

Grades Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Adopted 2010

The local education agency (LEA) uses the research-based student identification process as established by Georgia Board of Education policy in order to ensure equitable access to appropriate services for all gifted learners. [A.1](#)

1. The system employs multiple-criteria (mental ability, achievement, creativity, and motivation) for student identification using measures as required by GBOE Rule 160-4-2-.38. [A1.1](#)
2. The system ensures consistency and availability across the district in implementation of screening, referral, and identification processes for all students regardless of race, ethnicity, language, or economic status. [A1.2](#)
3. The identification process of gifted learners is disseminated to school personnel, parents/families, students, and the community at large in a clear, comprehensive, and equitable manner. [A1.3](#)

All teachers assess student progress in order to develop and modify instructional practices. [A.2](#)

1. All teachers routinely and systematically use qualitative and quantitative assessment data to identify students' strengths to plan appropriate instruction and intervention. [A2.1](#)
2. The system uses nationally-normed (CogAT, ITBS, etc.) as well as alternative assessments for measuring gifted learners' progress, including above grade level assessments as needed. [A2.2](#)

The LEA employs rigorous and relevant curricula K-12 to accommodate the range of academic and intellectual needs of gifted learners. [CP&I.1](#)

1. State-adopted standards are articulated and applied in differentiated curricula that match the identified academic needs, abilities, readiness, interests, and learning profiles of K-12 gifted learners in the regular classroom and in gifted education delivery systems. [CP&I1.1](#)
2. The curriculum enriches, extends, and accelerates learning in gifted learners' areas of strength. [CP&I1.2](#)
3. The regular classroom curriculum and instruction are adapted, modified, or replaced to meet the needs of gifted learners. [CP&I1.3](#)
4. Teachers use state and national standards to align, expand, and implement advanced curriculum to ensure that students achieve mastery in areas of student strength. [CP&I1.4](#)

The LEA employs diverse and effective instructional practices to address the learning needs of gifted learners. CP&I.2

1. Teachers intentionally incorporate differentiation of content, process, product, and/or learning environment into daily practices in order to appropriately challenge and maximize engagement of gifted learners. CP&I2.1
2. Teachers consistently use a variety of ongoing student assessment data based on readiness, interests, and learning profiles to develop flexible groups and tasks in order to maximize achievement and engagement. CP&I2.2
3. The instructional pace is flexible in order to provide opportunities to enrich and accelerate in areas of student strengths. CP&I2.3
4. Teachers use a variety of research-based instructional strategies. CP&I2.4

The LEA requires learning experiences which foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for citizenship in the global environment of the 21st century. LE.1

1. The curriculum includes interdisciplinary, real-world learning experiences which incorporate advanced research and communication skills. LE1.1
2. Resources designed to specifically address the needs of gifted learners, including critical and creative thinking, problem-solving activities, and social and self-awareness, are incorporated into the curriculum. LE1.2
3. The LEA provides opportunities for students to learn with and from intellectual peers and experts. LE1.3

The LEA provides a full continuum of options to meet the demonstrated needs of K-12 gifted learners in academic areas, the arts, and career technical education; services are comprehensive, structured, sequenced, and appropriately challenging. P.1

1. The LEA provides additional funding for comprehensive services to meet the needs of gifted learners. P1.1
2. The LEA communicates to stakeholders information that details the range of available service options. P1.2
3. The LEA delegates responsibility for gifted education programming to district-level staff who have formal training in gifted education. P1.3
4. The LEA provides a process for accelerating instruction and appropriate placement options when diagnostic information indicates that acceleration is obligatory. P1.4
5. The LEA consistently uses appropriate criteria for clustering gifted and advanced learners according to their identified strengths within specified disciplines in grades K-12. P1.5
6. The LEA establishes and implements a process for evaluating the effectiveness of services based upon district goals for gifted programming. P1.6

Gifted education specialists participate in comprehensive

1. Professional learning is aligned with the national standards for gifted education. PD1.1

professional learning that is relevant to needs of gifted learners. PD.1

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- 2. Teachers and Coordinators who provide gifted and/or advanced level services have completed professional learning that culminated in endorsement in gifted education. PD1.2**
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- 3. Gifted education teachers receive time to plan, implement, and refine professional learning experiences. PD1.3**
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All school personnel involved in the education of gifted learners participate in professional learning that focuses on the needs and characteristics of gifted learners. PD.2

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- 1. 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. PD2.1**
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- 2. The LEA actively supports participation in professional learning for gifted education. PD2.2**