource Manual for Gifted Education Services, 2019

III. Content Area:

The units and activities will have a focus in the following content areas: check area(s) served:

____ Language Arts

____ Math

____ Science

____ Social Studies

____ Foreign Language

IV. Standards: check one or more

____ GSE: Georgia Standards of Excellence

____ NAGC Performance Standards

____ Other: _____

Teacher of the Gifted

Chattooga County Schools Program for the Gifted



Section Five Addendum

Addendum 1

Standard VI: Family and Community Involvement

Many opportunities are afforded to families and the community to become involved in gifted education. Teachers encourage parents to come in the schools and assess student work including projects. PTO nights are set aside to teach standards. Field trips involve parents and guardians as well as fundraisers throughout the year. These fundraisers help fund gifted projects and field trips.

The community can read about these events in the local newspaper and in local school newsletters as well as the school websites. Also, community leaders have been invited to interact with gifted students at different locations and for different occasions.

Addendum 2

Standard V: Professional Development

Professional Development is provided through our local RESA office. Gifted classes are offered to all interested certified teachers at no cost to them. Other RESA classes for PLU's have been:

1. Differentiated Curriculum
2. Gifted Consortium
3. Standard Based Education

These are just a few of the classes offered to enrich our teachers with the local RESA office.

Addendum 3

Standard II: Requirements for Student Assessment

b. Secondary Sources:

Secondary sources are used as another assessment when students of all races/ethnic backgrounds come close but fall short of the primary source indicators for gifted. ~~Those tests include: WJIII Test of Achievement, WIAT III, and the DAB-3 in both achievement and/or mental ability.~~ These sources will be one of the assessment measures approved by Georgia Department of Education.

Georgia Department of Gifted Education Assessment Measures

August 2019

Georgia Board of Education Rule 160-4-2-.38 Education Program for Gifted Students includes the following requirements:

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, disability, and economic background within a 10-year period prior to administration.

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.

1. Mental Ability

- Cognitive Abilities Test (CogAT,), Form 7 and 8
- In View
- Kaufman Brief Intelligence Test (KBIT), 2
- Naglieri Nonverbal Ability Test (NNAT-3)
- Test of Nonverbal Intelligence (TONI) Forms 3 and 4

The following tests must be administered individually by a licensed psychologist:

- Reynolds Individual Assessment System II (RIASII)
- Universal Nonverbal Intelligence Test (UNIT)
- Wechsler Abbreviated Scale of Intelligence
- Wechsler Intelligence Scale for Children (WISC V)
Option A: Use the composite or full-scale score
Option B: Composite or full-scale score or appropriate component score:
- “NAGC recommends that any one of the following WISC-V scores (subtests in parentheses), should be acceptable for use in the selection process for gifted programs as component scores:
 - The verbal (Expanded Crystallized) Index (VECI) (SI, VC, IN and CO),
 - The nonverbal Index (NVI) (BD, MR, CD, FW, VP, and PS),
 - The Expanded Fluid Index (EFI) (MR, FW, PC, and AR),
 - The General Ability Index (GAI) (BD, SI, MR, VC, and FW),
 - The Full Scale IQ Score (FSIQ) (BD, SI, MR, DS, CD, VC, and FW), and/or
 - The Expanded General Ability Index (EGAI) (SI, VC, IN, CO, BD, MR, FW, and AR).”
- Woodcock-Johnson Cognitive Abilities Test: 4th Edition (WJ:IV)

2. Achievement

- ACT – College Entrance Exam
- California Achievement Test (CAT)
- Diagnostic Achievement Battery DAB-3
- Iowa Algebra Aptitude Test (IAAT)
- Iowa Assessments Form E, F, and G (K-12)
- Kaufman Test of Educational Achievement 3 (KTEA 3)
- Northwest Evaluation Association Measures of Academic Progress (MAP)
(Middle Score in the percentile range....ex. 85-90-89...You would use the 90.)
- Preliminary Scholastic Assessment Test (PSAT) percentile correlations are located at:
• http://www.collegeboard.com/prod_downloads/counselors/pasat/percentiles-mean-scores.pdf
- PSAT 8/9
- Terra Nova – TerraNova-SUPERA – Embargoed in Georgia
- Scholastic Assessment Test (SAT)
- Stanford Achievement Test 10th edition Abbreviated Form
- Wechsler Individual Achievement Test (WIAT III)
Remove FY21
- Wide-Range Achievement Test (WRAT-5)
- Woodcock-Johnson Tests of Achievement IV

3. Creativity

- Profile of Creative Abilities (PCA)
Remove FY21
- Torrance Test of Creative Thinking (TTCT)
- Gifted Evaluation Scale (GES) IV – Creativity Scale
- Gifted and Talented Education Scale-2 (GATES -2)
- Gifted Rating Scales (GRS P is for Pre-School and Kindergarten teachers to rate their students who are ages 4:0 – 6:11, GRS S is for teachers of Grades 1-8 to rate their students who are for ages 6- 13:11)
Re-norming in process
- Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman)
- Product, Performance or Structured Observation

