



# **GIFTED AND TALENTED EDUCATION PROCEDURES MANUAL**

**2014-2015**

## Public Notice

General information regarding services to gifted students including referral and identification procedures is available from a variety of sources including: student handbooks, system and school newsletters.

### **GIFTED AND TALENTED PROGRAM INSTRUCTIONAL PHILOSOPHY**

The goal of educational services for **gifted students** in Thomasville City Schools is to provide enhancement of the student's self-concept and the advancement toward becoming an independent learner through **differentiated curricula** beyond the opportunities and experiences of the regular classroom.

**Gifted Student:** a student who demonstrates a high degree of intellectual and/or creative ability (ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities. (SBOE Rule 160-4-2.38.p.1)

**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 AND TALENTED PROGRAM DESCRIPTION**

Delivery models for serving gifted students include the resource model and/or facilitator model, and the State Department-approved delivery models, which appropriately serve the identified needs of gifted students in elementary, middle, and high schools. Differentiated instruction includes the enrichment and acceleration of Common Core Georgia Performance Standards (CCGPS). To meet student achievement needs, teachers of the gifted and talented may utilize one or several of the following opportunities:

**Elementary School:** Resource Class, Collaborative Teaching, Advance Content and Cluster Grouping

#### **Resource Class**

- Direct services
- Identified gifted students only
- Limited class size
- Teacher must have gifted endorsement
- Limit of ten segments per week

## **Collaborative Teaching**

- Indirect Service Model
- Direct instruction may be provided by a regular classroom teacher
- Substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist
- One full period each day (or weekly equivalent) that gifted specialist devotes to curriculum extensions for every three classes in which he/she has collaborative teaching responsibilities
- Total number of gifted students whose instruction is modified may not exceed an average of eight per class
- A gifted education teacher can work with 3 regular education teachers for one full segment of planning per day (or the weekly equivalent), then the regular education teacher delivers the lesson/service to 8 students in his/her classroom

## **Advanced Content**

- Content Acceleration
- Content Compacting
- Enrichment Learning/Enrichment Programs
- Academic Competitions
- Other (Duke Talent Search)

## **Cluster Grouping**

- Small group of identified gifted students placed as a group into an otherwise heterogeneous regular classroom
- Teacher must have the gifted endorsement
- One of two segments per day
- Maximum class size is the regular education maximum

**Middle School:** Advanced content classes, collaborative teaching, cluster grouping

## **Advanced Content Courses**

- Content Acceleration
- Content Compacting
- Enrichment Learning/Enrichment Programs
- Academic Competitions
- Other (Duke Talent Search)

## **Collaborative Teaching**

- Indirect Service Model
- Direct instruction may be provided by a regular classroom teacher
- Substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist
- One full period each day (or weekly equivalent) that gifted specialist devotes to curriculum extensions for every three classes in which he/she has collaborative teaching responsibilities

- Total number of gifted students whose instruction is modified may not exceed an average of eight per class
- A gifted education teacher can work with 3 regular education teachers for one full segment of planning per day (or the weekly equivalent), then the regular education teacher delivers the lesson/service to 8 students in his/her classroom

### **Cluster Grouping**

- Small group of identified gifted students placed as a group into an otherwise heterogeneous regular classroom
- Teacher must have the gifted endorsement
- One of two segments per day
- Maximum class size is the regular education maximum

**High School:** Advanced content classes, collaborative teaching, cluster grouping

### **Advanced Content Courses**

- Advanced Placement Classes
- Gifted Classes
- Academic Competitions

### **Collaborative Teaching**

- Indirect Service Model
- Direct instruction may be provided by a regular classroom teacher
- Substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist
- One full period each day (or weekly equivalent) that gifted specialist devotes to curriculum extensions for every three classes in which he/she has collaborative teaching responsibilities
- Total number of gifted students whose instruction is modified may not exceed an average of eight per class
- A gifted education teacher can work with 3 regular education teachers for one full segment of planning per day (or the weekly equivalent), then the regular education teacher delivers the lesson/service to 8 students in his/her classroom

### **Cluster Grouping**

- Small group of identified gifted students placed as a group into an otherwise heterogeneous regular classroom
- Teacher must have the gifted endorsement
- One of two segments per day
- Maximum class size is the regular education maximum

Courses of study for gifted students are modified at an appropriate level for gifted learners. Common Core Performance Standards and Georgia Performance Standards (GPS) for all grades focus on developing academic skills in one or more of the following content areas: mathematics, science, language arts, social studies and full year world languages. These

objectives use differentiated principles to provide opportunities for gifted students to achieve at levels commensurate with their identified abilities while providing them with state mandated curriculum performance standards.

Parents and the community are invited to attend events sponsored throughout the year for the system's gifted and talented students. Examples of events are Science Saturday, Science Olympiad, Quiz Bowl, Renaissance Fair, Odyssey of the Mind competitions, plays and presentations.

Teachers of gifted students must meet the training requirements described in the Gifted Education Regulations. The Gifted Education In-field Endorsement may be added to a professional teaching certificate by successfully completing a program of study that has been approved by the Georgia Professional Standards commission ([www.gapsc.com](http://www.gapsc.com)). The Georgia Professional Standards Commission oversees all rules related to certification and endorsements. It also approves agencies' applications to provide programs of study leading to certification and or endorsement. PSC Rule 505-2-.158 describes the gifted in-field endorsement program. PSC Rule 505-3-.21 describes content standards for approving in-field endorsement programs. Approved endorsement programs are also listed on the PSC website ([www.gapsc.com/ApprovedPrograms/EducationProgram.asp](http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp)). Thomasville City Schools works closely with the area RESA to ensure that gifted teachers are provided opportunities to continue professional learning. Information regarding on-line courses from universities is also provided for regular education teachers if they are interested in pursuing gifted endorsement.

## **THE STUDENT SEARCH & REFERRAL PROCESS**

### **Gifted and Response to Intervention**

Teachers automatically differentiated for those who are high achieving students. Documentation of instructional interventions, flexible pacing, cluster grouping, and differentiated curriculum might indicate that the high achieving students require a higher level of rigor and acceleration. In these cases, Thomasville City Schools will follow the student nomination and decision making process as outlined.

### **Description of the Referral Process**

The referral process has four basic dimensions: (1) nomination of students as possible candidates for formal evaluation for gifted identification; (2) review of nominations to determine if referral for formal evaluation is warranted; (3) identification of students who meet the state criteria for placement in gifted education; (4) generation of information about academic and/or artistic strengths of students who have been formally evaluated for gifted identification. The first dimension, nomination of students, initiates the process.

Automatic referrals are made in January of each school year by the central office team. These nominations are based on results of the fall administration of the ITBS. Nominations can be made by classroom teachers, special area teachers, parent or guardian, the child himself or herself, a peer, or any other responsible person who has knowledge of the student's intellectual functioning. These nominations are referred to the site based eligibility team and can be considered as part of a student support team meeting. A site-based Eligibility Team is

responsible for dimensions two and four. Dimension three – formal evaluation – is facilitated by the gifted program system team which consists of the student’s classroom teacher, school level gifted teacher, and school administrator.

## **Narrative of the Referral Process**

### **Automatic Referral**

When a student meets the criteria for the Thomasville City Schools District Automatic Referral, the gifted teachers are responsible for completing the Nomination Form and gathering existing evidence of academic strengths to bring to the Eligibility Team.

