



**Troup County Resource Manual
For
Gifted Education Services
2016-2017**

Kitty Crawford, Director of Exceptional Education

"Learning At Its Best"

Table of Contents

FORWARD	3
PURPOSE	4
DEFINITIONS	4
NOTIFICATION	6
RESPONSE TO INTERVENTION	7
REFERRAL	16
CONSENT	16
EVALUATION	17
ELIGIBILITY	17
RECIPROCITY	22
DATA COLLECTION	22
SERVICES	22
CONTINUED PARTICIPATION	28
CURRICULUM	30
TEACHER REQUIREMENTS	31
PUBLIC REVIEW	31
FTE	32
CLASS SIZE	32

FORWARD

The State of Georgia has a long history of serving intellectually and creatively gifted students. In the 1950s, Ms. Margaret Bynum, Georgia's initial Gifted Education Specialist, led the way as Georgia became the first state to pass legislation that requires all public school systems in Georgia to offer programs for gifted education students. Troup County School System (TCSS) utilizes the multiple criteria approach as recommended by the Georgia Department of Education (GADOE) to look at students' strengths and interests in determining their educational needs. Following Georgia's due process procedures, TCSS uses an equitable and fair approach to identify gifted students. These procedures provide TCSS the opportunity to identify a diverse group of talented students to participate in the gifted education program which extends and accelerates the pace and depth of the Georgia Performance Standards and the Common Core Georgia Performance Standards.

This resource manual is a companion document to the Georgia resource manual for gifted education services provided by GADOE and the State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS which was adopted by the Georgia Board of Education on May 10, 2012. The guidelines and guidance contained in this document provide assistance to teachers and administrators. Additionally, parents and other interested parties can use the manual as a guide to gifted education in TCSS. The resource manual is frequently updated and should be looked upon as a "living" document.

Please check the GADOE website for additional information about gifted education. If persons using TCSS website or the GADOE have questions, please contact Kitty Crawford, Director of Exceptional Education, at 706.812.7939.

PURPOSE

TCSS recognizes the need to provide gifted education services to students who demonstrate a high degree of intellectual, academic, and/or creative abilities, exhibit an exceptionally high degree of motivation, and/or excel in specific academic fields, and who need specialized instruction and/or ancillary services to achieve at levels commensurate with their abilities.

TCSS follows non-discriminatory procedures with respect to race, religion, national origin, gender, disabilities and/or socio-economic background. Referral, identification, evaluation, placement, and services of gifted students are non-discriminatory.

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. Gifted students need the opportunity to work through the curriculum at a faster pace and need less time on learning basic skills and revision. The curriculum is differentiated in complexity and acceleration which offers a variety of options for students who differ in abilities, knowledge, and skills. In a differentiated curriculum, teachers offer different approaches to what students learn (content), how students learn (process), how students demonstrate their learning (product), and how students are evaluated (assessment). (Adapted from Tomlinson, 2000)

(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) **Georgia Professional Standards Commission**- (GAPSC) the agency charged with providing certification to professional educators

(d) **Gifted Rating Scale- (GRS)** GRS is an assessment for children used mostly for Gifted & Talented admissions. It is administered by a teacher who knows the child well. The teacher rates specific gifted behaviors that they have observed over time.

(d) **Gifted Student** – The GADOE describes a gifted student as one who demonstrates a high degree of intellectual and/or creative ability, exhibits an exceptionally high degree of motivation, and /or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

(e) **Panel of Qualified Evaluators** - Experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility. TCSS will take steps to train qualified evaluators to analyze work samples, projects etc., as and when needed for eligibility purposes.

(f) **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.

(g) **State Board of Education (SBOE)** – The constitutional authority which defines education policy for public K-12 education agencies in Georgia

(h). **Troup County School System-** (TCSS) A public education agency that follows guidelines set forth by GADOE to provide gifted educational services to Pre-K through 12 students who reside within Troup County and attend the local public school.

NOTIFICATION

TCSS will notify in writing parents and guardians of students who are being considered for gifted education services. A variety of communication methods will be used to convey information related to the gifted education program. Efforts will be taken to provide documents in the student's home language upon request. The notification procedures include but are not limited to the following:

1. Referral procedures, including the RTI process, and eligibility requirements adopted and applied by TCSS.
2. Notification of initial consideration for gifted education services.
3. Evaluation guidelines and documentation of training procedures utilized and maintained by TCSS.
4. Student's eligibility status after an evaluation.
5. 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.
6. Performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program.
7. A description of the probationary period applied to students in jeopardy of losing their eligibility for services. The description will include the length of the probationary period and the criteria.
8. Termination of services when students on probation have failed to meet criteria for continuation of services.

