Response to intervention provides a framework and rationale for meeting the needs of all students. RtI requires strong core instruction, identification of students in need of extra support or extra challenge, and progress monitoring to determine student success when intervention is applied.
Contents
Wisconsin Standard (T) ................................................................. 3
Introduction .................................................................................. 6
   Similarities between RtI and practices in the field of Gifted Education ................................................. 7
Tier 1: Core Classroom Instruction for all students .................................................................................. 8
   Differentiated Instruction ....................................................................................................................... 11
   Grouping Strategies ................................................................................................................................. 13
   Role of the Gifted and Talented Coordinator at the Tier 1 Level: .......................................................... 14
Tier 2: Strategic Targeted Interventions .............................................................................................. 15
   Role of the Gifted and Talented Coordinator at the Tier 2 Level: .......................................................... 21
Tier 3: Intensive Targeted Interventions ............................................................................................ 22
   Notes on Exceptionally Gifted Students ................................................................................................. 23
   Role of the Gifted and Talented Coordinator at the Tier 3 Level: .......................................................... 23
   Types of Acceleration .............................................................................................................................. 26
   Wisconsin Gifted/Talented Pyramid ....................................................................................................... 30
   Twice-Exceptional Learners ..................................................................................................................... 32
   Characteristics of Advanced Learners ..................................................................................................... 36
Mosinee Educational Opportunities for Advanced/Gifted Students ......................................................... 39
Glossary of RtI/Gifted Terms .................................................................................................................... 43
APPENDIX A National Association of Gifted Children Standards 2010 ..................................................... 49
   APPENDIX B Identification ..................................................................................................................... 63
   Mosinee Advanced Learner/Gifted Des..................................................................................................... 63
   Mosinee Spring Advanced/Gifted Learner Screener .............................................................................. 64
APPENDIX C Mosinee RtI Process ........................................................................................................... 68
   Mosinee School District RtI Process for Intervention and Tier 3 Referral .............................................. 68
   Mosinee Schools Tier 3 Referral Form .................................................................................................... 72
   Mosinee Progress Monitoring Tool ....................................................................................................... 74
APPENDIX D Carol Ann Tomlinson ......................................................................................................... 78
APPENDIX E Cluster Grouping ................................................................................................................. 81
APPENDIX F References ........................................................................................................................... 88
The Mosinee School District will adhere to the requirements set forth in Administrative Rule PI 8.01(2)(t)2 for Gifted and Talented Education.

Each school district shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in s. 118.35(1), Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35(1), Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. 118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.

Wisconsin Standard (T)

Each school board shall:
(t) Provide access to an appropriate program for pupils identified as gifted and talented.

Gifted and Talented Pupils

Overview
(Referenced from: http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgift.html)
Standard (t) requires school districts to provide programs for gifted and talented students in Wisconsin public schools from kindergarten through grade 12. The standard is consistent with the philosophy of Wisconsin school districts that children are entitled to a quality education. The intent of the standard is for schools to develop the means by which gifted/talented pupils will be identified and, once identified, provided access to a set of systematic and continuous instructional activities, which are appropriate to the developmental needs of those children and youth so identified.

Administrative Rule
(Referenced from: http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgts.html)
PI 8.01(2)(t). 2. Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program.
Gifted and talented students shall be identified as required in s. 118.35(1), Stats. This identification shall include multiple criteria that are appropriate for the category of gifted including intelligence, achievement, leadership, creativity, product evaluations, and nominations. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35(1), Stats.
The school district board shall provide access, without charge for tuition, to appropriate programs for pupils identified as gifted or talented as required under ss. 118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for paternal participation in the planning of the proposed program.

**Related Wisconsin Statute**

**S. 118.35, Wis. Stats.** Programs for gifted and talented pupils.

1. In this section, “gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall:
   a. ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

**Wisconsin Definition of Terms**

(Referenced from: http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgttm.html)

**Access.** An opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and post-secondary education institutions (from PI 8.001, Wis. Admin. Code).

**Appropriate program.** A systematic and continuous set of instructional activities or learning experiences, which expand the development of the pupils identified as gifted and talented (from PI 8.01(2)(t), Wis. Admin. Code).

**Gifted and Talented.** Pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities (from s. 118.35(t), Wis. Stats.).

**Gifted and Talented - Related Standards**

(Referenced from: http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgtrs.html)

**Standard (b).** Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented pupils as well as materials, resources, and appropriate strategies to deal with those children and youth in the classroom.

**Standard (e).** Provide guidance and counseling services to gifted and talented students - critically important to overall program success.

**Standard (k).** District curriculum plans should include objectives, content, and resources, which challenge the most able and most talented children in any classroom.

**Standard (n).** Many gifted children are at risk and need special attention, counsel, and support to help them realize their potential.

**Standard (p).** Pupils identified as gifted or talented may require special accommodation in programming which is outside the normal sequence of a course(s) or the standard requirements for graduation.

**Standard (s).** Data derived from a testing program may be used as part of multiple-criteria identification process.
NAGC Pre-K-Grade 12 Gifted Program Standards Concepts: March 6, 2010

1. Giftedness is dynamic and is constantly developing; therefore, students are defined as those with gifts and talents rather than those with stable traits.

2. Giftedness is found among students from a variety of backgrounds; therefore, a deliberate effort was made to ensure that diversity was included across all standards. Diversity was defined as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

3. Standards should focus on student outcomes rather than practices. The number of practices used or how the schools used the practices were not as important as whether or not the practice was effective with students. Consequently, the Workgroup decided not to identify acceptable vs. exemplary standards. Moreover, such a distinction would be difficult to support with the research.

4. Because all educators are responsible for the education of students with gifts and talents, educators were broadly defined as administrators, teachers, counselors, and other instructional support staff from a variety of professional backgrounds (e.g., general education, special education, and gifted education).

5. Students with gifts and talents should receive services throughout the day and in all environments that are based on their abilities, needs, and interests. Therefore, the use of the word “programming” rather than the word “program,” which might connote a one-dimensional approach (e.g., a once-a-week type of program option) is appropriate.

See Appendix A for National Association of Gifted Children Standards 2010
Introduction

When the Individuals with Disabilities Education Improvement Act was reauthorized in 2004, a new element was added to the law promoting prevention-focused instructional practices to be used within the regular classroom. Known as RtI (Response to Intervention), this provision is intended to ensure that research-based instruction is provided to all students, to match that instruction to the child’s need (differentiation), to monitor the child’s progress toward instructional goals, and to apply data to decision making.

For gifted education, RtI refers to implementing and sustaining efforts which ensure our high achieving students have access to differentiated curriculum, flexible pacing, cluster grouping, acceleration, and other interventions available to all students in the regular classroom.

The RtI model as practiced and applied in Wisconsin is a 3-tiered model which provides universal differentiation for all students, added value instruction for those who are identified, and intensive targeted intervention for those whose needs are not met at the first two levels.

Tier 1: Core Classroom Instruction

All students should receive core classroom instruction utilizing scientifically based curriculum and methods to teach critical elements of a subject (reading, math, written expression). At least 80-90% of students will achieve success with the core instructional program.

Tier 2: Strategic Targeted Instruction

Some students will receive strategically-targeted instruction in addition to core instruction. Strategic instruction addresses the specific needs of students who do not make sufficient progress in Tier 1. For advanced learners, the need for Tier 2 intervention should be based upon learning growth for the time spent in the regular classroom. Tier 2 instruction is generally provided in small groups of similarly-skilled students. Progress is monitored on a regular basis.

Tier 3: Intensive Targeted Instruction

Few students will need intensive targeted instruction. It is provided to the most at risk students or those who demonstrate the greatest intellectual need who have not responded to Tier 2 interventions or whose needs exceed the parameters of Tier 2. Tier 3 intervention may, in some cases, replace the regular core instruction. The duration of this intervention is extended over a longer period of time and varies based on student assessment and progress monitoring data.

Student movement through the tiers is a fluid process based on student assessment data and collaborative team decisions about students’ response to instruction. Students who are determined to need Tier 3 intervention/instruction are not expected to return to Tier 1 instruction, however.
Similarities between RtI and practices in the field of Gifted Education

- The Wisconsin Gifted/Talented Pyramid also provides a tiered model of programming which describes levels of programming intensity for advanced learners. The Response to Intervention tiered model provides support systems for students with exceptional ability or potential. Students who are gifted require special provisions because of their strengths and above-grade instructional level or potential.

