



Coweta County School System

Coweta Committed to Student Success

Gifted Education Administrative Procedures Manual

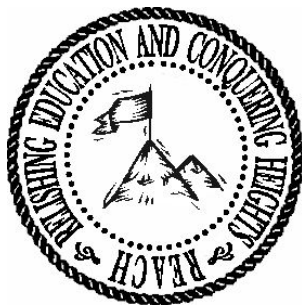


Table of Contents

| | |
|---|---------|
| Program, Vision, Mission, and Goals | Page 4 |
| Notice of Non-Discrimination..... | Page 5 |
| Policy and Parent Involvement | Page 5 |
| Gifted Policy | Page 5 |
| Definition of a Gifted Student..... | Page 6 |
| Communication with Parents & the Community | Page 6 |
| Referrals, Reciprocity and Eligibility..... | Page 6 |
| Types of Referral | Page 6 |
| Reported Referral..... | Page 6 |
| Automatic Referral..... | Page 7 |
| Eligibility Committee | Page 7 |
| Consent | Page 7 |
| Reciprocity Process | Page 7 |
| Eligibility | Page 8 |
| Mental Ability..... | Page 9 |
| Achievement..... | Page 9 |
| Creativity..... | Page 9 |
| Motivation..... | Page 10 |
| Georgia Dept of Education Evaluation/Eligibility Chart..... | Page 11 |
| Notification of Eligibility Status..... | Page 12 |

| | |
|--|---------|
| Continuation Criteria & Voluntary Removal..... | Page 12 |
| Continuation Criteria..... | Page 12 |
| Voluntary Removal..... | Page 13 |
| Delivery Models, Review & Records..... | Page 14 |
| Program Delivery Models | Page 14 |
| Elementary Schools (K-5) | Page 14 |
| Middle Schools (6-8) | Page 14 |
| High Schools (9-12) | Page 14 |
| Annual Review | Page 15 |
| Gifted Records..... | Page 15 |
| Assessments & Test Security | Page 18 |
| Primary Assessments..... | Page 19 |
| Secondary Assessments..... | Page 19 |
| Test Security | Page 19 |
| Professional Development | Page 20 |

Program, Vision, Mission, and Goals

Program

Coweta County's gifted education program will be identified as "The REACH Program for Gifted Students."

REACH: Relishing Education and Conquering Heights

State Rule 160-4-2-.38 will be applied in the operation of the gifted education program.

Vision

Our vision is to ensure the success of each student.

Mission

The Coweta County School System (CCSS) provides gifted education services to eligible students through REACH. The REACH Program for identified gifted students is an outgrowth of CCSS's commitment to student success. Following Georgia Board of Education regulations, REACH is designed to meet the unique needs of students who demonstrate a high degree of intellectual and/or creative ability, exhibit an exceptionally high degree of motivation, excel in specific academic fields, and need special instruction and/or ancillary services to achieve at levels commensurate with their abilities. CCSS encourages, fosters, and supports differentiated educational efforts that meet provisions for the special needs of gifted learners through an array of service delivery options and educational opportunities. Activities for REACH students include more elaborate, complex, and in-depth study of major ideas, problems, and themes than that addressed in the regular educational classroom. The successful attainment of these goals is dependent upon a collaborative effort among the educators, community members, parents, and students.

Goals

- Gifted students will develop advanced research skills and methods.
- Gifted students will develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within the area of study.
- Gifted students will develop and practice critical thinking and logical problem-solving skills in the pertinent academic area.
- Gifted students will develop advanced communication skills.
- Gifted students will develop an understanding of self and how their unique characteristics may influence interactions with others.

