# Gifted Education – West Virginia

## Service Delivery and Instructional Models

Office of Special Programs
WV Department of Education

April 2014

# Gifted Education in WV

**Intended Outcomes**

- Understand the criteria for eligibility
- Understand the need for specialized instruction
- Understand the development of a standards-based IEP for a gifted student

# Gifted Education Services in WV

In the absence of a federal mandate, gifted education programming decisions are made at the state level.

Definitions provide the framework for gifted education programs and services, and guide key decisions such as which students will qualify for services and the areas of giftedness to be addressed in programming (e.g., intellectual giftedness generally, creativity, leadership).

There is no universally accepted definition of giftedness.

# Gifted Education Services in WV

Gifted education in WV is mandated by WV Code 18-20-1 and provides that students with exceptionalities, including those identified as gifted in **grades one through eight** and **exceptional gifted in grades nine through twelve**, be provided gifted education services under an **Individualized Education Program (IEP)**.

# West Virginia State Board Policy 2419

**Definition:** Giftedness is exceptional intellectual abilities and potential for achievement that requires specially designed instruction and services beyond those normally provided in the general classroom instruction.

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Earlier definitions relied heavily on the use of IQ scores for identifying gifted individuals.

In 1993, the U.S. Department of Education proposed a **new** definition:

Children and youth with outstanding talent **perform** or show the **potential** for performing at high levels of accomplishment when compared with others their age, experience, or environment. . .

# Old Identification WV St. Bd. Policy 2419

(A) General intellectual ability, **a full scale score of 2.0 or more standard deviations above the mean** on a comprehensive test of intellectual ability, with consideration of 1.0 standard error of measurement at the 68% confidence interval, and

(B) Achievement/Performance

(a) At least one area of academic achievement as measured by an individual standardized achievement test, indicating that the student requires specially designed instruction in one or more of the four (4) core curriculum areas; or

(b) At least one area of classroom performance, as determined during the multidisciplinary evaluation, indicating that the student requires specially designed instruction in one or more of the four (4) core curriculum areas.

# Identification WV State Board Policy 2419 (2004)

(1) General intellectual ability with **a full scale score at the 97th percentile rank or higher** on a comprehensive test of intellectual ability; and

(2) At least one of the four core curriculum areas of **academic achievement** at the **90th percentile rank or higher** as measured by an individual standardized achievement test, **or**
at least one of the four core curriculum areas of **classroom performance** demonstrating exceptional functioning evaluation

# Talent development

| Potential | Support | Expertise | Eminence |
| --- | --- | --- | --- |
| Ability | Motivation | Effort | Creativity |

# Barriers to Participation by Disadvantaged Learners

- Narrow conceptions of giftedness that perceive it as an inherited and fixed trait rather than malleable and potential to achieve

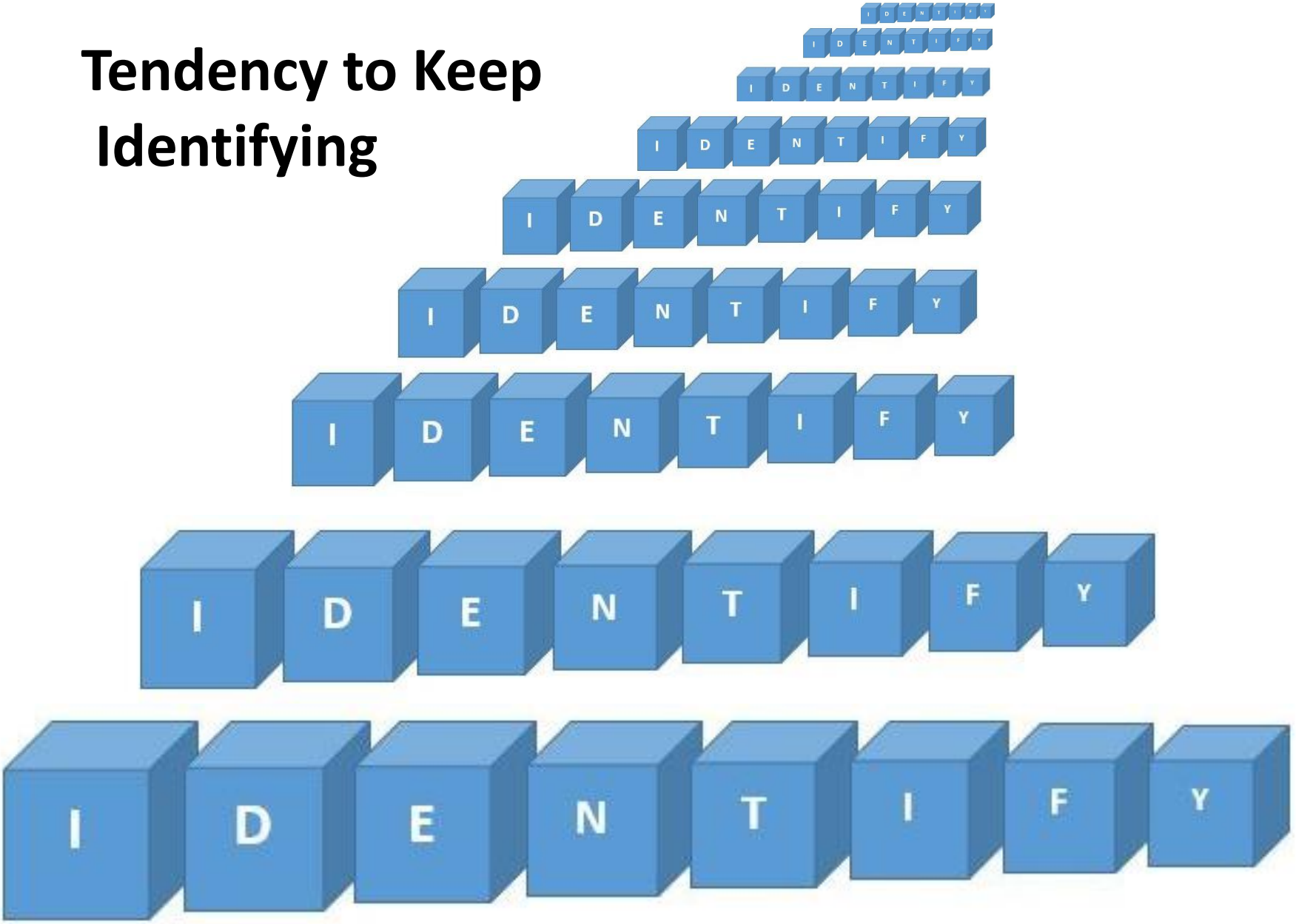
- Low expectations and over-emphasis on what these learners lack rather than their strengths; negatively impacts teacher referrals.

- Poor identification practice, including a narrow range of evidence and relying on nominations from inexperienced teachers.

# Special Considerations

- If the general intellectual ability score is unduly affected by one or more of the composite scores, the evaluator may use an **alternate general ability index** or an **individual composite measure** as permitted in the test manual.
- For the Historically Under-represented Gifted (HUG) does not meet the criteria, EC must consider **other data** gathered by the multidisciplinary evaluation team:
  - Individual achievement
  - Group achievement
  - Classroom performance
  - Teacher input
  - Inventories
  - Scales
  - Checklists
  - Student product(s)
  - Parent information

# Tendency to Keep Identifying



# Change . . . from

Which students need our services?

To

What services do our students need?

## Characteristics of Potentially Gifted Students

- Characteristics of Potentially Gifted Students (see handout)
- Characteristics of Potentially Gifted from Historically Underrepresented Populations (see handout)

(Handout – needed for Impact Statement discussion)

# Needs of the Gifted

- Elimination of Excess Drill and Review
- Pacing of instruction in line with needs of gifted
- Independent study
- Small groups with like-ability peers
- Higher level questioning and prompts
- Whole-to-part conceptual learning
- Opportunities to pursue areas of interest in depth over a long period of time
- Trained gifted education teachers and general education teacher training as part of coursework.
  - (Halsted, 2002)

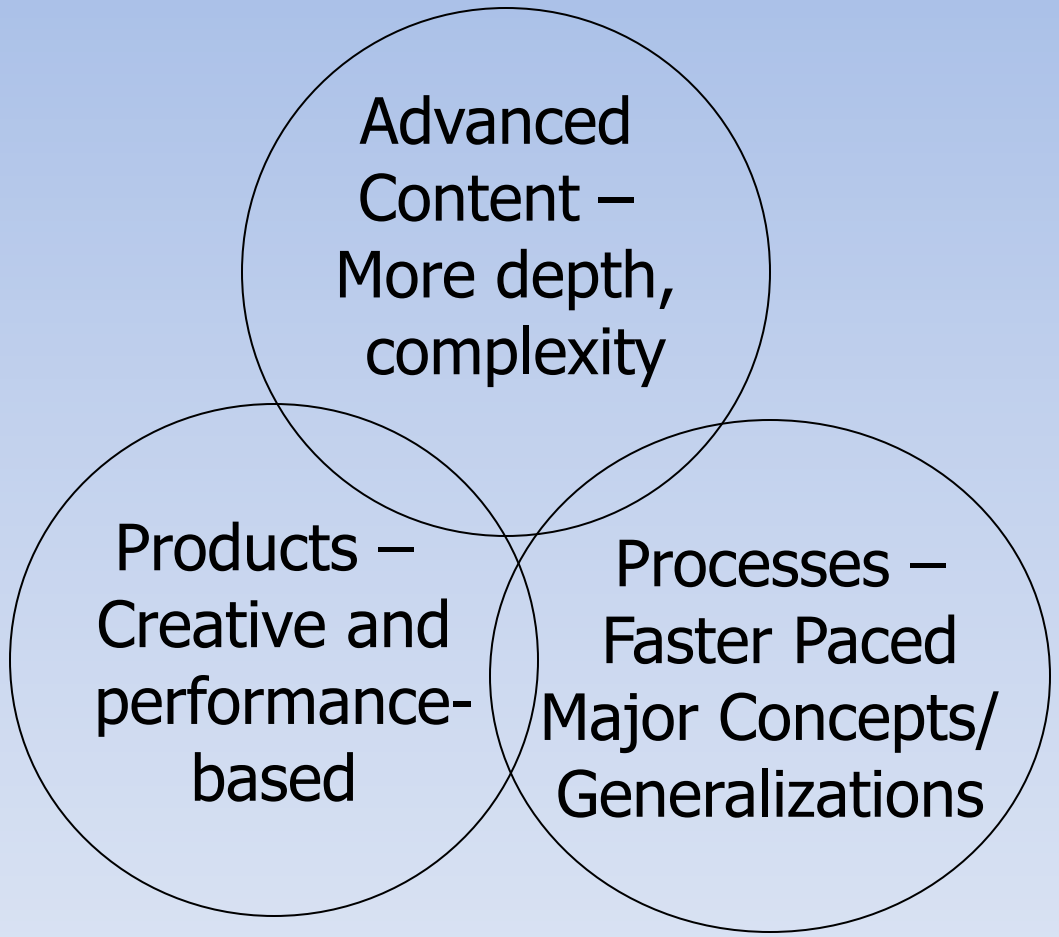
# Scope of GF Services in WV

Gifted education services are delivered by qualified gifted education teachers through evidence-based methodologies that connect to the general curriculum but differentiate to provide **acceleration as appropriate and enrichment opportunities** which include more depth and complexity of content, flexibility in processes and creativity in product.

# Scope and Sequence

- Helps teachers identify what is expected from students at particular grade levels
- Individual scope and sequence established in IEP

# Developing Advanced Skills




VanTassel-Baska, 1986

# Scope and Sequence Plans for Individual Gifted Students

## Individualized Education Program (IEP)

IEP is developed annually in consultation with

1. a qualified gifted education teacher,
2. at least one general classroom teacher,
3. parents and an administrator who can allocate resources.

The IEP

- addresses academic strengths and areas of concern,
- develops goals/outcomes that can be completed in one year and
- outlines the delivery/instructional strategies that meets the student's unique needs that result from giftedness.

# Learning Outcomes

**1.6 – 1.8 Cognitive and Affective Growth**

- Benefit from meaningful and challenging learning activities.
- Recognize preferred approaches to learning and expand their repertoire.
- Identify future career goals that match their talents and abilities and resources needed to meet goals.

National Gifted Education Standards K-12


What's The
Plan?