In an effort to evaluate potentially eligible students who might not otherwise be referred for gifted education, system wide testing scores will be reviewed annually by gifted teachers. Any student with a total reading or math score/or total composite of  $\geq 90$ th percentile (ITBS) and no failing grades in classes within the last four grading periods will be automatically reviewed for gifted education evaluation whether referred directly or not.

The automatic referral process is an opportunity to consider potentially eligible students who might not otherwise be referred and serves as an active child-find strategy. This procedure is an important step in ensuring equal access to gifted programs and in broadening the range of child find or student talent search activities. The criterion score chosen for the automatic referral procedures has no effect on the acceptance of reported referrals, which may continue to be made.

### **Initial Referral**

If nominations are from other sources, a sample of the student’s work and a Nomination Form will be submitted to the Eligibility Team in August or January by the person who wishes to nominate a student for evaluation (teacher, parent, administrator, counselor, or other interested party). In addition to the work sample and nomination form, existing test information, a copy of the most recent report card, and a checklist of observed behaviors are appropriate information to gather and submit to the Eligibility Team for review. The Observation Sheet must be completed by at least two adults, one of whom must be the student’s academic instructor; the other might be the parent or other adult who has nominated the child.

Students who scored 860 or above on the Georgia Criterion Reference Competency Test (CRCT) in reading and/or math will also be automatically reviewed by the gifted education Eligibility Team at the school level. CRCT results, however, are not used to qualify.

When a student nominates him/herself, a Self-Nomination Response Form should be attached to the Nomination Form. When a peer nominates a student, the nominating student (peer) must complete a Peer-Nomination Response Form.

Tests and procedures used in the referral process to determine eligibility for gifted education services must meet standards of validity and reliability for the purpose of identifying gifted students. These tests are nondiscriminatory with respect to race, religion, national origin, sex, disabilities, or economic background.

### **Eligibility Determination**

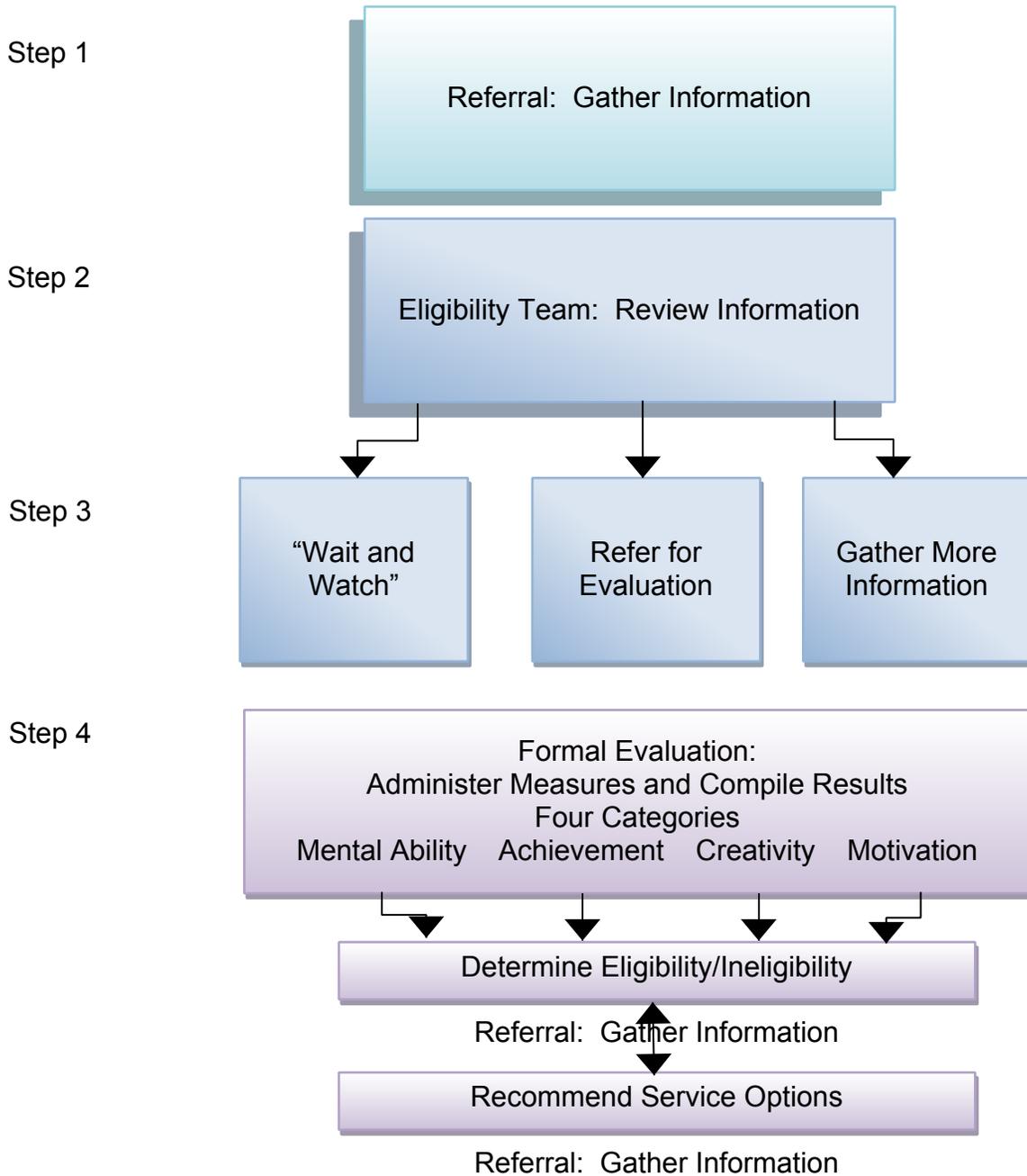
During the nomination phase of the referral process, the Eligibility Team may consider test data that was gathered and analyzed outside the school system. However, these outside data shall not be substituted for data the school generates during the testing/evaluation process. In other words, if a child has been tested by an outside source (e.g., private psychologist, university clinic, etc.), the Eligibility Team may consider those test results as they determine whether or not to proceed with a formal evaluation, but the outside test data **may not** be used to determine eligibility for gifted program placement.

The Eligibility Team will consist of a school-level panel of no fewer than three faculty members, which may include at least the lead teacher or administrator, one regular classroom or special area teacher, system psychologist, and one teacher of gifted. The team may invite other participants who have expertise in a content area or a special knowledge about the child to attend the meeting to review a student's nomination.

The Eligibility Team will meet based upon a pre-determined, site-based schedule to review nomination information. The committee will make one of the following three decisions concerning each nominee:

1. The student may be referred for a formal evaluation. This decision is appropriate when the Eligibility Team believes that collected information about the student is sufficient and warrants continuation of the referral process. The committee will notify parent or guardian in writing that the student has been recommended for consideration and will request consent to begin the formal evaluation. When such written consent is obtained, the formal evaluation may begin.
2. Additional information about the nominee may be requested. When the committee deems that collected information is insufficient to make a decision concerning formal evaluation, the team may request that the nominating person supply a further piece of specific data. Examples of insufficient information include no testing history data, no recent report card, and/or no work sample.
3. The team may decide that collected information, though sufficient in quantity, does not support a recommendation to continue the referral process. The team will notify the nominating person in writing that the referral process has been discontinued at the present time. This "Wait and Watch" decision does not preclude the possibility of a student being nominated again at a later date for referral.