Notice of Non-Discrimination

Procedures used in the referral and eligibility process and for gifted education services are non-discriminatory with respect to race, religion, national origin, sex, disability, and economic background. Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990), or disability (Section 504 and the Americans with Disabilities Act (“ADA”) of programs or activities receiving federal financial assistance. To access coordinators for the above statutes and appropriate complaint procedures, please refer to Title IX Compliance below: Title IX, VI, 504 and ADA Compliance: It shall be the policy of the Coweta County Board of Education that no person (student or employee) shall on the basis of sex, race, national origin, or disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity or in recruitment for employment, and related benefits. The principal of each school has been designated as the official responsible for coordination of efforts in his/her school to comply with requirements of Title IX, VI, 504 and ADA with regard to students. You may contact the Principal of your school via the contact information on the school’s website. In addition, the Director of Instructional Services has been designated as the official responsible for overseeing the gifted education program for the Coweta County school system. You may contact the Director of Instructional Services at 770-254-2800. The Assistant Superintendent of Administrative Services will be the employee responsible for coordination of efforts to assure compliance with Title IX, VI, 504 and ADA mandates with regard to employed personnel. The Coweta County Board of Education may be addressed via the Assistant Superintendent of Administrative Services at the Coweta County Board of Education, 237 Jackson Street, P.O. Box 280, Newnan, Ga., 30263; to the Regional Office for Civil Rights, Atlanta, GA., 30323; or the Director, Office for Civil Rights, Education Department, Washington, D.C., 20201.

Policy and Parent Involvement

Gifted Policy

The Coweta County School System will provide services for all students who are eligible according to Georgia Rule 160-4-2-.38. The State of Georgia provides rules and regulations for the operation of gifted programs that require local boards of education to meet standards regarding notice, referrals, consent, eligibility, continuation, and reporting requirements. The Coweta County School System has adopted Board Policy

IDDD and Administrative Regulation *IDDD-R* to guide the operation of the system's gifted program.

Definition of a Gifted Student

A gifted student is defined as one who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities. Students who meet the eligibility criteria in grades kindergarten through twelve in the Coweta County School System will be served in the gifted education program. (Kindergarten students who are tested and eligible in the Spring of Kindergarten year will be served in first grade.)

Communication with Parents & the Community

Information regarding the gifted program in Coweta County is shared with students, parents, community members, teachers, and school administrators through a variety of methods including, but not limited to:

1. Information on the Coweta County School System's website..
2. The teacher of the gifted at each school will keep updated information on a school website that parents/guardians and the community can refer to at any time.
3. The teacher of the gifted at each school will keep an updated brochure discussing the program and testing information. This is available for parent's to pick up from their individual schools.
4. The various referral windows throughout the school year will be advertised in multiple ways. The dates will be posted on the front doors of the school, school signs, school websites, school calendars, gifted teacher's websites, school and classroom newsletters, emails, etc.
5. Schools will hold informational meetings, parent conferences, send newsletters, lists of resources, etc. to inform parents about the gifted program, testing for the gifted program, and characteristics of gifted children.

Referrals, Reciprocity and Eligibility

Types of Referral

1. **Reported Referral.** A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents or guardians, peers, self and other individuals with knowledge of the student's abilities.

2. **Automatic Referral.** Students who score at the following specified levels on a norm referenced test, as defined in the GaDOE Resource Manual for Gifted Education Services, shall be considered automatically for further assessment to determine eligibility for gifted program services:
 - a. Students who score at or above the 96th percentile on a composite of full-scale or appropriate component score on a norm-referenced test of mental ability; OR
 - b. Students who score at or above the 90th percentile on the total battery, total math, or total reading section(s) of a norm-referenced achievement test.

Eligibility Team

Once a student is referred, an Eligibility Team, consisting of the classroom teacher, the gifted teacher, and a counselor or administrator will meet to review referral information for each student and make decisions concerning gifted evaluation for services. The gifted program teacher will gather all pertinent referral information (i.e.: biographical data, grades, test scores, attendance records, etc.) for the committee's use.

The Eligibility Team will make one of the following decisions:

1. More information is needed about the nominee;
2. Referral for formal evaluation;
3. Wait and watch - Information gathered does not support a recommendation to continue the referral process at this time.