Response to Intervention (RTI)

This section focuses on providing enrichment opportunities for those students who perform at high levels when compared to other students of their age, experience, or environment. The Pyramid of Enrichment Opportunities outlines a systematic way of identifying student strengths so each student can be appropriately challenged to reach his or her maximum potential.

Tier 1: Standards-Based Classroom Learning

Guiding Questions:

- Are students receiving high-quality instruction using state standards in a standards-based classroom?
- Are students being challenged to maximize their potential?
- Is instruction being differentiated based on identified strengths?

Components of a Model Tier 1 program include:

- All students are taught using grade level state standards.
- Activities are differentiated based on individual student strengths and needs.
- Tier 1 opportunities should be in place for at least 9 weeks.
- Data is collected to document superior performance in the form of classroom work samples, benchmark testing, teacher made tests, creative projects, progress reports, and report card grades.

Factors to Consider:

- Provide adequate time for the Tier 1 enrichment opportunities to be implemented before determining if Tier 2 support is needed. Professional judgment is critical in assessing student performance and individual responses to Tier 1 instruction.
- Provide independent enrichment opportunities appealing to various modalities of learning to identify significant strengths.

Table 1

Examples of Tier 1	Non-examples of Tier 1
Fifth grade students work on the Revolutionary War. Teachers use a variety of instructional approaches and offer a menu of opportunities focusing on different strength areas so that students may select an appropriately challenging performance task.	Fifth grade students work on the Revolutionary War. Teacher requires selected students to research two prominent figures from that time instead of one.
Elementary classroom is reading a story from a specific genre. While some students are identifying story elements, select students are comparing other stories with similar theme to identify similarities.	Elementary classroom divides students into three reading groups based on reading ability but works on the same lessons with all three groups.

Examples of Tier 1 Materials:

- State standards
- Standard Classroom Curriculum

Tier 2: Strength Based Instruction/Learning

Guiding Questions:

- Does the student continue to achieve at a rate higher than peers with instruction differentiated based on strengths?
- Does the student need more intense enrichment opportunities to reach his/her academic potential?

Components of a Model Tier 2 program include:

- Classroom teacher implements tier 2 interventions for any student who is performing at an accelerated level in the regular classroom setting.
- Tier 2 interventions could include:
 - Alternate performance based activities that extend curriculum
 - Alternate testing activities that include higher level thinking or problem solving opportunities.
 - Daily classroom work activities that require high level thinking or problem solving opportunities beyond what is required of the typical student.
 - Small group opportunities where the student is given leadership responsibilities.
 - Parallel grouping opportunities with higher achieving students in area of strength.
- Tier 2 enrichment opportunities are recommended for 30 minutes at least 2 to 3 times per week for 9 weeks. Tier 2 activities are provided in addition to Tier 1.
- Data collection continues to document superior performance in the form of work samples, benchmark testing, teacher made tests, art projects, progress reports, and report card grades. In addition, the teacher must document time spent on Tier 2 enrichment activities and document performance on those activities. Work samples collected must be labeled Tier 2.
- If the classroom teacher determines that the student continues to excel with Tier 2 enrichment strategies and is in need of additional enrichment opportunities, the folder is sent to the School Enrichment team.

Factors to Consider:

- Provide adequate time for the Tier 2 enrichment opportunities to be implemented before determining if Tier 3 support is needed. Professional judgment is critical in assessing student performance and individual responses to Tier 2 instruction.
- Provide independent enrichment opportunities appealing to various modalities of learning to identify significant strengths.
- Data is needed to document continued superior performance at tier 2 before moving to tier 3. Tiers are fluid. If a student demonstrates adequate performance at tier 2 but does not excel, continue tier 2 enrichment opportunities. If a student struggles with tier 2 enrichment opportunities, move him back to tier 1.

Table 2.

