

* Gifted Individualized Education Plan: A Strength Based Document

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Parent Session December 11, 2014

Essential Questions

- What expectations are defined in PA Code for learners in a general education setting (SAS)?
- Where does specially designed instruction in Chapter 16 begin?
- What is Enrichment?
- What is Acceleration?
- How are needs met that are not based on strengths?

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According to Chapter 4

- 4.1 – General Purpose
- 4.4 – Flexibility of Local Education Agency (District)
- 4.11 – Challenge students to achieve at the highest level possible
- 4.12 – Academic Standards

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The screenshot shows the Pennsylvania Department of Education's Standards Aligned System (SAS) website. The header includes the logo, the URL www.pdesas.org, and a search bar. The main navigation menu lists: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, and Safe & Supportive Schools. A central banner for the Pennsylvania Academic Review features a green checkmark icon and text stating: "The PA Academic Review site offers Pennsylvania citizens the opportunity to provide feedback on the Eligible Content – the know and do statements that define the testing parameters in Mathematics and English Language Arts for students in grades 3 through 8 and in Algebra I and Literature for secondary students. Your feedback is critical! Click here to access the interactive PA Academic Review site and provide your input." Below this, there are several informational boxes: "SAS PORTAL SITE UPDATES" with three recent news items, a "Registered User? Login" button, a "New User? Join Now!" button, a "teachscape" logo, a "HOMEROOM" logo, and a "Student Learning Objectives" box. At the bottom, there are statistics: "Registered Users To Date: 197,179" and "Total Page Views To Date: 44,889,157".

Making Connections

What is the single biggest factor that determines what instructional goals (standards) a child will be held accountable to?

Birthdate!!



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Children have three ages...

Chronological – based on birth

Emotional – based on maturity

Intellectual – based on the ability to apply knowledge and skills

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§ 12.41. Student services.

- Academic
- Behavioral
- Health
- Personal
- Social

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Mentally Gifted Student

Two Prong

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Mentally Gifted Student

Identification based on: Multiple Criteria

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Mentally Gifted Student

Need for Specially Designed Instruction: Based on Strength Area

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Gifted Education

Specially designed instruction to meet the needs of a gifted student that is:

- (i) Conducted in an instructional setting.
- (ii) Provided in an instructional or skill area.
- (iii) Provided at no cost to the parents.
- (iv) Provided under the authority of a school district, directly, by referral or by contract.
- (v) Provided by an agency.
- (vi) Individualized to meet the educational needs of the student.
- (vii) Reasonably calculated to yield meaningful educational benefit and student progress.
- (viii) Provided in conformity with a GIEP.

Gifted education is a service, not a place....

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“Educational placement”

The overall educational environment in which gifted education is provided to a gifted student.

- Enrichment
- Acceleration
- Combination of Both

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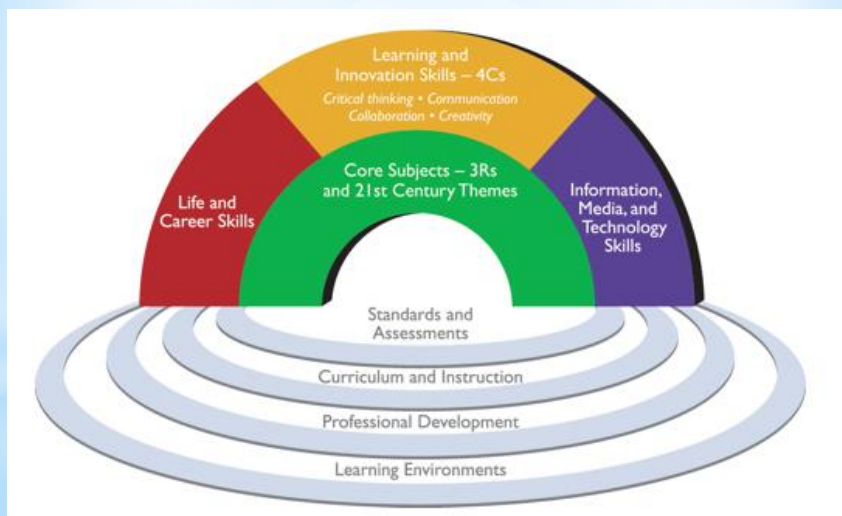
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From the Gifted Guidelines...