Consent

A Teacher of Gifted (TOG) shall obtain written consent for testing from a parent/guardian of students who are being considered for eligibility for gifted education services. A TOG shall obtain written consent from a parent/guardian before providing gifted education services to students determined to be eligible for services.

Reciprocity Process

1. If a student who was eligible and served for gifted education services in another Georgia public school system enters Coweta County Schools, he/she will be considered eligible for gifted education services as soon as verifying eligibility information is received from the sending system and the student meets the criteria for continuation of gifted services established by Coweta County Schools.

2. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq.

3. Reciprocity is not automatic in out of state situations. The student will be evaluated for gifted services based on Georgia criteria as outlined in State Rule 160-4-2-.38 within 45 school days of enrollment. Any standardized test scores in his/her previous records that are less than two calendar years old and that are on the list of approved assessments for Georgia are valid and should be used in helping determine eligibility.

Eligibility

A. To be eligible for gifted education services, a student must either:

1. Score at or above the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite score of a norm-referenced test of mental ability **AND** 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**

2. 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.

B. To be eligible for gifted education services, a student must meet the criterion score on a norm-referenced test and either has observational data collected on his or her performance or produce a superior product as described below.

C. Information shall be collected in each of the four areas: **mental ability, achievement, creativity, and motivation.**

D. Test scores used to establish eligibility shall have been administered within the past two calendar years.

E. Any data used in one area to establish a student's eligibility shall not be used in any other data category.

F. Assessment information that is collected by a source outside of the Coweta County School System and offered for consideration of eligibility should be submitted at the time of the referral. During the referral and evaluation process, it will be considered as part of a comprehensive profile of evidence of advanced instructional needs. This information will NOT be used as the sole source or substituted for data the school system routinely generates during its evaluation process but will be used as part of the total data considered for eligibility.

G. Data shall be used for eligibility in the four areas according to the following:

1. Mental Ability

Students shall score at or above the 96th percentile on a composite or full-scale score or appropriate component score on a norm-referenced test of mental ability [Mental ability tests shall be the most current editions of tests, or editions approved by GaDOE].

a. Appropriate component scores as defined in the GaDOE Resource Manual for Gifted Education Services, will be used as part of the eligibility process when a student scores at or above the 96th percentile on a component score of a norm-referenced test of mental ability AND he/she also scores at or above the 90th percentile in two of the following categories: achievement, creativity, or motivation.

b. If a student scores at the 95th percentile on the composite mental ability score, AND he/she meets one or more of the other established criteria, then further mental ability testing will be administered.

c. System-wide mental ability testing will be done annually in grades two and four.

d. Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.

2. Achievement

Students shall score at or above the 90th percentile on the total battery, total math or total reading section(s) of a norm-referenced achievement test [Norm-referenced achievement tests shall be the most current editions of tests, or editions approved by GaDOE].

3. Creativity

a. Students shall score at or above the 90th percentile on the total battery score of a norm-referenced test of creative thinking [Norm-referenced tests of creative thinking shall be the most current editions of tests, or editions approved by GaDOE.]; OR

b. Students shall receive a score at or above the 90th percentile on a standardized creativity characteristics rating scale [Rating scales used to qualify creativity shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.]; OR

c. Students shall receive from a panel of three or more qualified evaluators a score at or above 90 on a 100 point scale on a structured observation/evaluation of creative

products and/or performances [As evidence of creativity, students, or individuals on behalf of students, may submit products or evidence of outstanding performances made during the two calendar years prior to evaluation].

4. Motivation

a. Students shall receive a score at or above the 90th percentile on a standardized motivational characteristics rating scale [Rating scales used to qualify student motivation shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.]; OR

b. Students shall receive from a panel of three or more 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 [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.]; OR

c. For grades 6-12, students shall have a grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B. Grades used to determine the GPA or NGA must be a two-year average of regular school program core subject grades [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].