Begins with Assessment`

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011 | 708 | 5 | | 657 | 5 | | 719 | 5 | 726 | 5 | | |
| 2012 | 708 | 5 | | 657 | 5 | | 719 | 5 | 726 | 5 | | |
| 2013 | 708 | 5 | | 657 | 5 | | 719 | 5 | 726 | 5 | | |

(SS = scale score) (PL = performance level) (LX = Lexile) (QT = Quantile)

**Student Summative Assessment Data (APTA)**

| TEST YEAR | Reading/Language Arts | Math | Science | Other | Other |
|---|---|---|---|---|---|
| | PL | PL | PL | PL | PL |
| 2008 | | | | | |
| 2009 | | | | | |
| 2010 | | | | | |
| 2011 | | | | | |
| 2012 | | | | | |
| 2013 | | | | | |

(PL = performance level)

**Formative Assessment Data**

| Using current, annual data, list benchmark and formative assessments that have been used with the student and describe the results and implications for specially designed instruction. Also the data may describe information relevant to student behavior, setting demands, work habits/learning skills, technology skills, workplace skills, independent living skills, performance based assessment and describe the results and implications for specially designed instruction. | |
|---|---|
| **Assessment** | **Description** |
| Problem solving rubric | Demonstrated 3rd level skills in science problem solving. (5-level rubric) |
| Learning Skills Rubric | 5-Level Rubric of Learning Skills – Scored at the Developing Level (2) |
| Custom-made math 7th test and quiz questions | Demonstrated above mastery skills in 7th Math CSOs (one grade-level above). |
| Writing rubric – Reading/LA and social studies informational essay | Demonstrated distinguished level in 6th grade CSO in writing standard and social studies standard. Five performance levels from Novice to Distinguished. |
| Teacher made checklist – Portfolio of writing | Demonstrated mastery of 6th grade CSOs in English/Language Arts writing standard |
| Rating Scale | Demonstrated mastery of 5-8 grades CSOs in Learning Skills in reasoning, critical thinking and decision making skills |
| | |
| | |

# Why Do We Assess Learning?

- To plan future instruction
- To provide feedback on current levels of performance
- To identify strengths and areas of concern in learning profiles (present levels) that might impact program development and placement

# Test #1

## Following Directions

LastName: _____ 1stName: _____ Date: _____
Period: ___

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**INSTRUCTIONS** **Read very carefully.** Read over and understand this entire paper before doing any of it. You may ask for clarifications.

1. Stand up from your chair and stand behind it. Stay that way until a teacher initials this line.

2. Sit down on your chair, facing its desk top.

3. Count the number of students in the room and write the number here ____.

4. Put this paper on top of your head and leave it there until the teacher initials this line.

5. On the line below, write in the next two numbers in the series of numbers.

   1, 3, 5, 7,

6. At the bottom of the paper, write and solve this math problem: 1/2 + 3/8 = ?

7. How many male humans in this room? ____.

8. In the blank space below question 6, draw a stick-figure of a person.

9. Add up the number of teachers plus the number of female students in this room. Write your answer here _____ .

10. Sit on your chair with your legs to the side, and the right side of your body towards the your desk's top. Stay that way until a teacher initials this line.

**INSTRUCTIONS** Do not do any of the numbered questions. Instead, fill in the blanks at the top of the paper (just below the title). Next, turn your paper over. Sit and watch the fun. If a student asks you why you are not doing it, just say "I don't want to look foolish."

# What do we want to assess?

- Complex thinking


- Abstract concepts
- Creativity

# Assessing Gifted Student Learning

- Use of appropriate tools that exhibit technical adequacy
- Targeted, based on the goals
- Performance-based in orientation
  (i.e. PBA, portfolio, products)

# Features of Performance Based Assessment

- Emphasis on thinking and problem solving, not prior learning
- Off-grade-level/advanced
- Open-ended

# Questions to Ask

- What important ideas does the assessment tap into?
- How can responses inform teaching?

# Informal Questioning

Examples of informal questioning of concepts:

**Conflict** – How can conflict be resolved? (How could this particular conflict have been resolved?)
**Change** - How can we cope with change?
**Friendship** – What does it mean to be a friend?
**Freedom (of speech)** – Is pure freedom of speech desirable in today's world? Why or why not?

http://www.esldiscussions.com/index.html Questions Resource

# Checklists

Checklist of items - the least complex form of assessment. Yes or No – Is it present or not? There is no value attached to the performance. All elements weighted the same.

| Skill | ✓ |
|---|---|
| On-task throughout time period | |
| Participates in class discussions | |
| Collaborates with other students | |
| | |
| Score | |

To determine a score, the total number of checked items or the percentage of total possible.
**No quality** is attached unless specified in the item. Example, “three paragraphs required” or “neatly” or “500 words.”
Meaning is then attached to the score. For example, what is the minimum score that would be considered proficient?

# Rating Scales

Graphic rating scale on a continuum – example :


- Turns in lessons on time
- Uses correct capitalization
- Completes projects

# Rating Scales

Numerical rating scale with descriptions example:

| 1 = typical for grade/age<br>2 = above average for grade/age | 3. Quite advanced for grade/age<br>4 = Remarkable for grade/age (1 in 50) | Rating |
|---|---|---|
| Learns quickly | | |
| Shows power of concentration | | |
| Enjoys “adult” conversations | | |
| Has many and/or intense interests | | |
| Asks many questions | | |
| Invents, creates | | |
| | Total: | |

# Rubrics

A quality is attached to each skill. Very generalized example of SCALE: Scale refers to numerical or word ratings.

| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| • Exceptional or Distinguished | • Above Mastery | • Proficient or Mastery | • Below Mastery or Proficient | • Limited or Novice |

Scoring Performance Assessments:

The rubric should be developed so that the teacher and student can agree on the scoring.

# Rubrics

Start with the skill you want to assess.

Example: ***Does the student reason inductively from the examples to arrive at a clear, accurate description of physical and chemical changes***?

| | |
|---|---|
| 2 | Completely and clearly – Response give clear evidence of reasoning from the examples. |
| 1 | Partially – Response is accurate, but reasoning from examples isn't clear or is only partial. |
| 0 | No – Response does not demonstrate reasonable conclusions from the examples. |

# Rubrics

"Useful Tool Creation Rubric" example of more descriptive qualities.

| | Needs Improvement 1 point | Good 2 points | Excellent 3 points | Outstanding 3+ points |
|---|---|---|---|---|
| • Fluency | I thought of a few (1-2) ideas when brainstorming. | I thought of some (3-4) ideas when brainstorming. | I thought of many (5-8) ideas when brainstorming. | I thought of multiple (more than 8) ideas when brainstorming. |
| • Flexibility | The new tool uses the objects from the box for the same use. (A cup is used for a cup) | Some of the objects used to make the tool are being used in a different way. | Most of the objects used to make the tool are being used in different ways. | All of the objects used to make the tool have been changed and are being used for a new purpose. |

# Rubrics

Define the highest performance level first.
A three-level rubric is common, but five levels allow for some “gray areas.”

| Skill | Criteria | Criteria | Criteria |
|---|---|---|---|
| •Accuracy of Information | 100% accurate information | | Inaccurate information |
| •Craftsmanship | Well organized, logical/ clear (strong word choices, good sentence variety, powerful images) | | |
| •Reasoning Skills | •Reasons are relevant and to the point the writer is making. Justifications | | |

| Criteria | Exemplary (4-5) | Good (2-3) | Needs Improvement (0-1) |
|---|---|---|---|
| Initial Questions | Questions are probing and help clarify facts | All questions may not be relevant | Few or no questions formulated |
| Understanding the problem | Clearly defines the problem | Statement has some vagueness or missing information | Problem defined incorrectly |
| Seeking information | Identifies several sources of information | Relies on few sources | Not clear as to what is needed |
| Risk-taking | I try new ideas | Sometimes I try new ideas | I do not try new ideas |
| Integration of knowledge | Effectively applies previous knowledge | Applies limited amount of prior knowledge | Unable to connect previous knowledge |

# Tests of Creativity

Torrance® Tests of Creative Thinking (TTCT)

http://ststesting.com/2005giftttct.html

How do you assess creativity?

Are you creative?

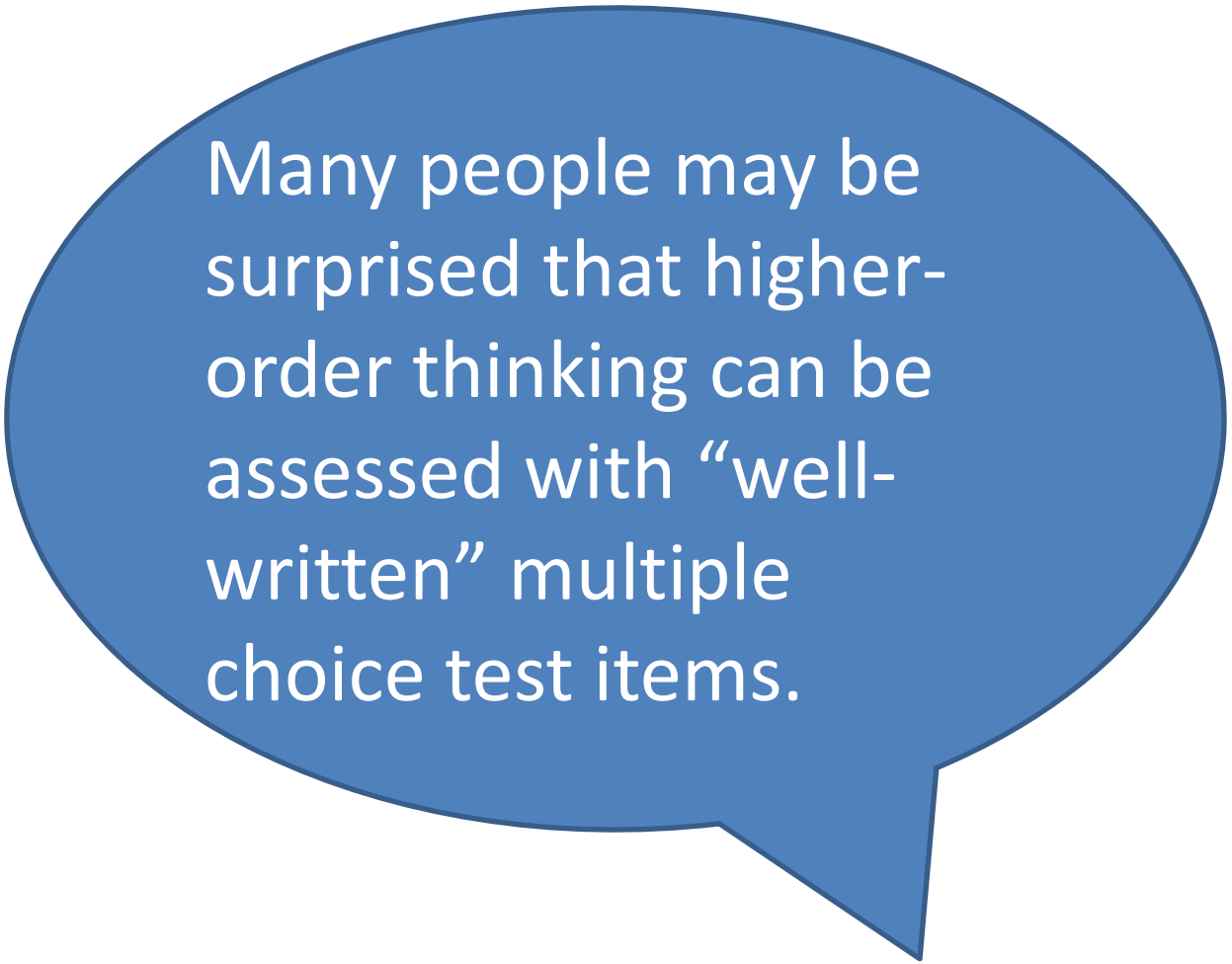
How do you get good ideas?

# Idea Squelchers

- It won't work
- Are you nuts?
- It's a waste of time
- I'm telling you it won't work
- What will the parents think?
- If it's not broke, don't fix it.
- Let's discuss it at some other time.
- You've got to be kidding.
- You ask too many questions.
- You don't understand the problem.
- We're too small for that.
- We're too big for that.
- We're too new for that.
- We don't have the resources.
- Don't step on any toes.
- See? It didn't work.
- It's not in the budget.
- We're not ready for it yet.
- All right in theory, but can you put it into practice?
- Too academic.
- Not academic enough; we need supporting theory.
- Let's form a committee.
- Let's put it in writing.
- We need more lead time.
- Don't forget the chain of command.
- Let's not fight city hall.
- Be practical!

| | | | |
|---|---|---|---|
| **3. Listening to others with understanding and empathy** - When given written and/or spoken texts, the student | | | |
| | • fails to listen to others. | *No Concept – 0* | ___ |
| | • selectively listens to others. | *Limited/Incomplete – 1* | ___ |
| | • always listens to others. | *Developing – 2* | ___ |
| | • listens and demonstrates understanding of another person's point of view. | *Proficient - 3* | ___ |
| | • listens empathetically and demonstrates understanding of another person's point of view that differs from own. | *Distinguished - 4* | ___ |
| | | | |
| **4. Thinking flexibly** - When new data is provided, the student | | | |
| | • does not consider new information; makes spur-of-the-moment decisions; rigidly follows plan when developed by the teacher or others. | *No Concept – 0* | ___ |
| | • accepts the information as given; restates facts; does not apply facts to actions and continues to follow plan as developed by self or others. | *Limited/Incomplete – 1* | ___ |
| | • considers new information and demonstrates ability to change direction or use different strategies with guidance. | *Developing – 2* | ___ |
| | • considers new information and adjusts effort and strategies when needed. | *Proficient - 3* | ___ |
| | • considers new information, adjusts performance and extends learning to new situations. | *Distinguished - 4* | ___ |
| | | | |
| **5. Thinking about our thinking (metacognition)** - When in a learning situation, the student | | | |
| | • is unaware of individual learning processes | *No Concept – 0* | ___ |
| | • has a limited awareness of certain basic learning processes. | *Limited/Incomplete – 1* | |
| | • is aware of individual learning processes with guidance from the teacher or using visual models. | *Developing – Enter 2* | ___ |
| | • is aware of and applies individual learning processes and can explain strategies in own decision-making. | *Proficient - 3* | ___ |
| | • can consciously reflect on what learning process works and what doesn't; adjusts accordingly; can explain process to others. | *Distinguished - 4* | ___ |

## Learning – Thinking Skills Rubric




Susan M. Brookhart (2010)

# NAEP (reasoning with data)

The table below shows information about the weather in four cities on the same day.

| | City 1 | City 2 | City 3 | City 4 |
|---|---|---|---|---|
| High Temperature | 65 ◦ | 80 ◦ | 48 ◦ | 25 ◦ |
| Low Temperature | 56 ◦ | 66 ◦ | 38 ◦ | 10 ◦ |
| Precipitation – Rain or Snow (inches) | 2 inches | 0 inches | 1 inch | 1 inch |

***In which city did snow most likely fall at some time during the day***?

A. City 1
B. City 2
C. City 3
D. City 4

# "How to Assess Higher Order Thinking Skills" (example from book)

***Which of the following scenarios describes behavior that is legal because of the First Amendment?***

A. Mr. Jones threw a rock through the front window of Mr. Smith's house. Around the rock was tied a paper that called Mr. Smith nasty names.