- “In-depth learning experiences that provide interaction with new ideas, skills, and topics that enhance the curriculum.
- These experiences are based upon individual student strengths, interests, and needs.”

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21st Century Skills



Source: Partnership for 21st Century Skills. www.p21.org

Webb's Depth of Knowledge



LEVEL	DEFINITIONS
1	Recall and Reproduction: <u>Basic recall of information such as facts, definitions, terms, or performance of a simple process or procedure.</u>
2	Skills and Concepts: Engagement of some mental processing beyond recall or reproduction. Requires students to make some decisions as to how to approach the question or problem. Actions require more than one mental or cognitive process/step.
3	Strategic Thinking: Requires deep understanding and reasoning as exhibited through planning, using evidence, and engaging in more demanding cognitive reasoning. Cognitive demands are complex and abstract.
4	Extended Thinking: Process multiple conditions of real-world problems or tasks through analysis & synthesis of information. Requires high cognitive demand and is very complex.

[changeyourchoices.com/parents.html](http://www.changeyourchoices.com/parents.html)

By any other name...

21st
Century
Skills

Webb's
Depth of
Knowledge

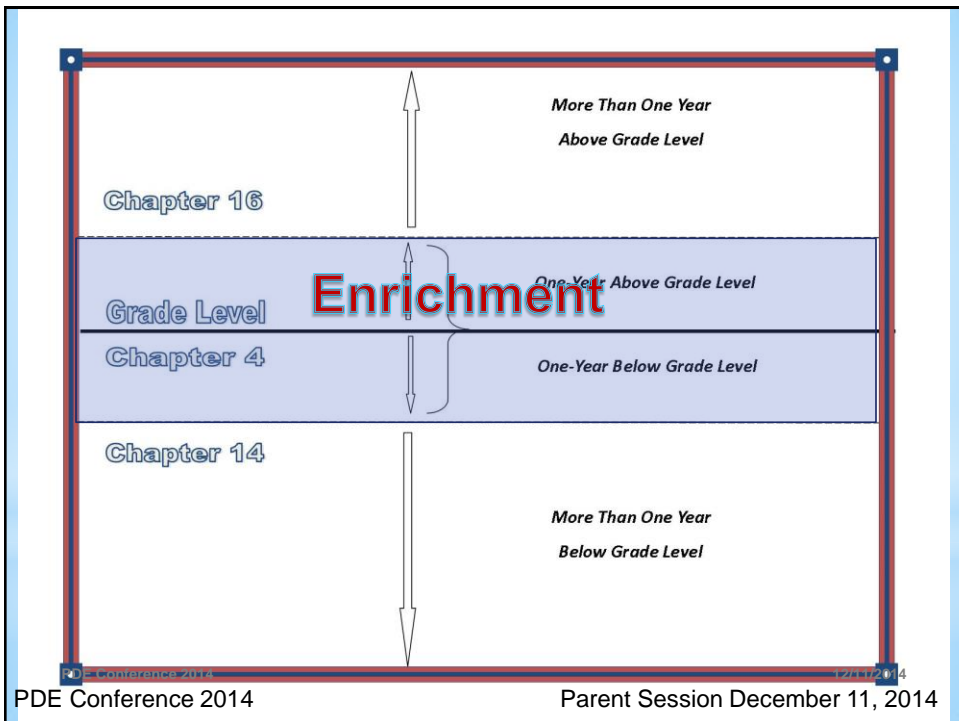
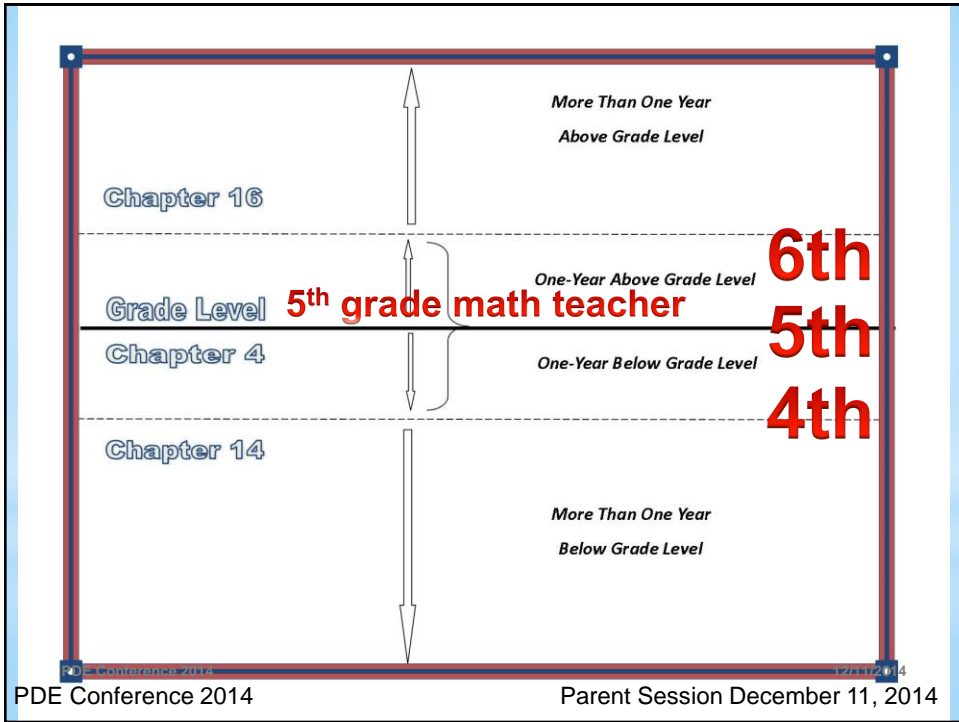
Enrichment