Georgia Department of Education
Rule 160-4-2-.38 Education Programs for Gifted Children
Evaluation and Eligibility Chart

- In option A and B, information shall be gathered in each of the four categories.
- At least one of the criteria must be met by a score on a GaDOE approved nationally normed reference test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.
- Any piece of information used to establish eligibility shall be current within two years.
- Local school systems must establish policies in regards to the use of data gathered and analyzed by private entities.

| Category | Option A | Option B |
|-----------------------|---|--|
| | Student must have a qualifying score in mental ability AND achievement categories | Student must qualify in <u>three of the four</u> categories. |
| Mental Ability | * Grades K-2 99th percentile composite score in a nationally normed mental ability test. * Grades 3-12 "> or =" 96th percentile composite score on a nationally normed mental ability test | Grades K-12 "> or =" 96th percentile composite OR appropriate component score on a nationally normed mental ability test |
| Achievement | * Grades K-12 "> or =" 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test | * Grades K-12 "> or =" 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test. |
| Creativity | Evaluation data required | * Grades K-12 "> or =" 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-5 Superior product/performance with a score of "> or = 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators |
| Motivation | Evaluation data required | * Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subjects of mathematics, ELA, Social studies, Science, and full year world languages * Grades K-12 Rating scales used to qualify student motivation must equate to the 90th percentile * Grades K-5 Superior product/performance with a score "> or =" 90 on a scale of 1-100, as evaluated by a panel of three or more qualified educators |

Identification of gifted students shall be nondiscriminatory with respect to race, religion, national origin, sex, disabilities or economic background.

Notification of Eligibility Status

Parents will be given a copy of the student's eligibility status. If requested, parents will be afforded an opportunity for a conference to discuss eligibility criteria and student placement.

Continuation Criteria & Voluntary Removal

Continuation Criteria

Criteria for continuation in the gifted education program will be as follows:

1. To continue receiving gifted services, the student must maintain satisfactory performance (elementary) / a "C" (71) average (middle/high) in each gifted class attempted.
2. The student's performance in all of his/her gifted classes will be reviewed at the end of each system-established 9 weeks grading period.
3. If a student has not maintained at least the required average at the time of the review, the student and his/her parent/guardian will be notified in writing of the student's probationary status.
4. A conference will be offered to address:
 - a. The student's academic needs, and
 - b. The length of time (probationary period) the student will have to meet the continuation criteria. The minimum length of the probationary period is one 9 weeks grading period.
5. During the probationary period, the student will continue receiving his/her currently prescribed gifted education services.
6. At the end of the probationary period, the parent will be offered a conference to discuss the student's academic progress. If the student has maintained the system-established criteria for continuation, then he/she will be removed from probationary status. If the student has failed to meet the criteria for continuation, then he/she will be removed from the program at the end of the 9 weeks (elementary) / semester (middle/high). The parent/guardian will receive written notification of this removal.

7. Parents may request a final review of the student's continuing eligibility prior to discontinuation of gifted services. This appeal should be addressed to the school-level eligibility team.

8. Students who are discontinued from participation in the gifted program shall have the option to appeal the eligibility team's decision in writing to the system-wide coordinator for the gifted program. Within five school days after receiving the written appeal, the system-wide coordinator for the gifted program will appoint a committee and act as chairperson to review the appeal and render the decision in writing to the student/parent/guardian.

9. A student's re-entry into the gifted education program will be considered based upon the parent's written request to the teacher of the gifted program at the student's school after he/she has successfully maintained the criteria for reinstatement for one 9 weeks grading period (elementary) / semester (middle/high).

10. To be reinstated in the gifted education program, the student must maintain an overall "B" (80) average in core education classes in the subjects of mathematics, science, language arts, social studies and foreign language, if such language study is included in the student's classes.

Voluntary Removal

Parents may request removal from the gifted program at any time by submitting a completed *Voluntary Removal from the REACH/Gifted Program* form to their child's gifted teacher.