**Gifted and Talented Education  
Flow Chart of the Referral Process**



## **FORMAL EVALUATION**

Once a student has been referred by the Eligibility Team for formal evaluation, consent to evaluate is obtained. The student's vision and hearing will be screened. A gifted program teacher will administer an appropriate mental ability and/or achievement test, if needed. Additionally, creativity and motivation assessments or scales are administered. Test scores on such instruments may be no older than two years. When a student's score is within one (1) Standard Error of Measure (SEM) on the mental ability test, a second test must be administered. *Other than this situation that requires retesting, professional judgment should be used regarding additional testing of students. Factors to be considered include difference between required score and obtained score; possibility of detriment to the student's self-esteem; and social or developmental factors that indicate the need for additional testing.*

Tests and procedures used in the referral and eligibility process meet standards of validity and reliability and are nondiscriminatory with respect to race, religion, national origin, gender, disabilities or economic background. Additionally, the standardized tests and other assessment tools meet the requirements described in SBOE Rule 160-4-2-.38.

With the implementation of the Multiple Criteria Eligibility Rule (160-4-2-.38) and with approved use of test scores for two years, there should be less need to administer mental ability tests repeatedly. Once the formal evaluation procedure begins, the guidelines for evaluation are applicable for one year. Should the process continue into a subsequent year, the guidelines for the subsequent school year will apply.

1. Any data used in one area to establish a student's eligibility cannot be used in any other data category.
2. Scores must be current within two calendar years.
3. To be eligible for gifted services, students must either: (a) score at the 99<sup>th</sup> percentile (for grades K-2) or the  $\geq 96^{\text{th}}$  percentile (for grades 3-12) on the composite or full scale score of a standardized test of mental ability and meet one of the achievement criteria described below; or, (b) qualify through a multiple criteria assessment process by meeting the criteria in any three of the four areas: mental ability (intelligence), achievement, creativity, and motivation.
4. To qualify in the area of achievement: (a) students must score  $\geq$  the 90<sup>th</sup> percentile on the total battery, total math, or total reading section(s) of a standardized achievement test.

After all data has been gathered, the Eligibility Team will meet. At that meeting, results of the testing will be reviewed. Using this information, the team will make one of the following decisions:

1. The student is declared eligible based on mental ability and achievement scores which meet the criteria established by Rule 160-4-2-.38.
2. The student is declared eligible based on meeting three of four criteria categories established by Rule 160-4-2-.38.

3. The student is declared ineligible based on the criteria established by Rule 160-4-2.08 or Rule 160-4-2-.38.

### **Notification**

Thomasville City Schools makes efforts to notify the public of opportunities for referral, including use of press, i.e., newspaper, brochures, flyers, school newsletters and school calendars. When a student is determined eligible by the established criteria, the parent or guardian is notified in writing of the student's eligibility. Once consent for placement is received, gifted services will begin for the student. Gifted services for any student eligible for the program will begin once a parent or guardian has signed the appropriate placement form. At that time, a placement meeting may be held. Eligible student files will be kept in an active file at the home school. When a student changes schools within the county, student records from the home school will be transferred to the appropriate school by the gifted program teacher.

Teachers, along with other members of the eligibility team are to review students receiving gifted services at the end of each year and determine whether a student's gifted program warrants revisions or if the student continues to meet eligibility criteria. When a student is determined ineligible by the established criteria, the team will notify the parent or guardian in writing within 30 days of the decision. This determination of ineligibility does not preclude the student being referred at a later date for reevaluation. Included in the notification is a description of the types of service models available for the gifted student. Differentiated instruction, including enrichment options will be implemented in the regular classroom. In addition, students will be monitored through the Tier process. Ineligible student files will be kept in an inactive file at the home school for a period of five years.

When a student withdraws from Thomasville City Schools, a copy of the Eligibility Report will be forwarded with the request of the student's permanent records.

### **Reciprocity**

1. Any student who meets the State's eligibility criteria shall be considered eligible for placement in the gifted program in the Thomasville City Schools System.
2. There is no reciprocity between states. Students entering the Thomasville City Schools System from other states will follow the procedures used for an initial referral.

## **Continuation of Placement**

The referral process which follows nomination and review is an opportunity for identifying particular strengths in students and providing educational services that are suited to those students. Once the referral process has been completed and service options have been recommended for students, ongoing progress evaluation will determine continuation of such services or changes in service options as appropriate. The continuation policy will be sent to parents at this time.

## **Continuation Policy**

A student who has been officially placed in the gifted program may continue to receive gifted programming services as long as he/she meets the following criteria:

1. Satisfactory performance in the gifted classes. Satisfactory performance will be based on two criteria:
  - On the recommendations of the teacher of the gifted, with such recommendation to be based on active participation, required products, and regular attendance in the gifted program.
  - On performance in the gifted classes as follows:
    - Grades K-3 must maintain adequate progress (3.5 or 85) on standards-based report.
    - Grades 4--5 must maintain an overall 85 academic average (Language Arts, Reading, Math, Science, and Social Studies).
    - Grades 6-8 must maintain an overall 85 academic average (Language Arts, Reading, Math, Science, and Social Studies).
    - Grades 9-12 must maintain an overall 85 academic average (English, Math, Science, Social Studies, and Foreign Language).
2. In the event that the student does not meet the continuation criteria, the following steps will be taken to review the student's gifted services:
  - A conference will be scheduled between the student, parent, gifted program teacher, and other teachers involved. All parties will review the continuation policy at this time and discuss strategies in which the student may apply to satisfactory performance.
  - If a student fails to meet one of the above criteria, he/she will be placed on probation for the duration of one nine weeks (grades K-5), or one semester (grades 6--12). At the end of this time period, if the student has not met the above requirements, he/she may be removed from the Gifted and Talented Education Program. The eligibility team will keep parents updated concerning the student's progress. Parents are notified in writing prior to withdrawal (see Forms). Reentry will be contingent upon meeting the criteria stated above following official removal from the program.

## **Voluntary Inactive Status**

In the event gifted program participation appears not to be in the student's best interest, the parent may request a change in placement.

Thomasville City Schools Gifted Program

**Testing Window**

Annual Talent Search

Each Fall and Spring gifted resource teachers will lead professional learning activities to help regular classroom and special area teachers recognize indicators of potential giftedness. The purpose of this annual focus is twofold: (a) help teachers take a proficiency view of students, and (b) improve reported referrals for gifted program consideration.

**Window 1: August**

The only students to be tested at the beginning of the school year are:

Transfer students – students who are new to Thomasville City Schools and for whom we have documentation that they were identified as gifted in another state. First, look at all assessment data that are less than two years old and use whatever is allowable under the SBOE Rule. Then administer only those tests/scales that are necessary to complete the profile.

New referrals from school level eligibility team – students who were not evaluated in the spring but who have been referred over the summer or are parent referrals. The team will look at all assessment data that are less than two years old and determine if the student is eligible for testing. School system psychologists will be responsible for this testing.

**Window 2: December**

Window 2 is a primary testing window open to all eligible students.

**Window 3: March**

Window 3 is the primary testing window and should be open for all eligible students. Every effort should be made to complete testing before the last week of school in an effort to have eligible students identified for the fall.