4. Motivation

- GPA or NGSA in grades 6-12
- CAIMI (any two subtests at 90% or higher) grades 4-8
Remove FY21
- Gifted Evaluation Scale (GES-IV) – Motivation Scale
- Gifted Rating Scale (GRS P is for Pre-School and Kindergarten teachers to rate their students who are ages 4:0 – 6:11, GRS S is for teachers of grades 1-8 to rate their students who are for ages 6 – 13:11)
Re-norming in process
- Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman)
- Product, Performance or Structured Observation

Chattooga County Schools Program for the Gifted



Section Six National Standards

2019 Pre-K-Grade 12 Gifted Programming Standards

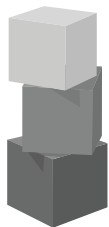
NAGC Professional Standards Committee (2018-2019)

Susan Corwith, Chair	Keri Guilbault	Priscilla Lurz
John Ash	Susan Johnsen	Diane Pratt
Alicia Cotabish	Sarah Kessel	Zane Scott-Tunkin
Debbie Dailey	Chin-Wen Lee	



National Association for Gifted Children

Washington, D.C. www.nagc.org



An Introduction to the Gifted Programming Standards

The initial Pre-K-Grade 12 Gifted Programming Standards were developed in 1998 and revised in 2010. Over the years, the standards have been enthusiastically welcomed and used by those in the field of gifted education as they provide a structure for defining benchmarks and establishing best practices. In fact, the Pre-K-Grade 12 Gifted Programming Standards have been one of the most downloaded resources from the NAGC website. It is important for standards to evolve with the field, so in 2017 the NAGC Professional Standards Committee was tasked with reviewing and updating the 2010 document. The 2019 revision of the standards includes the latest research and practices in the field of gifted education and reflects how conceptions of giftedness have continued to evolve. Below you will find a more thorough history of the Pre-K-Grade-12 Gifted Programming Standards and the 2018-19 revision process followed by the updated standards.

—Susan Corwith, NAGC Professional Standards Committee, Chair

Why does gifted education need standards?

Standards provide a basis for policies, rules, and procedures that are essential for providing systematic, continuous programs and services to any population of students. While standards may be addressed and implemented in a variety of ways, they provide a structure for making important decisions related to program development. They also help define the comprehensiveness necessary in designing and developing options for gifted learners at the local level so that they are identified and served in all contexts. Because these standards are grounded in theory, research, and practice paradigms, they provide an important base for all efforts on behalf of gifted learners at all stages of development.

How may the standards be used?

There are a variety of ways in which the 2019 PreK-Grade 12 Gifted Programming Standards may be used in schools and districts across the country. The uses fall into six categories:

- Assess, evaluate, and improve local policies, rules, and procedures
- Plan curriculum
- Provide professional learning
- Advocate

- Develop, improve, and evaluate state standards
- Approve gifted plans and programs and monitor for compliance with state regulations

How were the 2010 standards developed?

In 2007, the NAGC Board created the Professional Standards Committee to align the 1998 Gifted Program Standards with the NAGC-CEC Teacher Preparation Standards. After an initial alignment, a Pre-K-Grade 12 Gifted Programming Standards Revision Workgroup was formed to undertake the revision. In revising the standards, the workgroup was guided by these principles:

1. Giftedness is dynamic and is constantly developing; therefore, students are defined as those with gifts and talents rather than those with stable traits.
2. Giftedness is found among students from a variety of backgrounds; therefore, a deliberate effort was made to ensure that diversity was included across all standards. Diversity is defined as understanding and valuing the range and variety of characteristics and beliefs of individuals who demonstrate a wide range of characteristics. It includes race, ethnicity, culture, language, age, (dis)abilities, family

status/composition, gender identity and expression, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, and country of origin (Council for Exceptional Children, 2019).

3. Standards should focus on student outcomes rather than practices. The number of practices used or how they are used is not as important as whether or not the practice is effective with students. Consequently, the workgroup decided to continue the approach adopted in 2010 and not identify acceptable versus exemplary standards. Such a distinction would be too difficult to support with the research.
4. Because all educators are responsible for the education of students with gifts and talents, educators were broadly defined as administrators, teachers, counselors, and other instructional support staff from a variety of professional backgrounds (e.g., general education, special education, and gifted education).
5. Students with gifts and talents should receive services throughout the day and in all environments based on their abilities, needs, and interests. Therefore, the Workgroup decided to continue to use the word “programming” rather than the word “program,” which might connote a one-dimensional approach (e.g., a once-a-week type of program option) not directly connected to students’ identified interests, strengths, and needs.

What was the revision process for the 2019 standards?

In 2017, the Professional Standards Committee was tasked with revising the standards to incorporate new research, reflect updated practices and conceptions of giftedness, and focus renewed attention to issues of equity and inclusion. The principles underlying the work of the committee generally remained the same

(giftedness is dynamic, equity and inclusion are priorities), and much of the core terminology remains in use (programming, educators as an inclusive term, etc.), which serves to unify the 2010 and 2019 documents.