Extended
Learning

Real World/
Authentic

Relevant Tasks

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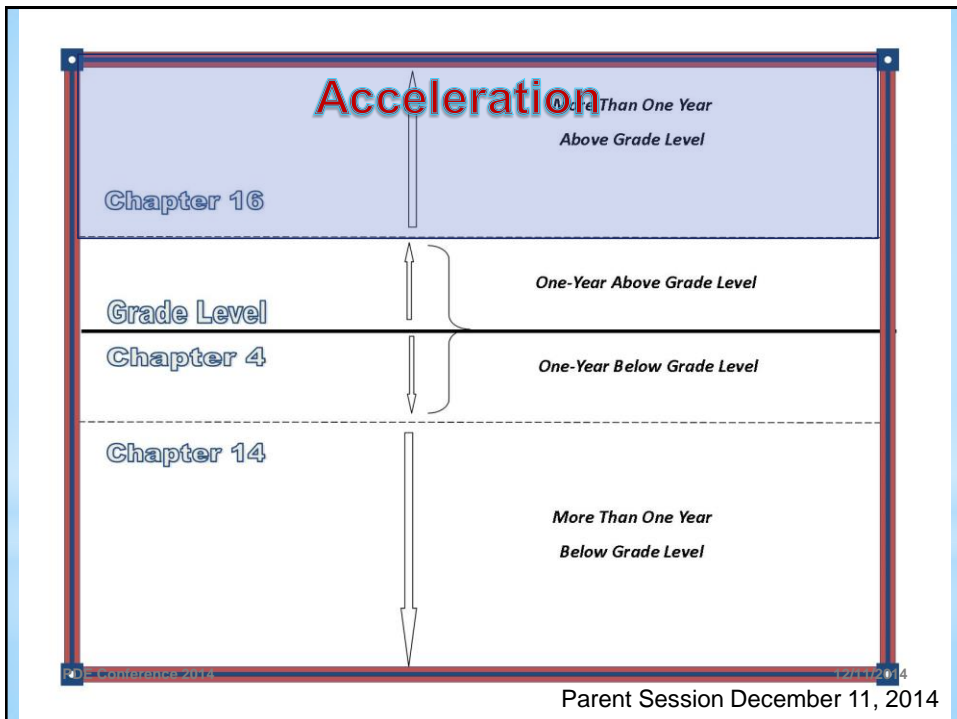


