

**Georgia Department of Education**  
**FY 2019 Guidelines for Reporting Delivery Models and Courses**  
**in Student Class Data Collection**

This spreadsheet summarizes how the four 'Delivery Model' data elements in Student Class, which describe how special instruction or service is delivered to individual students in a class, should be coded. For the *In Field* application, this is a brief summary of how the data from Student Class is used. In general, the **COURSE TEACHER CODE** in SC, will be evaluated on the content of the course which comes from the first two digits of the course number. If there is a Delivery Model indicated on a course record for a student, and the Delivery Model requires that the service is delivered by an additional teacher or other personnel, as indicated in the 'Additional Teacher' column, then the *In Field* application will look for the **ADDITIONAL COURSE TEACHER CODE 1** to be qualified in the service.

<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	<u>Additional Teacher</u>	<u>Comments - Description</u>	<u>Course</u>
ESOL	Pull Out	1	Content Teacher	ESOL Teacher	Students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher. Note: When pulling EL students out of content area courses, the students will remain on the content area course roster with the general ed teacher. The delivery model is assigned to the EL student receiving language instruction in this course. A separate class roster is not required for the ESOL students in the pull-out class. (A separate pull-out ESOL with a 55.xxxx course number may be scheduled but should also not be labeled 'pull out' as there is no additional teacher to be reported.)	Content Area Course Number
ESOL	Push In	2	Content Teacher	ESOL Teacher	EL students remain in their core academic class (reading, language arts, mathematics, science, or social studies) where they receive content instruction from their content area teacher along with target language instruction from the ESOL teacher. The delivery model is assigned to the EL student receiving language instruction in this course. There is no need for an additional ESOL class roster.	Content Area Course Number
ESOL	Cluster Center	3	ESOL Teacher	No	Students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance.	TBD - depending on the secondary delivery model used in the school where EL students were transported.

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ESOL	Resource Center/Lab	4	ESOL Teacher	No	Students receive language assistance in a group setting supplemented by multimedia materials.	ESOL Course Number (55.xx)
ESOL	Scheduled Class Period (Scheduled Language Acquisition)	5	ESOL Teacher	No	Students receive language assistance and/or content instruction in a class composed only of EIs. This model is very appropriate for student pulled out of other classes at the same time each day.	ESOL Course Number (55.xx)
ESOL	Innovative Delivery Model	6	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs	To be determined based on design of approved model. Approved in advance by the Georgia Department of Education for traditional LEAs only.	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs
ESOL	Sheltered Content	8	Content Teacher who is also ESOL endorsed/certified	No	Students at the middle and high school levels receive language assistance and content instruction in a class composed only of EIs. The teacher must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number with a locally-defined digit to indicate Sheltered Content (Includes 23.09100-23.09400 for the English ESOL I-IV Courses).
ESOL	Dual Language Immersion	9	ELA Content Teacher who is also ESOL endorsed/certified	No	Students receive language assistance through immersion in a dual language setting. The class includes EIs and non-EL students. The ESOL teacher must be the instructor during the "English portion" of the school day and must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number

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EIP	Augmented	1	Classroom Teacher	EIP Teacher	The augmented model incorporates EIP services into the regular class by providing an additional early childhood certified teacher to reduce the teacher/pupil ratio while providing EIP services to EIP eligible students. The class size is that of the regular education class. In this model, the classroom teacher and Augmented teacher are partners in working with the student. The Augmented Teacher provides additional instruction for EIP students, and provides additional data for the classroom teacher to support report card grades.	Content Area Course Number w/EIP instruction (XX.1) for the students receiving EIP services. For non -EIP students Content Area Course Number (XX.0)
EIP	Self-Contained	2	Classroom Teacher serves as the EIP Teacher	No	This model is used to reduce the class size in order to provide more emphasis on instruction and increased academic achievement. The Classroom Teacher provides EIP services and may be a General Ed or EIP teacher.	Content Area Course Number w/EIP instruction (XX.1) for all of the students.'
EIP	Pull-Out	3	Classroom Teacher	EIP Teacher	The classroom teacher and Pull-Out teacher are partners in working with the student. The Pull-Out Teacher provides additional instruction for EIP students, and provides additional data for the classroom teacher to support report card grades. The Pull-Out teacher is an EIP teacher. EIP students are removed from the classroom for instruction by an additional certified teacher.	Content Area Course Number w/EIP instruction (XX.1) for the students receiving EIP services. For non -EIP students Content Area Course Number (XX.0)

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<b>EIP</b>	Reduced Class Model	4	Classroom Teacher serves as the EIP Teacher	No	This model allows for the combination of EIP students with regular education students in smaller classes. The smaller the class size, the more EIP students can be placed and served in the class. For example, in the Reduced Model for grades 4-5, 12 EIP students can be served in a class of 13 total students but only 1 EIP student can be served in a class of 23 total students. The Classroom Teacher provides EIP services and may be a General Ed or EIP teacher.	Content Area Course Number w/EIP instruction (XX.1) for the students receiving EIP services. For non -EIP students Content Area Course Number (XX.0)
<b>EIP</b>	Reading Recovery	5	Classroom Teacher	EIP Teacher	The classroom teacher and Reading Recovery teacher are partners in working with the student. Students are removed from the classroom for one segment of reading. One segment of Reading Recovery is defined as a minimum of 30 minutes. Students must be served a minimum of 45 days. Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.	Content Area Course Number w/EIP instruction (XX.1). For non -EIP students Content Area Course Number (XX.0)
<b>EIP</b>	Other School Designs	6	TBD Design	TBD Design	To be determined based on design of approved model. Models are approved on a yearly basis.	TBD Design