Examples of Tier 2	Non-examples of Tier 2
Third grade teacher utilizes additional 30 minutes 3 days per week during small group time for students to read above grade level books from the media center and complete AR tests to meet a 10 point requirement over a 9 weeks grading period.	Third grade teacher utilizes fifteen minutes daily for students to read grade level books and complete AR tests to meet a 15 point requirement over a 9 weeks grading period.
Small group of second grade students who demonstrate academic strengths in mathematics work on alternate activities that extend the curriculum and require them to utilize high level thinking skills to solve real life problems during small group math.	Select second grade students who demonstrate academic strengths in mathematics are given additional problems to solve when they finish an assignment before their peers.

Examples of Tier 2 Materials:

- Prescriptive reading software if assignments are significantly higher than peers.
- Prescriptive math software if student is working at a level significantly higher than peers.
- Independent reading higher than student's current grade level.

- Enrichment materials that are provided with classroom texts.
- Reading Circles if the literature explored is more challenging than what is being read by typical peers.
- Alternate tests that require higher level thinking or problem solving skills and/or include an additional essay component.
- Alternate performance based activities that require higher level thinking skills, problem solving skills, extended research skills, and/or advance communication skills.

Tier 3: Enrichment Team Driven Instruction/Learning

Guiding Questions:

- Does data document that student continues to excel when provided with tier 2 enrichment opportunities?
- Does the student demonstrate academic skills in area of strength at least one grade level beyond current placement?
- Is student emotionally capable of dealing with peers at a higher grade level?

Components of a Model Tier 3 program include:

- Folder is sent to the School Enrichment team. School Enrichment Team should be made up of the gifted service provider, the student's classroom teacher, and a classroom teacher from the next grade level.
- Team reviews data. If team determines that student has maximized opportunities at tier 2, team develops tier 3 enrichment strategies.
- Tier 3 enrichment strategies could include but are not limited to the following:
 1. Individual contracting to work on a project that extends the grade level curriculum.
 2. Individual work packets that include activities from the next grade level in the area of strength.
 3. Before or after school enrichment opportunities.
 4. Subject acceleration during small group time with a class at the next grade level.

5. Participation in a cluster class in area of strength where student has the opportunity to work on the same assignments as students currently labeled gifted.
 - Tier 3 enrichment opportunities are recommended for 45 to 60 minutes in addition to tier 1 opportunities at least 4-5 days per week for 12 weeks.
 - If student continues to excel with Tier 3 enrichment strategies in place and is determined by the team to need additional enrichment opportunities, a referral should be made to tier 4. All data from tiers 1, 2, and 3 must be included.

Documentation from each tier should be labeled indicating tier level. Collaborate with gifted services provider to determine what data is needed to complete a referral.

Factors to Consider:

- Data should document that student is performing at least 1 grade level above current placement in area of strength.
- Student's performance in the areas of mental ability, achievement, creativity, and motivation should document superior abilities

Table 3

Examples of Tier 3	Non-examples of Tier 3
Second grade student participates with third grade reading class during small group reading.	Second grade student spends additional time utilizing reading software program.
Sixth grade student participates in a seventh grade mathematics class.	Sixth grade student is given additional assignments to complete while class is working on current assignment.
Tenth grade student participates in a cluster class in area of strengths and completes same tasks as contracted students.	Tenth grade student is placed in a cluster class but completes the assignments assigned to general education students.

Examples of Tier 3 Materials:

- Individualized enrichment opportunities designed by the School Enrichment Team.

Tier 4: Instruction through Gifted Programming

Guiding Questions:

- Does the student demonstrate a high degree of intellectual, academic, and /or creative abilities with motivation to excel?
- Does the student meet eligibility criteria as outlined by GADOE criteria?
- Does the student need specialized instruction and/or ancillary service to achieve at levels commensurate with his or her abilities?

Components of Tier 4

- Student is referred to Review Team that consists of a minimum of 3 certified staff members as assigned by the Gifted Coordinator, who meet at least 1 or 2 times monthly at the Exceptional Education Center (EEC).
- Data submitted should include all data collected in Tiers 1, 2, and 3 and labeled according to tier level. Ensure the rubric is completed and all pertinent information is attached. The classroom teacher should work with the gifted service provider to compile folder.
- Team reviews all data to determine if the student meets all the testing requirements.
- If a student is determined to have met all the requirements, the folder is returned to the home school and the gifted service provider initiates testing procedures. Parent permission must be obtained and vision/hearing must be cleared.

Or...