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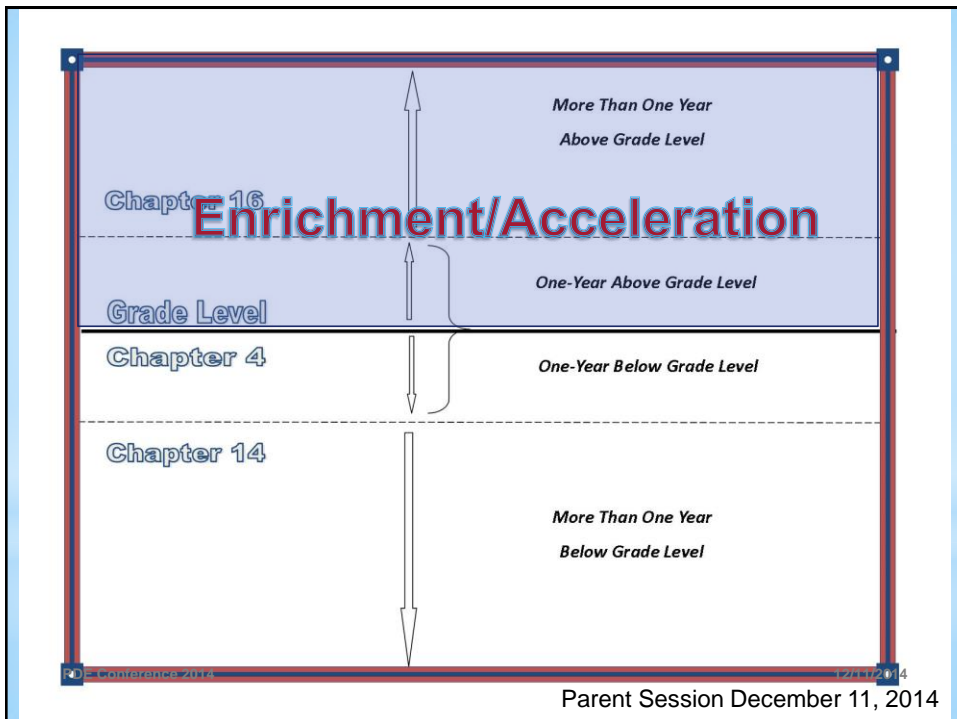
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Acceleration can be.....

- Early Admission to Kindergarten
- Early Admission to First Grade
- Grade Skipping
- Combined /Multi-grade Classroom
- Telescoping the Curriculum/Continuous Progress
- Curriculum Compacting
- Credit by Examination
- Advanced Placement
- Correspondence Courses
- Concurrent/Dual Enrollment
- Mentoring
- Early Graduation