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<b>Special Education</b>	Inclusion (Supportive Instruction)		General Ed or Content Area Teacher		Students with disabilities (SWD) receive Special Education service from personnel in addition to the content area teacher.	Content Area Course Number for the class is xx.0. The personnel providing this inclusion service is NOT a special education teacher. For the personnel providing the service report the following Inclusion Codes: Para = 4, Interpreter = 5, Job Coach = 6, Other Assistive Personnel = 7, Other Certified Teacher = 8.
<b>Special Education</b>	Collaborative		General Ed or Content Area Teacher	Special Ed Teacher (SWD students in class)	A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom (less than full segment daily).	Content Area Course Number w/Sped instruction (XX.9) for student receiving Special Education services. The .9 is only used for SWD. Report Inclusion Code 9.
<b>Special Education</b>	Co-teaching		General Ed or Content Area Teacher	Special Ed Teacher ( <b>all students in class</b> )	The special education teacher provides service in the general education classroom by sharing teaching responsibility with the general education teacher (full segment every day). <i>Note: When using the co-teaching model, report the special education teacher as the co-teacher for all students in the class.</i>	Content Area Course Number w/Sped instruction (XX.9) The .9 only used for SWD. Report Inclusion Code 9.

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<b>Special Education</b>	Consultative		General Ed or Content Area Teacher	The Special Ed Teacher is providing direct services at least 1 segment a month, an additional teacher must be reported for Student Class.	Students with disabilities receive at least one segment per month of direct service from the special education teacher.	Content Area Course Number for the class is XX.0 with Inclusion Code of '9'.
<b>Special Education</b>	Specialized Placement (Outside General Ed)		Special Ed Teacher	No	The special education teacher provides instruction to students with disabilities in a separate classroom, special schools, home environment, hospitals, or institutions.	Content Area Course Number w/Sped Separate Class instruction (XX.8)
<b>Gifted Education</b>	Resource Class	1	Classroom Teacher with appropriate content area GaPSC-approved certification for gifted endorsement	No	All students must have been identified as gifted by SBOE criteria.	Resource Course Number

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<b>Gifted Education</b>	Advanced Content	2	Content Area Teacher with appropriate content area GaPSC-approved certification or gifted endorsement	No	Students are homogeneously grouped on the basis of achievement and interests (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages). The district may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in advanced content classes.	Content Area Course Number. For students identified as gifted, use (XX.2).
<b>Gifted Education</b>	Cluster Grouping	3	Classroom Teacher with appropriate content area GaPSC-approved certification or gifted endorsement.	No	Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level.	Content Area Course Number. For students identified as gifted, use (XX.2).
<b>Gifted Education</b>	Collaborative	4	Classroom Teacher planning with Gifted Teacher	Additional teacher required to show the gifted teacher's role with the gifted student.	A maximum of eight identified gifted students are placed as a group into an otherwise heterogeneous classroom. Direct instruction is provided by the students' regular classroom teacher who collaborates with a designated gifted teacher. There must be substantial, regularly scheduled collaborative planning between the regular classroom teacher and the gifted teacher.	Content Area Course Number. For students identified as gifted, use (XX.2).

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<b>Gifted Education</b>	Internship/Mentorship	5	Classroom Teacher with appropriate content area GaPSC-approved certification or gifted endorsement	No	A gifted student works with a mentor to explore a profession of interest. The gifted program internship teacher assigned to supervise the internship/mentorship program 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 which are based on the approved Georgia standards based curriculum.	Content Area Course Number w/gifted instruction designation (XX.2)
<b>Gifted Education</b>	Approved Innovative Models	7	Classroom Teacher with appropriate content area GaPSC-approved certification or gifted endorsement	TBD Model	The GaDOE encourages the development of innovative programs for gifted students which are clearly in accordance with the needs of the gifted learners and the philosophy of the district.	Content Area Course Number w/gifted instruction designation (XX.2)
<b>Gifted Education</b>	Advanced Placement (AP)	8	Content Area Teacher with appropriate content area GaPSC-approved certification or gifted endorsement; or appropriate training by the College Board (AP).	No	Students are homogeneously grouped on the basis of achievement and interests (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages). The district may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in advanced content classes.	Content Area Course Number. For students identified as gifted, use (XX.2).



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<b>Gifted Education</b>	International Baccalaureate (IB)	9	Content Area Teacher with appropriate content area GaPSC-approved certification or gifted endorsement; or appropriate training by the IBO (IB)	No	Students are homogeneously grouped on the basis of achievement and interests (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages). The district may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in advanced content classes.	Content Area Course Number. For students identified as gifted, use (XX.2).
<i>Note: The information provided in this document was developed to assist with coding data for Student Class. It does not replace or override any documentation provided by the program area.</i>						