


**State Updates and
What Parents Need
to Know About
Gifted Services**



Camp Hill School District Parent Night
October 2013
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State Updates

- ❖ Additional Personnel
 - ❖ Tanya Morret, Gifted Liaison between PDE and PAIU
 - ❖ Gifted Liaisons at every IU (me, too)
 - ❖ Partnership between Bureau of Special Education and Bureau of Teaching and Learning Support
- ❖ Revised Forms
- ❖ Strengthening of the Conflict Resolution Process

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The Acronyms

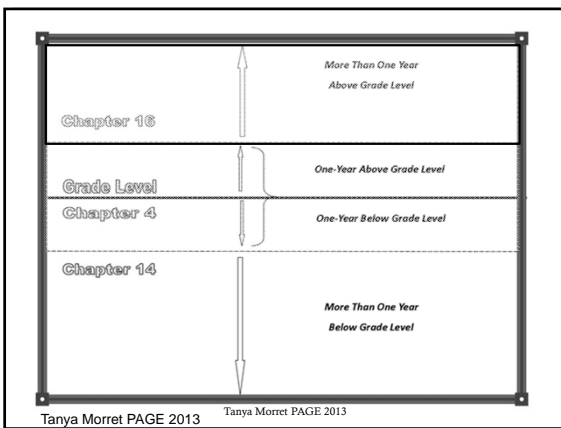
GIEP
PLEP
STLO
SDI
NORA

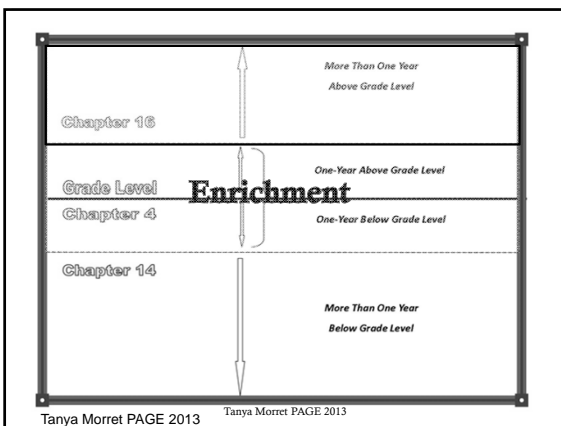
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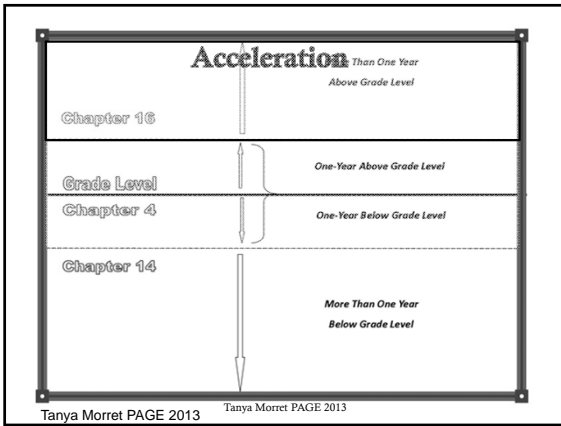
**Criteria for developing a
GIEP**

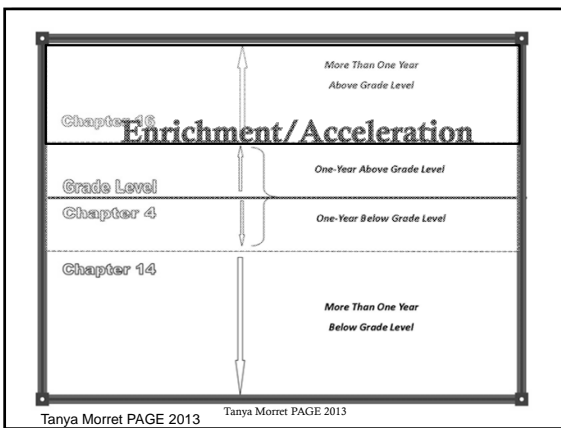
Gifted
And
In need of specially designed instruction

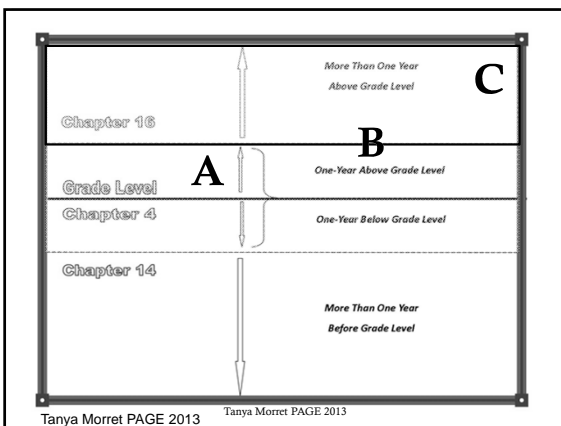
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GIFTED INDIVIDUALIZED EDUCATION PLAN
Child's Name: _____
Gifted Individualized Education Plan (GIEP)
.....
School Year: _____ GIEP Team Meeting Date: _____
Student ID #: _____ Implementation Date: _____
Student Name: _____ DOB: _____ Age: _____
Student E-mail: _____ Grade: _____
Parent Name: _____
Address: _____ Phone: (H) _____
_____ (W) _____
_____ E-mail: (H) _____
_____ (W) _____
School District: _____
County of Residence: _____ Other Information: _____