During the revision process, the committee

- Examined new research since the 2010 standards were published;
- Surveyed and/or conducted focus groups with state directors, NAGC and CEC members, and NAGC Network leaders about their knowledge and use of the standards;
- Compared the current standards and pro-posed revisions to other gifted standards (e.g., teacher preparation standards);
- Drafted proposed changes to the standards and gathered feedback from state directors, NAGC and CEC-TAG members, and NAGC Network before submitting the final document to the NAGC Board of Directors for approval.

How are these standards different from the 2010 Programming Standards?

The key differences between the 2010 Gifted Programming Standards and the 2019 Pre-K-Grade 12 Gifted Programming Standards center on the following areas:

1. *The revised programming standards incorporate new research, evidence, and best practices.* While the NAGC Pre-K-Grade 12 Gifted Programming Standards were developed to reflect the best research and practice at the time, the field has continued to evolve. The revised standards have support from research, literature, and practice-based studies for each of the evidence-based practices from both within and outside of gifted education.
2. *The revised programming standards continue to be aligned to both the NAGC-CEC teacher preparation standards and advanced standards, and now include elements from the Standards for*

Professional Learning and the ISTE Standards, as well as recommendations from CASEL (social emotional learning), the

Bill of Rights for Gifted Students of Color, and the APA's Top 20 Principles from Psychology for PreK-12 Teaching and Learning. The revised programming standards continue to adhere closely to the language in the NAGC-CEC teacher standards and integrate them within the evidence-based practices. The revised programming standards also include language in student outcomes and evidence-based practices that reflect best practices in related fields, including technology, learning environments, psychosocial skill development, and diversity.

3. *The revised programming standards emphasize shared terminology across various fields, simplified language, and streamlined outcomes and evidence-based practices.* The revised standards stress the importance of connections and collaborations across fields and addressing the needs of all students.

How are the standards supported by research and current effective practices?

The field of gifted education has continued to evolve since the 2010 standards were written and the original standards were developed in 1998. The 2019 standards continue to include only evidence-based practices that support the corresponding student outcomes. As in 2010, this support falls into three categories: (a) research-based, (b) practice-based, and (c) literature-based. Research-based studies provide the most compelling evidence and are peer-reviewed, use qualitative or quantitative methodologies to address questions of cause and effect, and have been independently replicated and found to be effective. Practice-based strategies are practices that have been used widely with success, so there is a professional assumption that the practice is effective. Practice-based studies also include strategies that classroom teachers use

and validate through some degree of action research. Literature-based studies are those that are based on theories or philosophical reasoning. (NOTE: See the NAGC website for the research citations and references for the recommended practices.)

My school/district doesn't have a formal gifted education program, although we do offer services in several grades to advanced students. How can we use these standards? My school/district's gifted education program is just being launched. How do you recommend we get started with these standards?

The early stages of program planning and development are ideal times to study and use the 2019 Programming Standards. Before you get too far along in a journey that, without careful planning, may not serve gifted and talented students well or, in the worst-case scenario, may actually diminish support for gifted education in your school or district, use the 2019 Programming Standards to conduct an internal analysis of the comprehensiveness and defensibility of your plans/program at this point in time. If a school doesn't have a gifted education program or is just getting started, the standards will help document the need for the program and/or justify the case for a particular programming approach. As the program grows, the standards will help identify program strengths and weaknesses, focus on potential trouble spots, determine new directions or new components, or provide support to maintain current programs and services. Schools may continue to use the standards as a roadmap for evaluation or to set goals and plan strategically for meeting those goals.

How can my school/district use these standards for program evaluation purposes?

The student outcomes and evidence-based practices in the programming standards serve as criteria on which to collect data to make informed judgments about the quality and effectiveness of their programming for learners with gifts and talents. Once the data are in hand, school leaders may establish benchmarks or set goals and timelines to ensure that they are on track to achieving the desired student outcomes.

How do we know that the student outcomes are being met?

The task of assessing the standards' student outcomes becomes a major part of program design and development annually through the use of appropriate and varied measures. In general, use above-level and adaptive measures to assess the achievement level of gifted students. To assess deeper and more complex learning behaviors, more tailored performance-based or product-based instruments should be employed. To assess critical and creative thinking, the use of tests that focus on these higher skills would be recommended. Finally, if one wants to assess affective behavioral change, the use of products (i.e. journals, written essays, talent development plans), examined over time in a pre-post or portfolio model may be most desirable. Assessing gifted student learning also requires matching the desired outcome to the student's knowledge and skills and level of interest. Exams like AP and IB are carefully crafted performance-based assessments that tap into advanced learning in traditional and free response modes.

They may be used as models for thinking about appropriate approaches at earlier stages of development in a gifted program as would other examples of performance-based assessments (e. g., see the College of William and Mary Units of study).