- The basis of education for gifted students, like all students, is in the regular classroom. About 60% of advanced learners will have their needs met in the regular classroom with consistent differentiation. Approximately 30-35% of advanced learners will need some type of additional services such as pull-out activities or program offerings, or academic competitions, special projects, etc. About 5-10% of the identified pool of advanced learners (about 2% of the whole population) will need some form of opportunity outside the regular classroom such as grade skipping, subject acceleration, concurrent enrollment, etc.

- RtI has a strong expectation of differentiation in the classroom and embeds gifted education into the daily focus of quality instruction.

- In gifted education, rather than remediation-based interventions, strength-based interventions and strength-based programming, are used to describe tiered instruction. The problem-solving process which uses data, strengths and interests of students to implement appropriate, rigorous and relevant curriculum and instruction are strengths of RtI.

- RtI supports setting targets for students. Long-term planning and monitoring of student progress will allow students to learn and grow toward accelerated expectations. The pace of acceleration is based upon individual experiences and needs and may include different forms of acceleration.

- Progress monitoring continually contributes new data so that learning is dynamic and adjustments are made for pace, depth, and complexity of the evidence-based practiced utilized.
Tier 1: Core Classroom Instruction for all students

**Tier 1** refers to classroom instruction for *all* students that utilizes evidenced-based materials and practices to teach core subject areas (e.g., reading, written expression, and math). *Differentiated instruction occurs in flexible small groups within the core instructional time.*

Assessment data is used to monitor and maintain the ongoing cycle of skill success. Screening or benchmark assessments are administered within the first four weeks of the school year to *all* students to identify students at risk for skill difficulty or mastery and at least one other time during the year (spring) to determine if students are making progress or need extra support. Instruction is planned accordingly. Measures of Academic Progress (MAP) are used for this purpose. Grade level assessments and other assessments identify the content that students have mastered and thus indicate the need for appropriate subsequent challenging content.

In addition, **screening for giftedness looks for exceptional abilities compared to age-mates. For this purpose, teachers use the spring Gifted and Talented Needs Assessment to identify students who are excelling or who demonstrate specific traits as compared to peers.**

Outcome assessments are also administered to *all* students to determine student *growth* over time (WKCE for Grades 3-8 and Grade 10).

<table>
<thead>
<tr>
<th>TIER 1</th>
<th>COMPONENT</th>
<th>INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Evidence-based core curriculum and instructional materials in core subjects areas</td>
<td></td>
</tr>
<tr>
<td>Instructional Organization</td>
<td>Large group instruction of skills ongoing progress monitoring and attention to affective needs are critical attributes for continuous learning. Knowledge of the characteristics of gifted learners and use of proven strategies (e.g., concept learning, acceleration, grouping) supports these attributes. Small differentiated group instruction for the acquisition and practice of skills (both higher level skills and remedial skills for twice exceptional students) and challenge activities as determined by benchmark and progress monitoring data. Pre-assessment should be done at all levels to prevent repetition and re-teaching of content students have already mastered. Students mastering, or nearly mastering the content, then move on to an advanced level of difficulty. According to research done by Dr. Karen Rogers, this practice, known as</td>
<td></td>
</tr>
</tbody>
</table>
compacting, has a **.83 effect size**, particularly in math and science. The key in instructional delivery is to remember that high ability students must move through the curriculum at a faster pace. They can handle content that is deeper, more complex, and more abstract than the regular grade level instruction provides. This requires pre-assessment, curriculum differentiation, and consistent on-going assessment. Higher-level thinking skills should be embedded in all that high ability students do.

### Instructor
Teacher (or other specialist) trained to teach programs being taught

### Assessment
- Benchmark screenings, (at least 2 times per year), outcome-based assessments, ongoing program assessment, pre-assessment, and informal assessment for **all** students
- Screening for giftedness looks for exceptional abilities compared to age-mates. Screening requires assessment and observations that seek strengths in problem solving, cognition, communication, creative and critical thinking, social skills, and academic and talent areas.
- Screening tools may include but not be limited to a standardized non-verbal or cognitive abilities test and observation scales, as well as general district, classroom or state assessments. *The goal is to collect a body of evidence or student profile of strengths and learning needs for programming.*
- Teacher knowledge of content benchmarks, student demonstrations of learning. and use of data will ensure *continuous learning without ceilings for the gifted learner*. The Common Core standards should be the basis for curricular modifications made to meet individual student need. Essential Understandings are also a great tool to use in making curricular modifications for students.
- Parents should be informed of student progress on a regular basis
### Time
- Core instruction provided daily
- Recommend K-3: 90 minutes reading instruction (matched to student readiness level) Grades 4-6: 60-90 minutes reading instruction (matched to student readiness levels)
- *Gifted students are significantly more likely to retain science and mathematics content accurately when taught 2-3 times faster than “normal” class pacing. They are also significantly more likely to forget or mislearn science and mathematics content when they must drill and review it more than 2-3 times.* Applications of skills throughout the day across all content areas

### Setting
- General education classroom* (with appropriate grouping for differentiation)

### Support
- Home practice and support
- Attention to affective needs
- Use of trained paraprofessionals for challenge opportunities
- Use of trained paraprofessionals for skills practice for Twice-exceptional* students
- Encouragement of parent-school partnerships
- Parent training as needed
- Professional development for school personnel, especially regarding differentiation, Twice-exceptional, knowledge of the characteristics of gifted learners and understanding of proven strategies for gifted/advanced learners (e.g., concept learning, acceleration, grouping)
- Ongoing verification for fidelity of implementation

*A consideration in learning-strategies instruction for gifted/learning-disabled students (Twice-exceptional) is where the instruction will take place. Although it may seem natural for the special education teacher to deliver any and all compensatory instruction, a twice-exceptional student typically encounters at least three teachers in any given week (Robinson, 1999). It is important that the regular education and gifted education teacher be aware of any learning-strategies instruction in an effort to incorporate the skills throughout the student’s learning.
Differentiated Instruction

Differentiated instruction should be provided to accelerate learning for high-ability students and maximize student achievement for all students as part of Tier 1 instruction. The classroom teacher should provide flexible instructional grouping of students based on their ongoing identified needs. Classroom teachers should be clear about what they are trying to teach and why it is important. Research has shown that teachers are often too random in their delivery of instruction, unclear as to what they are teaching, and unable to define the succinct reason for instruction.

The key principles of differentiated instruction are:

- Student-centered instructional practices and materials are standards-based and grounded in research;
- Instruction has clear objectives with focused activities to reach the objectives;
- Assessment results are used to shape future instructional decisions;
- Students have multiple avenues to show mastery of essential content and skills, and to demonstrate their learning; and
- Instructional pacing, depth and complexity are varied.