- Elementary school students whose parents request removal from the Gifted Program may be withdrawn at any time during the school year. Once a student has been removed, they **MUST** remain out of the program for a minimum of one year.
- Middle or High school students who request withdrawal from the gifted program will not be removed from the gifted classroom until the end of the nine (9) weeks/semester. Once a student has been removed, they **MUST** remain out of the program for a minimum of one year.
- The student cannot return to gifted education classes without a parent's written request to the gifted teacher and unless the student meets the criteria for reinstatement at that time.
- The rationale for withdrawal procedures is to lessen disruption to the student and the organization of schedules and the operation of the school/ classes.

Delivery Models, Review & Records

Program Delivery Models

In general, students served in the gifted program in Coweta County receive a minimum of five segments of services each week.

Elementary Schools (K-5)

In the elementary schools, gifted students are served through the resource class or the advanced content class models of instruction five segments per week by grade level at their home school. This allows the students to participate in thematic cross-curricular units. The curriculum, which is aligned with the Common Core Georgia Performance Standards (CCGPS), promotes meaningful, challenging, interdisciplinary, and rich learning goals. This differentiated instruction provides needed services for the exceptional learners. The use of multi-faceted units allows all students' needs to be met in their areas of giftedness. Finally, the students are able to transfer problem solving, deductive reasoning, cooperative learning, higher level thinking, and performance based assessments to their regular education classrooms. The REACH teachers work cooperatively with all classroom teachers to help enrich and accelerate required curriculum for these students daily. If gifted enrollment allows, students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area are placed in the advanced content classes. Differentiated instruction is in place for gifted and advanced content students.

Middle Schools (6-8)

In the middle schools, the special needs of gifted students are met through the resource class or the advanced content class models of instruction in the areas of science and language arts as part of the students' daily schedules. Instruction is differentiated and composed of units and projects to expand and enhance the current Common Core Georgia Performance Standards (CCGPS). Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. If gifted enrollment allows, students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area are placed in the advanced content classes. Differentiated instruction is in place for gifted and advanced content students.

High Schools (9-12)

In the high schools, gifted students study in specific academic areas of interest and expertise for a minimum of five hours of gifted services per week (or the yearly equivalent on block scheduling). English and social studies resource classes and College Board Advanced Placement (AP) classes provide accelerated and differentiated learning experiences to meet the cognitive, social, and emotional needs of gifted

students. Content, pacing, learning processes, and performance expectations of the curriculum in each delivery model are more rigorous and differentiated to the extent that the instruction is clearly not appropriate for more typical students at that grade level.

Annual Review

The curriculum for gifted services will be reviewed annually. (ALD's) Gifted program teachers will review and revise the units being taught to identified gifted students as aligned to Georgia Standards of Excellence.

Gifted Records

Gifted records are maintained at local school sites and should be requested separately from other school records when students are withdrawing or transferring. Gifted teachers are charged with the responsibility of maintaining files containing all pertinent documentation for every student involved in the gifted program as follows:

- A. A gifted folder will be kept at the school on each child tested for the gifted program, whether eligible or non-eligible.
 - Remember to put Last Name, First Name, Middle Initial, Date of Birth, and Graduation Year on folder tabs.
 - Remember to use system-issued Referral/Qualified Information stamp on front cover of file and fill in all requested information.
- The folder for an eligible student must include at least the following:
 - *Biographical Data*
 - *Change of Status*
 - Test recording summary sheetss
 - *Notification of Placement Review (Student in Jeopardy)*
 - *Probationary Contract*
 - *Re-Entry into the Gifted Education Program*
 - *Voluntary Removal from the REACH/Gifted Program*
 - Copy of end of the year report card from each grade level
- Include other documentation as necessary, such as:
 - Referral for Consideration*
 - *Notification of Consideration/Permission to Evaluate*
 - *Eligibility Report* with all eligibility team member signatures
 - *Notification of Eligibility and Consent for Placement*
 - *Continuation Criteria*
 - *Individual Program Description*
- The folder for a non-eligible student must include:
 - *Referral for Consideration*
 - *Notification of Consideration/Permission to Evaluate*