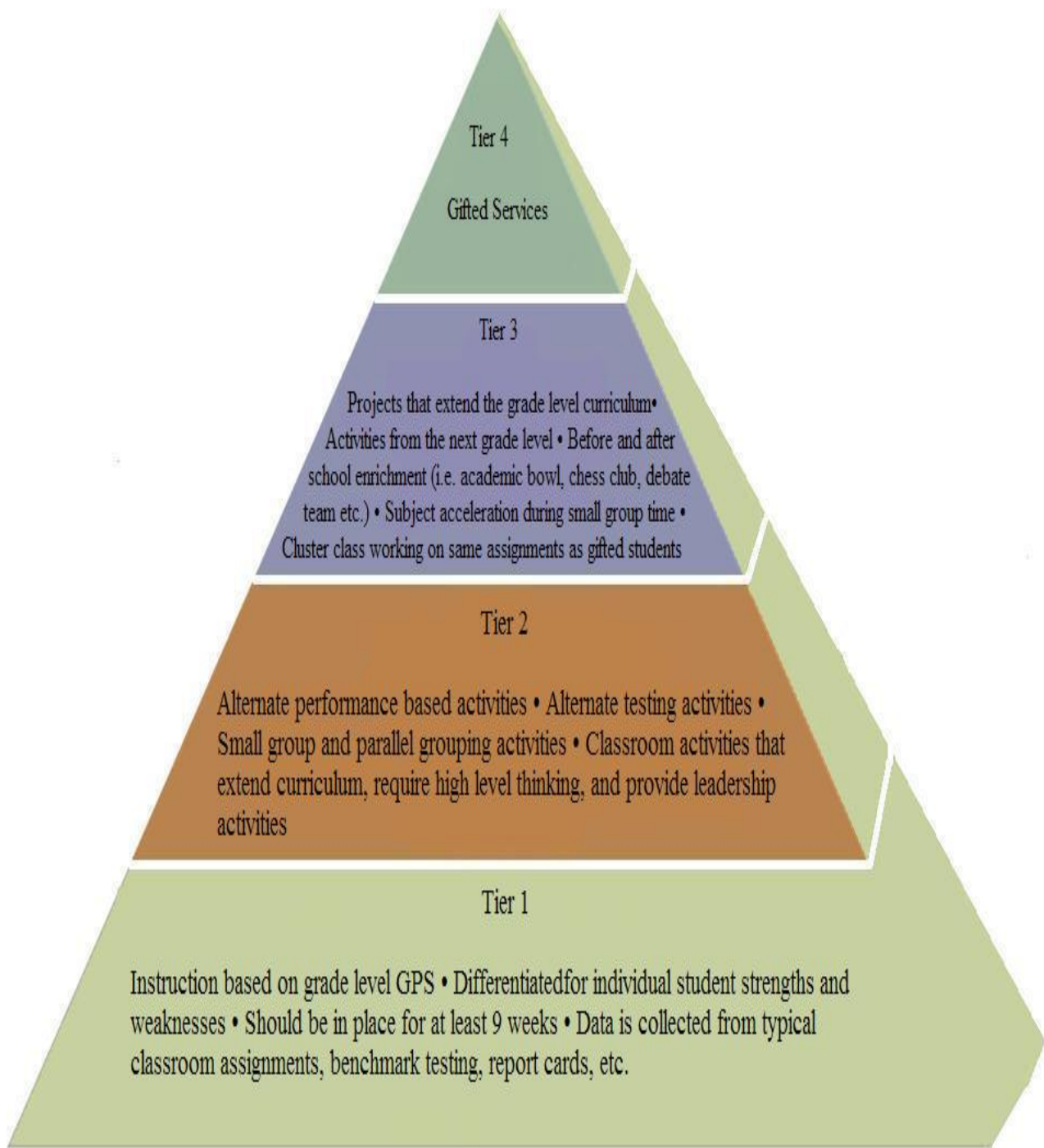
If the team determines that additional information is needed, the gifted service provider will be informed and specific instruction will be provided.

- Once testing is completed, the folder is sent to the coordinator of psychological services to determine if the student meets the eligibility criteria.
- If student is found eligible, parents are notified and services are provided. If a student is found to be ineligible, parents are notified and schools may provide Tier 3 enrichment opportunities if deemed appropriate.