STRATEGIES FOR DIFFERENTIATING INSTRUCTION

<table>
<thead>
<tr>
<th>Abstraction</th>
<th>Content that goes beyond surface detail and facts to underlying concepts, generalizations, and symbolism.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Engagement</td>
<td>Instructional strategies that result in relevance and engagement for students.</td>
</tr>
<tr>
<td>Choice</td>
<td>Provide opportunities for choices and flexibility. Many GT students love the opportunity for choice and given an opportunity will construct their own differentiated choices.</td>
</tr>
<tr>
<td>Choice boards, Tic-tac-toe</td>
<td>Students make a work selection from a certain row or column. Teachers can provide for student learning needs while giving students choice.</td>
</tr>
<tr>
<td>Compacting</td>
<td>This strategy should be done at all levels to prevent repetition and re-teaching of content students have already mastered. To compact the teacher must pre-test students in the content to be presented. Students mastering, or nearly mastering the content, then move on to an advanced level of difficulty. According to research done by Dr. Karen Rogers, compacting has a .83 effect size, particularly when math and science content is compacted.</td>
</tr>
<tr>
<td>Conceptual discussions</td>
<td>High level discussions of themes, concepts, generalizations, issues, and problems, rather than a review of facts, terms and details.</td>
</tr>
<tr>
<td>Extensions</td>
<td>Offer relevant extension options for learners who need additional challenges.</td>
</tr>
<tr>
<td>Flexible Assessments</td>
<td>Offer different assessment options that allow students to demonstrate their mastery of new concepts, content, and skills.</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Flexible tasks</td>
<td>Allowing students to structure their own projects and investigations according to their strengths and interests.</td>
</tr>
<tr>
<td>Flexible project deadlines</td>
<td>Students negotiate for more or less time to complete a learning experience and its matching product or assessment.</td>
</tr>
<tr>
<td>Grouping</td>
<td>Regular opportunities to work in whole groups, small groups, with a partner, or in an independent setting.</td>
</tr>
<tr>
<td>Higher-order thinking skills</td>
<td>Questioning in discussion or providing activities based on processing that requires analysis, synthesis, evaluation, or other critical thinking skills.</td>
</tr>
<tr>
<td>Independent study</td>
<td>Students research a teacher-chosen or self-chosen topic, developing either traditional or non-traditional products to demonstrate learning.</td>
</tr>
<tr>
<td>Jigsaw/Cooperative learning</td>
<td>Just as in a jigsaw puzzle, each piece—each student’s part is essential for the full completion and full understanding of the final product.</td>
</tr>
<tr>
<td>Learning centers or stations</td>
<td>Activity stations that demonstrate awareness of different academic needs and learning style preferences.</td>
</tr>
<tr>
<td>Learning contracts</td>
<td>Students negotiate individually with teacher about what and how much will be learned and when product will be due; often connected with an individual or independent project—see Appendix A.</td>
</tr>
<tr>
<td>Learning programs</td>
<td>Computer programs or websites to meet learners’ needs.</td>
</tr>
<tr>
<td>Mini-lessons</td>
<td>Mini-lessons provide levels of scaffolding, support and challenge as needed for students of like ability/need.</td>
</tr>
<tr>
<td>Most difficult first</td>
<td>Students can demonstrate a mastery of a concept by completing the five most difficult problems with 85 percent accuracy. Students who demonstrate mastery do not need to practice any more.</td>
</tr>
<tr>
<td>Open-ended assignments</td>
<td>Providing students with tasks and work that do not have single right answers or outcomes. The tasks may have timelines and a sequence of activities to be accomplished, but outcomes will vary for each student.</td>
</tr>
<tr>
<td>Orbital study</td>
<td>Independent investigations, generally of three to six weeks. They orbit or revolve around some facet of the curriculum. Students select their own topics for the orbital, and they work with guidance and coaching from the teacher to develop more expertise on the topic as well as learning the skills of an investigator.</td>
</tr>
<tr>
<td>Pre-assessment</td>
<td>An array of pre-assessment options can guide instruction. By regularly pre-assessing students, teachers can flexibly group students by ability and readiness levels. Pre-assessment is also essential for compacting.</td>
</tr>
<tr>
<td>Problem-based learning</td>
<td>A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students work in small collaborative groups. Teachers take on the role as</td>
</tr>
</tbody>
</table>
RAFT
Provides students choice in a writing assignment varying Role, Audience, Format, and Topic.

Subject integration “Theme-based” units
Uniting two or more disciplines and their content through a conceptual theme, such as “origins,” “change” or “friendship.”

Tiered assignments
Varied levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth. All students explore the same essential ideas but work at different levels of depth and complexity.

Vary levels of complexity
Books and instructional materials at different levels of complexity allow students to study the same concepts but at levels of depth and complexity to fit their learning needs.

Vary pacing
Plan to accommodate varied pacing allowing students to move through content at a pace appropriate for their learning needs.

Vary tasks
Provide different homework options, journal prompts, and questions

Grouping Strategies

The identified strengths of a gifted student will cause all gifted students to experience at least Tier 2 interventions so that ceilings are not placed on learning. These interventions might be classroom based, a small group with a specialist, a specialized program delivered by the classroom teacher or specialist or classes to meet the individualized needs of gifted students. Nevertheless, Tier 1 Differentiation will involve grouping students. The following table, based on Re-forming Gifted Education, Karen B Rogers, will explain grouping strategies for Tier 1 and Tier 2 interventions/differentiations.

<table>
<thead>
<tr>
<th>Grouping Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster grouping</td>
</tr>
<tr>
<td>Identify and place four to eight high ability students in the same grade level in one class with a teacher who is trained to work with them and will devote proportional class time to differentiating for them.</td>
</tr>
<tr>
<td>Cooperative learning groups</td>
</tr>
<tr>
<td>Providing grouped activities for the purpose of developing peer interaction skills and cooperation. May be like or mixed ability groups.</td>
</tr>
</tbody>
</table>
Cross-graded classes, cross-age grouping

Grouping children by their achievement level in a subject area rather than by grade or age level. Also known as multi-age classrooms.

Flexible skills grouping

Students are matched to skills by virtue of readiness, not with the assumption that all need the same spelling tasks, computation drill, writing assignment, etc. Movement among groups is common and based on readiness on a given skill and growth in that skill.

Full-time ability grouping

Children of high ability or with high achievement levels are put into a separate group for differentiating their instruction. Ability grouping can be full or part-time, permanent or flexible sorting.

Like-ability cooperative learning

Organizing groups of learners in three to four member teams of like ability and adjusting the group task accordingly.

Regrouping by achievement for subject instruction

A form of grouping, usually (but not always) sorted for once a year, that delivers appropriately differentiated curriculum to students at a specific ability or achievement level.

Within class performance grouping

Sorting of students, topic by topic or subject by subject, within one classroom for the provision of differentiated learning for each group.

Role of the Gifted and Talented Coordinator at the Tier 1 Level:

- Assist classroom teachers in the identification of advanced learners
- Provide classroom teachers with list(s) of advanced learners in the five identification areas
- Assist classroom teachers in implementing appropriate grouping strategies
- Assist classroom teachers in implementing strategies for differentiating instruction
- Assist classroom teachers in finding appropriate resources
- Seek opportunities for staff development in differentiation strategies
- Chair a district gifted and talented committee in cooperation with the Director of Instruction
- Report annually to the Curriculum and Standards Committee
Tier 2: Strategic Targeted Interventions

Tier 2 refers to evidence-based targeted supplemental skill-building intervention. In the case of gifted or advanced learners, Tier 2 refers to students who require specific supports to make adequate progress. This is part of an on-going decision making process to determine the effectiveness of interventions and programming options and assessment of learning to meet the needs of students for whom general education Tier 1 strategies, (i.e., Differentiated Instruction) do not support adequate progress.

This instruction may be matched with the specific skill deficits of Twice Exceptional students who fail to meet Tier 1 benchmarks in core subjects. Tier 2 instruction is systematic, explicit, and aligned with Tier 1 instruction.

Instructional interventions are typically delivered in small groups of students with similar strengths and interest needs. Instruction is based on the needs of individual students as determined by assessment data.

<table>
<thead>
<tr>
<th>Tier 2: Essential Elements of Instructional Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPONENTS</strong></td>
</tr>
<tr>
<td>Curriculum and Materials</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Instructional Organization</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Assessment</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Looking for trends which will inform instructional practice
- Pre-assessments
- Learning plan, learning goal assessments
- Teacher knowledge of content benchmarks, student demonstrations of learning, and use of data will ensure *continuous learning without ceilings for the gifted learner*.
- Parents are informed of student progress on a regular basis