B. Mr. Jones waited until Mr. Smith left for work one morning, then got in his car and followed him, honking and yelling.

C. Mr. Jones doesn't trust his neighbor, Mr. Smith. Jones believes Smith is a dangerous person and a threat to the peace of the neighborhood. Therefore, Mr. Jones buys a gun.

D. Mr. Jones wrote a letter to the editor of the local paper. Mr. Smith heads a local environmental committee, and Mr. Jones called his position "disastrous."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# "How to Assess Higher Order Thinking Skills" (example from book)

***Questions assessing critical thinking involving judgment:***

12. The poster shown above was made during the First World War. What was the poster designed to do?

A. Make people feel that it would be easy to win the war.
B. Make people feel guilty for thinking that war is harmful.
C. Get people to join the army by making them feel responsible for starting the war.
D. Get people to join the army by appealing to patriotic feelings.


# "How to Assess Higher Order Thinking Skills" (example from book)

***Questions assessing critical thinking involving judgment:***

12. The poster shown above was made during the First World War. What was the poster designed to do? Explain how you came to this conclusion.

**Criteria for feedback or rubric:**

- Clear, appropriate statement of the main point.
- Appropriateness of evidence.
- Soundness of reasoning and clarity of explanation.

# Watson-Glaser Test of Critical Thinking

http://www.assessmentday.co.uk/watson-glaser-critical-thinking.htm

# Test Items from ACT

http://www.actstudent.org/sampletest/index.html

# Smarter-Balanced Assessment

- http://wvde.state.wv.us/smarter-balanced/documents/Smarter%20Balanced%20Overview_Fall%202014.pdf
- http://sbac.portal.airast.org/field-test/

**The point is that we have to be clear in our objectives before we can differentiate instruction and properly assess our students' attainment of those objectives."**

Rick Wormeli 2006
*Fair Isn't Always Equal*

Create a humorous title for the following picture and describe what is happening.

## Rubric to Assess Response to Photo

| Behavior | Unacceptable | Minimal | Acceptable | Excellent | Total |
|---|---|---|---|---|---|
| Prompt/ Completion Response | No response or the response does not relate to the photo or is only partly relevant to the photo.<br><br>0 - 1 pt. | The response includes a title that relates to the photo. No description of what is happening or is incomplete.<br><br>2 - 3 pts. | The response includes a title that relates to the photo and is humorous; acceptable effort evident in the description of what is happening.<br><br>4 pts. | The response includes a title that relates to the photo and is humorous; outstanding effort evident in the use of a detailed description of what is happening.<br><br>5 pts. | __x2=___ |
| Ideas/ Thoughts<br><br>Creativity | Does not notice any surprising, unusual and/or interesting facts or details relevant to the photo.<br><br>0 – 1 pt. | Needs assistance or support from others to use a surprising, unusual or interesting fact or detail relevant to the photo.<br><br>2 - 3 pts. | Relates an original idea or story behind the photo; uses a surprising, interesting or unusual fact or detail relevant to the photo.<br><br>4 pts. | Relates an original idea or story behind the photo; relates it to personal experiences; reveals feelings and thoughts; elaborates using a details including what was surprising, unusual and interesting.<br><br>5 pts. | __x2=___ |
| Mechanics | None of the entries use correct spelling and grammar.<br><br>0 pt. | Most or several of the entries contain spelling and grammar errors.<br><br>1 – 3 pts. | Few or no entries contain spelling errors; some entries contain minor grammar errors.<br>4pts. | All of the response uses correct spelling and grammar.<br><br>5 pts. | _____ |
| Total | | | | | ____/25 |

# Your turn…

- Use the blank Assessment page of IEP and include formative assessments that meet the following criteria:

  -advanced/off-level skills

  -higher level thinking

  -is performance-based

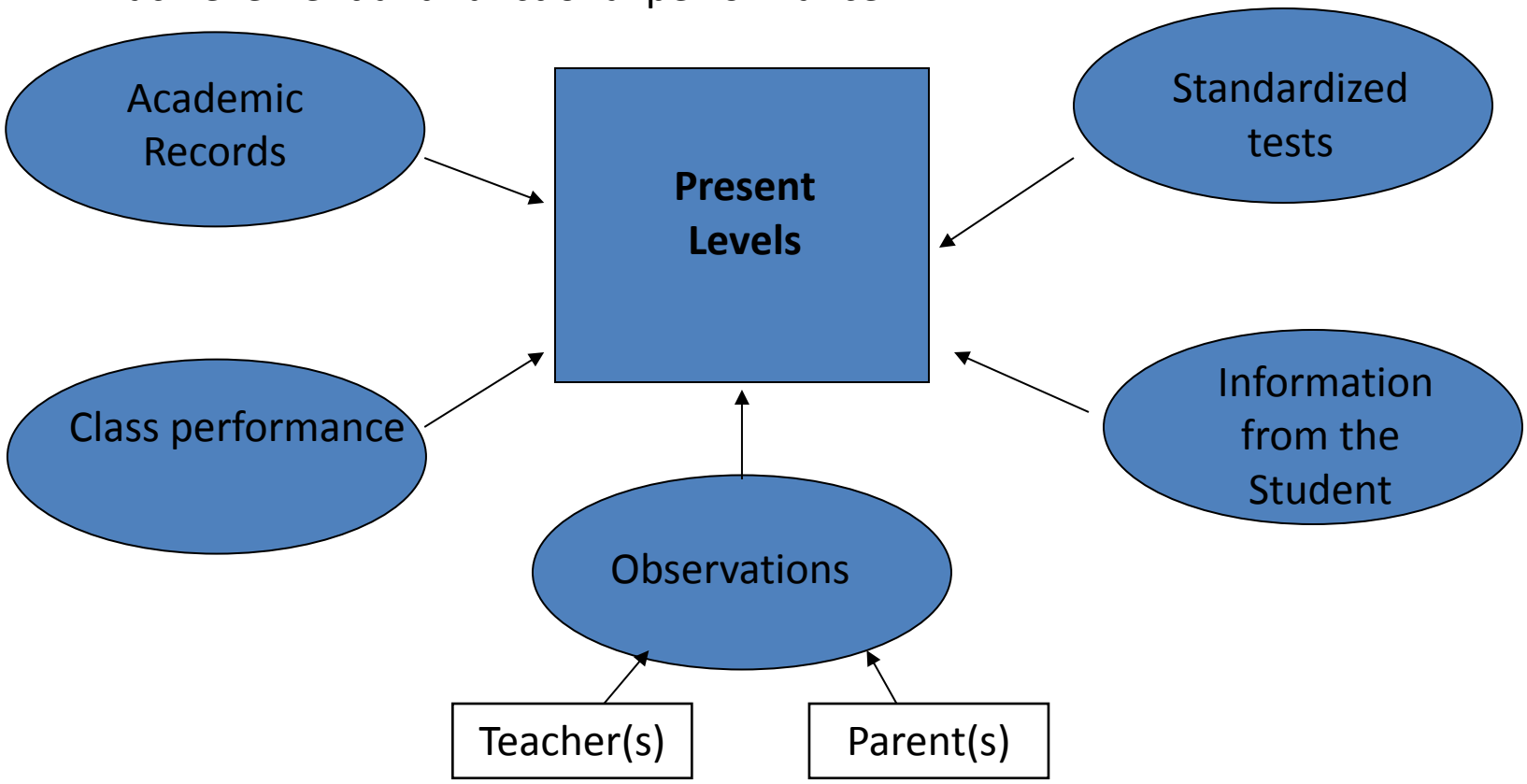
# Present Levels of Functioning

Handout

Present Level page – example and blank

# Present Levels of Academic Achievement and Functional Performance

Academic records, standardized tests, class performance, and observations from parents and the classroom teacher and information from the student himself are all effective means of determining present levels of academic achievement and functional performance.



# Present Levels of Academic Achievement and Functional Performance

**The present levels should:**

- ❑ Be stated in terms that are measurable and objective
- ❑ Describe current performance, not past performance
- ❑ Describe the child's performance in the general curriculum
- ❑ Prioritize and identify needs that will be written as goals
- ❑ Provide baseline information for each need
- ❑ Include a statement as to how the student's exceptionality affects the student's involvement and progress in the general curriculum
- ❑ <u>Consider</u> acceleration as one means of meeting the student's needs

# Impact Statement

Does not use the exceptionality to determine impact on learning in the general curriculum.

(See characteristics handout)

# Targeted Objective

Can choose more than one.

Learning Skills  2510.14 (Handout)

Learning skill sets (goal writing)

# Goal Setting

# Annual Goals

| Time | Condition | Behavior | Criteria |
|---|---|---|---|
| Usually specified in the expected number of weeks or a certain date required for completion. The goal represents what the student can realistically be expected to attain during an academic school year. | Identifies the circumstances under which the behavior will occur. | Stated in positive terms and refers to observable, measurable actions that the student will perform. | Specifies the expected amount of growth (how much, how often and to what standards) required to achieve the goal. The criteria identifies when the goal is considered accomplished. |

# INDIVIDUALIZED EDUCATION PROGRAM



**_____County Schools**

**Student's Full Name __Susie Smith** **Date _____**

**PART V: ANNUAL GOALS, Part A**

| Timeframe | Condition | Behavior | Evaluation Procedure with Criteria | Mastery/Progress Codes (optional) (per Grade Period) |
|---|---|---|---|---|
| By the end of the 2014-2015 school year, | given the 6th grade Reading/Language Arts curriculum compacted to eliminate repetitive work | Susie will complete extended activities within the 6th grade Reading/Language Arts curriculum, demonstrating mastery | at the distinguished level on the selected items from the 6th grade-level Reading/Language Arts test. | |
| By the end of the 2005-2006 school year, | given the 6th grade Math curriculum compacted to eliminate repetitive work | Susie will complete extended activities within the 6th grade Math curriculum, demonstrating mastery | at the distinguished level on the 6th-grade teacher-made math test correlation to WV CSOs. | |

# INDIVIDUALIZED EDUCATION PROGRAM



**_____County Schools**

**Student's Full Name __Jane Doe_____** **Date _____**

**PART V: ANNUAL GOALS, Part A**

| Timeframe | Condition | Behavior | Evaluation Procedure with Criteria | Mastery/Progress Codes (optional) (per Grade Period) |
|---|---|---|---|---|
| By the end of the 2014-2015 school year, | given a real life prompts and projects in her interest areas and a variety of resources | Jane will persevere in solving problems by the regular use of a problem solving model | At the highest level of proficiency on a 4-level problem solving rubric in 4 of 5 work samples. | |
| | | | | |

# Teacher Evaluation

Student Learning Goals

Examples:  See handouts

# INDIVIDUALIZED EDUCATION PROGRAM



_____ County Schools

**Student's Full Name:** Bobby Miller **Date:** _____

## PART VII: SERVICES

| A. Supplementary Aids, Services / Program Modifications | Location of Services | Extent/Frequency _____ per _____ | Initiation Date m/d/y | Duration m/y |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
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| | | | | |
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| B. Special Education Services | Direct / Indirect | Location of Services • Regular Education Environment = REE • Special Education Environment = SEE • Other = _____ | Extent/Frequency _____ per _____ | Initiation Date m/d/y | Duration m/y |
|---|---|---|---|---|---|
| **Math** | **Direct** | **SEE** | **45 min./day** | 9/1/2006 | 6/1/2007 |
| **Reading/Language Arts** | **Direct** | **SEE** | **45 min./day** | 9/1/2006 | 6/1/2007 |
| | | | | | |
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| C. Related Services | Direct / Indirect | Location of Services • Regular Education Environment = REE • Special Education Environment = SEE • Other = _____ | Extent/Frequency _____ per _____ | Initiation Date m/d/y | Duration m/y |
|---|---|---|---|---|---|
| | | | | | |
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# Special Education Services

**Specialized instruction** delivered by a gifted education specialist through an IEP - Specialized instruction is carefully planned, coordinated, individualized learning experiences that extend beyond the core curriculum to meet the specific learning needs evidenced by the individual student.