Factors to Consider:

- Students who post a qualifying score on an accepted norm referenced test as documented in the TCSS Gifted Procedures Manual or students who have been served as gifted in another state may be accelerated through the tiers and recommended for testing consideration at tier 4. Students who were previously served as gifted and return to TCSS after attending private school or being home schooled may also be accelerated through the tiers and recommended for testing consideration at tier 4.
- Students must meet continuation criteria as outlined in TCSS policy to continue to receive gifted services each year.

Gifted Pyramid



REFERRAL

Referrals for consideration - The consideration for gifted education evaluation may be a reported referral or automatic referral as defined in the *GADOE Resource Manual for Gifted Education Services*.

1. **Reported Referral.** A student may be referred for consideration for gifted education evaluation by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities. Once the student is referred the teacher will implement RTI process.

(i) A rubric will be utilized by a review team when considering students for further assessments to determine eligibility.

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 education services.

(i) TCSS will establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment. TCSS has established a criterion score on a norm referenced test of achievement at or above 90% total reading or total math, or 85% or higher in total battery.

(ii) TCSS will administer the GRS, a norm-referenced test, to 4th and 6th grade students who scored in the top 15% in ELA or math on the state end-of-grade tests.

(iii) Students who scored at the 90th percentile or above in three out of six areas on the GRS will be automatically considered for further eligibility assessment.

(iv) TCSS will 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 will be non-discriminatory with respect to race, religion, national origin, gender, disabilities, and socio-economic background. This data will be reviewed annually.

CONSENT

TCSS will obtain written consent for testing including vision and hearing from parents or guardians of students who are being considered for evaluation for gifted education services. Additionally, TCSS will obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services. However, written consent is not required to review master lists, standardized scores, or group data when screening for automatic referral. Students who are being considered for automatic referral will be administered the GRS with parent consent.

EVALUATION

TCSS conducts evaluations to determine eligibility for gifted services in the following four areas: mental ability, achievement, creativity, and motivation. A list of secondary assessments in all four categories has been identified for evaluating students as needed. Vision and hearing must be cleared prior to evaluation. Evaluation instruments must have been approved by the GADOE. Any data used in one area to establish a student's eligibility will not be used in any other data category. TCSS will use only one subjective measure when determining eligibility.

ELIGIBILITY

TCSS will 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 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 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. Information will be collected in each of the four areas: mental ability, achievement, creativity, and motivation.
3. Test scores used to establish eligibility will have been administered within the past two calendar years. In addition, students who are found ineligible for gifted services may be considered for eligibility after a two-year period.
4. Any data used in one area to establish a student's eligibility will not be used in any other data category. TCSS will use only one subjective measure when determining eligibility.
5. Data will be used for eligibility in the four areas according to the following:

Mental Ability - Students will 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 as approved by GADOE.

(I) Mental ability tests will 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, gender, disabilities, and socio-economic background within a 10-year period prior to administration unless a new norm has not been established by the test publishing company.

(II) Mental ability tests that were designed to be administered individually will be administered by a qualified psychological examiner.

(III) For establishing the required standard in the area of mental ability an age-norm score must be used in the assessment process.

Achievement - Students will 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 (See Chart on P. 21). If composite scores are used, efforts will be taken to use the most comprehensive measure.

(I) Norm-referenced achievement tests will be the most current editions of tests, or editions approved by GADOE, that measure reading skills, including comprehension, and will yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests will 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 unless a new norm has not been established by the test publishing company.

(II) Performances and products will be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.

(III) Achievement scores should be determined using student-age norms.

Creativity - Students will 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 a score at or above 90 on a 100 point scale on a structured observation/evaluation of creative products and/or performances (See Chart on P.21).

(I) Norm-referenced tests of creative thinking will be the most current editions of tests, or editions approved by GADOE, that provide scores of fluency, originality, and elaboration. These tests will have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, gender, disabilities, and socio-economic background within a 10-year period prior to administration unless a new norm has not been established by the test publishing company.

(II) Rating scales used to qualify creativity will differentiate levels such that judgments may equate to the 90th percentile. All teachers who complete the rating scales must have training on the concept of creativity, the characteristics of gifted students, how the particular scale describes those distinguishing behaviors, and how the different items on the scale should be interpreted. If a rating scale is used to evaluate creativity, a rating scale will not be used to evaluate motivation.

(III) As a measure 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 will be reviewed by a panel of qualified evaluators.

(IV) Standardized test of creative thinking will be scored by individuals who have been trained and reached a satisfactory level of inter-rater reliability.