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GIEP TEAM PARTICIPANTS

The Gifted Individualized Education Plan (GIEP) Team makes the decisions about the student's program and placement. Required members of the GIEP team are: the student's parent(s), the student (if appropriate), one or more of the student's current teachers, a school district representative, other individuals at the discretion of either the parents or district and a teacher of the gifted.


NAME (typed or printed)	POSITION	SIGNATURE
	Parent	
	Parent	
	Student*	
	Teacher of gifted	
	Teacher of _____	
	Teacher of _____	
	Teacher of _____	
	School District Representative (Chairperson)**	

*The student may participate if the parents choose to have the student participate.
** The district representative is one who is knowledgeable about the availability of resources of the district and who is authorized by the district to commit those resources.

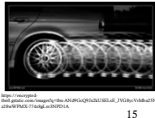
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What are we really trying to do?


- ❖ Collect information to answer this question....
- ❖ Does the child need enrichment/ acceleration/ or a combination of both?



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I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (Current)

- A. Academic/Cognitive Strengths
- B. Achievement Results (aligned to grade/course level standards to indicate instructional level)
- C. Progress on Goals (for annual review only)
- D. Aptitudes, interests, specialized skills, products and evidence of effectiveness in other academic areas:
- E. Grades/Classroom Performance as Indicated by Subject Area Teachers

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Present Levels of Educational Performance- Guiding Ideas


- ❖ Current (within last year)
- ❖ Indicate present mastery level
- ❖ Help us measure growth
- ❖ Establish academic strength areas
- ❖ Not a standard list

Some information collected will be nice to know and other information will be important in writing goals.

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Academic/Cognitive Strengths

- How would you characterize the student as a learner and a thinker?
- What have you observed in or out of the classroom that has enhanced or prohibited this child's learning?
- How to gather this information:
 - > Anecdotal Teacher Report
 - > Anecdotal Student Report
 - > Anecdotal Parent Report
 - > Gifted Checklists/Scales
- Narrative



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Some examples

- Academic/Cognitive Strengths
 - The student has a passion for any items topics, books, documentaries, etc. related to the Civil War.
 - The student does well with graphic organizers. He likes to repeat information out loud to assure he understands concepts. He prefers to work independently, but will work in groups where he feels his expertise/creativity is recognized and appreciated. He can easily synthesize information across content areas and contexts.

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Achievement Results



- ❖ Assessment results that indicate instructional levels to direct curriculum placement and goal development
- ❖ National, state, and/or local assessments

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Some examples

- Achievement Results
 - In the fall of third grade, _____ took the Group Reading Assessment and Diagnostic Evaluation (GRADE) and scored in the 98%ile.
 - In the fall of fourth grade, _____ read 170 words per minute on the DIBELS oral reading fluency assessment. He read 169 words per minute on this assessment in January.

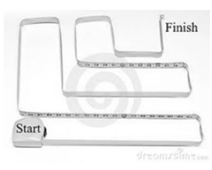
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Progress on Goals

- Progress on Goals
 - Failure to make progress on previous goals may indicate further investigation is needed to determine the underlying cause. Here is where a GIEP team may refer an underachieving student for a re-evaluation.



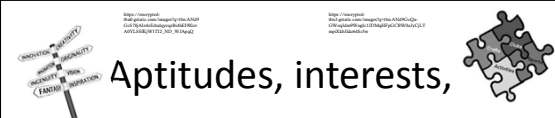
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An example

- ▶ Matt succeeded in developing his writing to a proficient or higher level using criteria from the 9th and 10th grade level PA ELA CCSS.
 - 1. Write an Argument – Averaged 98% (Advanced)
 - 2. Informative/ Explanatory Texts – Averaged 95% (Advanced)
 - 3. Draw evidence from literary/ informational texts – Averages 93% (Proficient)

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Aptitudes, interests,



- Aptitudes, interests, specialized skills, products and evidence of effectiveness in other academic areas:
 - Content Competitions, Technology Skills, Portfolio reviews, Extra-Curricular Activities
 - Samples of things that might fall into this category: America Math Competition (AMC), Mathcounts; Odyssey of Mind, FPS (Future Problem Solving); Art, Music, Writing Awards

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An example

- _____'s mother reported that _____ is very friendly and caring. He studies and loves to read. He enjoys learning new information. In addition, he is creative and able to advocate for himself. _____ academic interests are reading, social studies, and science. He enjoys art and attends classes at GoogleWorks. He is interested in reptiles and likes being outside. He plays tennis and swims. He is in band this year.