# Acceleration Options

- Early Entrance
- Whole grade
- Single subject
- Testing out
- Dual Enrollment
- Curriculum Compacting
- Telescoping

# Service Delivery Options

- Collaboration w/General Ed. Teachers in General Classroom
- Flexible grouping in the General Classroom
- Pull-Out to Resource Room
- Center-Based
- Special Class Within School
- Independent Study
- Mentorships
- Distance Learning
- After School Programs

# Pros and Cons of Pull-Out Programs

| Pull-Out Pros | Pull-Out Cons |
| --- | --- |
| • Time to work on projects in small groups of like-ability peers with similar interests<br>• Allows appropriate pacing<br>• Quality of discussion positively increased<br>• If the content connects with curriculum, support from general teachers<br>• Improved self-esteem (some studies)<br>• Studies indicated substantial academic gains when coordinated with the general curriculum<br>• Gains in critical thinking and creative thinking were found when those skills were emphasized for an entire year | • One time a week is not sufficient differentiation for gifted needs; pull-out alone will not suffice<br>• Some students do not want to be singled-out for giftedness<br>• If the content does not connect with curriculum, general teachers perceive and frivolous, playtime<br>• Lower self-esteem (some studies)<br>• Parents may view as “the gifted program” |

# Pros and Cons of Push-In Programs

| Push-In Pros | Push-In Cons |
| --- | --- |
| • If there is "within class" ability-grouping; flexible grouping; gains in achievement<br>• Gifted students may be more comfortable in heterogeneous group; increased self-esteem<br>• Gifted students may be more accepting of others | • Research shows no instances in which whole group instruction of heterogeneous ability is more beneficial for gifted children<br>• General teachers do not have time to differentiate on a daily basis; Too wide a range of ability for differentiation<br>• Enrichment ends up as busy-work<br>• Amount of content covered is decreased |

# Interim IEP Instructions for Students Identified as Gifted

**Placement Options:**

- Regular Education: Full-Time (80-100%)
- Regular Education: Part-Time (40-79%)
- Special Education: Separate Class (0-39%)

# Instructional Options

- Appropriate pacing
- Elimination of excess drill and review
- Curriculum compacting
- Adjusting texts to reading level
- Complex content/connection to real-life issues
- Whole-to-part conceptual teaching
- Broad-based theme and issues/multidisciplinary study
- Opportunities for reflection/analysis; guided critical discussion
- Problem-Based-Learning
- Study of people; biographical  method
- Method of inquiry
- Advanced organizers for processing
- Proof and reasoning
- Replacement or extension of the general curriculum
- Independent research

# Replacement of Extension of the General Curriculum

Example of Collaboration: Differentiate "Never Again Unit" for gifted students

Your Turn – "Make-over" lesson

| Domain: Statistics and Probability | | |
|---|---|---|
| | Typical Learner | Advanced Learner |
| Standard 8.SP.1. Investigate patterns of association in bivariate data. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association and nonlinear association.<br>Standard S-IC.6 Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Evaluate reports based on data. | 1. Name the independent and dependent variables. Make a scatter plot of the data.<br>2. Draw a line of best fit. Explain how you chose this line. Find the slope and y-intercept. Write an equation for your line of best fit and describe your method.<br>3. Locate research reports on a topic of interest that make use of scatter plots and lines of best fit. Analyze the data and the reported outcomes. Write a critique of the report | 1. Design an experiment to determine whether batteries on some phones last longer than others.<br>2. Display data from your experiment using a scatter plot for each type of battery. Write an equation for the line of best fit for each. Describe the 2 variables<br>3. Write a report evaluating the batteries; include your scatter plots & equations.<br>4. Choose another topic and design an experiment to test your hypothesis that makes use of scatter plots and lines of best fit. Create a mathematical model to explain your data. |
| Implementation: Student interest and pre-assessment may be used to determine who is ready for the advanced level. | | |

# Curriculum Compacting

## INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE
## The Compactor

NAME_____ AGE_____ TEACHER(S) _____

SCHOOL _____ GRADE_____ PARENT(S) _____

Individual Conference Dates And Persons Participating in Planning Of IEP

_____ _____ _____ _____

| Name it. | Prove it. | Change it. |
|---|---|---|
| CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Skill/Knowledge Content – Nxt Gen Standard and Objective | PROCEDURES FOR COMPACTING BASIC MATERIAL Describe activities that will be used to guarantee proficiency in the CSO in the general classroom. What assessment will be used to demonstrate proficiency? What level of proficiency is expected to show the need for anchor activities? Also known as the "pretest and substitute" method. | ACCELERATION AND/OR ENRICHMENT ACTIVITIES. Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum |
| English/Language Arts: Holt Basal<br>Language Arts: Units 2 – 6<br>Decoding/encoding skills<br>Vocabulary<br>Comprehension | The student will take a pretest of the unit and level tests demonstrating proficiency (85% and above). If she does not demonstrate mastery of a unit/level, she will participate in group instruction. | The student has shown a keen interest in reading non-fiction. She will read biographies for the purpose of enriching her background in literature and to see how the following human values apply to her sections: Determination and courage are often necessary to achieve one's goals<br>Amelia Earhart<br>Abigail Adams<br>Harriet Beecher |
| | | |

# Parallel Curriculum

## INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE
## The Parallel Curriculum

NAME_____ AGE_____ TEACHER(S) _____

SCHOOL _____ GRADE_____ PARENT(S) _____

Individual Conference Dates And Persons Participating in Planning Of IEP

_____ _____ _____ _____

| Content Standard | Typical Learner | Advanced Learner |
|---|---|---|
| CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Skill/Knowledge Content – Nxt Gen Standard and Objective | PROCEDURES FOR TYPICAL LEARNERS Describe activities that will be used to guarantee proficiency in the CSO in the general classroom. | ACCELERATION AND/OR ENRICHMENT ACTIVITIES. Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum |
| ELA.4.R.C1.5: determine the main idea of an informational text and explain how it is supported by key details; summarize the text. | The typical student at mastery level will;<br><br>Read the current event of the day at grade level. Identify the main idea and give the key details that support the finding. Summarize the text in own words. | The advanced student will;<br><br>Read the current event of the day above grade level. Summarize the text in six words. See http://www.sixwordmemoirs.com/ or http://en.wikipedia.org/wiki/Six-Word_Memoirs Explain how it is supported by key details in the text. |
| | | |
| | | |

# Adjusting Texts to Reading Level

Newsela https://newsela.com/articles/gaza-ceasefire/id/4740/

Lexile measures

# Whole-To-Part Conceptual Teaching

Free list of mind-mapping software:
http://www.informationtamers.com/WikIT/index.php?title=Free_mind_mapping_(and_related_types)_software