- o *Eligibility Report* with all eligibility team member signatures
 - o *Report of Non-Eligibility*
- B. Once testing is complete, the gifted teacher is responsible for sending a copy of the completed file to the Gifted Office at the Central Office. A gifted folder will be kept at the Central Office on each child tested for the gifted program, whether eligible or non-eligible. These files are maintained for five years after the student's scheduled graduation year. At the end of the fifth school year post-graduation, the files are destroyed.
- Remember to put Last Name, First Name, Middle Initial, Date of Birth, and Graduation Year on folder tabs.
 - Remember to use system-issued Referral/Qualified Information stamp on front cover of file and fill in all requested information.
- The folder for an eligible student must include at least the following:
 - o *Referral for Consideration*
 - o *Notification of Consideration/Permission to Evaluate*
 - o *Eligibility Report* with all eligibility team member signatures
 - o *Notification of Eligibility and Consent for Placement*
 - o *Continuation Criteria*
 - o *Individual Program Description*
 - Include other documentation as necessary, such as:
 - o *Change of Status*
 - o *Notification of Placement Review (Student in Jeopardy)*
 - o *Probationary Contract*
 - o *Re-Entry into the Gifted Education Program*
 - o *Voluntary Removal from the REACH/Gifted Program*
 - The folder for a non-eligible student must include:
 - o *Referral for Consideration*
 - o *Notification of Consideration/Permission to Evaluate*
 - o *Eligibility Report* with all eligibility team member signatures
 - o *Report of Non-Eligibility*
- C. All used test booklets should be saved in a secure location at each school and shredded at the end of each school year. Based on space limitations, these tests should not be included in the gifted folders; however, any answer sheets should remain in the gifted folders until shredded at the end of each school year.
- D. The Coweta County School System's student information system, *Infinite Campus*, must be updated based on the student's completed testing data.
1. The lead gifted teacher at each school will be responsible for the following:
 - a. Providing a list to the school's registrar including data on newly qualifying gifted students. This information will include: student's name, referral type,

whether he/she is currently served this year, and the date services began (date parent signed Consent for Placement).

- b. Checking current gifted students' standing in Infinite Campus at the beginning of each year to ensure all gifted flags are still in place and the data in the state reporting fields (Gifted Service Code, Gifted Referral, and Gifted Eligibility under the Enrollments tab) is accurate. This includes adding any students who transferred into the system through reciprocity.
- c. Entering new testing data into *Infinite Campus* on ALL students tested, whether eligible or non-eligible.
 - 1) The *Gifted Data Tab* will need to be updated following testing. As changes are made to each student's gifted standing, updates will need to be made.
 - 2) The *Gifted Evaluation Tab* will need to be updated based on the student's current test data.
 - i. "Evaluation Data Considered" will need to have the correct test area selected – currently only one is given, but this area must be selected to make the cell active.
 - ii. When entering scores from a test with multiple component areas, enter the highest component score achieved for this test.
 - iii. All cells should be completed and current on each child tested.
- E. Gifted teachers are charged with the responsibility of using the current, most up-to-date forms for all documentation procedures. All forms are available via the system's password-protected employee intranet.

Assessments and Test Security

| PRIMARY ASSESSMENTS | SECONDARY ASSESSMENTS |
|--|---|
| <p><u>MENTAL ABILITY</u> K - 5: CogAT 6 - 12: NNAT-3 Nonverbal Ability Test</p> | <p><u>MENTAL ABILITY</u> If a student’s composite mental ability score is within 90th-95th percentile, AND he/she meets one or more of the other established criteria, then further mental ability testing will be administered. K-5: NNAT3, * or if necessary, an alternate standardized mental ability test administered by a school psychologist 6-12: Slosson Intelligence Test *, or if necessary, an alternate standardized mental ability test administered by a school psychologist</p> |
| <p><u>ACHIEVEMENT</u> K-2: Woodcock-Johnson IV 3-8: ITBS Forms E 9-12: Stanford 10</p> | <p><u>ACHIEVEMENT</u> K-2: ITBS Forms E 3-5: Woodcock-Johnson IV 6-8: Stanford 10 9-12: PSAT * (Grades 10-12) (working on identification of 90% equivalent score) 9-12 Woodcock-Johnson III</p> |
| <p><u>CREATIVITY</u> K-5: TTCT 6-12: TTCT</p> <p>Or submission of product, performance, or structured observation</p> | <p><u>CREATIVITY</u> K: GRS-P scale 1-5: GRS-S scale 6-12: Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman) * scale</p> |
| <p><u>MOTIVATION</u> K-5: Motivation Interview administered by a teacher of the gifted 6-12: GPA (ELA, Math, Science, Social Studies, and a full year world languages if on transcript, over 2-year period)</p> | <p><u>MOTIVATION</u> K-5: Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman) * scale 6-8: Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman) * scale 9-12: Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman) * scale</p> |

