



## Programming Standards for Meeting the Needs of Gifted & High-Ability Learners

Because Georgia school systems are dedicated to promoting the cognitive and affective growth of gifted and high-ability learners, the **Georgia Association for Gifted Children** and the **Georgia Department of Education** have collaborated to provide you with updated standards for your gifted education program. These recommendations are based on *Revised National Association for Gifted Children Pre-K-12 Gifted Programming Standards*.

### Assessment

**Standard A1:** 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.

#### Indicators

- > A1.1: 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.
- > A1.2: 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.
- > A1.3: 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.

**Standard A2:** All teachers assess student progress in order to develop and modify instructional practices.

#### Indicators

- > A2.1: All teachers routinely and systematically use qualitative and quantitative assessment data to identify students' strengths to plan appropriate instruction and intervention.
- > A2.2: 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.

### Curriculum Planning & Instruction

**Standard CP&I1:** The LEA employs rigorous and relevant curricula K-12 to accommodate the range of academic and intellectual needs of gifted learners.

#### Indicators

- > CP&I1.1: 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&I1.2: The curriculum enriches, extends, and accelerates learning in gifted learners' areas of strength.
- > CP&I1.3: The regular classroom curriculum and instruction are adapted, modified, or replaced to meet the needs of gifted learners.
- > CP&I1.4: Teachers use state and national standards to align, expand, and implement advanced curriculum to ensure that students achieve mastery in areas of student strength.

**Standard CP&I2:** The LEA employs diverse and effective instructional practices to address the learning needs of gifted learners.

#### Indicators

- > CP&I2.1: 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&I2.2: 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&I2.3: The instructional pace is flexible in order to provide opportunities to enrich and accelerate in areas of student strengths.
- > CP&I2.4: Teachers use a variety of research-based instructional strategies.

## Learning Environments

**Standard LE1:** 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.

### Indicators

- > LE1.1: The curriculum includes interdisciplinary, real-world learning experiences which incorporate advanced research and communication skills.
- > LE1.2: 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.
- > LE1.3: The LEA provides opportunities for students to learn with and from intellectual peers and experts.

## Programming

**Standard P1:** 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.

### Indicators

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

## Professional Development

**Standard PD1:** Gifted education specialists participate in comprehensive professional learning that is relevant to needs of gifted learners.

### Indicators

- > PD1.1: Professional learning is aligned with the national standards for gifted education.
- > PD1.2: Teachers and Coordinators who provide gifted and/or advanced level services have completed professional learning that culminated in endorsement in gifted education.
- > PD1.3: Gifted education teachers receive time to plan, implement, and refine professional learning experiences.

**Standard PD2:** All school personnel involved in the education of gifted learners participate in professional learning that focuses on the needs and characteristics of gifted learners.

### Indicators

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

## For More Information

### Visit:

- <http://www.gagc.org>
- [http://www.gadoe.org/ci\\_iap\\_gifted.aspx](http://www.gadoe.org/ci_iap_gifted.aspx)

### Email:

- [gifted@doe.k12.ga.us](mailto:gifted@doe.k12.ga.us)
- [executiveassistant@gagc.org](mailto:executiveassistant@gagc.org)

### Call:

- GAGC at 404-875-2284

### Resources

- *Revised National Association for Gifted Children Pre-K-12 Gifted Programming Standards* ([www.nagc.org](http://www.nagc.org))
- Georgia Department of Education Resource Manual for Gifted Education Services



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**The Georgia Association for Gifted Children**  
An affiliate of the National Association for Gifted Children