Summer Academy – “Change”
https://sites.google.com/site/braxtonsummeracademy/

# Concept Mapping

*Making connections*

Common Themes Among Fairy Tales

Accomplishing difficult tasks

Triumph of humility over greed

Triumph of the youngest, weakest

Cinderella

Resolution

plot

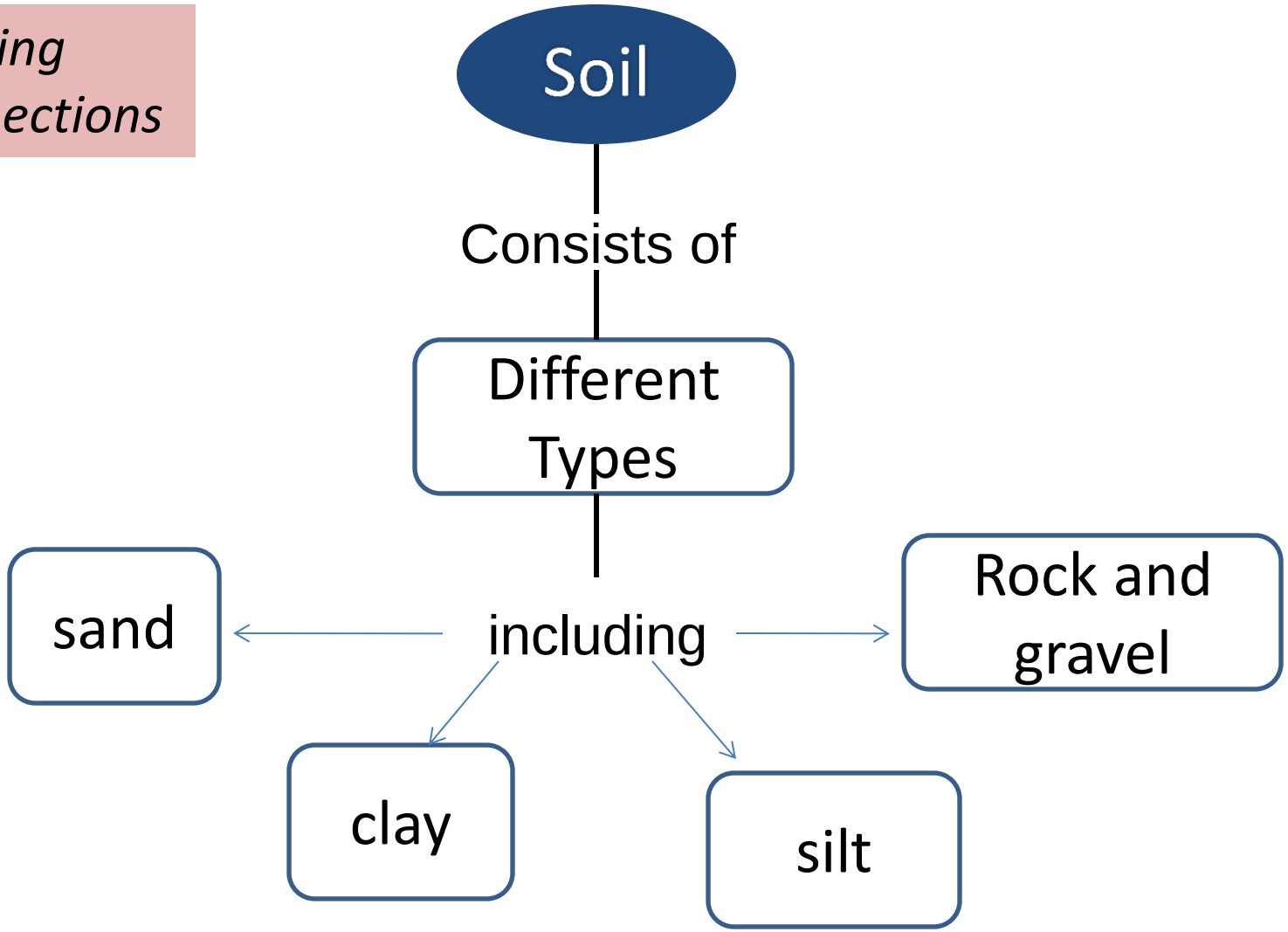
conflict

climax

Jack and the Bean Stalk

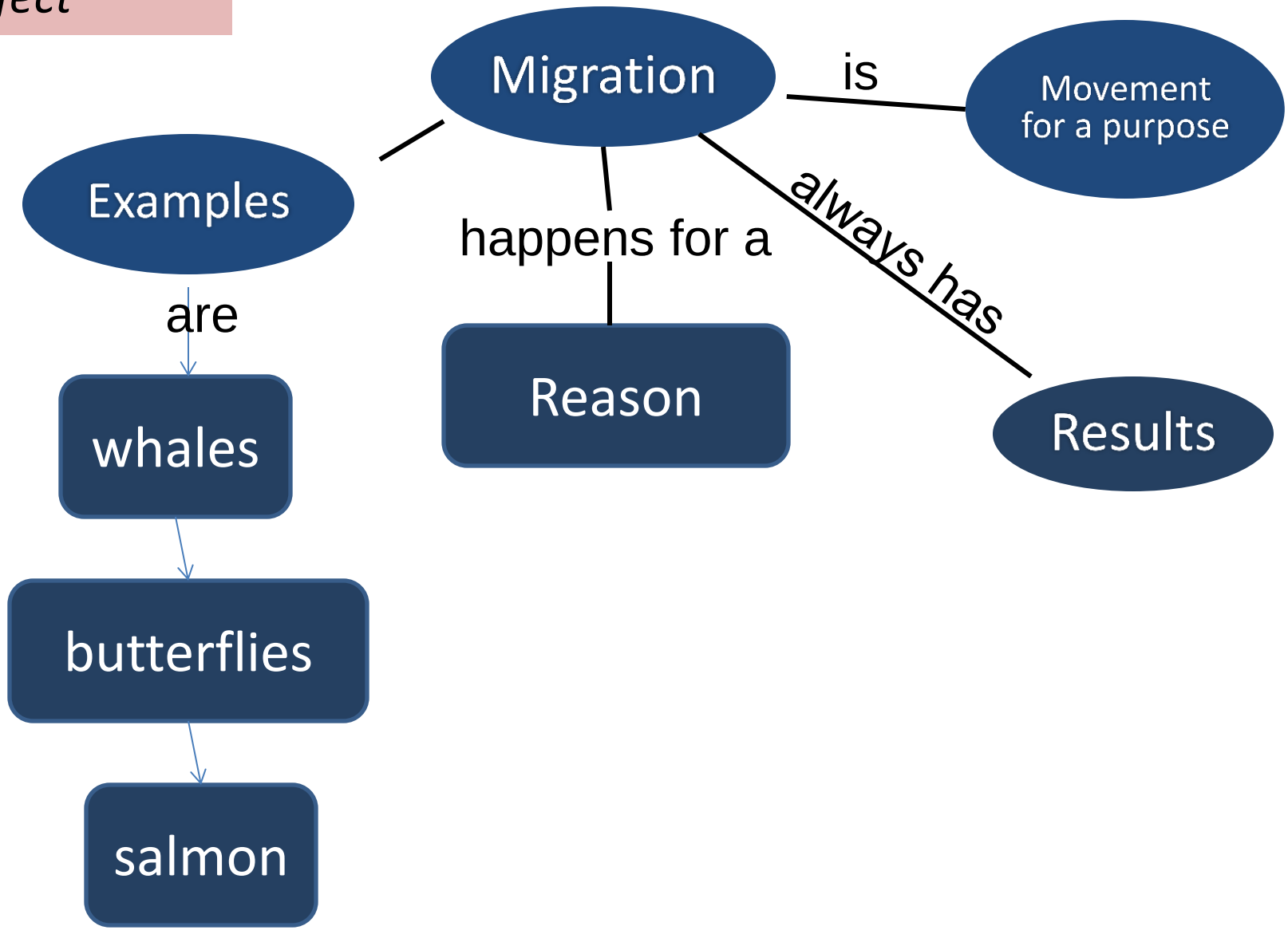
# Concept Mapping

*Making connections*

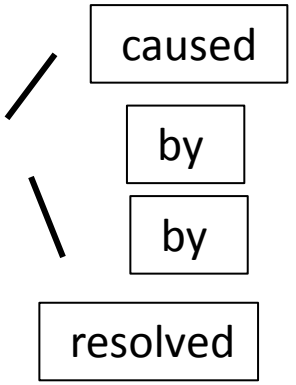


# Concept Mapping

*Cause and Effect*



# Concept Mapping




Conflict

Separation

Diplomacy

Peace

Types

Overthrow/
Suppression

Economy

Civil War

Political
Differences

Religious
Differences

Grant
Demands

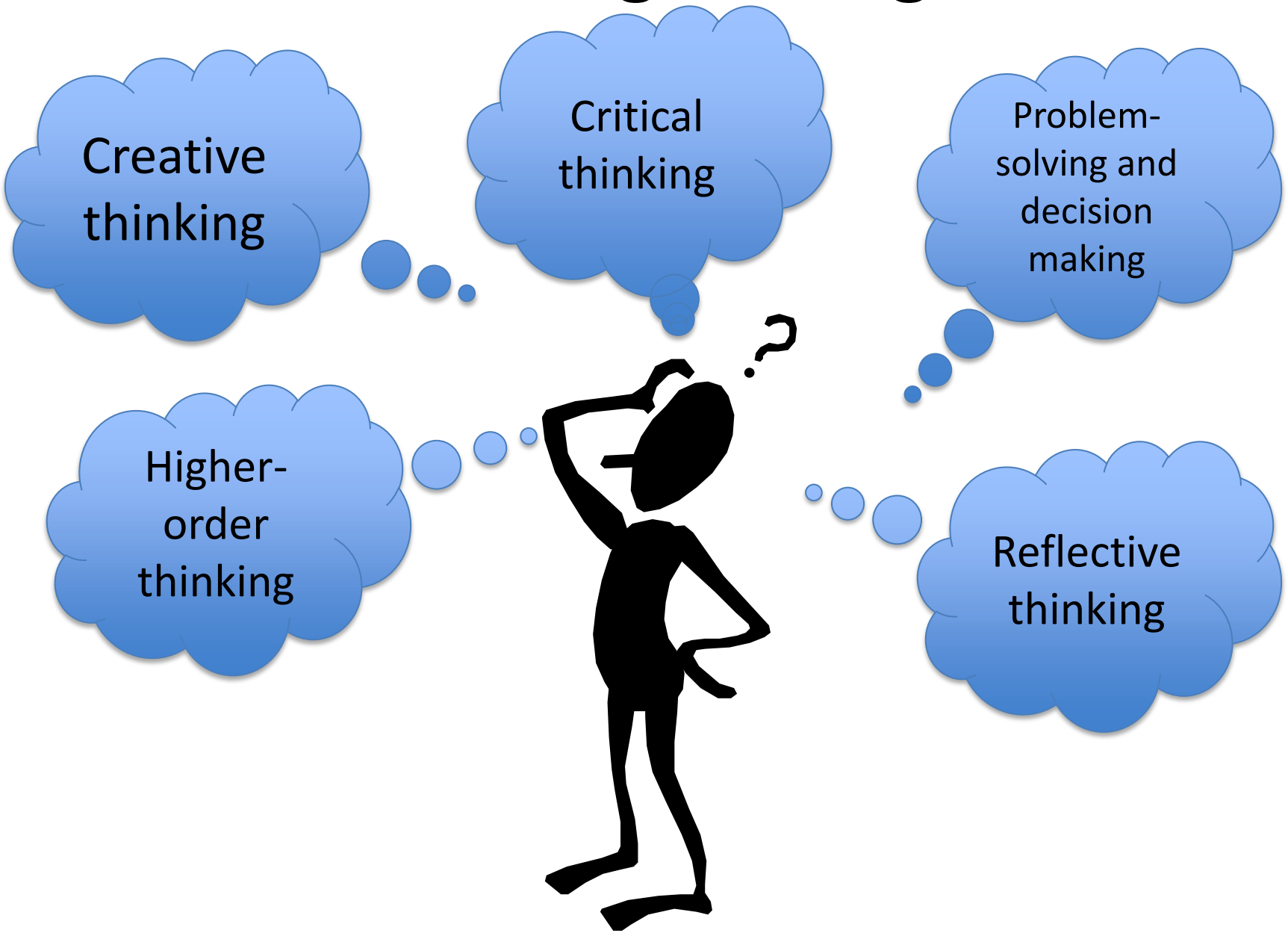
Territory

Effects

# Instructional Models

- **Purchased packages**
  - STEM Curriculum http://www.edventures.com/stem_curriculum
  - College of William & Mary Units http://education.wm.edu/centers/cfge/curriculum/
  - Renzulli Learning Systems http://www.renzullilearning.com/
  - Gifted Links: http://www.ctd.northwestern.edu/gll/

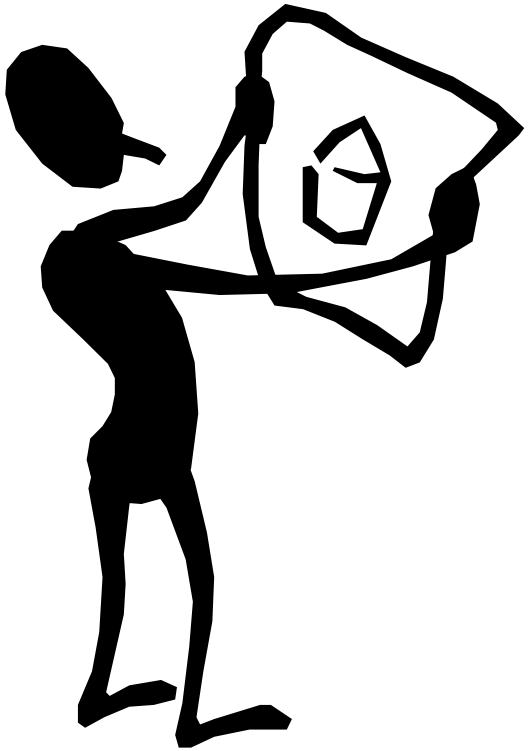
# Thinking Strategies



# Cognitive Strategy

**Definition:** A cognitive strategy is a mental process or procedure for accomplishing a particular cognitive goal.

# A Misconception Explained



Example:

Teaching students the steps of a **particular** mnemonic is **not** strategy instruction.

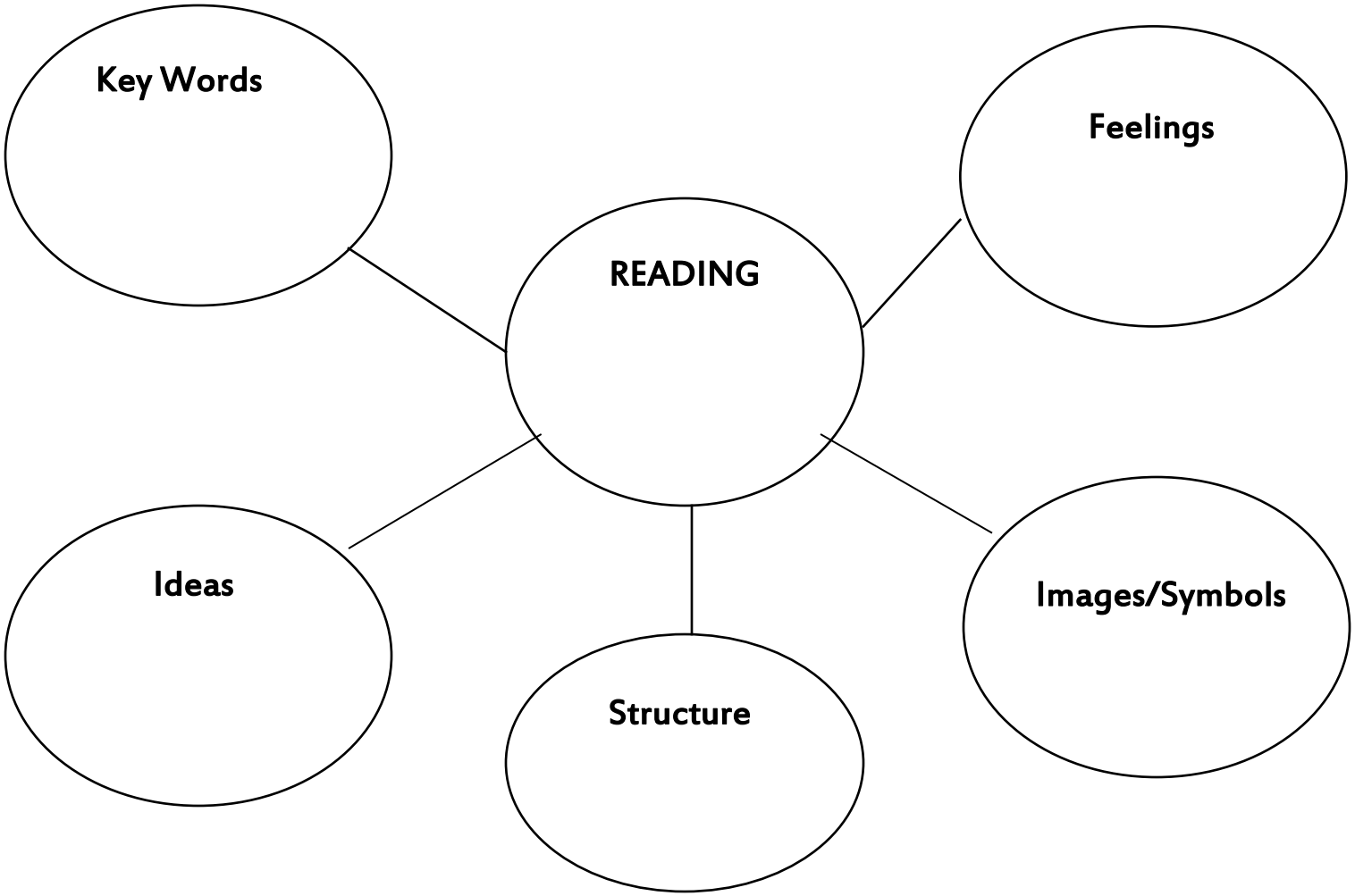
However:

Teaching the steps AND teaching students how to use those steps proficiently and strategically in <u>other situations</u> **is** strategy instruction.

