Gifted Education 101

Chapter 16 – Pennsylvania Gifted Guidelines

- PA Code specifies how the Commonwealth will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential.
- Services and programs planned, developed and operated for the identification and evaluation of each gifted student
- Gifted education for each gifted student which is based on the unique needs of the student
- Gifted education for gifted students which enables them to participate in acceleration or enrichment programs

Characteristics of Gifted Learners

- Gifted students may learn at a faster rate than other students.
- Gifted students benefit from depth in the academic areas that interest them.
- Gifted students need to be challenged and stimulated intellectually through interactions with other students of similar readiness levels.
- Student needs are met through differentiated instruction



MTSS – Multi-Tiered System of Support



School based teams work to collaborate and analyze academic and behavioral data



Students are provided with skill groups based on student data and needs



Instruction
is differentiated to meet student levels



MTSS assists in the process of assessing student needs; it's data-informed

Screening and Evaluation Process

If a parent requests a gifted evaluation, the teacher notifies the Teacher of Gifted Learning (TOGL) and the MTSS team. Radnor Township School District has 10 days to consider the request and respond to the parent.

Students may be referred for gifted screening by classroom teachers, the TOGL, school principals, or parents. A child will be identified as gifted if they have a full-scale IQ of 130 or above, or if multiple criteria strongly indicate gifted ability

Notification is provided to the parent and starts the process of a permission to evaluate

Phase 1 - Screening

- Data review includes but is not limited to:
  - ELA
    - Curriculum-based assessments
    - (1-8) STAR universal screening
    - (K-5) Acadience benchmark
    - State assessments
    - Diagnostic tools
    - (HS) PSAT
  - MATH
    - Curriculum-based assessments
    - (1-8) STAR universal screening
    - (K-5) Acadience benchmark
    - State assessments
    - Diagnostic tools
  - If criteria is met, CogAT Screener is administered

Next Steps

The Cognitive Abilities Test (CogAT) Screener

If a student **meets the criteria (as outlined above in Phase 1), the Gifted Teacher will notify the school psychologist,** who will then generate the *Permission to Evaluate or PTE*

The team will also consider the multiple criteria outlined in Chapter 16 §16.21(e) and refer the Student if they meet any of the multiple criteria.

Phase 2 - Evaluation

- Wechsler Intelligence Score for Children (WISC-5 - IQ)
- Kaufman Test of Educational Achievement (KTEA-3) Reading Comprehension subtest
- Scales for Identifying Gifted Students (SIGS-2 rating scale) - Parent & Teacher

Phase 3 – Determining Services

If it is determined that the student meets the eligibility requirements for gifted, then the team must determine if the student is ***in need of*** gifted services.

There are occasions when students who qualify as gifted do not always require gifted services through a GIEP.

Evaluation process informs the individualized plan

A GIEP team meets to develop the goals that were identified through the evaluation

Method of Instruction

The gifted teacher will be responsible for proposing an appropriate goal or goals & overseeing the GIEP

The general education teacher and gifted teacher will collaborate with each other on the student's instructional plan, and progress on goals

If the GIEP team determines the student is in need of acceleration, the following options should be considered:

Subject area acceleration in English Language Arts

Subject area acceleration in Math

If the GIEP team determines a secondary student is in need of acceleration, the GIEP team will determine what courses would be appropriate to meet the level of acceleration needed.

K-12 Programming Model

GIEP teams include: parent, classroom teacher and teacher of gifted learners

The GIEP includes SDI (Specially Designed Instruction) and Goals:

Opportunities for project based learning and cooperative learning groups	Support from the regular education teacher, TOGL, and paraprofessional staff as needed	Conferencing and guided practice in guided reading/math groups	Accommodations are provided as listed in the GIEP (SDI)

RTSD implements an inclusive model for gifted services and opportunities for both enrichment and acceleration depending on need

Gifted programming is academic and aligned with RTSD curriculum

Progress of goals are discussed at annual GIEP meeting

Dual Identified (Exceptionalities) Students

Students that also receive specially designed instruction through an IEP (Individualized Education Plan)

A statement of the student's present levels of educational performance

A statement of annual goals which are responsive to the learning needs identified in the evaluation report

A statement of the specially designed instruction and support services to be provided to the student. For a student with disability identified and found to be eligible for gifted services, this would include accommodations and modifications to support curriculum access

IEP team meets annually in collaboration with the gifted case manager

Radnor Middle School Gifted

Team evaluates courses to support enrichment

GIEPs are followed when the child attends Radnor Middle School

GIEPs do transition from 5th-6th grade

Students are assigned to a GIEP case manager – Multiple staff members can service as case manager

Radnor High School Gifted



TRANSITION FROM 8TH-9TH GRADE - GIEP CASE MANAGER WILL OVERSEE STUDENT DOCUMENT



COURSES ARE LEVELED AND ENRICHMENT IS PROVIDED WITHIN THE COURSE



GIEP CASE MANAGER CAN ASSIST TEACHERS WITH STUDENT SPECIFIC GOALS



GIEP CASE MANAGER CAN ASSIST WITH POST-SECONDARY PLANNING AND COURSE SELECTION

Updates



Continue to work with Teaching & Learning regarding RTSD curriculum



Continue to work with our MTSS teams to support all learners



Professional development for teacher training through Pattan and Intermediate Units