| Time | • When students are compacted into different work they are pursuing an alternate assignment, activity, or product while the rest of the class works on the regular curriculum work. They may be doing assignments that are more complex, and involve greater depth and/or breadth than the regular work. They may also be involved in a project that requires original research. These assignments, most likely, will require more time than the regular assignments. |
| Setting | • General education classroom or other appropriate setting |
| Support | • Home practice and support
• Before and after school programs
• Parent training
• Use of trained paraprofessionals to provide support to the classroom teacher as he/she provides Tier 2 instruction (emphasize trained in the needs and traits of gifted and advanced learners)
• Instructional teams such as: literacy team, math team, grade-level team, or student support team
• Professional development for *all* school personnel
• Ongoing verification for fidelity of implementation |
<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>DESCRIPTION</th>
<th>RESEARCH SUPPORTED GAINS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability grouping</td>
<td>Children of high-ability or with high-achievement levels are put into a separate group for differentiating instruction. Can be full or part-time or flexible sorting</td>
<td>Studies of performance of gifted students in ability-grouped classes in which the curriculum was accelerated the effect size was found to be 10 months (Kulik, 1992)</td>
</tr>
<tr>
<td>Abstraction</td>
<td>Going beyond surface information; use of symbolism, underlying meaning of content</td>
<td></td>
</tr>
</tbody>
</table>
| Cluster grouping      | Cluster grouping is the practice of placing the top group of students from a grade into the same classroom. This assures the teacher of having a “group,” rather than just one student who is above and beyond his/her peers. The teacher of this group should enjoy working with high performing students and have a background in differentiated instructions for high ability students. With this strategy high-ability students are working on advanced curriculum and assignments as a group within a regular classroom. It avoids the situation where a single child is always working by him/herself thus allowing interaction and discussion within their own group. | Current research suggests that there are several benefits of CG:  
  - Gifted students regularly interact with their intellectual peers and age peers (Delcourt & Evans, 1994.)  
  - CG provides fulltime services for gifted students without additional cost.  
  - Curricular differentiation is more likely to occur when a group of high-achieving students is placed with a teacher who has expertise, training and a desire to differentiate rather than when these students are distributed among many teachers. (Bryant, 1987; Kennedy 1995; Kulik 1992; Rogers 1991) |
<p>| Competitions or advanced clubs | (See resources for additional list of competitions.) |                                                                                                               |
| Complexity            | Providing more difficult and intricately detailed content                  |                                                                                                           |
| Concept-based programs | Programs such as Mentoring Mathematical Minds and Accelerated Math focus on mathematical reasoning, creativity and conceptual understanding | Students using such programs as M3 and Accelerated Math have shown statistically significant gains in mathematical understanding and have outperformed students in comparison groups. |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cooperative grouping with like-ability learners | Organizing groups of learners in three to four member teams of like ability and adjusting the group task accordingly. | Grouping academically talented students together for instruction has been found to produce positive achievement outcomes when the content and instruction provided are appropriately differentiated to be challenging. (Gentry, 1999; Kulik and Kulik, 1992; Rogers, 1991) |
| Cross-graded classes | This is a variation of Regrouping for Specific Instruction. In this situation the entire school must teach the same subjects at the same time so that students go to classes that are taught at their level regardless of grade level placement. At a particular time each day students would travel to the appropriate grade (or room) for their instruction. The instruction would be delivered for their level. For gifted students, again, the focus would be on pace, depth, breadth, and complexity. | Several studies show that students who were placed in grade levels that matched their mathematical readiness had effect gains of over 1. (Kulik, 1992; Mills et. al., 1994) |
| Diagnostic testing/prescriptive instruction model | Above level diagnostic testing is used to determine the strengths and weaknesses of gifted students and determine areas of study. Especially useful for mathematically gifted students. |  |
| Early instruction in presentation, research, study and organizational skills | Direct instruction in research which will allow students to pursue areas of strength and interest. |  |</p>
<table>
<thead>
<tr>
<th>Method of Inquiry</th>
<th>Relating content to how things work, and to what methods that are used in the field.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentorship</td>
<td>Student(s) are placed with a subject matter expert or professional to further a specific interest or proficiency, which cannot be provided within the regular educational setting.</td>
</tr>
<tr>
<td>Organization</td>
<td>Changing the sequence for how content is taught</td>
</tr>
<tr>
<td>Partial day or send-out (pullout) grouping</td>
<td>Removal of gifted/advanced learners from the regular classroom for a specific period of time each day or week to work with a trained specialist on differentiated curriculum</td>
</tr>
<tr>
<td>Part Description</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Real audiences</td>
<td>Presenting work to a live audience or providing an expert in the field to evaluate the child’s work</td>
</tr>
<tr>
<td>Real world problems</td>
<td>Providing learners with a problem or situation to solve that is relevant to their own lives</td>
</tr>
<tr>
<td>Regrouping by achievement for subject instruction</td>
<td>Students who are gifted in math or reading are grouped for instruction with similarly gifted students. This usually happens within the whole school or grade level (Walk to Read model). The students may change groups as needed, or indicated, by assessment. Schools using this strategy will have reading, math, etc. within each grade level at the same time each day. High ability students then go to the teacher teaching the curriculum at a faster pace, with more breadth, depth and complexity.</td>
</tr>
<tr>
<td>Skill-based programs</td>
<td>Computer programs such as Success Maker that allows the student to work at their own pace and gives direct, immediate feedback to student and teacher.</td>
</tr>
<tr>
<td>Specialized curriculum programs, Intentional academic programs, groups</td>
<td>William and Mary Curriculum, National History Day, Mentoring Mathematical Minds, Accelerated Math, Project Spring, Project Spring II (see appendix)</td>
</tr>
<tr>
<td>Study of people</td>
<td>Relating content to the people in the field, famous people, human situations and problems</td>
</tr>
</tbody>
</table>
### Talent opportunities
Provision of experiences for an individual student with a demonstrated high performance or high potential in a specific area either through individual work or with a group of students with like talents.

### Talent searches, university program
Provision of highly challenging, accelerated learning experiences, usually on a college campus in a specific talent area for highly talented students. (Northwest Talent Search WCATY, College for Kids)

### Theme-based units
Students are involved in a study of concepts through theme-based units that stress the application of reasoning to reading, writing, and the creation of high-quality projects and the organization of learning.

A study of advanced literature groups found a significant learning advantage for groups who received theme-based instruction that emphasized the use of reasoning to reading and writing and required high-quality products compared to groups who did not receive theme-based, high-expectation instruction.

---

**Role of the Gifted and Talented Coordinator at the Tier 2 Level:**
- Assist classroom teachers in determining the need for Tier 2 intervention
- Provide assistance to classroom teachers in delivering added value instruction (small group investigations/enrichment/compacting)
- Provide assistance to classroom teachers in progress monitoring
- Provide targeted extra-curricular groups in leadership, creativity, and academic areas which may include project-based learning opportunities, pull-out activities, academic competitions
- Provide targeted instruction to identified students during grade level designated intervention times
- Provide parent information and feedback
Tier 3: Intensive Targeted Interventions

**Tier 3** refers to evidence-based intensive targeted interventions for students whose academic and intellectual needs are not being met by Tier 1 or Tier 2 supplemental, targeted instruction.

Children and adolescents who will need this intervention are highly gifted (IQ of 145 or greater) or exceptionally gifted (IQ 180+). This small percentage of students require radical acceleration, dual enrollment, early entrance, specialized counseling, long-term mentorships or participation in a specialized classroom or school for gifted students.

They require a curriculum that differs significantly in pace, level, and complexity from age-level peers. Tier 3 instruction may take place in addition to Tier 1 instruction or it may replace it entirely. If progress monitoring and diagnostic assessments indicate that a student is not making adequate progress, a student may need a replacement of the core program (Tier 1 instruction) or be referred for further evaluation.

The highly gifted child needs an **DEP** that will make provisions for alternative learning opportunities which may include acceleration. In addition, early identification of these individuals will help to ensure that programming may be planned for them to allow for continued growth at the student’s level of potential. Early speech, reading and other developmental skills are indicators of a highly gifted child. For some students regular differentiation and instructional management/delivery are not enough.

The higher the IQ of the student, the more acceleration must happen in order to maintain balance with the student and his/her curriculum.

<table>
<thead>
<tr>
<th>Tier 3: Intensive Targeted Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals with an IQ of 145+ appear in the population at a ratio of 1 in 1,000</td>
</tr>
<tr>
<td>Individuals with an IQ of 160+ appear in the population at a ratio of fewer than 1 in 10,000</td>
</tr>
<tr>
<td>Individuals with an IQ of 180+ appear in the population at a ratio of fewer than 1 in a million</td>
</tr>
</tbody>
</table>
Notes on Exceptionally Gifted Students

From “The use of radical acceleration in cases of extreme intellectual precocity”
Miraca U.M. Gross
National Association for Gifted Children (NAGC), Gifted Child Quarterly 1992 Vol. 36

Exceptionally gifted children appear in the population at a ratio of fewer than 1 in 10,000. Research has repeatedly found that these children differ quite significantly from moderately gifted age-peers on many cognitive and affective variables. Because of this, it is not enough to place them in part-time programs, such as a resource room or pull-out, which are designed for moderately gifted students; they require full-time grouping with children closer to their own mental age and levels of socio-affective development. Research suggests that exceptionally and profoundly gifted students are best served by a program of radical acceleration incorporating a number of grade-skips appropriately spaced through the student's school career, supplemented with subject acceleration where it is required. It is important that the student is also provided with lateral enrichment at each stage. Radical acceleration provides the extremely gifted child with the intellectual and social companionship of children at similar stages of cognitive and affective development. Exceptionally gifted children retained with age-peers, or accelerated by only one year, are at serious risk of peer rejection and social isolation.

It is now generally understood and accepted that a child's level of social and emotional development is more highly correlated with his mental age than with his chronological age (Callahan & Kauffman, 1982; Tannenbaum, 1983; Janos & Robinson, 1985). The significance of this is immense when dealing with the extremely gifted since the higher the IQ, the greater the discrepancy between chronological and mental age, and thus the wider the gap between the psychosocial development of the gifted child and that of his age-peers.