# Characteristics

- Strategy instruction requires explicit instruction
- Strategy instruction is intensive (daily) and extensive (minimum of 4 weeks)
- It requires extensive practice and feedback

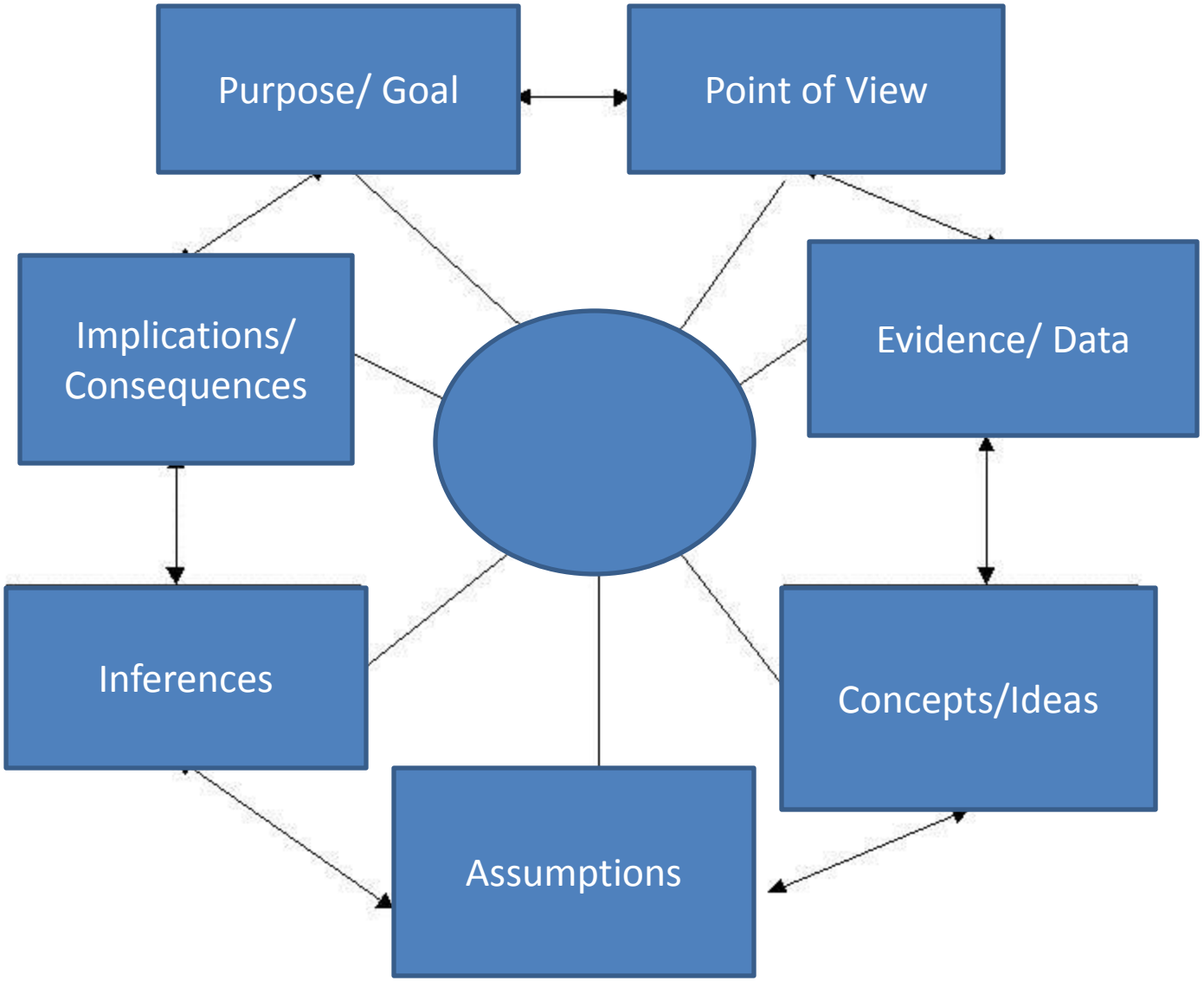
# Literature Web



# Your Turn

- Nothing Gold Can Stay
- The Path
- Your World
- Grandmother Moon

**Reasoning in Literature**
Adapt to Grade Level



# Grandmother Moon

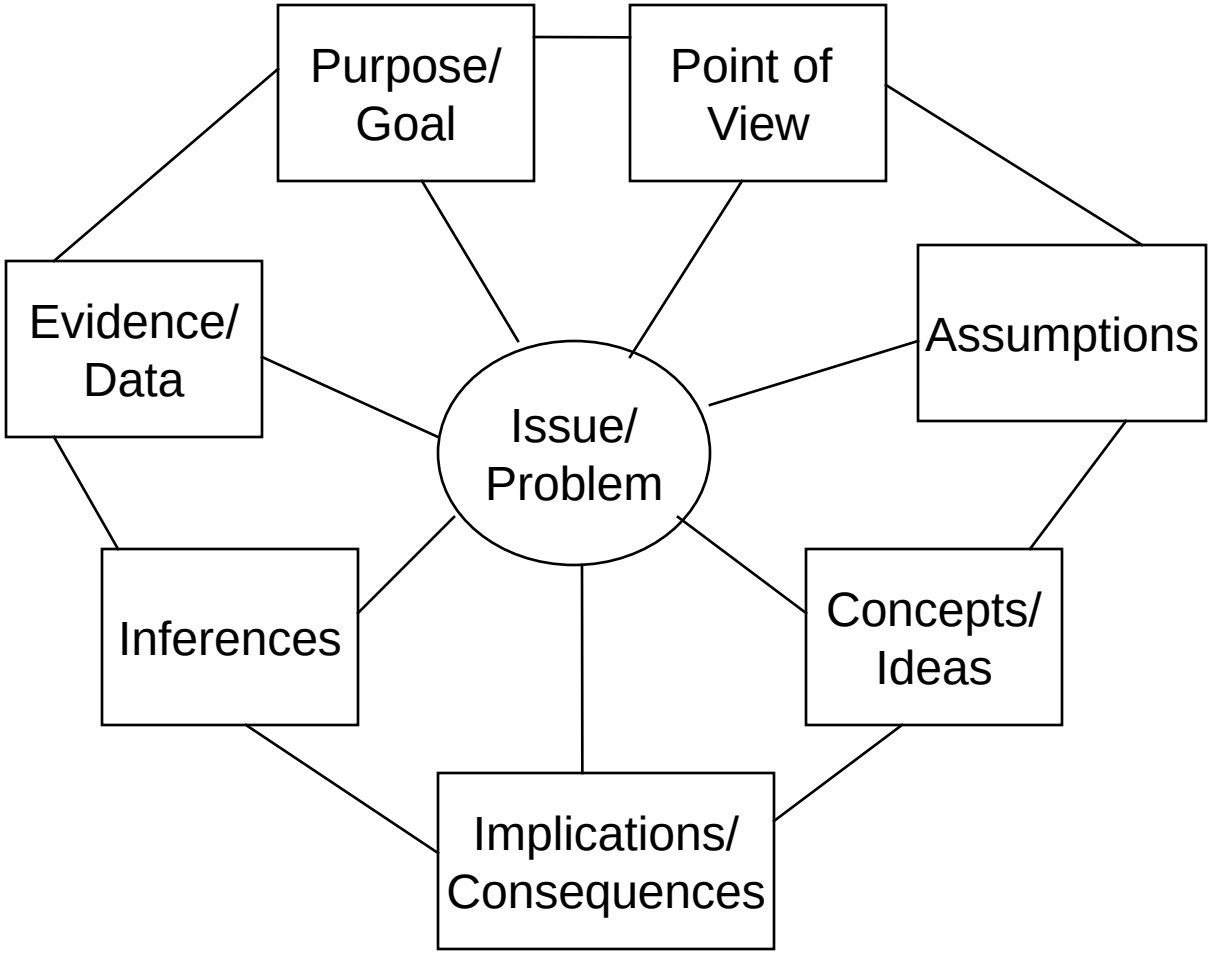
Each day is a journey,
a leaving home,
over paths that wind
between rocks and bog.

Behind each rock
is a shadow;
behind each shadow,
a flower,
or a wellspring,
or a trembling rabbit,
or an unfolding fern

Only if you look
will you find.
Only if you leave
will you arrive.
One step,
then another,
as day unrolls itself
along the road toward
night.
And at evening,
look who welcomes us
Grandmother Moon,
waiting in the doorway,
the stars in her hands –
to lead us safely home.

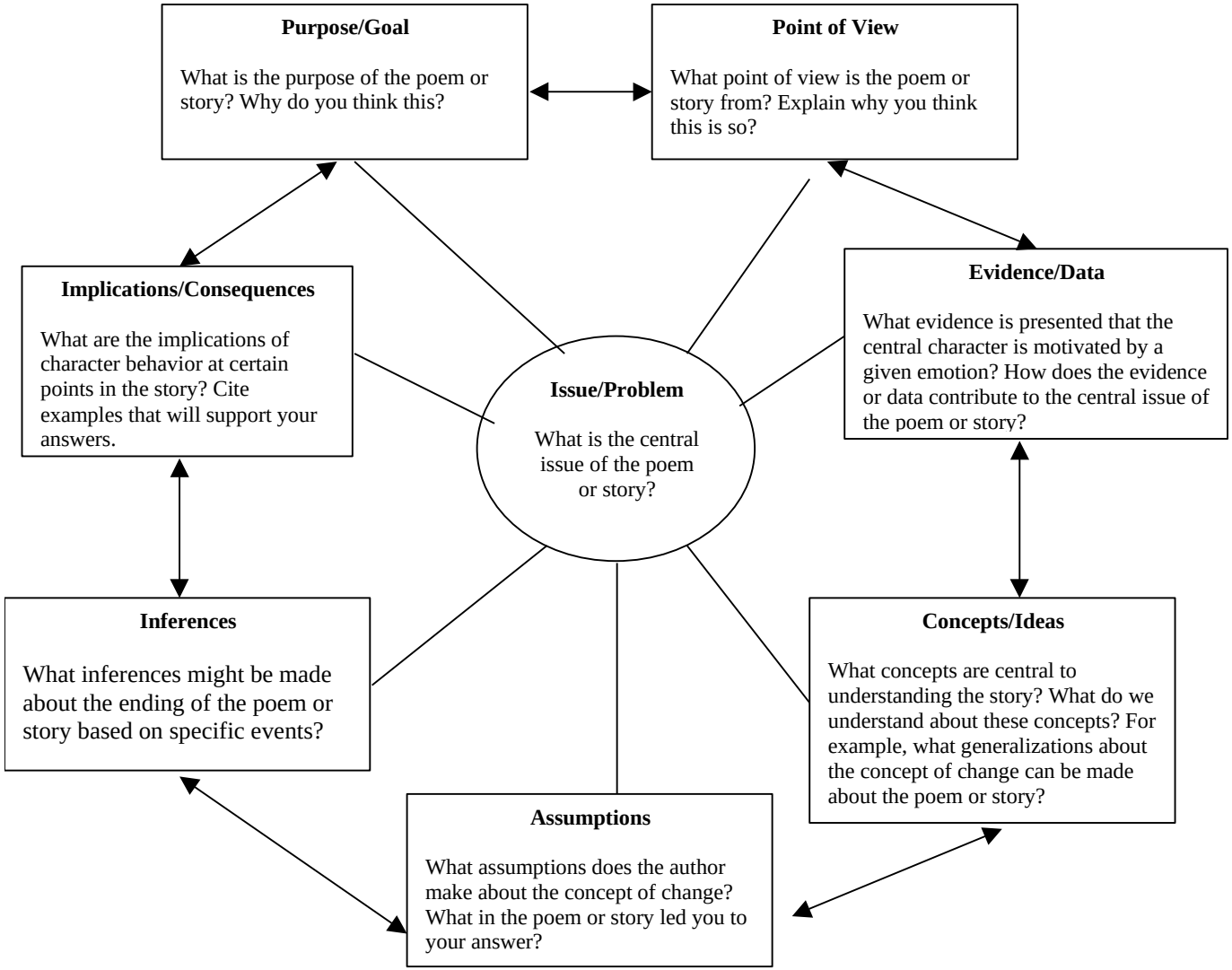
*Jane Yolen*

# Elements of Reasoning



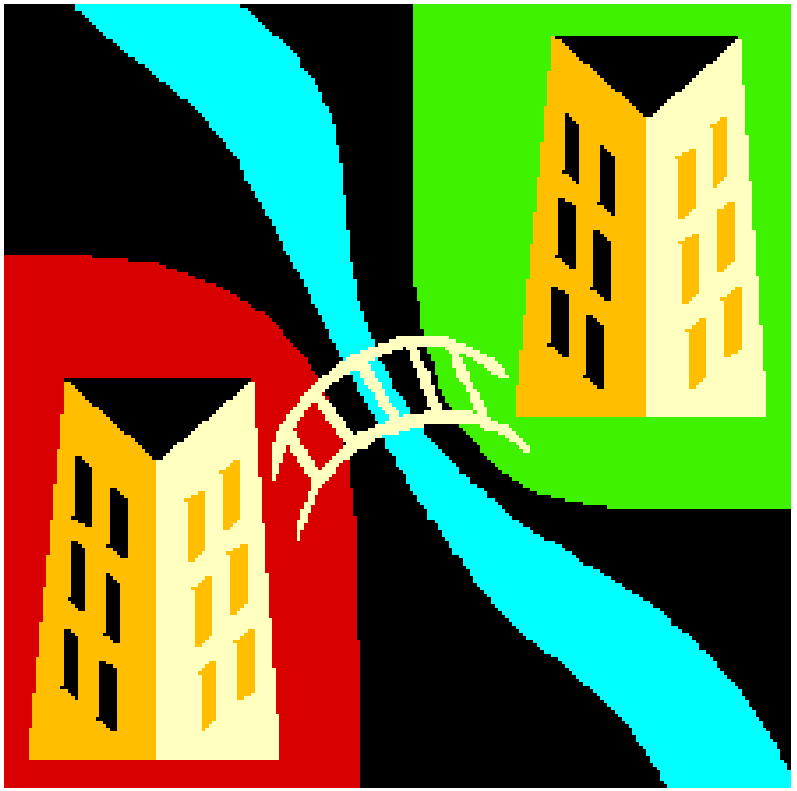

-- Paul, 1992

**Reasoning in Literature**
Adapt to Grade Level



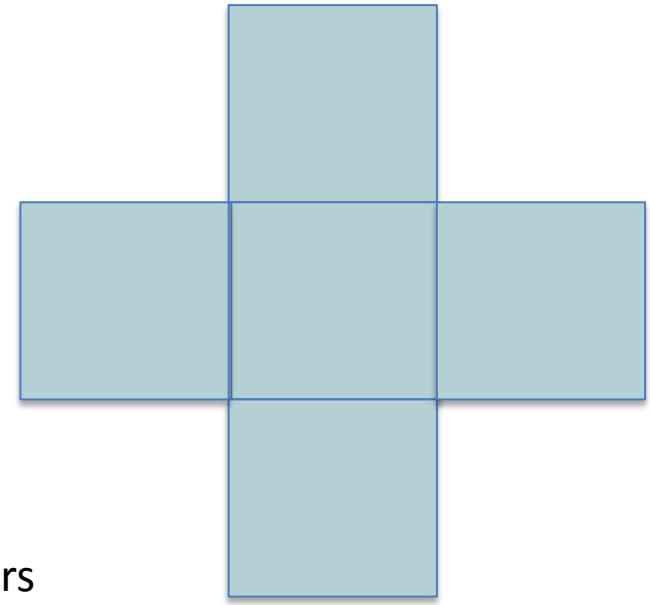
# Generalization

- GOALS:
- Use of strategy in other settings.
- Students know when, where, and how to use strategy and they USE it!
- Promote strategy use in novel situations - extend beyond your classroom.



