




Elementary Gifted Education Services

Douglas County School System
February 4, 2019



Gifted Education

- ★ In the 1950's Georgia became the first state to pass legislation that requires all public school systems to offer programs for gifted education students.
- ★ In 1994 and 1995 Georgia adopted the multiple-criteria rule for identifying gifted students.
- ★ Allows for school districts the opportunity to identify a diverse group of talented students for gifted education programs.
- ★ The gifted education program extends and accelerates the pace and depth of the Georgia Standards of Excellence (GSE).
- ★ Gifted education should consist of a differentiated curriculum - courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students.

Purpose of Examining Gifted Service Delivery Models

- ★ **Full implementation of Georgia Standards of Excellence in all content areas**
 - **Rigor of standards**
- ★ **Achievement data for gifted students**
 - **Gifted students across the state outperform DCSS gifted students by 4% on average**
 - **DCSS gifted students only showing 3.5% higher growth rate than non-gifted students**
- ★ **Number of gifted students**
 - **Not increasing at expected rate**
- ★ **Other Georgia districts utilizing multiple state approved models**
 - **Higher percentage of students scoring proficient and distinguished**

Gifted Models

Direct Services

- ★ Resource Class
- ★ Advanced Content
- ★ Cluster Grouping

Indirect Services

- ★ Collaborative Teaching

Resource Class

- ★ All students in the class must be identified as gifted - having met eligibility criteria
- ★ The curriculum must have an academic foundation based on the GSE focused on interdisciplinary activities and not any one content area
- ★ The content and pacing should be differentiated to the degree the activities are clearly not appropriate for more typical students at that grade level

Advanced Content

- ★ Students are homogeneously grouped based on achievement and interest
- ★ Students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area may be included
- ★ District must establish criteria and guidelines for identifying students who will be successful in advanced content classes
- ★ District must maintain a description of the course curriculum which very clearly shows how the advanced content course content, teaching strategies, pacing, process skills, and assessments differ from the typical course for students at that grade level

Cluster Grouping

- ★ 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
- ★ The regular classroom teacher must have a current GAPSC approved gifted endorsement
- ★ The teacher must document the curriculum differentiation for the gifted students:
 - A description of the course curriculum that shows differentiation
 - Separate lesson plans which show why the gifted students need an advanced curriculum in that content area
 - Dates and amount of time/segments the students will be engaged in higher-level activities
 - The means by which the students will be evaluated

Collaborative

- ★ Gifted students are placed into an otherwise heterogeneous classroom.
- ★ Direct instruction is provided by the regular classroom teacher.
- ★ Regular classroom teacher collaborates with a designated gifted teacher.
- ★ Regularly scheduled collaborative planning between the two teachers is required.
- ★ The following must be documented:
 - Separate lesson plans that show why the gifted students need an advanced curriculum in that particular content area
 - A time and discussion log of collaborative planning sessions
 - Individual or small group contracts indicating differentiated learning strategies for the gifted students and the alternative instructional strategies in which the gifted students will be engaged

Concerns with Resource Model

- ★ Gifted students miss a day of instruction from each content area on the day they are served in resource.
- ★ Because of the rigor and pace of the Georgia Standards of Excellence, teachers are not able to move forward in the curriculum when gifted students are pulled out for a day each week.

Rationale for Recommended Changes

- ★ **By giving principals flexibility in which model they choose to serve their gifted students, we will strengthen the overall gifted program.**
- ★ **Gifted students will be more appropriately served for more segments using the various gifted models.**
- ★ **The changes we are implementing mimic the middle school model which offers continuity from one level to the next.**

Communication Plan

- ★ Timely communication needed due to potential staffing considerations.
- ★ Principal meeting in early January to discuss Gifted Model options.
- ★ Professional learning with principals regarding gifted scheduling to maximize instructional segments for gifted students.
- ★ Principals met with Gifted Teachers January 28.
- ★ Principals shared information with the entire staff the week of January 28.
- ★ Teachers and staff were asked to allow principals to communicate their plans with parents.
- ★ Ongoing conversation with elementary principals regarding gifted models, schedules, and staffing needs.

Next Steps

- ★ **Provide differentiated professional learning to support all gifted service models**
- ★ **Offer the gifted endorsement course for all interested teachers**
- ★ **Help principals schedule students based on selected models**
- ★ **Strengthen teachers understanding of the eligibility process**