The common perception of the extremely gifted as eager, academically successful young people who display high levels of task commitment has been refuted by research which demonstrates that many highly gifted children underachieve seriously in the regular classroom, and that, by the end of elementary school, many have almost completely lost the motivation to excel (Pringle, 1970; Painter, 1976; Whitmore, 1980; Gross & Feldhusen, 1990).

Role of the Gifted and Talented Coordinator at the Tier 3 Level:

- Work with classroom teachers to determine extra exceptional needs of students
- Serve as a member of the Student Services Team
- Communicate and work with parents to create student profiles
- Conduct assessments to determine skill and performance levels of referred students
- Devise and develop DEPs for Tier 3 intervention/programming
- Progress monitor students being served in Tier 3 programs
- Search community/area resources to provide any needed support
## Tier 3: Essential Elements of Instruction

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Materials</td>
<td>Evidence-based intervention materials and strategies that supplement or replace Tier 1 instruction. Programs and strategies emphasize skill building in areas of need as identified through diagnostic assessments when dealing with twice exceptional students. Possible replacement of the core program. Continue Tier 1 and possibly Tier 2 instruction when it matches the learning needs of the student (for example a student may need Tier 3 interventions/acceleration in mathematics, but find the core curriculum in reading a good match).</td>
</tr>
<tr>
<td>Instructional Organization</td>
<td>Explicit instruction targeting specific skill deficits (Twice Exceptional). Usually individual interventions, most often some form of acceleration. Students should have an DEP (Differentiated Educational Plan). The curriculum should differ significantly in pace, level, and complexity from age-level peers.</td>
</tr>
<tr>
<td>Instructor</td>
<td>Teacher, reading specialist, special education teacher, ELL teacher, speech/language pathologists, or other specialists trained to teach programs being taught. Some students may have more than one teacher.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Tier 1 benchmark screening plus screenings for giftedness, may include IQ testing, behavior scales, out of grade level testing, ceiling-free testing. Diagnostic assessments and ongoing progress-monitoring. Parents should be informed of student progress on a regular basis.</td>
</tr>
<tr>
<td>Time</td>
<td>Part or all of the core curriculum for age peers may be replaced.</td>
</tr>
<tr>
<td>Setting</td>
<td>Appropriate setting within school, more than one school or outside of the school depending upon the acceleration or intervention.</td>
</tr>
</tbody>
</table>
| Support                                  | Instructional teams such as: literacy team, math team, grade-level team, or student support team (for Twice-exceptional)  
|                                         | Provision of parent training as needed for home practice and support  
|                                         | Additional tutoring programs  
|                                         | Home practice and support  
|                                         | Staff development especially regarding options for acceleration and research regarding positive effects of such  
|                                         | Before and after-school programs (not a substitute)  
|                                         | Ongoing verification for fidelity of implementation |
Types of Acceleration

These interventions move a student through and educational program faster than the usual rate or at an age younger than the typical age.

<table>
<thead>
<tr>
<th>Types of Acceleration</th>
<th>Research based gains</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single subject acceleration</strong></td>
<td><strong>.57</strong> Subject acceleration in mathematics resulted in significant positive academic increases for both elementary and secondary students. Socialization was neither harmed nor enhanced; the psychological effects were unclear. It seems logical that since this form of acceleration accounts for only a small time change in the regular routine, no significant differences in emotional and social well-being would be noted.</td>
</tr>
<tr>
<td><strong>Whole-grade skipping</strong></td>
<td><strong>.49 academic, .31 social</strong> Grade skipping for bright children also appears to be very beneficial. Its greatest research-supported academic and social effects appear to be in grades 3-6.</td>
</tr>
<tr>
<td><strong>Early entrance to school</strong></td>
<td><strong>.49 academic</strong> Early entrance to school appears to be a relatively safe accelerative option for bright children. Social and psychological adjustment were neither enhanced nor threatened by this practice. If this were the only option offered a gifted child, it would capitalize on a child's natural intelligence as early as possible and would allow the child to establish a peer group early. As a result, the challenge of making new friends would be encountered only once, instead of with each decision to accelerate.</td>
</tr>
<tr>
<td><strong>Non-graded Classroom</strong></td>
<td>A learner is placed in a classroom undifferentiated by grade levels where he/she works through the curricular materials at a pace appropriate to individual ability and motivational level.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Curriculum Compacting</strong></td>
<td>The regular curriculum of any or all subjects is tailored to the specific gaps, deficiencies, and strengths of an individual student. The learner tests out or bypasses previously mastered skills and content, focusing only on mastery of deficient areas, thus moving more rapidly through the curriculum.</td>
</tr>
<tr>
<td><strong>Grade telescoping</strong></td>
<td>A student's progress is reorganized through junior high or high school to shorten the time by one year. Hence, junior high may require two years instead of three, or high school may require three years instead of four.</td>
</tr>
<tr>
<td><strong>Concurrent enrollment</strong></td>
<td>A student attends classes in more than one building level during the school year—for example, high school for part of the day and junior high for the remainder.</td>
</tr>
<tr>
<td><strong>AP courses</strong></td>
<td>A student takes courses with advanced or accelerated content (usually at the secondary level) in order to test out or receive credit for completion of college level course work. (Although one such</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>Mentorship</td>
<td>A student is placed with a subject matter expert or professional to further a specific interest or proficiency, which cannot be provided within the regular educational setting.</td>
</tr>
<tr>
<td>Early admission to college</td>
<td>Student skips some of high school and attends college</td>
</tr>
<tr>
<td>Credit by examination</td>
<td>Through successful completion of tests, a student is allowed to receive a specified number of college credits upon entrance to college. (Advanced Placement and the College Level Examination Program are two)</td>
</tr>
</tbody>
</table>

The College Board’s AP and Pre-AP classes—actually designated "Advanced Placement," several such programs exist—for example, International Baccalaureate—is unclear. This does not mean, however, that Advanced Placement is not a viable accelerative option for bright high school students. If nothing else, the research clarifies that participants are not harmed at the college level by having been credited for some courses. Also worth mentioning are the potential, positive effects of students having been adequately challenged and having been given more time to enroll in courses better suited to their interests and ability levels.

Research based gains: .30
Allowing bright students to bypass at least one year of high school to enter college full-time resulted in significantly positive academic outcomes. Socialization and psychological adjustment showed no change. There has to be some concern, however, for the high school student who opts for early admission, not completing a high school diploma. Financial constraints, poor health, family crises, or any combination of circumstances could keep the student from completing college, in which case he or she has no educational certification.

Research based gains: .59
There appeared to be a strong relationship between testing, out of college courses (credit by examination) and subsequent college performance in those subject areas.
<table>
<thead>
<tr>
<th><strong>Credit by Examination</strong></th>
<th>Can be associated with telescoping curriculum to manage the accumulation of graduation credits needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distance learning</strong></td>
<td>Enrollment in college or other challenging courses while still enrolled with age peers</td>
</tr>
<tr>
<td></td>
<td>Similar to subject acceleration</td>
</tr>
<tr>
<td><strong>Extra-curricular programs</strong></td>
<td>Johns Hopkins Center for Talented Youth, Duke University Talent Identification Program Center for Talent Development (CTD) Northwestern University For additional resources: <a href="http://hoagiesgifted.com/academics.htm">http://hoagiesgifted.com/academics.htm</a></td>
</tr>
<tr>
<td></td>
<td>See References page 44</td>
</tr>
<tr>
<td><strong>Special schools for the gifted</strong></td>
<td>For example, Davidson Academy</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.davidsonacademy.unr.edu/">http://www.davidsonacademy.unr.edu/</a></td>
</tr>
</tbody>
</table>
Wisconsin Gifted/Talented Pyramid

WISCONSIN'S COMPREHENSIVE INTEGRATED GIFTED PROGRAMMING MODEL

Individualized Services
- PEP
- Differentiated Education Plans
- Mentors
- Internships
- Independent Research
- Regular Acceleration
- Early Entrance at any level

Special Group Programming Beyond the Regular Classroom
- Pullout options which
  - relate to talents and abilities
  - relate to curriculum
  - use co-teaching
  - use flexible grouping
  - use research topics and materials
- Mini-Courses
- Honor Classes
- Gifted Classes
- Symposia
- AP Classes
- Magnet Schools
- Co-curricular/Extra-curricular Activities