**An in-school Gifted Eligibility Team (Tier 3) should be established at each school to review the referrals prior to testing. The team may consist of an administrator, gifted teacher, SST chairperson, system psychologist and grade level teachers. There must be at least 3 individuals on the team.**

Thomasville City Schools Gifted Program Assessment Procedures

<u>Primary Assessment</u>	<b>Mental Ability</b>	<b>Achievement</b>	<b>Creativity</b>	<b>Motivation</b>
	CogAT*	ITBS	Torrance Test of Creative Thinking (TTCT)**	Grade Point Average: Grades 6-12 World Language  GES: Elementary Grades K-5
<u>Secondary Assessment</u>	Woodcock Johnson or Stanford-Binet	Woodcock Johnson III Brief Battery (Achievement)	Standardized Creativity Characteristics Rating Scale	Standardized Motivational Characteristics Scale: GES

\* Unless alternative test is recommended by the School eligibility review Team

\*TTCT: GRS-P; GRS-S

## **APPROVED GIFTED PROGRAM DELIVERY MODELS**

### **Direct Services**

- Resource Class (K-12) -- All students must have been identified as gifted by Georgia State Board of Education criteria. The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 CLASS SIZE. The teacher must have the gifted endorsement. The curriculum must have an academic content foundation, but it should focus on interdisciplinary enrichment activities. 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. Thomasville City Schools provides a minimum of five segments per week of gifted services. They may receive no more than ten segments per week of resource class service.
- Advanced Content Class (2-12) -- Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. 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. In that case, the local district must establish criteria and guidelines that identify students who will be successful with the advanced curriculum to be offered in these classes. (Identified gifted students may also be required to meet the specific achievement criteria.)

Identified gifted students in the advanced content course may be counted at the gifted weight only if (a) the maximum size specified for gifted resource classes in State Board Rule 160-5-1-.08 CLASS SIZE is observed; (b) a description of the course curriculum (showing very clearly how the advanced course content, pacing, process skills emphasis, and expectation of student outcomes differ from the course more typical students at that grade level would take in that content area) is developed and maintained by the local board of education; and (c) the teacher has the following qualifications:

1. Advanced Placement (AP) Courses -- The teacher must have the appropriate content area certification. In addition, the teacher must (a) have been trained by the College Board in that specific AP course and have had at least 10 clock hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students; or (b) have the gifted endorsement.
2. International Baccalaureate (IB) Courses -- The teacher must have the appropriate content area certification. In addition, the teacher must (a) have been trained by the International Baccalaureate Program in that specific IB subject area and have had at least 10 clock hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students; or (b) have the gifted endorsement.
3. Honors Courses -- The teacher of a locally developed honors course curriculum must have the appropriate content area certification and the gifted endorsement in order to count the gifted students in the class at the gifted FTE weight.

- Cluster Grouping (5-8 students) -- Identified gifted students are placed as a group into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level. To count any gifted student at the gifted weight when this delivery model is used, the regular classroom teacher must have the gifted endorsement. One or two segments per day provided in this setting may be counted at the gifted weight if the teacher documents the curriculum modifications he/she has made for the gifted students by way of (a) separate lesson plans and (b) individual student contracts which show the:
  1. Reason(s) why that particular student needs an advanced curriculum in that particular content area (e.g., pretest grades);
  2. Learning objectives for the gifted student;
  3. Alternative activities in which the gifted student will be engaged;
  4. Dates and amount of time (in segments) the student will be engaged in the higher-level activities; and means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).

### **Indirect Services**

- Collaborative Teaching (K-12) -- Direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator). The gifted specialist, the regular classroom teacher, and the gifted student (when appropriate) collaborate in the development of challenging assignments which substitute for or extend the core curriculum objectives which the identified gifted student has already mastered.

To ensure adequate time for the gifted specialist to meet with teaching partners and gifted students, develop or secure advanced materials and other resources, develop individual student contracts or group contracts, and provide small group or individual instruction, he/she must be given one full period or its weekly equivalent during which he/she has only gifted education programming responsibilities (as determined by the local system) for every three classes in which he/she has collaborative teaching responsibilities. The total number of gifted students whose instruction may be modified through this collaborative approach may not exceed an average of eight per class. For example, if the gifted program specialist 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 modified) divided among the three classes, and the gifted specialist must be given one full class period at some point during the week to plan appropriately challenging instruction, gather advanced materials, meet with teacher partners and students, and/or provide small group or individual instruction for gifted students.

**Table 1:  
Required Planning Time for Gifted Program Specialist in the  
Collaborative Teaching Model**

<b>Number of classes within which gifted planning, specialist collaborates</b>	<b>Number of segments which can be counted at the gifted weight</b>	<b>Number of periods that must be allotted for collaborative individual and small group work, etc.</b>
1-3	1-24	1
4-6	25-48	2
7-9	49-72	3
10-12	73-96	4
13-15	97-120	5
16-18	121-144	6

Instructional segments which have been modified for gifted learners may be counted at the gifted weight only if the teacher-partners document the curriculum modifications made for the gifted students by way of (a) separate lesson plans; (b) a time log of collaborative planning by the teacher partners; and (c) individual student contracts which show the reason(s) why any student whose instruction is counted at the gifted weight needs an advanced curriculum in that particular content area (e.g., pretest grades), the learning objectives for the gifted student, the alternative activities in which the gifted student will be engaged, the dates and amount of time (in segments) the student will be engaged in the higher-level activities, the means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products), and the responsibilities of the gifted education teacher and the classroom teacher.

Mentorship/Internship (9-12) -- A gifted student works with a mentor to explore a profession of interest. The gifted education specialist 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. One or two instructional segments per day may be counted at the gifted weight for students participating in a gifted mentorship/internship if an individual student contract documents the work to be done, the learning objectives 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 student's learning will be assessed (e.g., the expected outcomes or products), and the responsibilities of the gifted education teacher and the mentor.

To ensure adequate time for the gifted education specialist to monitor and assist gifted students participating in mentorships/internships, he/she must be given one full period each day or its weekly equivalent during which he/she has only gifted education programming responsibilities (as determined by the local system) for every fifteen (15) gifted students for whom he/she is supervising a mentorship/internship experience.

High school students may be enrolled in college, university, or technical courses at Scholars Academy. Students enrolled in such courses receive high school and college credits, and this instruction may serve as the gifted instruction. Criteria for joint enrollment include:

- students must meet state regulations for attendance
- have an individual contract which shows why he/she needs a more advanced curriculum
- dates and amount of time (in segments) the student will participate in joint enrollment
- means by which the student's learning will be assessed

\*\*FTE funding generated while away from the regular school campus (i.e., Thomas University) is awarded to the post-secondary institution. Students must be present on the secondary campus for at least three instructional segments.

### **Approved Innovative Models**

The Georgia Department of Education encourages the development of innovative programs for gifted students that are clearly in accordance with the needs of the community 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 Department of Education's Gifted Education Specialist. 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 FTE funding will be generated and documented, and the anticipated fiscal impact of the model (i.e., how many FTE will be generated).