What resources does NAGC have and will develop to assist in implementing the 2019 standards?

The development of resources and support materials to accompany the 2019 Programming Standards will begin in 2020. Based on feedback from stakeholders, the committee aims to develop digital materials and tip sheets that offer examples of evidence-based practices.

Currently, the NAGC website also contains information and links to references for many of the strategies recommended in the 2010 Programming Standards. The online bookstore includes publications that address special populations of gifted students, best practices in gifted education, designing services in Pre-K-12, and assessment of gifted learners, among other key topics.

**2019 Pre-K-Grade 12
Gifted Programming Standards:**

Programming Standard 1: Learning and Development

Introduction

Educators must understand the learning and developmental differences of students with gifts and talents in order to provide curriculum, instruction, assessment, and programming that will develop students’ talents and abilities fully and help them become aware, self-directed learners. Learning and developmental differences provide the rationale for differentiated and specialized programming and services. While educators need to understand the cognitive development of students with gifts and talents, they also need to know about psychological and social and emotional needs that need to be addressed that support talent development in the contexts of school, home, and the larger community.

STANDARD 1: LEARNING AND DEVELOPMENT	
<p>Description: Educators understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, creating learning environments that encourage awareness and understanding of interest, strengths, and needs; cognitive growth, social and emotional, and psychosocial skill development in school, home, and community settings.</p>	
Student Outcomes	Evidence-Based Practices
<p>1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.</p>	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and needs.
	1.1.2. Educators engage students with gifts and talents in identifying their intellectual, academic, creative, leadership, and/or artistic abilities.
	1.1.3. Educators engage students in developmentally appropriate activities that help them discover their talents and develop noncognitive skills that support their talent areas.
<p>1.2. Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.</p>	1.2.1. Educators develop activities that match each student’s developmental level and culture-based learning needs.
	1.2.2. Educators assist students with gifts and talents in developing identities consistent with their potential and areas of talent.
	1.2.3. Teachers create a learning environment that promotes high expectations for all children, support for perceived failures, positive feedback, respect for different cultures and values, and addresses stereotypes and biases.
<p>1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.</p>	1.3.1. Educators use evidence-based instructional and grouping practices to allow students with similar gifts, talents, abilities, and strengths to learn together, and also create opportunities for students to interact with individuals of various gifts, talents, abilities, strengths, and goals.
	1.3.2. Educators model respect for individuals with diverse abilities, interests, strengths, learning needs, and goals.
	1.3.3. Educators discuss and explain developmental differences and use materials and instructional activities matched to students’ varied abilities, interests, and learning needs.
<p>1.4. Awareness of Needs. Students identify and access supplemental, outside-of-school resources that support the development of their gifts and talents (e.g., families, mentors, experts, or programs).</p>	1.4.1. Educators provide role models for students with gifts and talents that match their interests, strengths, and needs.
	1.4.2. Educators identify outside-of-school learning opportunities and community resources that match students’ interests, strengths, and needs.
	1.4.3. Educators gather information and inform students and families about resources available to develop their child’s talents.

<p>1.5. Cognitive, Psychosocial, and Affective Growth. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.</p>	<p>1.5.1. Educators use evidence-based approaches to grouping and instruction that promote cognitive growth and psychosocial and social-emotional skill development for students with gifts and talents.</p>
	<p>1.5.2. Educators design interventions for students that are based on research of effective practices and provide accommodations for learning differences to develop cognitive and noncognitive abilities that support growth and achievement.</p>
	<p>1.5.3. Educators develop specialized, research-supported intervention services for students with gifts and talents who are underachieving (whose learning is not commensurate with their abilities) to develop their talents.</p>
<p>1.6. Cognitive Growth and Career Development. Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).</p>	<p>1.6.1. Educators help students identify college and career goals that are consistent with their interests and strengths.</p>
	<p>1.6.2. Educators implement learning progressions that incorporate person/social awareness and adjustment, academic planning, psychosocial skill development and college and career awareness.</p>
	<p>1.6.3. Educators provide students with college and career guidance and connect students to college and career resources.</p>

Programming Standard 2: Assessment

Introduction

Knowledge about different uses of assessment is essential for educators of students with gifts and talents. It is important to understand assessments when assessing abilities and achievement, designing services and identifying students in need of services, and assessing each student’s learning progress. In order for assessment to yield useful information, the definition or operationalization of giftedness must align with the identification procedures, tools, and programming to be provided.

Educators need to create a classroom environment that encourages students to express their gifts and talents and collect multiple types of assessment information so that all students have equal access to the identification process. Educators’ understanding of technically adequate and equitable approaches that minimize bias will enable them to select and use the assessment tools needed to identify students who represent diverse backgrounds. They also need to differentiate their curriculum and instruction by using data from pre- and post-, performance-based, product-based, and other assessments that measure student growth. As a result of each educator’s use of ongoing assessments, students with gifts and talents are aware of their learning progress and demonstrate growth commensurate with their abilities.