Motivation- Students will 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 4.0 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 if applicable.

(I) Rating scales used to qualify student motivation will differentiate levels such that judgments may equate to the 90th percentile. All teachers who complete the rating scales must have training on the concept of motivation, the characteristics of gifted students, how the particular scale describes those distinguishing behaviors, and how the different items on the scale should be interpreted. If a rating scale is used to evaluate motivation, a rating scale will 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 will 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.

Assessment data that were gathered and analyzed by a source outside the student's school or TCSS will be considered as part of the referral and evaluation process. External evaluation data will not be substituted for or used as the sole source of data the school

generates during the initial eligibility process. External evaluations will have been reviewed for bias with respect to race, religion, national origin, gender, disabilities, and socio-economic background.

If there are concerns regarding meeting eligibility criteria following testing in the four required areas, a school psychologist may be consulted to review the data and to administer additional testing if necessary.

GIFTED ELIGIBILITY CHART

- In option A and B, information will 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 will not be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale will not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale will not be used to evaluate creativity.
- Any piece of information used to establish eligibility will 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.	Students must qualify in <u>three of the four</u> 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 score 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: > 90th percentile on composite score on a nationally normed creativity test ➤ Grades K-12: Rating scales used to qualify student creativity must equate to the 90th percentile ➤ Grades K-12: Superior product/performance with a score of > 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
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 p. 30 for additional information) ➤ Grades K-12: Rating scales used to qualify student motivation must equate to the 90th percentile ➤ Grades K-12: Superior product/performance with a score of > 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

RECIPROCITY

Any student who meets the initial eligibility criteria in this rule for gifted education services in any LEA in the state of Georgia will be considered eligible to receive gifted education services in TCSS. When TCSS is notified by parent that the student received gifted education services at the previous system TCSS will request records from the sending school before placing the student in the gifted education program. TCSS will honor the continuation policy of the transferring school system. TCSS is not obligated to provide services to any out-of-state students unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq. When TCSS has knowledge of an out-of-state transfer student receiving gifted education services at the previous school system, then the student will be automatically considered for an evaluation and the evaluation will be conducted in an expedited manner.

DATA COLLECTION

TCSS will collect and maintain statistical data, which will be reviewed annually 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 will be archived and maintained by subgroups, which will include at least the grade level, gender, and ethnic group of the students. TCSS will evaluate its gifted program at least every three years using criteria established by GADOE.

SERVICES

TCSS will develop curricula for gifted students based on Georgia standards. TCSS curricula for gifted students will focus on developing cognitive, learning, research and reference, and meta-cognitive 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. TCSS will make available to the public and the GADOE a description of the differentiated curricula used for instruction of gifted students. TCSS will review and revise, if revisions are needed, its curricula for gifted students at least annually.

Students identified as gifted and whose participation has received parental consent will receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models.

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 GADOE 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 must be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level.
4. Gifted students will 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. TCSS may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. A rubric may be used to determine student placement in advanced content classes.
3. TCSS has established criteria and guidelines through a rubric that identify gifted and regular education students who will be successful in advanced content classes.
4. TCSS maintains 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 are counted at the gifted FTE weight. Students who are not identified as gifted are counted at the regular education FTE weight.
6. In grades K-5, gifted students will receive no more than two gifted FTE segments per day of advanced content service in the same content area.
7. Gifted FTE segment(s) will 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 cannot earn a gifted FTE segment in advanced

content mathematics and also earn a gifted FTE segment in the cluster or collaboration model in mathematics.

Advanced Content Classes: Advanced Placement (AP) College Courses (9-12)

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. TCSS 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. TCSS maintains a description of the course curriculum which is based on the College Board guidelines. This framework very clearly shows how the AP advanced course content, teaching strategies, pacing skills, and assessments differ from the courses more typical for students at that grade level.
4. TCSS will follow the recommended class size requirements specified by the SBOE.
5. In order to count the gifted students in AP (grades 9 – 12) classes at the gifted FTE weight, the teacher must have the following qualifications:
 - a. Georgia Professional Standards Commission (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 and/or able learner's course;
or
 - c. Current GaPSC issued gifted endorsement.

Cluster Grouping (K-12)

Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom. A rubric may be used to determine student placement in cluster classes.