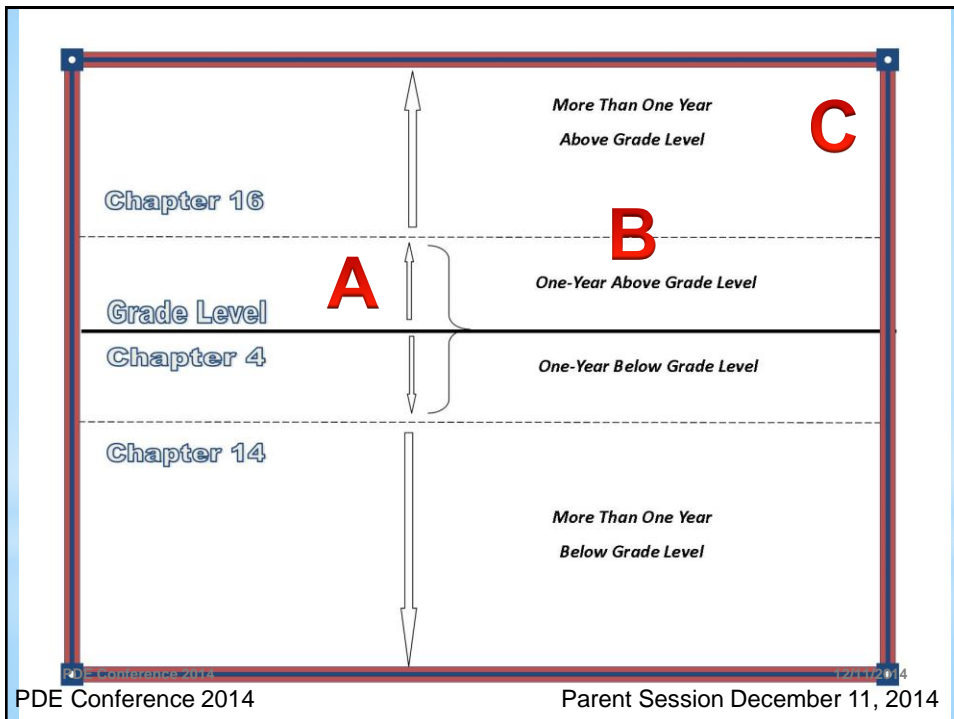
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School districts are on a continuum....

- Need is determined at the local level
- What is available in the general educational setting?
- Do the needs of the student go beyond what is already available?

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So what does this mean for you...

Where are your child's academic strengths?

Math

Reading

Writing

Science

Social Studies

What is your child's "intellectual" or instructional level?

What is being offered in the general setting?

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So what does this mean for you...

Does your child need enrichment?

Does your child need acceleration?

Does your child need a combination of both?



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Student with a Disability

- Chapter 14 regulations take over
- Accommodations, adaptations, and modifications addressed in the Individualized Education Program (IEP)

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Student with a need based on a Medical Diagnosis

- Chapter 15
- 504 Service Agreement
- Establish aids, services, and accommodations, to access the general education curriculum
- Referenced in support services (reference Gifted Services in the 504 (Plan, as well)

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Student with a need based on a weakness

- Chapter 4
 - courses adapted to the age, development and needs of the pupils
- Chapter 12
 - attending to their intellectual and developmental needs
 - challenging them to achieve at their highest level possible

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How are needs not based on strengths addressed in the GIEP?

- Present Levels
- When considering the specially designed instruction a student will need to access his/her gifted goals and achieve the short term learning objectives
- Support Services

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Example...

- Strength in Literacy - Writing
 - Specially Designed Instruction includes enrichment through alternate assignments in English Language Arts, Science, and Social Studies
 - *Tends to be disorganized*
 - *Does not manage time well*

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Example...

- What supports are already available in the general education setting?
 - Agenda Book, Teacher Web Pages, Assignment is Written on the Board, Assignment is chunked with intermediate deadlines, Monthly or Weekly calendar

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Example...

- When student is participating in enrichment tasks per the GIEP what additional supports are needed?
 - Learning Contracts
 - Weekly/Daily Conferencing with General Education or Gifted Support teacher

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*The Question...

- *Who is responsible for meeting the needs of the gifted child?

How would you answer?

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*The answer...

- *It's all hands in!!
 - *Gifted Support Teacher
 - *General Classroom Teacher(s)
 - *Parents
 - *Principal
 - *Psychologist
 - *Counselor
 - *Superintendent



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