The Gifted Education Specialist will approve local school district plans for special models that are in accordance with all applicable rules and regulations, that are consistent with best practice guidelines for the education of gifted students, and that provide strong programming and fiscal accountability. If the district's proposal for a special model is not within the guidelines established by State Board of Education rules and Department of Education regulations, the Gifted Education Specialist will advise the district contact that the local Board of Education would have to be granted a waiver from the State Board of Education before that model could be used to provide gifted education services.

## **ELIGIBILITY SUMMARY**

Gifted Program Assessment and Eligibility Options  
SBOE Rule 160-4-2-.38 EDUCATION GIFTED AND TALENTED EDUCATION

Information shall be collected in all four data categories. At least one of the criteria must be met by a score on a nationally-normed standardized test. Any data used in one category may not be used in any other category. Assessment data must be current within two years.

Mental Ability	Achievement	Creativity	Motivation
<p><b>Standardized Test of Mental Ability:</b> Full scale or appropriate component score</p> <p><b>Option 1:</b> 99<sup>th</sup> percentile on the composite score (by age) for grades K-2; ≥96<sup>th</sup> percentile on the composite score (by age) on the composite score (by age) for grades 3-12.</p> <p><b>Option 2:</b> ≥96<sup>th</sup> percentile (by age) on the composite or appropriate component score for grades K-12</p>	<p><b>Standardized Test of Academic Achievement:</b> Score ≥ the 90<sup>th</sup> percentile (by age) on Total Reading or Total Math or Total Battery</p>	<p><b>Standardized Test of Creative Thinking:</b> Score ≥ the 90<sup>th</sup> percentile (by age) on the Total Battery</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Standardized Creativity Characteristics Rating Scale:</b> Score ≥ the 90<sup>th</sup> percentile</p>	<p><b>GPA ≥ 3.5 (as defined in Rule and Regulation) on a 4.0 scale for grades 8 - 12</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>Standardized Motivational Characteristics Rating Scale:</b> Score ≥ the 90<sup>th</sup> percentile (Grades K-7)</p>

**Initial Eligibility**

*Option 1:* A student must: (a) score at the 99<sup>th</sup> percentile (grades K-2) or the 96<sup>th</sup> percentile (grades 3-12) on the composite of full scale score of a standardized mental ability test AND (b) meet the achievement criteria described above.

OR

*Option 2:* A student must qualify through multiple-criteria assessment process by meeting criteria in any three of the four data categories listed above.

Only one rating scale may be used in determining eligibility (i.e. if a motivation rating scale is used, a creativity rating scale may not be used).

**Related Information**

Expectations of Gifted Teachers

- Obtain and maintain gifted endorsement

- Follow Georgia Department of Education and Thomasville City Schools' policies and procedures
- Adhere to compliance for meeting testing and eligibility timelines
- Follow guidance when determining eligibility for students

In order to maintain gifted endorsement, the Thomasville City School System provides opportunities for teachers of the gifted to participate in professional learning made available through the Southwest Georgia Learning Resources Systems in Albany, GA, conferences, and information provided by the Georgia Department of Education.

Appeal procedures are specified in the State Board of Education Policies and Executive Procedures BCAFA.

A file will be maintained on each student eligible for placement in the gifted program which will include:

1. notice of consideration for the gifted program
2. the parental consent for evaluation
3. an eligibility report consisting of the child's name, birth date, FTE number, achievement tests/scales and scores and dates of administration of each instrument, and signatures of school personnel responsible for determining eligibility
4. Copy of the continuation/withdrawal which specifies program policies, information about reentry into the program, and a copy of the program description developed for the student.

The privacy rights of gifted children and their parents or guardians shall be recognized in the same manner as any child's rights are recognized under the Family Education Rights and Privacy Act of 1974.

**GIFTED AND TALENTED EDUCATION**  
Forms



## GIFTED AND TALENTED PROGRAM

### Traits, Aptitudes, and Behaviors (TAB) Checklist Student Information Survey

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
Last First

School: \_\_\_\_\_ Observation Completed by: \_\_\_\_\_

**Check the following items that best describe your observations of this student. (All information is kept confidential.)**

1. Motivation *Evidence of desire to learn*
  - demonstrates persistence in pursuing/completing self-selected tasks
  - is an enthusiastic learner
  - aspires to "be somebody"
2. Interests *Intense (sometimes unusual) interests*
  - demonstrates unusual or advanced interests in a topic, hobby, or activity
  - is beyond age group
  - pursues an activity unceasingly
3. Communication Skills *Highly expressive and effective use of words, numbers, symbols*
  - demonstrates unusual ability to communicate (verbally, physically, artistically)
  - uses particularly apt examples, illustrations or elaborations
4. Problem-Solving Ability *Effective, often inventive strategies for recognizing and solving problems*
  - demonstrates unusual ability to devise or adapt a systematic strategy for solving problems
  - changes the strategy if it is not working
  - creates new designs, invents
5. Memory *Large storehouse of information on school or non-school topics*
  - already knows the information being taught or discussed
  - needs only one to two repetitions for mastery
  - has a wealth of information about school or non-school topics
  - pays attention to details
  - manipulates information well
6. Inquiry *Questions, experiments, explores*
  - asks unusual questions for age
  - plays around with ideas
  - explores new ways to get information
7. Insight *Quickly grasps new concepts and makes connections; senses deeper meaning*
  - demonstrates exceptional ability to draw inferences
  - appears to be a good guesser
  - is keenly observant
  - sees unusual and diverse relationships
  - integrates ideas and disciplines

8. Reasoning *Logical approaches to figuring out solutions*

- makes generalizations
- uses metaphors and analogies
- thinks things through in a logical manner
- thinks critically
- comes up with plausible answers

9. Imagination/Creativity *Produces many ideas; highly original*

- solves problems through non-traditional patterns of thinking
- shows exceptional ingenuity in using everyday materials
- has wild, seemingly silly ideas

10. Humor *Conveys and picks up on humor; exceptions sense of timing in words and gestures*

- has keen sense of humor (may be gentle or hostile)
- sees unusual relationships
- demonstrates unusual emotional depth
- demonstrates sensory awareness

**Optional Information** *(Include observations on hobbies, special interests, etc.)*

11. This student has shown unusual (or outstanding) creativity in the following ways, products, and/or performances:

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12. This student has shown unusual (or outstanding) motivation in the following ways, products, and/or performances:

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**Additional Observations, Comments, or Explanations:**

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**GIFTED AND TALENTED PROGRAM**  
**PEER-NOMINATION RESPONSE**  
(To be filled out at school)

Date of Referral: \_\_\_\_\_ Student You are Nominating: \_\_\_\_\_

Student's Name: \_\_\_\_\_  
Last First Middle

Grade \_\_\_\_\_ Date of Birth \_\_\_\_\_ School \_\_\_\_\_

Your Name: \_\_\_\_\_ Relationship to Student \_\_\_\_\_

Gender:  Male  Female Ethnicity: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Today's Date: \_\_\_\_\_

1. Tell us (either orally or in written form) why you feel that your classmate should participate in the gifted program.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Tell us about your classmate's talents, or things he or she is good at doing.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Tell us about your classmate's interests, or things he or she likes to do.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of adult recorder: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

**GIFTED AND TALENTED PROGRAM**  
**SELF-REFERRAL RESPONSE**  
(To be filled out at school)

Date of Referral: \_\_\_\_\_ Grade \_\_\_\_\_

Your Name: \_\_\_\_\_  
Last First Middle

Date of Birth \_\_\_\_\_ School \_\_\_\_\_

1. Tell us (either orally or in written form) why you feel that you should participate in the gifted program.

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2. Tell us about your talents, or things you are good at doing.