# Seeing Patterns and Relationships

(Math handout)



Using each of the numbers
1, 2, 3, 4, 5 one time,
place in the boxes to add
up to the same total.

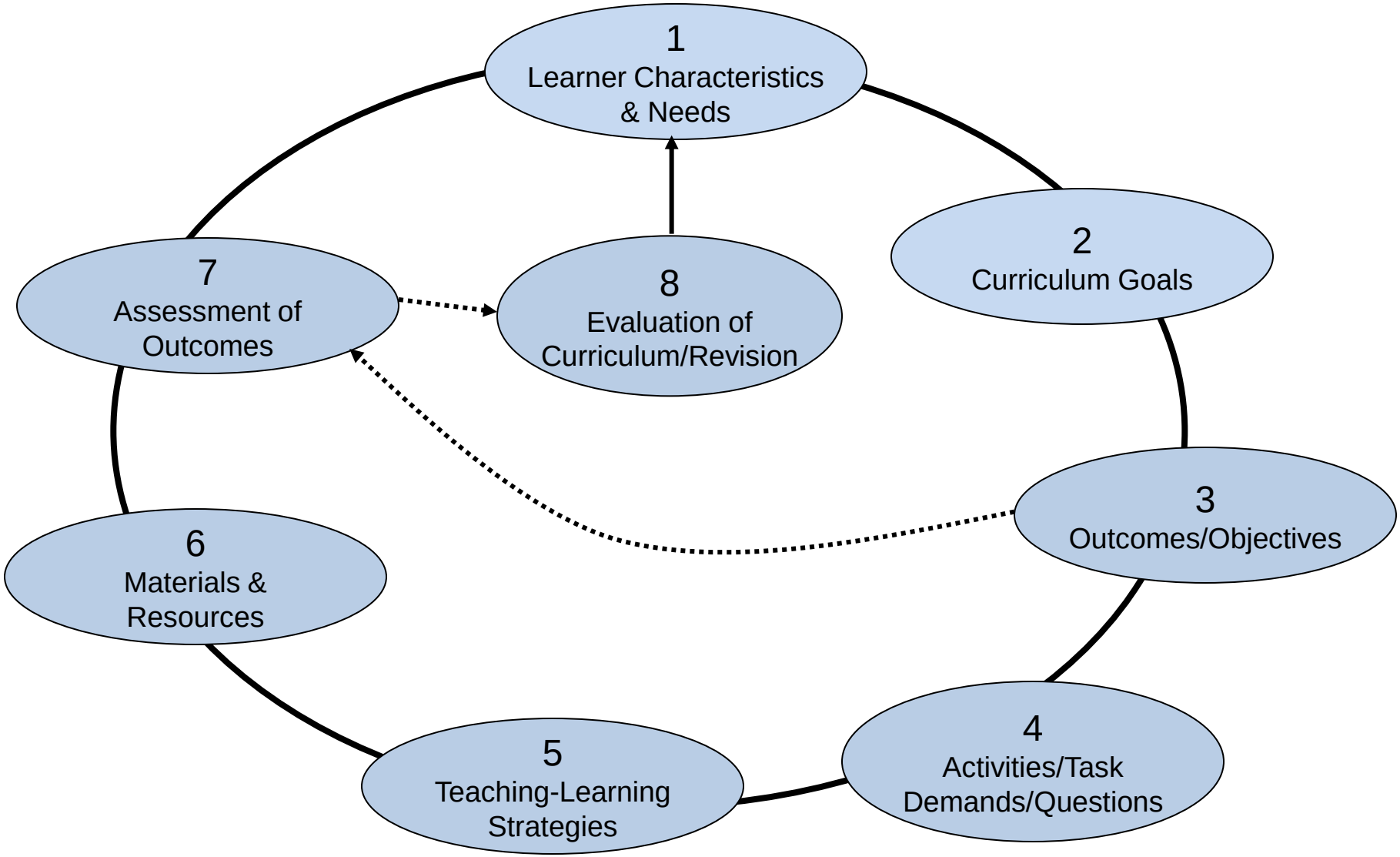
# Multi-disciplinary

Cubes:

- Bio-cubes https://sites.google.com/site/artprojects1/all-about-me

- Handout

# CURRICULUM DESIGN




VanTassel-Baska, 2003

# What Is Curriculum?

Some use the term to mean only content knowledge, but it incorporates all of these:

- Content knowledge
- Assessment
- Introduction
- Teaching methods
- Learning activities
- Resources
- Products
- Extension activities

Resources

https://sites.google.com/site/artprojects1/home/native-americans

Marcellus, Shale I Worry?

The Middle Atlantic Colonies

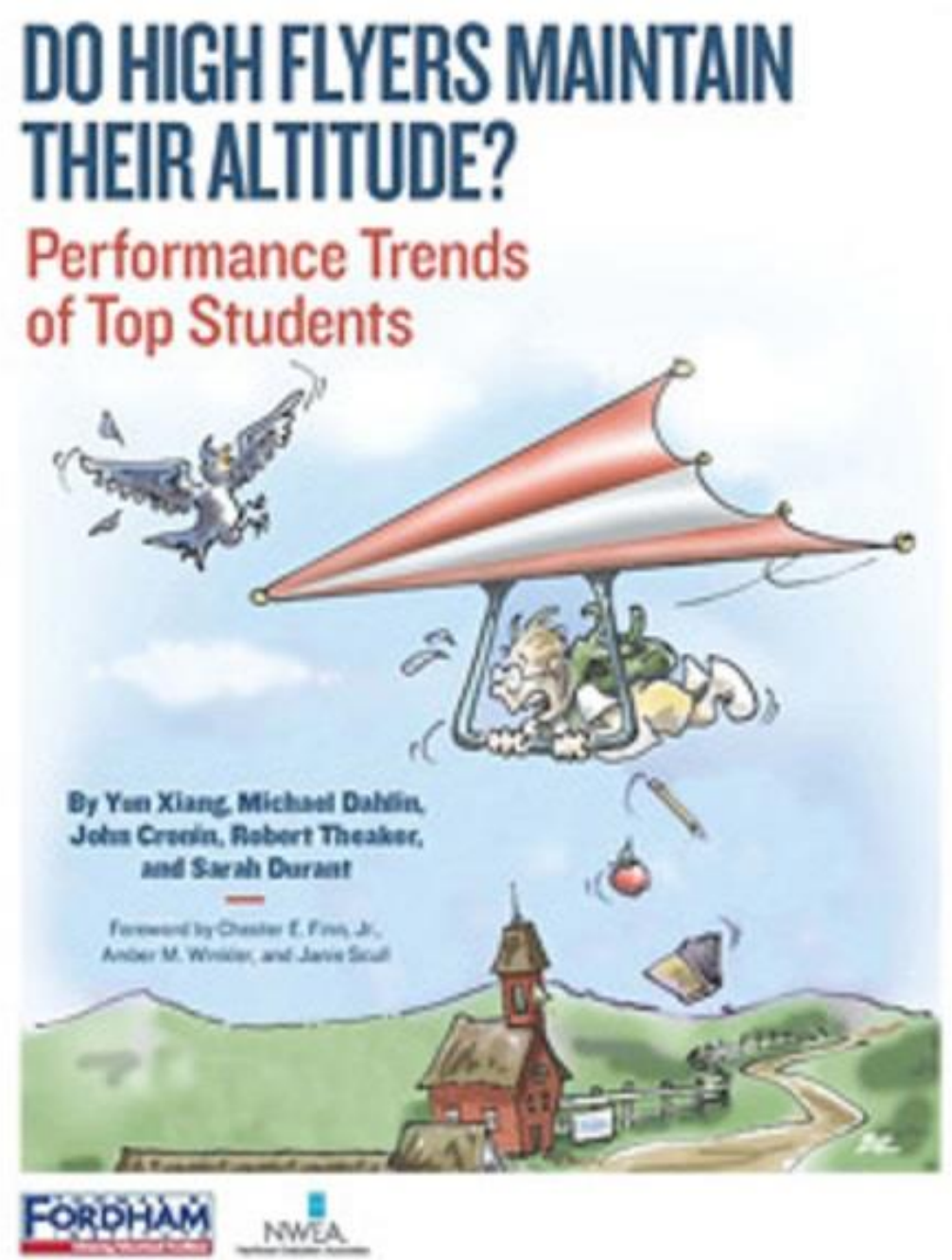
https://sites.google.com/site/sharingideasgiftededucationwv/

http://www.wvgifted.org/Resources.html

http://www.nagc.org/

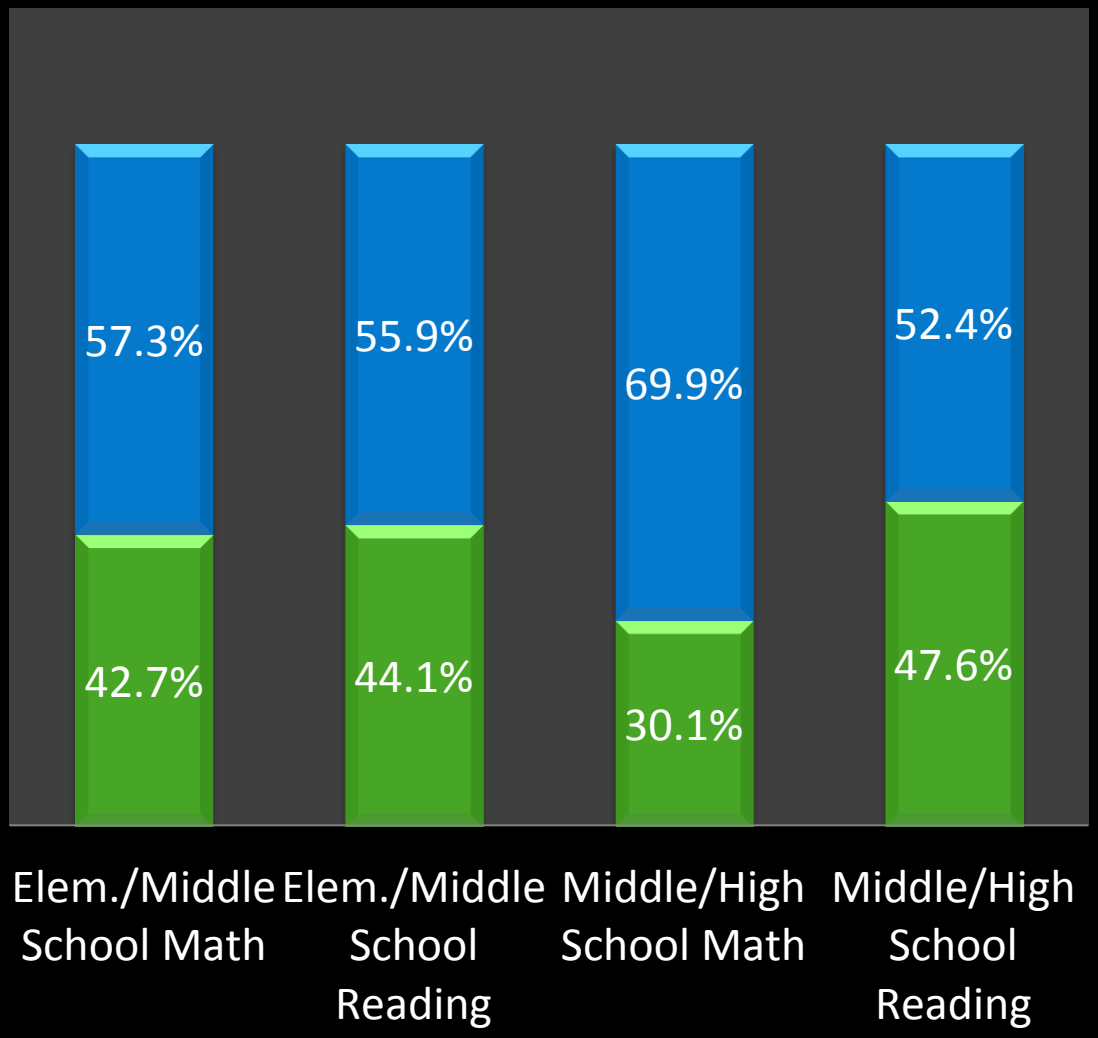
This presentation:
http://wvde.state.wv.us/osp/giftedresourcesteacher.html

First report to examine high-performing students over time




Normally, I'm not an optimist, but in this case the glass is half full.