STANDARD 2: ASSESSMENT	
Description: Assessments provide information about identification and learning progress for students with gifts and talents.	
Student Outcomes	Evidence-Based Practices
<p>2.1. Identification. All students in Pre-K through grade 12 with gifts and talents have equal access to the identification process and proportionally represent each campus.</p>	<p>2.1.1. Educators develop environments and instructional activities that prepare and encourage students from diverse backgrounds to express characteristics and behaviors that are associated with giftedness.</p>
	<p>2.1.2. Educators provide parents/guardians with information in their preferred language for communication regarding behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.</p>
	<p>2.1.3. Educators use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs.</p>
<p>2.2. Identification. Students with gifts and talents are identified for services that match their interests, strengths, and needs.</p>	<p>2.2.1. Educators establish comprehensive, cohesive, and ongoing policies and procedures for identifying and serving students with gifts and talents. These policies include referral, informed consent, the assessment process, review of all assessment information, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted programming and services.</p>
	<p>2.2.2. Educators select and use assessments that relate to services provided and identify abilities, interests, strengths, and needs based on current research.</p>
	<p>2.2.3. Educators use assessments that provide qualitative and quantitative information from a variety of sources.</p>
	<p>2.2.4. Educators use assessments that provide information related to above-grade-level performance.</p>

<p><i>(Cont'd)</i> 2.2. Identification. Students with gifts and talents are identified for services that match their interests, strengths, and needs.</p>	<p>2.2.5. Educators select assessments that minimize bias by including information in the technical manual that describes content in terms of potential bias, includes norms that match national census information or local populations, shows how items discriminate equally well for each group, and provides separate reliability and validity information for each group.</p>
	<p>2.2.6. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student’s developmental level and aptitude for learning (i.e., dynamic assessment).</p>
	<p>2.2.7. Educators interpret multiple assessments in different domains, and understand the uses and limitations of the assessments in identifying the interests, strengths and needs of students with gifts and talents.</p>
	<p>2.2.8. Educators inform all parents/guardians about the identification process. Educators obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child’s interests and potential outside of the classroom setting.</p>
<p>2.3. Identification. Students with identified gifts and talents represent diverse backgrounds.</p>	<p>2.3.1. Educators select and use equitable approaches and assessments that minimize bias for referring and identifying students with gifts and talents, attending to segments of the population that are frequently hidden or under identified. Approaches and tools may include front-loading talent development activities, universal screening, using locally developed norms, assuring assessment tools are in the child’s preferred language for communication or nonverbal formats, and building relationships with students to understand their unique challenges and needs.</p>
	<p>2.3.2. Educators understand and implement district, state, and/or national policies designed to foster equity in gifted programming and services.</p>
<p>2.4. Learning Progress. As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.</p>	<p>2.4.1. Educators use differentiated formative assessments to develop learning experiences that challenge students with gifts and talents.</p>
	<p>2.4.2. Educators use differentiated ongoing product-based and performance-based assessments to measure the academic and social-emotional progress of students with gifts and talents.</p>
	<p>2.4.3. Educators use standardized (e.g., adaptive, above-grade-level) and classroom assessments that can measure the academic progress of students with gifts and talents.</p>
	<p>2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the interests, strengths and needs of each student with gifts and talents to plan appropriate interventions.</p>
	<p>2.4.5. Educators interpret and communicate assessment information to students with gifts and talents and their parents/guardians, and assure information is provided in their preferred language for communication.</p>
<p>2.5. Learning Progress. Students self- assess their learning progress.</p>	<p>2.5.1. Educators provide opportunities for students to set personal goals, keep records, and monitor their own learning progress.</p>

Programming Standard 3: Curriculum Planning and Instruction

Educators need to develop and use a comprehensive and cohesive curriculum that is aligned with local, state, and national standards, then differentiate, accelerate, and/or expand it. Curriculum must emphasize advanced, conceptually challenging, in-depth, and complex content. Educators need to possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop students’ talents, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and (b) to give students the tools to contribute to a diverse and global society. The curriculum, instructional strategies, and materials and resources must engage a variety of gifted learners using practices that are responsive to diversity.

STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION	
<p>Description: Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth.</p>	
Student Outcomes	Evidence-Based Practices
<p>3.1. Curriculum Planning. Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year.</p>	3.1.1. Educators use local, state, and national content and technology standards to align, expand, enrich, and/or accelerate curriculum and instructional plans.
	3.1.2. Educators design a comprehensive and cohesive curriculum and use learning progressions to develop differentiated plans for Pre-K through grade 12 students with gifts and talents.
	3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the interest, strengths, and needs of students with gifts and talents and those with special needs such as twice exceptional, highly gifted, and English language learners.
	3.1.4. Educators design differentiated curriculum that incorporates advanced, conceptually challenging, in-depth, and complex content for students with gifts and talents.
	3.1.5. Educators regularly use pre-assessments, formative assessments, and summative assessments to identify students’ strengths and needs, develop differentiated content, and adjust instructional plans based on progress monitoring.
	3.1.6. Educators pace instruction based on the learning rates of students with gifts and talents and compact, deepen, and accelerate curriculum as appropriate.
	3.1.7. Educators integrate a variety of technologies for students to construct knowledge, solve problems, communicate and express themselves creatively, and collaborate with others in teams locally and globally.
	3.1.8. Educators consider accommodations and/or assistive technologies to provide equal access to learning opportunities with twice-exceptional learners and other students with developmental differences.
<p>3.2. Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.</p>	3.2.1. As they plan curriculum, educators include components that address goal setting, resiliency, self-management, self-advocacy, social awareness, and responsible decision making.
	3.2.2. Educators design learning experiences for each stage of talent development to cultivate social and emotional and psychosocial skills that support high achievement and talent development.
<p>3.3. Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global</p>	3.3.1. Educators develop and use curriculum that is responsive and relevant to diversity that connects to students’ real-life experiences and communities and includes multiple voices and perspectives.

society.	3.3.2. Educators encourage students to connect to others' experiences, examine their own perspectives and biases, and develop a critical consciousness.
	3.3.3. Educators use high-quality, appropriately challenging materials that include multiple perspectives.
3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	3.4.1. Educators select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents.
	3.4.2. Educators provide opportunities for students with gifts and talents to explore, develop, or research in existing domain(s) of talent and/or in new areas of interest.
	3.4.3. Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies, particularly in their domain(s) of talent, both to reveal and address the needs of students with gifts and talents.
3.5. Instructional Strategies. Students with gifts and talents become independent investigators.	3.5.1. Educators model and teach metacognitive models to meet the needs of students with gifts and talents such as self-assessment, goal setting, and monitoring of learning.
	3.5.2. Educators model and teach cognitive learning strategies such as rehearsal, organization, and elaboration.
	3.5.3. Educators scaffold independent research skills within students' domain(s) of talent.
3.6. Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.	3.6.1. Educators use current, evidence-based curricular resources that are effective with students with gifts and talents.
	3.6.2. Educators use school and community resources to support differentiation and advanced instruction appropriate to students' interests, strengths, and academic learning needs.

Programming Standard 4: Learning Environments

Effective educators of students with gifts and talents create safe learning environments that foster academic achievement, emotional well-being, positive social interaction, creativity, leadership development, and understanding for success in a diverse society.

Knowledge of the impact of giftedness and diversity on cognitive, psychosocial, and social-emotional development enables educators of students with gifts and talents to design environments that encourage academic growth, personal and social competence, responsibility, and the development of leadership skills. They understand the role of language and communication in talent development and the ways in which culture and identity affect communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of students whose needs vary based on area(s) and level(s) of ability, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.

STANDARD 4: LEARNING ENVIRONMENTS	
<p>Description: Learning environments foster a love for learning, personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership to ensure specific student outcomes.</p>	
Student Outcomes	Evidence-Based Practices
<p>4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p>	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
	4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement (e.g., through mentors and role models) and a love of learning.
	4.1.3. Educators create environments that establish trust, support, and collaborative action among diverse students.
	4.1.4. Educators provide feedback that promotes perseverance and resilience and focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
	4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.
<p>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p>	4.2.1. Educators provide learning environments for both solitude and social interaction.
	4.2.2. Educators provide opportunities for interaction and learning with intellectual and artistic/creative peers as well as with chronological-age peers.
	4.2.3. Educators assess and provide instruction on psychosocial and social and emotional skills needed for success in school, their community, and society.
<p>4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.</p>	4.3.1. Educators establish a safe and welcoming climate for addressing personal and social issues and give students a voice in shaping their learning environment.
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
	4.3.3. Educators provide opportunities to promote lifelong personal and social responsibility through advocacy and real world problem-solving, both within and outside of the school setting.

<p>4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.</p>	<p>4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.</p>
<p>4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>	<p>4.4.2. Educators model appropriate language and strategies to effectively address issues such as stereotyping, bias, and discriminatory language and behaviors.</p>
	<p>4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.</p>
	<p>4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).</p>
<p>4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.</p>	<p>4.5.2. Educators provide resources that reflect the diversity of their student population to enhance oral, written, and artistic forms of communication.</p>
	<p>4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.</p>
	<p>4.5.4. Educators provide an environment where students use technology to communicate responsibly and express themselves creatively using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p>

Programming Standard 5: Programming

The term programming refers to a continuum of services that address the interests, strengths, and needs of students with gifts and talents in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for Pre-K through grade 12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment (depth and complexity) in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, original research, mentorships, online courses, internships) to enhance students’ performance in cognitive, psychosocial, and social-emotional areas and to assist them in identifying future post-secondary and career goals and talent development pathways. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as online courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs, and related professional services collaborate with one another and with students, parents/guardians, advocates, and community members to ensure that students’ diverse interests, strengths, and needs are met. Administrators demonstrate their support by allocating sufficient resources for programming options and evaluation activities so that all students with gifts and talents receive appropriate educational services.

