



## How to Advocate for Your Gifted Child

- 1.) Have Your Child Assessed
  - a. Can be done yearly for free by the school
  - b. May be done privately for a fee
- 2.) Read
- 3.) Study Policies and Procedures
  - a. Know what your school's policy on gifted education is
  - b. Know your rights
  - c. Read Chapter 16 and highlight as you go
- 4.) Make a Plan
  - a. Can be done with an advocate (from PAGE or a local advocacy group) or by yourself
  - b. Compacting, telescoping, enriching, grade skipping, dual enrollment
  - c. Request GIEPs before the GIEP meeting so that you can go in to the GIEP meeting as informed and ready as the teacher/administrators
- 5.) Request Meetings
  - a. GIEPs meetings can be called at any time to change the GIEP, not just once a year
  - b. Meetings can be as long as you need them to be
- 6.) Generate a Paper Trail
  - a. Keep all documentation that is pertinent to your child's gifted education
- 7.) Keep on Top of Your Child's Progress
  - a. It is a myth that gifted children will succeed without specially designed instruction
  - b. Mediation and Due Process
- 8.) Find and/or Develop Support Groups
  - a. PAGE

### The GIEP *is* a legal agreement

- Issues, district resources cannot limit services.
- Based on the recommendations of the GMDT.
- Schools are accountable for what is recorded in the document.

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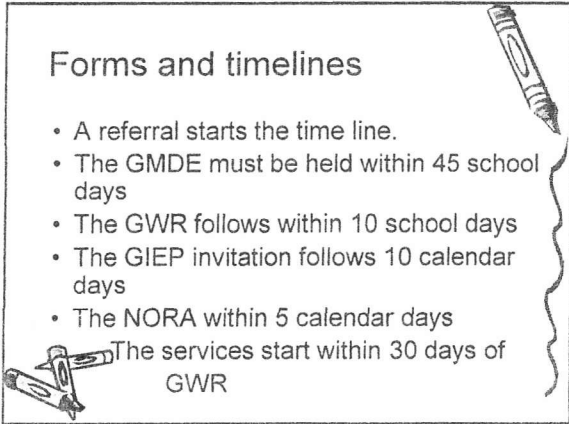
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### Forms and timelines

- A referral starts the time line.
  - The GMDE must be held within 45 school days
  - The GWR follows within 10 school days
  - The GIEP invitation follows 10 calendar days
  - The NORA within 5 calendar days
- The services start within 30 days of GWR



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### Dates

Usually one year anniversary  
Although it may be  
Re-opened at any time

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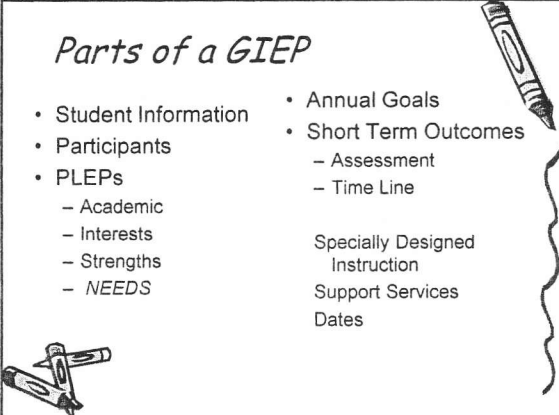
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*Parts of a GIEP*

- Student Information
- Participants
- PLEPs
  - Academic
  - Interests
  - Strengths
  - **NEEDS**
- Annual Goals
- Short Term Outcomes
  - Assessment
  - Time Line

Specially Designed Instruction  
Support Services  
Dates



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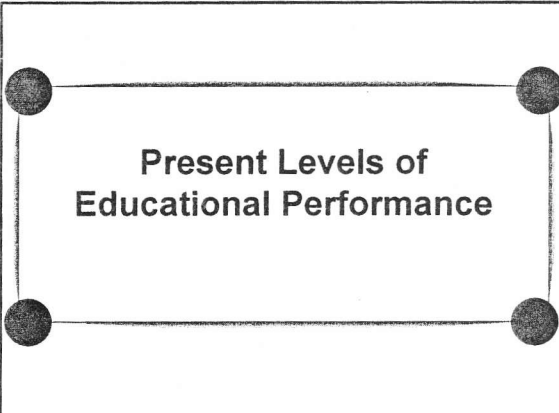
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**Present Levels of Educational Performance**



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**What information does the District all ready have available?**

| Nationally Normed Assessments   | Local Curriculum Assessments   |
|---|--|
| <ul style="list-style-type: none"><li>• Achievement Tests</li><li>• PSSA</li><li>• SCAT or STEP</li><li>• Psychological Assessments</li><li>• Renzulli, Hartman or other scales</li></ul> | <ul style="list-style-type: none"><li>• Report cards</li><li>• End of Year Assessments</li><li>• IRI, DRA, Dibbels</li><li>• Classroom Performance</li><li>• Special Products</li><li>• Behavioral/learning traits</li></ul> |