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3. Tell us about your interests, or things you like to do.

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Name of adult recorder: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

**THOMASVILLE CITY SCHOOLS GIFTED AND TALENTED PROGRAM SERVICES  
ELIGIBILITY TEAM MEETING MINUTES**

Name of Student: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

**Committee Members Present:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Source of Nomination:**

Automatic

Parent

Self

Teacher

Peer

Other \_\_\_\_\_

**Decision of Committee Members Present:**

\_\_\_\_\_ Refer student for formal evaluation

\_\_\_\_\_ Request additional information

\_\_\_\_\_ Wait and Watch

**Rationale for Decision:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Gifted and Talented Program**  
**NOTIFICATION OF CONSIDERATION AND PERMISSION TO EVALUATE**

Date: \_\_\_\_\_

Dear Parents or Guardians:

Your child, \_\_\_\_\_, is being considered for the gifted program. This consideration is based upon the following:

Existing test scores

Referral by \_\_\_\_\_

Other \_\_\_\_\_

To determine your child's eligibility, the Eligibility Team needs your consent to proceed with the formal evaluation process as established by the Georgia Department of Education. Your child will be evaluated in the areas of mental ability, achievement, creativity, and motivation. A hearing and vision screening will also be administered as part of the evaluation process.

When the evaluation has been completed, you will be notified in writing of your child's eligibility status and service recommendations and given an opportunity to discuss this status and these recommendations at that time.

This process is an opportunity for the school to determine your child's special needs and serve him/her appropriately. If you have questions, please call me. My office phone number is (229) -225-2600 ext 117.

Sincerely,

LaRhonda Kirkland  
Gifted Coordinator

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**Please indicate your response below, sign, date, and return to me.**

**Yes**, I do agree for this evaluation process to proceed, including the administration of any necessary tests.

**No**, I do not agree for this evaluation process to proceed.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Address

\_\_\_\_\_  
Home Phone

\_\_\_\_\_  
Work Phone

STUDENT'S DOB: \_\_\_\_\_

GRADE \_\_\_\_\_

SCHOOL \_\_\_\_\_

AGE \_\_\_\_\_

ETHNICITY \_\_\_\_\_

GENDER \_\_\_\_\_

**GIFTED AND TALENTED PROGRAM  
DOCUMENTATION FOR NON-TESTING “WAIT AND WATCH”**

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

Recently, you submitted the name of \_\_\_\_\_ as a nomination for the Thomasville City Schools Gifted and Talented Education program. After collecting and reviewing a profile of information, the Eligibility Team has recommended no further evaluation for gifted services. The Team believes that the student’s academic needs can best be met in the regular classroom program.

Please encourage the student to continue the excellent academic achievement that contributed to the original decision to refer him or her to the Gifted Program for consideration.

This decision does not preclude consideration of this program at a later date. Please feel free to contact a gifted teacher at your child’s school if you need further information.

Sincerely,

Eligibility Team

**GIFTED AND TALENTED PROGRAM  
NOTIFICATION OF ELIGIBILITY**

Date: \_\_\_\_\_

Dear Parents/Guardians:

Your child, \_\_\_\_\_, has been determined to be eligible for placement in the gifted program. After receipt of your signed consent, services will begin on \_\_\_\_\_ (date).

I have attached: (a) a program description; and (b) criteria for continued placement in the gifted program.

Your child's progress in the program will be reviewed annually, and a decision will be made regarding continuation in the program. If your child needs to be withdrawn from the gifted program, we will notify you in writing prior to making the changes.

Should you desire a conference to discuss this matter, please contact me.

Once consent for placement is received, high school students will be placed on the roll for the gifted program. Selection of specific classes for gifted students at these levels occurs by student and parent choice; this should be arranged at the time of registration.

Please indicate below your decision concerning your child's placement in the gifted program by signing, dating, and returning this form to me at the Thomasville City Schools board office. **Gifted services will not begin for your child until consent for placement is received.**

Sincerely,

Gifted Coordinator

-----  
I give my permission for my child to be placed in the gifted program.

I do not give permission for placement.

I have received and kept a copy of the program description and continuation policy.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**GIFTED AND TALENTED PROGRAM  
NOTIFICATION OF INELIGIBILITY**

Date: \_\_\_\_\_

Dear Parents/Guardians:

Your child, \_\_\_\_\_, was referred for evaluation for the gifted program. The Eligibility Team has completed that process, and according to the Georgia Department of Education guidelines, he or she does not currently meet the eligibility requirements.

This current decision does not preclude consideration for this program at a later date.

Please encourage your child to continue the excellent academic achievement that contributed to the original decision to refer him or her to the gifted program for consideration.

If you desire a phone conference or an appointment to discuss this decision, please contact me. The board office phone number is (229) 225-2600.

Sincerely,

Gifted Coordinator

## GIFTED PROGRAM DESCRIPTION

Delivery models for serving gifted students include the resource model and/or facilitator model, and the State Department-approved delivery models, which appropriately serve the identified needs of gifted students in elementary, middle, and high schools. To meet student achievement needs, teachers of the gifted and talented may utilize one or several of the following opportunities:

**Elementary School:** Resource Class, Collaborative Teaching, and Cluster Grouping

### Resource Class

- Direct services
- Identified gifted students only
- Limited class size
- Teacher must have gifted endorsement
- Limit of ten segments per week

### Collaborative Teaching

- Direct instruction may be provided by a regular classroom teacher
- Substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist
- One full period each day (or weekly equivalent) that gifted specialist devotes to curriculum extensions for every three classes in which he/she has collaborative teaching responsibilities
- Total number of gifted students whose instruction is modified may not exceed an average of eight per class
- A gifted education teacher can work with 3 regular education teachers for one full segment of planning per day (or the weekly equivalent), then the regular education teacher delivers the lesson/service to 8 students in his/her classroom

### Cluster Grouping

- Small group of identified gifted students placed as a group into an otherwise heterogeneous regular classroom
- Teacher must have the gifted endorsement
- One of two segments per day
- Maximum class size is the regular education maximum

### Advanced Content Courses

- Content Acceleration
- Content Compacting
- Enrichment Learning/Enrichment Programs
- Academic Competitions

### Middle School:

## **Advanced Content Courses**

- Content Acceleration
- Content Compacting
- Enrichment Learning/Enrichment Programs
- Academic Competitions
- Other (Duke Talent Search)

## **Collaborative Teaching**

- Direct instruction may be provided by a regular classroom teacher
- Substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist
- One full period each day (or weekly equivalent) that gifted specialist devotes to curriculum extensions for every three classes in which he/she has collaborative teaching responsibilities
- Total number of gifted students whose instruction is modified may not exceed an average of eight per class
- A gifted education teacher can work with 3 regular education teachers for one full segment of planning per day (or the weekly equivalent), then the regular education teacher delivers the lesson/service to 8 students in his/her classroom

## **Cluster Grouping**

- Small group of identified gifted students placed as a group into an otherwise heterogeneous regular classroom
- Teacher must have the gifted endorsement
- One of two segments per day
- Maximum class size is the regular education maximum