1. The general education teacher must have a current GaPSC approved gifted endorsement.
2. 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. A rubric may be used to determine student placement in collaborative classes. Direct instruction is provided by the students' general education teacher who collaborates with a designated gifted teacher. There must be substantial, regularly scheduled collaborative planning between the general education 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 general education 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. TCSS will follow the GADOE guidelines by providing adequate planning time to the collaborating general education teacher and gifted teacher. Teachers must document collaborative hours. In certified personnel information, the general education teacher is the teacher of record and the gifted program teacher is recorded in the consultative subject code (see table on P. 26).
4. The gifted education teacher will be given one full period each week or its monthly equivalent during which he/she has only gifted education collaborative planning responsibilities 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 will not exceed on an average of 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 will 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 will be counted at the gifted FTE weight if the gifted education teacher and general 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:

Collaborative Planning Time for Gifted Program Specialist

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 documents 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 will be given one full

period each day or its weekly equivalent during which he/she has only gifted education internship/mentorship responsibilities for every 15 gifted students for whom he/she is supervising the internship/mentorship experience.

Approved Innovative Models

When appropriate, TCSS will submit an innovative plan to the Gifted Education Specialist at GADOE for approval. The plan will 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. If approved by the state, TCSS will implement the innovative model.

CONTINUED PARTICIPATION

TCSS has outlined a procedure for continuation of services, here to fore will be referred to as continuation procedure, for students identified as eligible for the gifted program to continue to receive such services. TCSS will review the progress of each student receiving gifted education services at least annually. Any student who receives gifted education services will continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes, as described in the TCSS continuation procedures.

1. The continuation procedure includes a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes will continue to receive gifted education services for a probationary period of one semester while attempting to achieve satisfactory performance status.
2. The continuation procedure will provide for a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education and general education classes during the probationary period.
3. Criteria for resuming gifted education services for such students will be reviewed with the student.
4. Parents may request a student to be temporarily withdrawn from the gifted program for one semester. If approved, student may remain on inactive status for up to one school year. Parents may request re-entry by completing a re-entry request that can be obtained from the gifted services teacher. Please contact the coordinator of gifted services at 706-812-7939 if additional time is required for reentry.
5. Parents may request that a student enter the gifted program after a break in services due to prior termination of services, private school/ home school placement, or attendance outside the state of Georgia by completing re-entry request form. If there is a break in services for more than a year, a reevaluation will be conducted to determine continued eligibility.

Troup County School System Program for the Gifted

Gifted Education Continuation/Withdrawal Procedures

A student may continue to receive services in the Troup County Program for the Gifted providing he/she has met gifted eligibility within Georgia, received gifted service without interruption of more than 1 school year, and meets the following criteria:

1. The student will maintain satisfactory performance in general core education classes. (An overall average of “B” with no failing grades in any subject is considered satisfactory.)

2. The student must maintain satisfactory performance of B or higher in the program for the gifted.

The gifted student must demonstrate:

- active classroom participation;
- completion of all assignments/tasks within designated time;
- ability to work independently when independent work is assigned;
- appropriate interaction with peers in a group situation;
- appropriate behavior as outlined by school rules
- regular attendance in the gifted program;
- satisfactory performance as measured by a minimum semester grade point average of 3.0 or the numerical equivalent of ≥ 80 .

The student’s performance in both general education classes and gifted education classes will be assessed each semester. The student and parent/guardian will be notified in writing if the student’s continued placement is in jeopardy. A written plan will be developed and implemented to help the student improve performance. After such notification and if unsatisfactory performance continues during a semester probationary period, the student may be placed as inactive from the gifted program.

After one (1) semester of non-participation, a student may re-enter the program for the gifted upon satisfactorily meeting the requirements of the continuation criteria of the Troup County School System. Re-entry will be determined by system-review team and will occur only at the beginning of a semester.

CURRICULUM

Gifted education learners are taught using GADOE approved standards-based curriculum. The curriculum focuses on developing cognitive learning, research and reference, and meta-cognitive skills at each grade grouping, using principles of differentiation. (See Table in Appendix B)

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 (Cobb, 2012)

The TCSS will review and revise, if revisions are needed, its curricula for gifted students at least annually.

TEACHER REQUIREMENTS

Teachers of gifted learners must hold a valid certificate in the area they teach and must be gifted endorsed, unless otherwise noted in model description.