NOTE: Secondary Assessments will only be used:

- 1) If a student scores at the 95th percentile on the composite mental ability score, AND he/she meets one or more of the other established criteria, then further mental ability testing will be administered.
- 2) If a student qualifies in two areas and is only a couple of points away from qualifying in a third area, then a secondary assessment may be administered. However, this will be a local school eligibility committee decision with the input of an administrator. Each situation will be handled on a case by case basis. In addition, if there are extenuating circumstances (i.e.: illness, family trauma, excessive interruptions, etc.), then the principal can decide that additional testing (an alternate/secondary assessment) would be appropriate in the particular area(s) where the initial testing may have been compromised by the “extenuating circumstance”; OR the principal can decide that the initial testing “stands”.

Test Security

All assessment instruments used in the evaluation process are considered secure and confidential. Three principal reasons exist for controlling the use of standardized instruments: (a) to comply with professional practices; (b) to prevent general familiarity with test content, which would invalidate the test; and (c) to ensure the test is used by a qualified examiner. All gifted teachers must follow these guidelines for test security:

1. Do not share a student’s score with anyone except a parent, legal guardian, or an educator whose professional role requires access to the information.
2. Do not make copies of copyrighted tests or answer documents.
3. Do not tear, alter, or divide consumable booklets.
4. Keep all assessment materials in a secure location.
5. Return materials checked out from the Gifted Office promptly upon completion.
6. Properly dispose of all scrap paper used during the testing session.
7. Do not permit students to keep their answer sheets.
8. Do not show parents, legal guardians or educators copyrighted assessment protocols or answer documents.

Professional Development

All teachers, gifted and general education, are afforded the opportunity for professional development in the field of gifted education.

1. The Coweta County School System provides the following opportunities for professional growth:
 - a. Informal training sessions are provided to teachers newly assigned to the gifted program.
 - b. Mentor teachers are assigned to new gifted teachers as well as gifted teachers who need additional training on curriculum or assessment topics.
 - c. Training sessions are offered based on appropriate administration and scoring of gifted assessment measures. Some assessments (i.e.: Torrance) require formal training by a certified trainer. Coweta County pays for teachers to attend this training.
 - d. Notices are communicated regarding course offerings in the areas of gifted from colleges, RESAs, gifted associations and other professional development vessels.
 - See next page for specific 2017-2018 Professional Learning Opportunities
2. Each local school will provide the following opportunities for professional growth:
 - a. Gifted teachers will offer training on various social/emotional topics facing gifted students. These sessions can be offered at the gifted teacher's home school.
 - b. Each gifted teacher will offer training sessions for teachers within their school on understanding the needs and characteristics of gifted children, selecting students for the referral process, and the basics of the testing process.
 - c. Each gifted teacher will offer training sessions for teachers within their school on understanding the academic needs of gifted students and appropriately adapting lessons to their needs.
 - d. Each gifted teacher will offer individual assistance to regular education teachers on the needs of the gifted students in the teacher's current classroom. This includes offering the teacher ideas as well as resources in assisting the instruction of each individual student.
3. When budget constraints allow, Coweta County provides funds, and professional leave, for teachers to attend state and/or regional gifted conferences presented by GaDOE and/or gifted associations (i.e.: GAGC)