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Ways to gather information

- Classroom Teacher Survey
  - Parent Survey
    - » Student Survey

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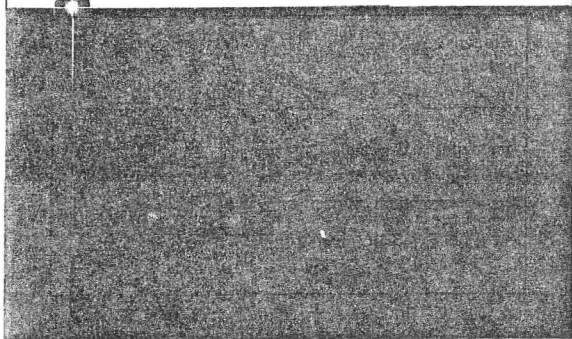
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**STRENGTHS**



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**Needs**

- Basis for the remainder of the GIEP
- For each need listed, there must be a long term goal and short term outcomes
- Social and Emotional Needs are difficult when writing *measurable* goals
- May be related to specific skill development or talent
- Attention to learning styles and curricular adaptations
- On-going challenges (good or bad) in learning environment

(On first GIEP, intent should align with GWR)



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**Goals and Outcomes**

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**Annual Goal: Overview for Year**

- For each need there should be an annual goal
- Relate to present level of performance and giftedness
- Include both general education curriculum and pull-out options
- Have a measurable end-point for performance one year from now

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**Measurable Goal Formula**

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**Student will:**

(be able to do what)                      stem

(how well)                                      criteria or  
level of  
achievement

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### Criteria Examples

- % of time
- # out of # of times
- With % of accuracy
- With no more than # of errors
- Independently
- With a grade of "X" or higher
- "X" or better on a rubric or rating scale
- With "X" out of "X" points on list

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### Sample Annual Goals

Evaluate:

Is the target behavior clear?

Is the level of achievement measurable?

Your Annual Goals

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### Short Term Objectives

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### Short-Term Objectives

- Plan the steps toward reaching the annual goals
- Provide ways to measure progress or lack of progress toward meeting the goal
- There must be at least one objective for each annual goal
- Must be stated in measurable terms
- Must contain criteria for achievement
- Must indicate how the evaluation will occur

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### Measurable Objective Formula

#### Student will:

|                              |                                      |
|------------------------------|--------------------------------------|
| (be able to do what)         | stem                                 |
| (how well)                   | criteria/<br>level of<br>achievement |
| (how it will<br>be measured) | evaluation<br>procedure              |

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### Short Term Objectives

- Is there one short term goal for each annual goal?
- Is the level of achievement measurable?
- Does it state where, when and/or who is responsible?
- Does it state how progress will be evaluated?

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### Evaluation Techniques

- Curriculum Based Assessments (CBA)
- Performance Based Assessment
- Rubrics
- % Success
- Rating Scales
- Work Samples
- Behavioral Observations



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### Specially Designed Instruction

- Any instruction that does not occur in the the normal curricular process
- Acceleration and Enrichment
- Compacting
- *Tiered Assignments*
- Independent Projects and Activities
- Pull-out, small group work and one-on-one
- Mentorships and Apprenticeships
- Distance Learning

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## Types of Acceleration

Excerpt from *A Nation Empowered: Evidence Trumps the Excuses Holding Back America's Brightest Students*  
 University of Iowa College of Education Belin-Blank Center for Gifted Education and Talent Development  
 2015

This excerpt from *A Nation Empowered* lists 20 different types of acceleration.

Twenty different types of acceleration were identified in *A Nation Empowered*. These forms are defined below. Additional information about relevant resources is included.

### Early admission to kindergarten

In this form of acceleration, students enter kindergarten before they reach the minimum school entry age (which varies widely across states and districts). For more information, see the [Early Entrance to Kindergarten](#) page, as well as the chapter on Whole-Grade Acceleration and Early Entrance to Kindergarten in the 2015 report, *A Nation Empowered*.

### Early admission to first grade

Students participating in this accelerative option attend first grade in their first year of school, either by skipping kindergarten entirely or by moving from kindergarten to first grade within the student's first school year.

### Grade-skipping (or whole-grade acceleration)

Students are placed in a grade level ahead of chronological age peers. Decisions to grade-skip a student must be made by a team of professionals using a wide range of data. The [Iowa Acceleration Scale](#) was created to provide an objective analysis of the data to assist in the decision-making process. The 2015 report, *A Nation Empowered*, contains chapters on both grade-skipping and radical acceleration.