Regular Classroom Differentiation
- Continuous Program Curricular through
  - Quality instruction
  - Modification of content, process, product
  - Enrichment and acceleration
- Class Ability Grouping, including
  - Flexible grouping and grouping
  - within and across grade level groupings
  - advance classes
- Instructional Strategies which
  - teach problem solving to all students
  - allow talents and abilities to emerge
  - extend skill development
  - Learning Content/Activities
  - Team Teaching

Programming Options

Department of Public Instruction Services in School Improvement September 1998

Options become more specialized as the population becomes smaller

Counseling
Flexible Pacing
Parent Involvement
Talent Assessment
Staff Development
Coordination
Support Functions

Parts of this document are adapted from Montana OPI, RtI and GT Education, 2009
Wisconsin Gifted and Talented Pyramid Model
Guidelines for Educational Opportunities

Level III
- APEX
- Apprenticeship
- Credit by Exam
- DEP
- Dual Enrollment
- Course Waivers
- Early Graduation
- Grade Level/Subject Area Acceleration
- Independent Research
- Individual Counseling
- Internships
- Mentorships
- Radical Acceleration
- Specialty Schools (Magnet)
- Youth Options

Level II
- Academic Venues/Competitions
- Advanced/Honors Courses/Classes
- AP Classes/CAPP Classes
- Clubs/Organizations
- Co-Curricular/Extra-Curricular/Electives
- Content Area Acceleration
- Cluster Ability Grouping/Classes
- Foreign Exchange Program
- Group Guidance
- Leadership, Athletic, and/or Fine Arts Workshops
- Mini Courses/Workshops
- Peer Mediation
- Performance Oriented Competitions
- Resource Rooms
- Seminars
- Specific Content Area Acceleration
- Student Support Groups

Level I
- Grouping:
  - Flexible grouping and regrouping
  - Within and across grade level groupings
- Compacting
- Contracting
- Continuous Progress Curriculum:
  - Quality mastery of basics (pre-testing)
  - Modification of content, process, products
- Enrichment
- Cooperative Learning
- Field Trips
- Independent Projects/Products
- Instructional Strategies Which Differentiate:
  - Teach critical thinking skills
  - Use CRSS strategies
  - Include multiple intelligences
- Integrated Instruction
- School-Wide Programs
- Team Teaching

Educational Opportunities
*Adapted from the Pyramid Project (Cox, et. al, 1985) - see p. 22

Opportunities become more specialized as the student's needs increase
Twice-Exceptional Learners

Gifted students with disabilities are at risk because their educational and social/emotional needs often go undetected. The resulting inconsistent academic performance can lead educators to believe twice-exceptional students are not putting forth adequate effort. Hidden disabilities may prevent students with advanced cognitive abilities from achieving their potential. The frustrations related to unidentified strengths and disabilities can result in behavioral and social/emotional issues. For some twice-exceptional students, behavior plans become the focus of their interventions. The behaviors are managed, but the underlying disabilities are never addressed. School can become a very frustrating experience for struggling twice-exceptional students, their teachers, and parents.

The defining characteristics of the twice-exceptional learner is evidence of high performance or potential in a gift, talent or ability combined with a disability that suppresses the student’s ability to achieve according to his/her potential (Brody & Mills, 1997). Disabilities may include dyslexia, auditory processing problems, visual processing deficits, emotional behavioral disabilities, ADD or ADHD, and autism. Twice-exceptional students will be found in all three Tiers and will need interventions that will differ from interventions for students who have disabilities but who are not gifted or of high ability. Individual student data may show exceptional ability in one area and a weakness that is an extreme disparity for the individual, even if the weakness is demonstrated at age-grade level.

Researchers have offered suggestions of how many gifted and learning-disabled students are present in the United States. Winner (1996) estimated that between 120,000 and 180,000 students with learning disabilities also have above-average intelligence quotients (IQ). Winner also noted that approximately 10 percent of high-IQ students read two or more years below grade level. Some researchers estimate that 2–10 percent of all students enrolled in gifted programs also have a learning disability (McEachern & Bornot, 2001), while others predict that the actual number is closer to two to five percent of the nation’s gifted population (Delisle & Galbraith, 2002).

http://www.prufrock.com/client/client_pages/GCT_Readers/Disabilities/Ch_11/Gifted_Students_Who_Are_Learning_Disabled.cfm Other research indicates that two to five percent of the gifted population will have disabilities and two to five percent of students with disabilities will be gifted (Dix & Schaefer, 1996; Whitmore, 1980; & Maker, 1977).

Ongoing collaboration among special, general and gifted education, and parents is critical for identification and long-term planning for these students. It is essential that the disabilities are identified early so appropriate interventions can be provided at optimum times. Unfortunately, the struggles of many twice-exceptional students go unnoticed for many years, resulting in learning gaps and undeveloped potentials.

Explanation of Strategies for Twice-Exceptional Students

Appropriate Identification

Teachers need to be sensitive to clues that seem to indicate contradictions in abilities rather than rely on standardized or intelligence test scores. Possible examples are:

- above grade extensive vocabulary/struggle with spelling basic words;
- strong verbal expression/poor illegible handwriting;

• good listening comprehension skills/ low self-concept;
• sophisticated sense of humor/difficulty engaging in social aspects of the classroom;
• difficulty sitting still/can become deeply immersed in special interests or creative activities and or
• reason abstractly and solve complex problems/dislike rote memorization

The following list should be viewed as characteristics which are typical of many children who are gifted and who also have a disability, rather than characteristics which all such children possess. These twice-exceptional children do not form a simple, homogeneous group; they are a highly diverse group of learners.

**Indicators of Cognitive/Affective Strengths**

• Have a wide range of interests that are not related to school topics or learning.
• Have a specific talent or consuming interest area for which they have an exceptional memory and knowledge.
• Are interested in the “big picture” rather than small details.
• Are extremely curious and questioning.
• Possess high levels of problem-solving and reasoning skills.
• Have penetrating insights.
• Are capable of setting up situations to their own advantage often as a coping method.
• Are extremely creative in their approach to tasks and as a technique to compensate for their disability.
• Have an unusual imagination.
• Are humorous often in “bizarre” ways.
• Have advanced ideas and opinions which they are uninhibited in expressing.
• Have a superior vocabulary.
• Have very high energy levels.

**Indicators of Cognitive/Affective Problems**

• Have discrepant verbal and performance abilities.
• Have deficient or extremely uneven academic skills which cause them to lack academic initiative, appear academically unmotivated, avoid school tasks, and frequently fail to complete assignments.
• Are extremely frustrated by school.
• Have auditory and/or visual processing problems which may cause them to respond slowly, to work slowly, and to appear to think slowly.
• Have problems with long-term and/or short-term memory.
• Have motor difficulties exhibited by clumsiness, poor handwriting, or problems completing paper-and-pencil tasks.
• Lack organizational skills and study skills; often appearing to be extremely “messy.”
• Are unable to think in a linear fashion; have difficulty following directions.
• Are easily frustrated; give up quickly on tasks; are afraid to risk being wrong or making mistakes.
● Have difficulty explaining or expressing ideas, “getting-to-the-point,” and/or expressing feelings.
● Blame others for their problems while believing that their successes are only due to “luck.”
● Are distractible; unable to maintain attention for long periods of time.
● Are unable to control impulses.
● Have poor social skills; demonstrate antisocial behaviors.
● Are highly sensitive to criticism.

Indicators of Low Self-Esteem

One of the most common characteristics of these children is low self-esteem. They frequently “disguise” this low self-esteem through the use of any or all of the following behaviors:

● Anger
● Self-criticism
● Crying
● Withdrawal
● Daydreaming and fantasy
● Apathetic behaviors
● Disruptive behaviors
● Clowning behaviors
● Denial of problems

Compensation and Remediation

✓ Create a transition plan to emphasize areas of giftedness as well as needs for remediation when students are moving from one school level to another.

✓ Develop strategies which nurture the student’s potential.

✓ Identify learning gaps and provide explicit instruction.

✓ A case manager who is responsible for facilitating communication between counselors, special educators, gifted educators, and general educators; facilitates collaboration to plan curriculum modifications and connect students with resources and technology tools to compensate for weaknesses.

✓ Provide course options that ease course load and accelerate strength areas such as summer school and Internet courses.