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Grades/Classroom Performance



- ❖ The scale of evaluation should be included. This helps us to understand where the child falls in the over-all evaluation picture.

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An example

- The student earned an 85% average in Mathematics for the last four marking periods. (please note, this may span more than one academic school year)

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A. ANNUAL GOAL

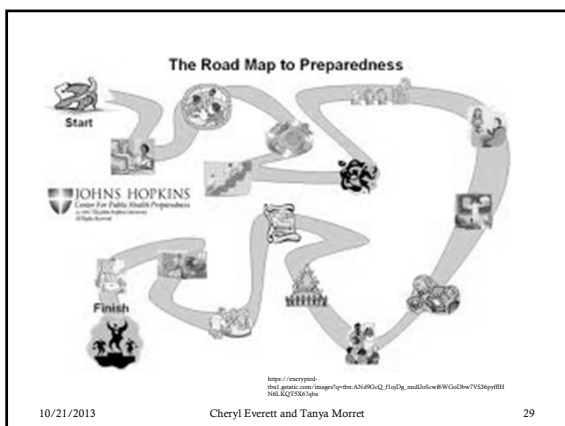
B. Short Term Learning Outcomes

Short Term Objective	Objective Criteria	Assessment Procedures	Timeline

C. Specially Designed Instruction (Include this information for each annual goal)

SDI	Projected Date for Initiation	Anticipated frequency	Location	Anticipated Duration

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GIEP Goals...

<p>are....</p> <ul style="list-style-type: none"> ❖ Annual ❖ Broad ❖ Aligned to Grade Level Standards ❖ Individualized ❖ Based on the student's PLEPS ❖ Evidence Based 	<p>are not....</p> <ul style="list-style-type: none"> ❖ Lesson Plans ❖ Generic ❖ Programmatical ❖ Cookie Cutter ❖ Arbitrary ❖ "Fluff" ❖ Teacher Based ❖ Opportunities
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An example

Given an opportunity to choose a topic, Matt will enrich and expand his writing to a proficient or higher level using criteria from the 8th grade level standards or as pre-determined on a learning contract.

Matt is a 7th grader.

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Short Term Learning Outcomes

STL Outcome	Objective Criteria	Assess Procedures	Timelines
1. Write an Argument, Informative/ Explanatory Text, and/or Narrative	Proficient on rubric aligned to eighth grade expectations	Self assessment, summative assessment done by gifted support and general education teacher. Percentage will represent average of two summative assessments and be reported each marking period .	Minimum once per marking period as part of English Class. Minimum once per marking period as part of another content area.
2. Publish a piece of writing i.e. short story, essay, or book	Proficient on rubric aligned to eighth grade expectations	Self and peer formative assessment, summative assessment done by gifted support and general education teacher	Contract will be re-evaluated regularly (minimum of once a month) to maintain progress

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Specially Designed Instruction

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration
Enrichment through Independent or alternative writing assignment/ contract	Within three weeks of the start of the year	As often as student demonstrates understanding of grade level concepts in pre-assessment	General education classroom or Gifted support classroom, if available	During explicit instruction for rest of the class As stipulated in Matt's contract
Acceleration through Alternative Rubrics	Within three weeks of the start of school	Every time student task differs from classroom task	General education classroom	Length of classroom assignment or learning contract
Technology access	Within three weeks of the start of the year	During alternate learning contract, minimum once per day	General education, gifted support, or library classroom	Approx. one period a day when working on an independent learning contract


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Support Services

Support Service	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration	Service Provider
Collaboration between regular education and gifted education teacher	Implementation of GIEP	2X per month	Regular education classroom/ Gifted support classroom	August 2013- June 2014	School district



http://www.ksde.gov/.../the-gifted-education-act-2011-12-04.pdf

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Other important “stuff”

- ❖ GIEP must be implemented no sooner than 5 school days after the NORA signed
- ❖ Parents are to receive a copy of the GIEP at the meeting
- ❖ Parent response to the GIEP is the NORA
 - ❖ 10 days if sent by mail
 - ❖ 5 days if presented in person at GIEP conference*
 - ❖ Failure to reject NORA within 10 days constitutes agreement

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Any Questions?



http://blog.surveymonkey.com/wp-content/uploads/2011/12/faq.jpg

Contact: Tanya Morret, Gifted Liaison, Capital Area Intermediate Unit
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