## **High School:**

## **Advanced Content Courses**

- Content Acceleration
- Content Compacting
- Enrichment Learning/Enrichment Programs
- Academic Competitions
- Other (Duke Talent Search)

## **Advanced Placement**

- Gifted Classes
- Academic Competitions

## **Collaborative Teaching**

- Direct instruction may be provided by a regular classroom teacher
- Substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist
- One full period each day (or weekly equivalent) that gifted specialist devotes to curriculum extensions for every three classes in which he/she has collaborative teaching responsibilities
- Total number of gifted students whose instruction is modified may not exceed an average of eight per class
- A gifted education teacher can work with 3 regular education teachers for one full segment of planning per day (or the weekly equivalent), then the regular education teacher delivers the lesson/service to 8 students in his/her classroom

## **Cluster Grouping**

- Small group of identified gifted students placed as a group into an otherwise heterogeneous regular classroom
- Teacher must have the gifted endorsement
- One of two segments per day
- Maximum class size is the regular education maximum

Courses of study for gifted students are modified at an appropriate level for gifted learners. Curriculum objectives for all grades focus on developing academic skills in one or more of the following content areas: mathematics, science, language arts, and social studies. These objectives use differentiated principles to provide opportunities for gifted students to achieve at levels commensurate with their identified abilities.

**THOMASVILLE CITY SCHOOLS GIFTED AND TALENTED PROGRAM SERVICES**  
CRITERIA FOR CONTINUATION

Date: \_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ (Student) must meet the following requirements to continue in the Gifted and Talented Education program. The student must maintain satisfactory performance in their Gifted classes. Satisfactory performance will be based on two criteria:

- a. On the recommendations of the teacher of the gifted, with such recommendation to be based on active participation, required products, and regular attendance in the gifted program.
- b. On performance in the gifted classes as follows:
  - i. Grades K-3 must maintain adequate progress (3.5 or 85) on standards-based report.
  - ii. Grades 4-5 must maintain an overall 85 academic average (Language Arts, Reading, Math, Science, and Social Studies).
  - iii. Grades 6-8 must maintain an overall 85 academic average (Language Arts, Reading, Math, Science, and Social Studies).
  - iv. Grades 9-12 must maintain an overall 85 academic average (English, Math, Science, Social Studies, and Foreign Language).

If your child fails to meet one of the above criteria, he/she will be placed on probation of the duration of one nine weeks (grades K-8) or one semester (grades 9-12). At the end of this time period, if the student has not met the above requirements, he/she may be removed from the Gifted and Talented Education program. Parents are notified in writing prior to withdrawal.

Reentry will be contingent upon meeting the criteria stated above following official removal from the Program.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Gifted Teacher Signature

\_\_\_\_\_  
Date

**THOMASVILLE CITY SCHOOLS GIFTED AND TALENTED PROGRAM SERVICES**  
PROBATIONARY LETTER

Date: \_\_\_\_\_

School: \_\_\_\_\_

Dear Parent/Guardian:

Your child, \_\_\_\_\_, has been placed on probation for the  
Thomasville City Gifted and Talented Education program because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Unless your student corrects these deficiencies within the specified time period, he/she will be removed from the Gifted and Talented Education program. If you wish a conference concerning the probation, please contact me.

Sincerely,

Gifted and Talented Education Program Teacher

\_\_\_\_\_  
Phone number













**THOMASVILLE CITY SCHOOLS GIFTED AND TALENTED PROGRAM SERVICES**  
**ANNUAL REVIEW NOTICE**

Date: \_\_\_\_\_

Dear Parent or Legal Guardian:

In order to plan better for your child, \_\_\_\_\_, we will  
(Student's Name)  
review his/her progress in The Thomasville City Schools Gifted and Talented Education  
program for the \_\_\_\_\_ school year at a meeting to be held at:

\_\_\_\_\_ on \_\_\_\_\_ at \_\_\_\_\_  
(Place) (Date) (Time)

- The purpose of this meeting is for the parents and resource teacher to review this year's progress and plan for next year. Classroom teachers, students, and principals may have input into the plan for next year.
- The results of this meeting and the Annual Review Report will be on file at his/her school, and a copy will be available for you.
- In addition, you are encouraged to list below any suggestions for your child's educational program.

Please check one below, sign, and return this letter to your child's resource teacher.

Yes, I will attend the above-scheduled meeting.

No, I will not attend. (A copy of the Annual Review will be mailed upon request.)

I will attend but at another time and/or place. I will call the school to make the necessary arrangements.

(Parent or Guardian)

(Date)

Sincerely,

Gifted and Talented Program Teacher

Suggestions: \_\_\_\_\_

**THOMASVILLE CITY SCHOOLS GIFTED AND TALENTED PROGRAM SERVICES**  
ANNUAL REVIEW

Student's Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_  
Address: \_\_\_\_\_ City, State, Zip: \_\_\_\_\_

**I. Program Description for Current School Term:** \_\_\_\_\_(Dates)

Teaching methods:	Resource Collaborative	Cluster Advanced Content
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Curriculum Focus: \_\_\_\_\_

**II. Objectives Reviewed**

- |                         |                                  |
|-------------------------|----------------------------------|
| 1. Academic achievement | 4. Research and reference skills |
| 2. Cognitive skills     | 5. Communication skills          |
| 3. Learning skills      | 6. Metacognitive skills          |

These objectives have been evaluated by testing, teacher observation and class participation.

**III. Present Level of Performance**

**Eligibility:**

Meets Continuation Criteria in:

Continuation

Regular Education: Yes No\*

Probation

Gifted Education: Yes No

Termination

\*Student's grade of \_\_\_\_\_ fails to meet regular education requirement.

**IV. Goals for Next Year**

1. Meet Continuation Criteria
2. Continue skills development in research, productive thinking, independent study, and self-direction
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Review Date

\_\_\_\_\_  
Date Mailed

\_\_\_\_\_  
Gifted and Talented Education Teacher

**THOMASVILLE CITY SCHOOLS GIFTED AND TALENTED PROGRAM SERVICES**  
**CLUSTER GROUPING INFORMATION**

**Cluster Grouping (K-12)**

- Five to eight identified gifted students are placed as a group into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level.
- To count any gifted student at the gifted weight when this delivery model is used, the regular classroom teacher must have the gifted endorsement.
- One or two segments (a segment is 1/6 of the school day) provided per day provided in a cluster classroom may be counted at the gifted weight if the teacher documents the curriculum modifications he/she has made for the gifted students by way of:  
(a) separate lesson plans and (b) individual student contracts which show the following:

Reason(s) why a particular student needs an advanced curriculum in that particular content area (e.g., pretest grades);

Learning objectives for the gifted student;

Alternative activities in which the gifted student will be engaged;

Dates and amount of time (in segments) the student will be engaged in the higher level activities; and

Means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).