✓ Teach and encourage students to use compensation strategies such as talking to professors, using other student’s notes to supplement their own, taking fewer classes, taking advantage of extended time for testing, listening to books on tape, and utilizing technology to compensate for weaknesses.
Social and Emotional Support

✓ Twice-exceptional students should receive counseling to develop self-esteem and high self-efficacy.

✓ These students need many opportunities to exercise their areas of high ability.

✓ They need supportive adults at home and at school.

✓ Twice-exceptional students should enhance their capacity to cope with mixed abilities.

EXPLANATION OF RESEARCH GAINS FOR THESE STRATEGIES

Appropriate Identification

Many gifted students with learning disabilities appear to be average students because their giftedness and disability merge. Because of this, 41% of gifted students with disabilities are not diagnosed until college (McEachern & Barnot, 2001).

IQ tests may not be sensitive enough to determine significant discrepancies between subtest scores, particularly for gifted populations (Kavale & Forness, 1984).

Compensation and Remediation

Twice-exceptional students are particularly vulnerable during transitions from one level of education to the next. One program in New Mexico found success with a plan designed to follow students from elementary through high school (Nielsen, Higgins, Wilkinson, & Wiest Webb, 1994).

A study of twice-exceptional students who were successful in college found that all of the students in the study used compensation strategies. They were also willing to work harder than their peers to obtain the same level of results (Reis & Neu, 1994).

Social and Emotional Support

In a study of the resiliency and risk factors of twice-exceptional students it was found that they are at great risk for poor self-concept, poor self-efficacy, hypersensitivity, emotionality, high levels of frustration, anxiety, and self-criticism. The students who were more successful had good self-esteem and high self-efficacy. Those who had supportive adults also were more successful students. (Dole, 2000)

Classroom Implementation

Teachers need to be very perceptive in recognizing contradictory high abilities and disabilities so that students may be identified and receive compensation, remediation, acceleration and modifications. Because each student who is twice-exceptional has a unique set of abilities and disabilities the specific strategies used in the classroom will vary from student to student.
Characteristics of Advanced Learners

During a child’s first five or six years some of the most commonly exhibited characteristics are:

- extraordinary vocabulary at an early age;
- varying sleep patterns and needs, often beginning in infancy;
- exceptional understanding of complex or abstract ideas;
- precocity in math and language tasks – knowledge and behaviors that are not taught or coached, but surface on their own;
- advanced sense of humor and understanding of jokes and puns;
- heightened sensitivity to feelings and ideas; and/or
- amazing curiosity – questioning and touching almost everything (it seems!).

General Intelligence

- Recalls facts easily
- Is very well informed about one or more topics
- Shows keen insight into cause-effect relationships
- Has exceptional ability to solve problems
- Has phenomenal memory

Intelligence in a Specific Academic Area

- Exhibits extended attention in math, science and/or humanities
- Displays a passion for a topic of interest
- Makes independent contact with or carries on correspondence with experts in the field
- Puts extensive efforts into a project - time is of no consequence
- Manages to change a topic under discussion to the discipline of his/her interest (e.g., a discussion on today’s weather soon becomes focused on meteorology or global warming)

Creativity

- Possesses strong visual thinking or imaginative skills
- Transfers ideas and solutions to unique situations
- Prefers variety and novelty and an individual way of solving problems
- Asks many and unusual questions
- Often has several projects going at once
- Resists external controls, tests and challenges limits

Leadership

- Relates to and motivates other people
- Organizes others for activities
• Demonstrates high levels of self-assurance when making decisions or convincing peers
• Sees problems from many perspectives
• Listens to and respects the opinions of others (or listens to, and debates the opinions of others)

Visual/Performing Arts
• Shows very high ability in the visual arts, i.e., painting, sculpting, and/or arranging media in a unique way
• Possesses unusual ability to create, perform, or describe music
• Possesses unusual talent in drama or dance
• Uses artistic ability to express or evoke feelings
• Persists with an artistic vision
<table>
<thead>
<tr>
<th>Educational Opportunities</th>
<th>Gifted/Talented Plan of Service and Resource Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Opportunities for High Performing/Gifted Students</strong></td>
<td><strong>Gifted/Talented Plan of Service and Resource Guide</strong></td>
</tr>
<tr>
<td><strong>Grade Levels</strong></td>
<td><strong>Grade Levels</strong></td>
</tr>
<tr>
<td><strong>GT Area</strong></td>
<td><strong>GT Area</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grade</strong></th>
<th><strong>Specific Academic (SA)</strong></th>
<th><strong>Performing Arts (PA)</strong></th>
<th><strong>Leadership (LE)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
</tr>
<tr>
<td>2nd</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
</tr>
<tr>
<td>3rd</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
</tr>
<tr>
<td>4th</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
</tr>
<tr>
<td>5th</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
</tr>
<tr>
<td>6th</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
</tr>
<tr>
<td>7th</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
</tr>
<tr>
<td>8th</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
</tr>
<tr>
<td>9th</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
</tr>
<tr>
<td>10th</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
</tr>
<tr>
<td>11th</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
</tr>
<tr>
<td>12th</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
<td>Reading/LA</td>
</tr>
</tbody>
</table>

**Notes:**
- Parts of this document are adapted from Montana OPI, RtI and GT Education, 2009.
# Mosinee Educational Opportunities for Advanced/Gifted Students

<table>
<thead>
<tr>
<th>Educational Opportunities for High Performing/Gifted Students</th>
<th>GT Area</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Teach critical thinking skills/problem solving</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEC</td>
<td>Reading, Math, Science, Social St.</td>
<td>Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12</td>
</tr>
<tr>
<td><strong>1 Employ Multiple Intelligences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEC</td>
<td>Reading, Math, Science, Social St.</td>
<td>Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12</td>
</tr>
<tr>
<td><strong>1 Incorporate higher level thinking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEC</td>
<td>Reading, Math, Science, Social St.</td>
<td>Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12</td>
</tr>
<tr>
<td><strong>1 Alternative Assessments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEC</td>
<td>Math, Math/Science, Math</td>
<td>Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12</td>
</tr>
<tr>
<td><strong>1 Decision-making</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEC</td>
<td>Math, Science, Social St.</td>
<td>Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12</td>
</tr>
<tr>
<td><strong>1 Integrated (Cross-curricular) Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEC</td>
<td>Reading, Math, Science, Social St.</td>
<td>Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12</td>
</tr>
<tr>
<td><strong>1 Project-Based Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEC</td>
<td>Math, Science, Social St.</td>
<td>Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12</td>
</tr>
</tbody>
</table>

Parts of this document are adapted from Montana OPI, RtI and GT Education, 2009
<table>
<thead>
<tr>
<th>Educational Opportunities for High Performing/Gifted Students</th>
<th>A - Specfic Academic</th>
<th>B - Gifted/Exceptional</th>
<th>C - Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT Area</td>
<td>Grade Levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Opportunities</td>
<td>Numerical</td>
<td>Language</td>
<td>Musical</td>
</tr>
<tr>
<td>Advanced/Honors Courses</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>AP Classes/Tests</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Clubs/organizations</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Co-Curricular/Extra-Curricular</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Context Area Acceleration</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Academic Contacts</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Cluster/Ability Grouping/Classes</td>
<td>Reading</td>
<td>Math</td>
<td>Reading</td>
</tr>
<tr>
<td>Educational Opportunities for High Performing/Gifted Students</td>
<td>Areas of Giftedness</td>
<td>I - Intellectual</td>
<td>C - Creativity</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>A - Specific Academic</td>
<td>VP - Visual/Performing Arts</td>
<td>L - Leadership</td>
</tr>
<tr>
<td></td>
<td>Grade Levels: PreK, Grade 1, Grade 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Gifted/Talented Plan of Service and Resource Guide

####.Gifted/Talented Plan of Service and Resource Guide

2010

Parts of this document are adapted from Montana OPI, RtI and GT Education, 2009

---

**Educational Opportunities for High Performing/Gifted Students**

- **Summer School Enrichment Courses**
  - Grade Levels: PreK, Grade 1, Grade 2
  - Opportunities: Needed, Needed, Needed, Needed, Needed, Needed

- **Online Classes**
  - Grade Levels: PreK, Grade 1, Grade 2
  - Opportunities: Needed, Needed, Needed

- **Elective Classes**
  - Grade Levels: PreK, Grade 1, Grade 2
  - Opportunities: Math, Math, Math

- **Youth Tutoring**
  - Grade Levels: PreK, Grade 1, Grade 2
  - Opportunities: Needed, Needed, Needed