### Continuous progress

Students engaging in this option are given new content as prior content is completed and mastered. The practice is considered accelerative when the student's progress outpaces that of chronological peers in rate and level.

### Self-paced instruction

In self-paced instruction, students proceed through learning and instructional activities at a self-selected pace. It is distinguishable from continuous progress in that the student has control over all pacing decisions.

### Subject-matter acceleration/partial acceleration (Or content-based acceleration)

Students are placed in classes with older peers for a part of the day in one or more content areas. Students could physically move to a higher-level class for instruction, or they could use higher-level curricular materials within their original classroom. Subject-matter acceleration can also be used in tandem with a number of other accelerative options, including extracurricular programs, and whole-grade acceleration. Information about subject-matter acceleration decisions in STEM subjects can be found in [IDEAL Solutions](#). Also see [Developing Math Talent](#) and other books for details about accelerating in mathematics. The chapter about Talent Searches and another chapter on Acceleration and STEM Education in *A Nation Empowered* provide additional details about content acceleration. The chapter about Content Acceleration in *A Nation Empowered* includes a special focus on adapting the Core Curriculum while accelerating gifted students.

### Combined classes

Multiple grades are taught in the same classroom (i.e., fourth and fifth grades are combined into one class). Though not an accelerative option in itself, in some instances this practice may provide opportunities for younger students to engage academically and socially with older peers. It may or may not result in advanced grade placements for those younger students.

### Curriculum compacting

The curriculum is adapted to include fewer introductory activities and less repetition. Adaptations should be made based on pre-assessment of content knowledge. The time saved may be used for more advanced content instruction or to participate in enrichment activities. This practice does not necessarily result in advanced grade placement.

### Telescoping curriculum

Students are provided instruction in less time than is typical (e.g., completing a one-year course in a semester or completing 3 years of middle school in two years). The time saved always results in advanced grade placement.

### Mentoring

Students are paired with mentors who provide advanced or faster-paced instruction. Ideally, mentorship would be used in a student's area(s) of interest, providing them opportunities to work with professionals in a field they could see themselves entering.

### Extracurricular programs

Students elect to enroll in after school or summer programs or courses that confer advanced instruction and/or credit. [Talent Search](#) programs, for example, offer accelerated classes during the summer, many of which are content-based and employ fast-paced learning. See the chapter about Talent Searches in *A Nation*

**Empowered** for more information. Other extracurricular programs at the **Belin-Blank Center** include WINGS, Blast, and Challenge Saturdays.

#### Distance learning or online learning courses

Students enroll in courses offered by an organization outside of their school, through community colleges, 4-year colleges or universities, or other organizations. These courses are commonly offered online, and students can work during school hours, after school, and/or at home. Parents often pay for these courses, and one frequent goal is for the student to earn advanced credit for the work completed. The Belin-Blank Center offers the Iowa **Online Advanced Placement Academy (IOAPA)**. There are many other online or distance learning opportunities included in the appendices in **A Nation Empowered**. Others are listed at:

- [http://www.hoagiesgifted.org/online\\_hs.htm](http://www.hoagiesgifted.org/online_hs.htm)
- [http://www.hoagiesgifted.org/distance\\_learning.htm](http://www.hoagiesgifted.org/distance_learning.htm)
- [http://www.ctd.northwestern.edu/program\\_type/online-programs](http://www.ctd.northwestern.edu/program_type/online-programs)
- <http://cty.jhu.edu/ctyonline/>

#### Concurrent/Dual enrollment

In this form of acceleration, students take a course at one level and receive concurrent credit for a parallel course at a higher level. For example, a student may take algebra at the middle school, and earn credit at both the middle school and high school level. Another example of this practice is a "College in High School" program in which high school students take college-level courses taught by specially trained high school teachers. Those students commonly earn college credit upon successful completion of the course.

#### Advanced Placement

The Advanced Placement (AP) program, offered by the College Board, allows students to enroll in AP courses offered through their high school and/or take AP tests. High scores on AP exams may earn students advanced credit.

#### International Baccalaureate program

International Baccalaureate (IB) is a specialized educational program offered at authorized schools. Students who participate in this program, complete an IB high school diploma, and perform well on IB exams may receive advanced standing at selected universities.

#### Accelerated/honors high school or residential high school on a college campus

Students attend a selective high school program designed specifically for gifted students. Day schools and residential schools of this type offer advanced coursework, as well as opportunities for mentorships and internships, and students at these schools often complete high school graduation requirements in tandem with college coursework. The State Residential STEM schools chapter in **A Nation Empowered** provides examples of these types of schools.