STANDARD 5: PROGRAMMING	
Description: Educators use evidence-based practices to promote (a) the cognitive, social-emotional, and psychosocial skill development of students with gifts and talents and (b) programming that meets their interests, strengths, and needs. Educators make use of expertise systematically and collaboratively to develop, implement, manage, and evaluate services for students with a variety of gifts and talents to ensure specific student outcomes.	
Student Outcomes	Evidence-Based Practices
5.1. <i>Comprehensiveness.</i> Students with gifts and talents demonstrate growth commensurate with their abilities in cognitive, social-emotional, and psychosocial areas as a result of comprehensive programming and services.	5.1.1. Educators use multiple approaches to accelerate learning within and outside of the school setting.
	5.1.2. Educators use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
	5.1.3. Educators use multiple forms of evidence-based grouping, including clusters, resource rooms, special classes, or special schools.
	5.1.4. Educators use individualized learning options such as mentorships, internships, online courses, and independent study.
	5.1.5. Educators leverage technology to increase access to high-level programming by providing digital learning options and assistive technologies.
5.2. <i>Cohesive and Coordinated Services.</i> Students with gifts and talents demonstrate yearly progress commensurate with ability as a result of a continuum of Pre-K-12 services and coordination between gifted, general, special, and related professional services, including outside of school learning specialists and advocates.	5.2.1. Educators who provide gifted, general, special, and related professional services collaboratively plan, develop, implement, manage, and evaluate programming and services for students with gifts and talents.
	5.2.2. Educators develop a Pre-K through grade 12 continuum of programming and services in relevant student talent areas that is responsive to students’ different levels of need for intervention.
	5.2.3. Educators plan coordinated learning activities within and across a specific grade level, content area, course, class, and/or programming option.

<p>5.3. Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.</p>	<p>5.3.1. Educators provide professional guidance and counseling for individual students regarding their interests, strengths, challenges, needs, and values.</p>
	<p>5.3.2. Educators facilitate programming options involving mentorships, internships, and career and technology education programming and match these experiences to student interests, strengths, needs, and goals.</p>
<p>5.4. Collaboration. Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.</p>	<p>5.4.1. Educators regularly engage students, other educators, families, advocates, and community members in collaboration to plan, advocate for, implement, and evaluate systematic, comprehensive, and ongoing services.</p>
<p>5.5. Resources. Students with gifts and talents participate in gifted education programming that is adequately staffed and funded to meet students' interests, strengths, needs.</p>	<p>5.5.1. Administrators demonstrate support for gifted programming and services through equitable allocation of resources and demonstrated willingness to ensure that students with gifts and talents receive consistent educational services aligned to their interests, strengths, and needs.</p>
	<p>5.5.2. Administrators track expenditures at the school level to verify appropriate and sufficient funding for staffing, curriculum and materials, gifted programming, and services.</p>
	<p>5.5.3. Administrators hire a diverse pool of educators with knowledge and professional learning in gifted education and the issues affecting students with gifts and talents.</p>
<p>5.6. Policies and Procedures. Students with gifts and talents participate in general and gifted education programs guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).</p>	<p>5.6.1. School policy-makers create and approve evidence-based policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration, and grouping practices.</p>
	<p>5.6.2. Educators align programming and services with local, state, or national laws, rules, regulations, and standards.</p>
<p>5.7. Evaluation of Programming and Services. Students with gifts and talents demonstrate yearly learning progress commensurate with abilities as a result of high-quality programming and services matched to their interests, strengths, and needs.</p>	<p>5.7.1. Educators assess the quantity and quality of programming and services provided for students with gifts and talents by disaggregating assessment and yearly progress data and making the results public.</p>
	<p>5.7.2. Educators ensure that the assessments used in program evaluation are reliable and valid for the purposes for which they are being used.</p>
<p>5.8. Evaluation of Programming and Services. Students with gifts and talents have access to programming and services required for the development of their gifts and talents as a result of ongoing evaluation and program improvements.</p>	<p>5.8.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.</p>
	<p>5.8.2. Educators create and implement evaluation plans that are purposeful and evaluate how student-level outcomes are influenced by fidelity of implementation in the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional learning, (g) parent/guardian and community involvement, (h) programming resources, (i) programming design, management, and delivery, and (j) school equity efforts for underrepresented students.</p>
	<p>5.8.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.</p>

Programming Standard 6: Professional Learning

Professional learning is essential for all educators (administrators, teachers, counselors, and other instructional support staff) involved in the development and implementation of gifted programs and services. Professional learning is the intentional, sustained development of professional expertise as outlined by the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education and (NAGC-CEC) Advanced Standards in Gifted Education Teacher Preparation and is an integral part of gifted educators’ professional and ethical practice. Professional learning should be based on systematic needs assessments and professional reflection.