Gifted education specialists participate in comprehensive professional learning that is relevant to needs of gifted learners. Professional learning is aligned with the national standards for gifted education.

Teachers and Coordinators who provide gifted and/or advanced level services have completed professional learning that culminated in endorsement in gifted education.

Gifted education teachers receive time to plan, implement, and refine professional learning experiences.

All school personnel involved in the education of gifted learners participate in professional learning that focuses on the needs and characteristics of gifted learners.

Administrators, counselors, teachers, and paraprofessionals receive ongoing professional learning annually in regards to the nature and needs of gifted learners and appropriate instructional strategies and curricula.

TCSS actively supports participation in professional learning for gifted education.

PUBLIC REVIEW

TCSS will 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 TCSS's gifted education curricula.

FTE

FTE reporting refers to the state funding mechanism based on the student enrollment and the educational services local school systems provide for the students. The base amount of money received for each FTE student is determined by the Georgia General Assembly.

Refer to O.C.G.A. § 20-2-161 for information concerning the Quality Based Education (QBE) formula. Gifted Education is one of 19 categories of instruction funded through the state's Full-Time Equivalent Funding Formulas. A Full-Time Equivalent Student (FTE) is defined as six (6) segments of instruction. To view state FTE funding rates and levels go to http://app3.doe.k12.ga.us/ows-bin/owa/qbe_reports.public_menu?p_fy=2000 and select a school year and a specific report.

Report QBE 001 shows the rate of QBE funding per FTE

Report QBE 003 lists local school system FTE funding

Report QBE 004 lists the QBE Funding at the state level.

Students who are served in an approved gifted education model are reported with the Gifted Education weight (**PROGRAM CODE == "I"**) for each segment served on the FTE count day. The school system may claim students for gifted weight who are serviced on the day of the count only. Gifted students who are not provided with gifted program instruction on the day of the count must be reported according to the weight that indicates the actual services they receive on the FTE count day. For state funded FTE earnings, the count dates are the first Tuesday in October and the first Thursday in March. The FTE count days provide a “picture” or “point in time snapshot” of the scheduled instructional services provided to students on that specific date.

CLASS SIZE

**Source: Code: IEC 160-5-1-.08 – CLASS SIZE
O.C.G.A. & 20-2-244 (H)**

Gifted Education class sizes are established by the State Board of Education. The current funding ratio for gifted education is 12. The maximum individual gifted education class sizes are listed below:

GIFTED EDUCATION PROGRAM

Elementary (K-5)	17
Middle School (6-8)	21
High School (9-12)	21

Class Size Resolution Process

Georgia Code O.C.G.A. § 20-2-144 (h) authorizes the State Board of Education to temporarily allow local board of education to exceed the regulatory class sizes listed above through a resolution process. Information on the process and individual local school district class size resolutions is located at the following website:

<http://www.GADOE.org/External-Affairs-and-Policy/Policy/Pages/Class-Size-Information.aspx>

APPENDIX A

DIFFERENTIATION TABLE FOR RtI

Tier 1: Low Preparation	Tier 2: Medium Preparation
Flexible-Learning Groups by Readiness, Interest, Learning Profiles	Gifted Education Cluster Classes
Choice of Books	Gifted Education Collaboration Classes
Homework Options	Tiered Activities and Products
Use of Reading Buddies	Use of Literature Clubs
Various Journal Prompts	Multiple Testing Options
Student/Teacher Goal Setting	Multiple Texts
Varied Pacing with Anchor Options	Alternative Assessments
Work Alone or Together	Subject Advancement within class
Flexible Seating	Curriculum Compacting
Varied Scaffolding	Tiered Centers
Varied Computer Programs	Spelling by Readiness
Design-A-DAY	Varying Organizers
Varied Supplemental Materials	Community Mentorships
Computer Mentors	Stations
Think-Pair-Share by Readiness, Interest, Learning Profiles	Group Investigations
Open-ended Activities	Students are Assessed in Multiple Ways
Explorations by Interest	Student choice in selecting learning activities.
Options for Competition	Simulations
Tier 3: High	Tier 4: Advanced/Autonomous
Advanced Content English/language arts, mathematics, science and/or social studies courses	Above grade level accelerated English/language arts, mathematics, science and/or social studies courses
Resource Classes	Advanced Placement Classes
Independent/Directed Study	International Baccalaureate Classes
Socratic Seminars	Internship/Mentorships Whole group acceleration