#### Credit by examination

Students are awarded advanced credit for successfully completing some form of mastery test or activity. Students who earn this type of credit have often mastered material through independent study or internship experiences.

#### Early entrance into middle school, high school, or college

Students enter the next level of school at least one year earlier than expected. This may be achieved with the employment of other accelerative techniques. More information about early entrance to college programs can be found [here](#). **A Nation Empowered** includes a chapter on Early Entrance to College.

#### Acceleration in college

Students who are accelerated in college complete two or more majors in a total of four years, and/or earn advanced degree(s) along with or in lieu of a bachelor's degree.

#### Early graduation from high school or college

Students graduate from high school or college in three-and-a-half years or less. Generally, this is accomplished by increasing the amount of coursework undertaken each year, but it may also be accomplished through dual/concurrent enrollment, distance learning, or extracurricular programs.

#### Additional Information

Additional information and resources about the various types of acceleration can be found on the **Acceleration Institute** website, the **Hoagies Gifted** website, and the **Davidson Institute for Talent Development** website.

#### Permission Statement

This article is provided as a service of the Davidson Institute for Talent Development, a 501(c)3 nonprofit dedicated to supporting profoundly gifted young people 18 and under. To learn more about the Davidson Institute's programs, please visit [www.DavidsonGifted.org](http://www.DavidsonGifted.org).

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## Notice of Recommended Assignment (NORA)

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Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Name and Address of Parent:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_,

This letter summarizes recently developed recommendations or proposed changes for your child's education program and/or assignment.

1.  Your child should begin to receive gifted education services. The school district will not proceed without your approval of this recommendation (the *Gifted Individualized Education Plan* is attached).
2.  Your child's gifted education placement or services should be changed as noted in the *Gifted Individualized Education Plan*. The school district will proceed with this change unless you notify us with your written disapproval (the *Gifted Individualized Education Plan* is attached.) You have 10 calendar days to respond to a notice of recommended assignment sent by mail or five calendar days to respond to a notice presented in person at the conclusion of a *Gifted Individualized Education Plan* conference. If you receive the notice in person and approve the recommended assignment within five calendar days, we may not implement the *Gifted Individualized Education Plan* for at least five calendar days, to give you an opportunity to notify us within the five-day period of a decision to revoke the previous approval of the recommended assignment.
3.  Your child is no longer in need of specially designed instruction. We recommend current gifted education services be discontinued. The school district will proceed with this change unless you notify us with your written disapproval. You have 10 calendar days to respond to a notice of recommended assignment sent by mail or five calendar days to respond to a notice presented in person at a gifted team meeting. If you receive the notice in person and approve the recommended assignment within five calendar days, we may not discontinue services within five calendar days to give you the opportunity to notify us within the five-day period of a decision to revoke the previous approval of the recommended assignment.
4.  Your child is graduating from high school. All gifted education services will cease at the end of the current school term.

5.  Your child is not in need of gifted education and should continue in his/her present assignment.

6.  The school district is refusing your request to initiate or change your child's:

Identification

Evaluation

Educational placement

Provision of education

The reasons and basis for this refusal are:

7.  Other:

Explain:

This assignment was recommended after a review of the options that were used to assist in identifying the services and programs that will meet your child's needs. The assignment recommended for your child is:

General Education

Gifted Support

Enrichment in the following area(s): \_\_\_\_\_

Acceleration in the following area(s): \_\_\_\_\_

Enrichment/Acceleration Combination in the following area(s): \_\_\_\_\_

Reasons the recommendation is appropriate (include evaluation/present level data, GMDE team member input and other factors used in making the recommendations):

*→ must be measurable*

Description of the options that were considered and the reasons why those options were rejected (include evaluation/present level data, GMDE team member input and other factors used in rejecting considered options):

\_\_\_\_\_  
School District Superintendent Signature

\_\_\_\_\_  
Date

You have certain rights that are described in the attached *Notice of Parental Rights for Gifted Students*. Please carefully read the information. If you need more information, you may contact:

\_\_\_\_\_  
Name Position

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number Email Address

\*\*\*\*\*

**Directions for Parents**

Please check one of the options, sign this form and return it within 10 days to the person listed above.

**I approve** this recommendation.

**I do not approve** this recommendation. My reason for **disapproval** is:

**I request:**  Mediation\*  Due-Process Hearing\*

I need the following accommodations to be made so that I may attend the due-process hearing/mediation:

\_\_\_\_\_  
Parent Signature Date

\_\_\_\_\_  
Daytime Phone Number Email Address

\_\_\_\_\_ I have received a copy of the Notice of Parental Rights for Gifted Students.  
(Please initial)

\* The enclosed *Notice of Parental Rights for Gifted Students* provides information on the options listed above.