Since students with gifts and talents spend much of their time within general education classrooms, general education teachers should receive instruction and coaching that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and implement an array of high quality, evidence-based practices that challenge all students including those with gifts and talents. Institutions of higher education should use these standards as a guide to address professional learning related to gifted education in their teacher preparation programs.

STANDARD 6: PROFESSIONAL LEARNING	
<p>Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education, (NAGC-CEC) Advanced Standards in Gifted Education Teacher Preparation, and the Standards for Professional Learning. Institutions of higher education utilize these standards and the NAGC Faculty Standards to ensure quality professional learning experiences in pre-service, initial, and advanced educator preparation programs. Educators frequently assess their professional learning needs related to the standards, develop and monitor their professional learning plans, systematically engage in coaching and learning to meet their identified needs, and align outcomes with educator performance and student curriculum standards. Administrators assure educators have access to sustained, intensive collaborative, job-embedded, and data-driven learning and assure adequate resources to provide for release time, fund continuing education, and offer substitute support. The effectiveness of professional learning is assessed through relevant student outcomes.</p>	
Student Outcomes	Evidence-Based Practices
<p>6.1. Talent Development. Students identify and fully develop their talents and gifts as a result of interacting with educators who possess content pedagogical knowledge and meet national teacher preparation standards in gifted education and the Standards for Professional Learning.</p>	<p>6.1.1. State agencies, institutions of higher education, schools and districts provide comprehensive, research-supported professional learning programs for all educators involved in gifted programming and services. This professional learning addresses the foundations of gifted education, characteristics of diverse students with gifts and talents, identification, assessment, curriculum planning and instruction, learning environments, and programming. High-quality professional learning is delivered by those with expertise in gifted education as guided by the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education.</p>
	<p>6.1.2. State agencies, institutions of higher education, schools and districts provide sustained professional learning for educators that models how to develop learning environments responsive to diversity and instructional activities that lead to student expression of diverse characteristics and behaviors that are associated with giftedness.</p>
	<p>6.1.3. State agencies, institutions of higher education, schools and districts provide educators with professional learning opportunities that address social issues, including anti-intellectualism, equity, and access.</p>
	<p>6.1.4. Administrators plan for, budget and provide sufficient human and material resources needed for professional learning in gifted education (e.g., release time, funding for continuing education, substitute support, webinars, and/or mentors). Administrators access Title I and Title II funds as allowed under the Every Student Succeeds Act (ESSA) to meet this expectation.</p>
	<p>6.1.5. Educators use their awareness of local, state and national organizations and publications relevant to gifted education to promote learning for students with gifts and talents and their families.</p>

<p>6.2. Psychosocial and Social-Emotional Development. Students with gifts and talents develop critical psychosocial skills and show social-emotional growth as a result of educators and counselors who have participated in professional learning aligned with national standards in gifted education and Standards for Professional Learning.</p>	<p>6.2.1. Educators participate in ongoing professional learning to understand and apply research to practice with regard to psychosocial skills necessary for the development of gifts and talents and social-emotional development of individuals with gifts and talents.</p>
<p>6.3. Equity and Inclusion. All students with gifts and talents are able to develop their abilities as a result of educators who are committed to removing barriers to access and creating inclusive gifted education communities.</p>	<p>6.3.1. Educators participate in professional learning focused on curriculum and pedagogy that are responsive to diversity for individuals with gifts and talents.</p>
	<p>6.3.2. Educators recognize their biases, develop philosophies responsive to diversity, commit themselves to removing barriers, and create inclusive learning environments that meet the educational interests, strengths, and needs of diverse students with gifts and talents.</p>
	<p>6.3.3. Educators understand how knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.</p>
<p>6.4. Lifelong Learning. Students develop their gifts and talents as a result of educators who are lifelong learners, participating in ongoing professional learning and continuing education opportunities.</p>	<p>6.4.1. Educators regularly reflect on and assess their instructional practices, develop professional learning plans, and improve their practices by participating in continuing education opportunities.</p>
	<p>6.4.2. Educators participate in professional learning that is sustained over time, incorporates collaboration and reflection, is goal-aligned and data-driven, is coherent, embedded and transferable, includes regular follow-up, and seeks evidence of positive impact on teacher practice and on increased student learning.</p>
<p>6.5. Ethics. All students with gifts and talents, including those who may be twice exceptional, English language learners, or who come from underrepresented populations receive equal opportunities to be identified and served in high-quality gifted programming as a result of educators who are guided by ethical practices.</p>	<p>6.5.1. Educators use professional ethical principles and specialized program standards to guide their practice.</p>
	<p>6.5.2. Educators comply with rules, policies, and standards of ethical practice and advocate for rules, policies, and standards that promote equity and access.</p>

In addition to the Pre-K-Grade 12 Gifted Programming Standards, NAGC has developed standards addressing gifted teacher preparation, skills and knowledge in gifted for all teachers, teacher preparation faculty qualifications, and advanced degrees in gifted education. You can learn more about these standards on the NAGC website.

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