A teacher can provide the appropriate documentation by:

Highlighting lesson plans:

differentiated content

strategies

materials

grouping practices

assessment methods

Providing written student contracts

**SERVICES**  
**CLUSTER MODEL INDIVIDUAL STUDENT CONTRACT**

This contract is being established to adapt/modify curriculum to meet the educational needs of

\_\_\_\_\_

**Student Name/Group Names**

\_\_\_\_\_

**School**

\_\_\_\_\_

**Grade**

\_\_\_\_\_

**Qtr/Sem/Yr**

**GENERAL AREA OF STUDY** (Check all that apply.)

- Language Arts       Science
- Social Studies       Mathematics
- Personal and Social Development
- Other (specify) \_\_\_\_\_

**For the following reasons** (Check appropriate ones)

- Consistently scores high in tests related to modified field
- Needs opportunity to explore interest areas
- Needs differentiated curriculum to stimulate motivation

**SPECIFIC LEARNING OBJECTIVES:**

To develop skills in:

- Communication       Independent Inquiry
- Research       Creative/Critical Thinking

**Evaluation Procedure**

- Peer Observation
- Teacher observation
- Presentation
- Exam

**Comments:**

**CLASSROOM TEACHER SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**STUDENT SIGNATURE** \_\_\_\_\_

**PARENT SIGNATURE** \_\_\_\_\_



**Individual Student Contract  
Collaborative Model  
Elementary Gifted Services – Thomasville City Schools**

**This contract is being established to adapt/modify curriculum to meet the educational needs of**

\_\_\_\_\_  
Student's Name/Group Names                      School                      Grade                      School Year

**Content**

- \_\_\_\_\_ Language Arts/ English
- \_\_\_\_\_ Math
- \_\_\_\_\_ Science
- \_\_\_\_\_ Social Studies

**For the following reasons**

(Check the appropriate ones)

- \_\_\_\_\_ Consistently scores high in tests related to modified field.
- \_\_\_\_\_ Needs opportunity to explore interest areas.
- \_\_\_\_\_ Needs differentiated curriculum to stimulate motivation.

**Objectives**

To develop skills in:

- \_\_\_\_\_ Communication
- \_\_\_\_\_ Research
- \_\_\_\_\_ Independent Inquiry
- \_\_\_\_\_ Creative/Critical Thinking

**Evaluation Procedure**

- \_\_\_\_\_ Peer Observation
- \_\_\_\_\_ Teacher Observation
- \_\_\_\_\_ Presentation
- \_\_\_\_\_ Exam

**Duration**

(Contact Time) of this Course:

\_\_\_\_\_

**Agreement**

In his/her study of \_\_\_\_\_, the student will use what he/she has learned to \_\_\_\_\_ and share the results using a \_\_\_\_\_.

**Responsibility**

Classroom Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature(s) \_\_\_\_\_ Date: \_\_\_\_\_

## Gifted Education Plan (Elementary)

Student: \_\_\_\_\_  
 DOB: \_\_\_\_\_  
 Grade: \_\_\_\_\_  
 School: \_\_\_\_\_

GTID #: \_\_\_\_\_  
 Initial Plan: \_\_\_\_\_  
 Review Date (s): \_\_\_\_\_  
 Initials: \_\_\_\_\_

**Student Strengths:**

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Service Models	School year:	School year:	School year:	School year:
Resource Class (# of segments)				
Advanced Content Class				
Cluster grouping				
Collaborative Teaching				
Joint Enrollment/ PSO				

The student will:	Evaluation Procedures	Content Area	Criterion for Mastery	Review Date:
Develop advanced research skills and methods.				
Develop and practice creative thinking and problem solving skills with a variety of complex topics within the area of study.				
Develop and practice higher order and critical thinking skills in the pertinent academic area.				
Develop advanced communication skills				

**KEY**

**Evaluation Procedures:**  
 CBA: Curriculum Based  
 GW: Graded work  
 PE: Portfolio Evaluation  
 IA: Informal assessment

TO: Teacher Observation  
 TT: Teacher Made test  
 PD: Performance Demonstration  
 O: Other (Specify)

SSA: Student self assessment  
 SP: Student Product

**THOMASVILLE CITY SCHOOLS GIFTED AND TALENTED PROGRAM SERVICES**  
**PROGRESS REPORT FOR MIDDLE AND HIGH SCHOOL**

M – Meeting the essential requirements  
D – Developing the essential requirements

<b>Process Skills</b>		<b>Semester</b>							
		1 <sup>st</sup> Nine Weeks		2 <sup>nd</sup> Nine Weeks		3 <sup>rd</sup> Nine Weeks		4 <sup>th</sup> Nine Weeks	
		M	D	M	D	M	D	M	D
1.	Reasons things out, thinks logically, recognizes relationships (Analytical Thinking)								
2.	Exhibits imagination and original, flexible, and elaborative thinking. (Creative Thinking)								
3.	Exhibits ability to make judgments based on criteria (Evaluative Thinking)								
4.	Grasps concepts easily and rapidly and demonstrates an increase in general knowledge								
5.	Deals appropriately with complex issues and problems								
<b>Performance Skills</b>		<b>Semester</b>							
		1 <sup>st</sup> Nine Weeks		2 <sup>nd</sup> Nine Weeks		3 <sup>rd</sup> Nine Weeks		4 <sup>th</sup> Nine Weeks	
		M	D	M	D	M	D	M	D
1.	Exhibits willingness to take risks, accept challenges, show initiative and is committed to tasks (Motivation)								
2.	Develops skills of gathering research by knowing how and where to find needed information								
3.	Works cooperatively in a group when assignment requires teamwork and is independently productive								
4.	Completes assignments correctly, neatly, and in allocated time								
5.	Takes initiative to go beyond requirements and takes pride in work								
		<hr style="width: 80%; margin: auto;"/> Parent/Guardian Signature							
(End of year report) <b>Annual Review:</b>		Student has met the requirements and is recommended to continue in this program for the following school year.  Student has <b>NOT</b> met the requirements and is <b>NOT</b> recommended to continue in this program for the following school year.							

## Elementary Gifted and Talented Report Card

Student: \_\_\_\_\_ School: \_\_\_\_\_  
 Homeroom Teacher: \_\_\_\_\_ Teacher of the Gifted \_\_\_\_\_  
 Grade level: \_\_\_\_\_

Grading Period: _____	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Working for the good of the class, the student:</b>				
A. Respects each individual and his/her ideas				
B. Accepts responsibility without being prodded				
C. Shares ideas about problems being studied				
<b>2. In class, the student:</b>				
A. Gives his/her whole attention				
B. Contributes worthwhile ideas				
C. Prepares self by reading, listening, and discovering				
D. Cooperates with peer group				
<b>3. Planning and doing his/her class work, the student:</b>				
A. Tries to do more than the minimum required				
B. Puts forth his/her best effort on each activity				
C. Completes activities on time				
D. Develops his/her own ideas and carries them out				
E. Completes his/her work neatly				
F. Turns in work of high quality				
<b>4. Student's behavior:</b>				
A. Indicates s/he respects feelings of others				
B. Shows respect for adults				
C. Displays courtesy towards others				
Comments:				
Rating Scale: E: Almost Always S: Occasionally N: Seldom/Never				

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

**THOMASVILLE CITY SCHOOLS GIFTED AND TALENTED PROGRAM SERVICES**  
AUTHORIZATION TO RELEASE INFORMATION

I hereby authorize:

\_\_\_\_\_  
(School)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City, State, Zip)

to release all available educational, psychological, and screening information on my child

\_\_\_\_\_  
(Student's Name)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
(Date of Birth)

to:

\_\_\_\_\_  
(School)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City, State, Zip)

I understand and agree with the above statement.

\_\_\_\_\_  
Parent(s)/Legal Guardian(s)

\_\_\_\_\_  
Date