## Outcomes of Initial High Flyers




# FINDINGS

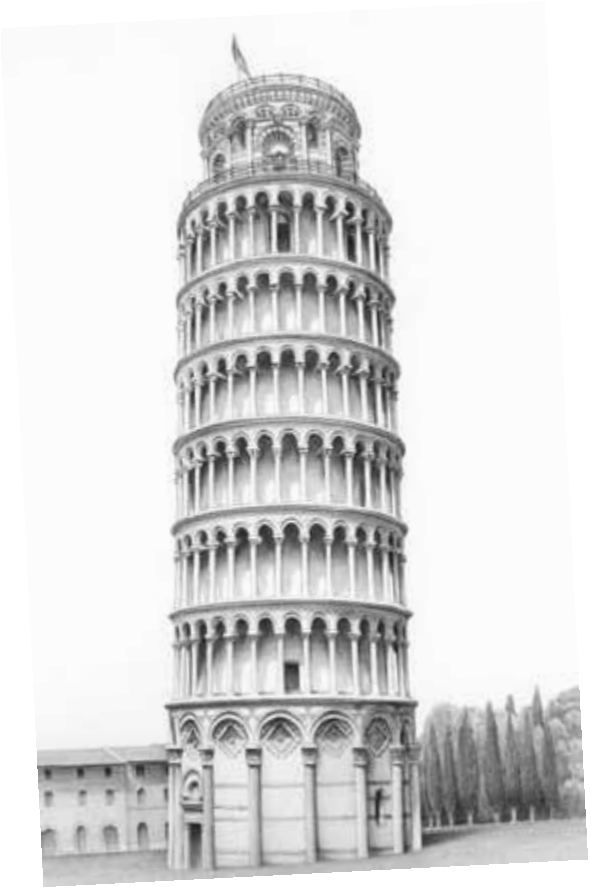
1. A majority of “high flyers” maintained their status over time, but substantial numbers “lost altitude.”

2. Most descenders don’t fall far, but there are real consequences in terms of merit-based aid and choice of college.

3. “High flyers” grew academically at similar rates to low/middle achievers in math, but grew at slightly slower rates than low/middle achievers in reading.

# Will they get it on their own?

**It is my hope that this report debunks, once and for all, the absurdity that high-achieving students will do fine without appropriate services delivered by teachers trained in gifted education strategies."** - **National Association for Gifted Children**.

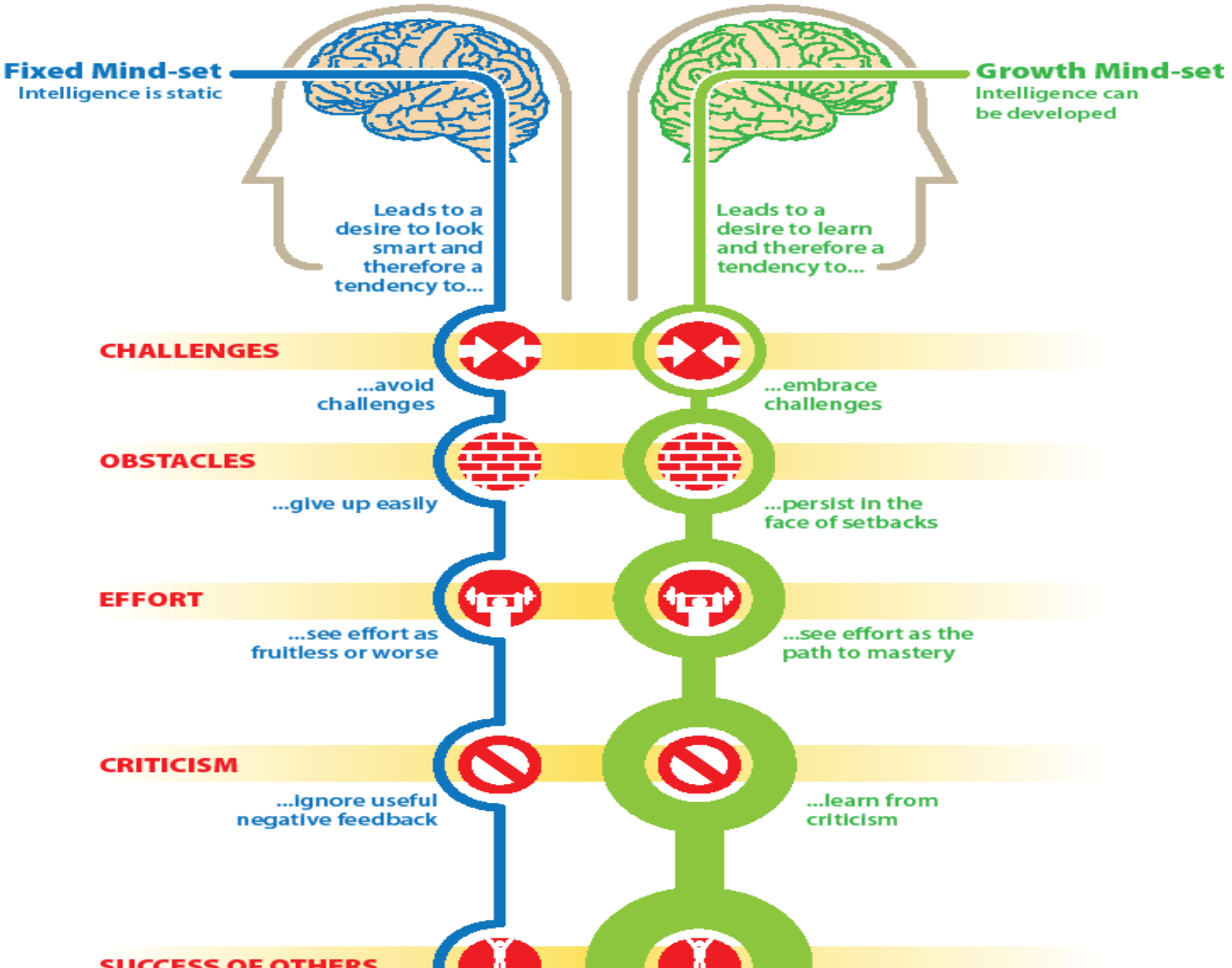


I skimped a little on the foundation, but no one will ever know it.

# Appropriate Instruction/Support

## Types of praise

# Two Mindsets



Types of praise video

http://wvde.state.wv.us/osp/giftedresourcesteacher.html

OR

http://www.youtube.com/watch?v=TTXrV0_3UjY

**Fixed mindset** – Intelligence is innate, can't control it
- fear of failure – unwilling to try to solve a problem

**Growth mindset** – Intelligence is malleable – take on a challenge; enables to cope with the struggles that inevitably accompany life.

http://www.parentingscience.com/praise-and-intelligence.html

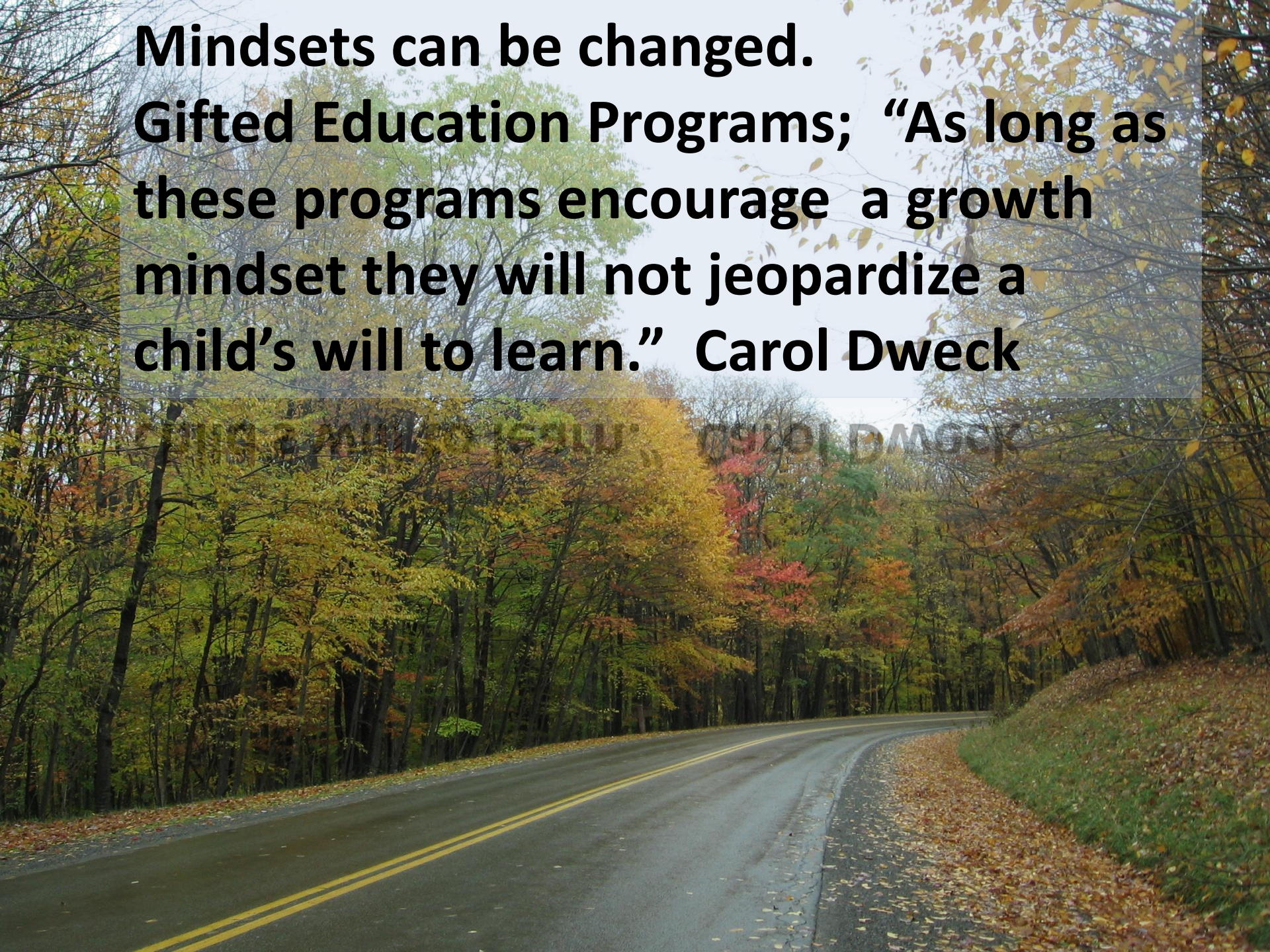
**A child runs up to you with a painting. You hold it up and think what to say.**

# Praise the process, not the person. (Carol Dweck)

So how should you praise?

Praise:

- the strategy
- interesting idea they came up with
- the way they followed through, persisted
- the correct choice they made
- The attempt to solve a problem
- Praise choosing a difficult task
- Appreciation of their work, effort



Mindsets can be changed.

Gifted Education Programs; "As long as these programs encourage a growth mindset they will not jeopardize a child's will to learn." Carol Dweck

# Evaluation

- How do the ideas and information presented CONNECT to what you already know and do?

- Were there any ideas that EXTENDED or pushed your thinking in new directions? If so, please explain.

- Evaluation – **evidence** of today's PD? IEPs standards-based and affect student learning or outcomes.

# Resources


- Julia Roberts NAGC's WOW series
- Susan K. Johnson NAGC's WOW series
- Brookhart, Susan M. (2010) Assess Higher-Order Thinking Skills
- Dweck, Carol (2010) *Even Geniuses Work Hard*, Educational Leadership, September 2010, Vol. 68 No. 1 www.ascd.org
- Tomlinson, Carol Ann, & Doubet, Kristina (2006) *SMART in the Middle Grades*, Westerville, OH, National Middle School Association
- Wormeli, Rick (2006) *Fair Isn't Always Equal; Assessing & Grading in the Differentiated Classroom*, p. 14, Stenhouse Publishers, Portland, Maine.