- **Foreign Exchange**
  - Grade Levels: PreK, Grade 1, Grade 2
  - Opportunities: Needed, Needed

- **Group Experiences**
  - Grade Levels: PreK, Grade 1, Grade 2
  - Opportunities: Needed, Needed, Needed

- **Leadership, Athletic, and/or Fine Arts Workshops**
  - Grade Levels: PreK, Grade 1, Grade 2
  - Opportunities: Needed, Needed, Needed

- **Museum**
  - Grade Levels: PreK, Grade 1, Grade 2
  - Opportunities: Needed, Needed, Needed

- **Performance Enrichment**
  - Grade Levels: PreK, Grade 1, Grade 2
  - Opportunities: Needed, Needed, Needed

- **Resource Enrichment**
  - Grade Levels: PreK, Grade 1, Grade 2
  - Opportunities: Needed, Needed, Needed

- **Support Groups**
  - Grade Levels: PreK, Grade 1, Grade 2
  - Opportunities: Needed, Needed, Needed
### Educational Opportunities for High Performing/Gifted Students

<table>
<thead>
<tr>
<th>Area of Giftedness</th>
<th>Intellectually Gifted</th>
<th>Creatively Gifted</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>Specific Academic</td>
<td>YP</td>
</tr>
</tbody>
</table>

#### GT Area

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Options</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>As Requested</td>
<td>As Requested</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentorships</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>As Needed</td>
<td>As Needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internships</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>As Needed</td>
<td>As Needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>Yes</td>
<td>As Needed</td>
<td>As Needed</td>
<td>As Needed</td>
<td>As Needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Research</td>
<td>Yes</td>
<td>As Needed</td>
<td>As Needed</td>
<td>As Needed</td>
<td>As Needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level/Subject Area Acceleration</td>
<td>Yes</td>
<td>As Needed</td>
<td>As Needed</td>
<td>As Needed</td>
<td>As Needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Graduation Exams</td>
<td>Yes</td>
<td>As Needed</td>
<td>As Needed</td>
<td>As Needed</td>
<td>As Needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>As Requested</td>
<td>As Requested</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEP Credit by Exam</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>As Requested</td>
<td>As Requested</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parts of this document are adapted from Montana OPI, RtI and GT Education, 2009
Glossary of RtI/Gifted Terms

504 Act: Section 504 of the Rehabilitation Act of 1973 as amended by the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) states that a student is eligible for accommodations under Section 504 if the student has a mental or physical impairment that substantially limits one or more of the student’s major life activities that impacts education.

Ability or Achievement Grouping: Children of high ability or with high achievement levels are put into a separate group for differentiating their instruction. Can be full or part-time, permanent or flexible sorting.

Accelerated Pace of Presentation: Substantial increase in tempo of content presentation and acquisition.

Acceleration: Interventions that move a student through an educational program at a faster than normal rate.

Advanced Placement or International Baccalaureate Courses: Provision of courses with advanced or accelerated content at the secondary school level, affording student opportunity to “test out” of or be given credit for completion of college-level coursework.

Cluster Grouping: Identify and place top five to eight high ability students in the same grade level in one class with a teacher who likes them, is trained to work with them, and devotes proportional class time to differentiating for them.

Compacted Curriculum/Compacting: Streamlining the regular curriculum to “buy time” for enrichment, accelerated content, and independent study. Usually involves pre-assessment or pretest of what the students have already mastered.

Complex Tasks: Providing multiple-step projects for advanced knowledge and skill acquisition.

Conceptual Discussions: High-level discussions of themes, concepts, generalizations, issues, and problems, rather than review of facts, terms, and details.

Concurrent Enrollment: Allowing students to attend classes in more than one building level during the same school year.

Cooperative Learning Groups: Providing grouped activities for the purpose of developing peer interaction skills and cooperation. May be like or mixed ability groups.

Credit by Examination: Provision of testing programs whereby the student, after successful completion of a test, will be offered a specified number of course credits. The College Level Examinations Program (CLEP) is the program widely used at the university level.

Credit for Prior Learning: Allowing students to demonstrate mastery of previously learned material through some form of assessment; same as “testing out.”

Cross Grade/Cross Age Grouping: Grouping children by their achievement level in a subject area rather than by grade or age level, also known as multi-age classrooms.
**Differentiated Instruction:** A matching of instruction to meet the different needs of learners in a given classroom by modifying delivery, time, content, process, product, and the learning environment. One or more of these elements can be modified to provide differentiation.

**Differentiated Educational Plans (DEP):** Provision of formal written plan for managing and delivering the curricula for a child with extraordinary differences in ability or educational needs.

**Early Admission to College:** Permitting a student to enter college as a full-time student without completion of a high school diploma.

**Early Content Mastery:** Giving students access to knowledge and concepts in a content area considerably before expected grade- or age-level expectations.

**Early Entrance to School:** Allowing selected gifted children showing readiness to perform schoolwork to enter kindergarten or first grade one to two years earlier than the usual beginning age.

**Evaluation:** Summarizing assessment results, then making decisions based on these results.

**Evidence-Based Instruction (EBI):** Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

**Flexible Project Deadlines:** Occasional renegotiation of when projects or assignments will be due, especially when high quality work has already been shown.

**Flexible Service Delivery:** Describes the prescriptive, focused, research-based interventions provided to students by any trained or skilled staff member, regardless of the child’s special or general education categorization or the educator’s special or general education job description.

**Flexible Tasks:** Allowing students to structure their own projects and investigations according to their strengths and interests.

**Full-Time Ability Grouping:** Sorting students, usually once a year, by ability level and then scheduling all of their academic (sometimes nonacademic) classes together.

**Grade Telescoping (“Rapid Progress”):** Shortening the time of progressing through a school level, such as middle, junior or senior high by one year, while still covering all curricula.

**Grade-Skipping:** Double promoting a student such that he/she bypasses one or more grade levels.

**Higher-order Thinking Skills:** Questioning in discussions or providing activities based on processing that require analysis, synthesis, valuation, or other critical thinking skills

**Implicit Instruction:** An instructional ideology that assumes that students are naturally active learners who construct new personalized knowledge through linking prior knowledge and new knowledge. In implicit
instruction, the teacher guides students only as much as is necessary for them to build their own understanding. Scaffolding, or teacher support through questioning and explaining, is provided only as needed.

**Independent Study Projects:** Structured projects agreed upon by student and supervising teacher that allows a student to individually investigate areas of high interest or to advance knowledge.

**Individual Education Plan (IEP):** A written statement for a student with a disability that is developed, reviewed and revised in accordance with the state of Administrative Rules of Montana (ARM) and Individuals with Disabilities Education Act (IDEA) 2004 Part B.

**Individualized Benchmark Setting:** Working with an individual student to set performance outcomes for the student’s next product or performance.

**Instructional Intervention:** Explicit and systematic instruction delivered by highly skilled teachers tailored to meet the identified needs of struggling learners. This instruction is delivered in small groups.

**Intense Intervention:** Explicit and systematic instruction delivered by highly skilled teacher specialists. This instruction is targeted and tailored to meet the needs of struggling learners in small groups or one-on-one with increased opportunities for practice and teacher feedback.

**Intervention:** Provided by general and special educators, based on training, not title. Designed to help a student improve performance relative to a specific, realistic and measurable goal. Interventions are based upon valid information about present levels of performance relative to grade-level expectations, realistic implementation with fidelity, and may include modifications and accommodations. Interventions are multi-tiered, research-based, target-specific skills, time limited and parent inclusive.

**Learning Contracts:** Student and teacher jointly develop a contract for accomplishment of learning outcomes(s); often involves a streamlining of regular class work.

**Like-Ability Cooperative Learning:** Organizing groups of learners in three-to-four member teams of like ability and adjusting the group task accordingly.

**Magnet School:** Provision of a separate school focused on a specific subject area or areas (arts, math, etc.) or on a specific group of students (academically gifted or mathematically talented) with students gifted in that area.

**Mentoring:** Establishment of one-to-one relationship between student and outside-of-school expert in a specific topic area or career.

**Modifications (Assessments):** Changes in the test or assessment conditions that fundamentally alter the test score interpretation and comparability. Providing a student with a modification during a state accountability assessment constitutes a test irregularity because it invalidates the student’s test score.

**Multi-Grade/Multi-Age Classes:** Combining two or three grade levels into one classroom and placing the brightest children as the youngest children in the class.

**Multisensory:** Simultaneously engaging the visual, auditory and kinesthetic modalities.

**Multi-tiered Intervention:** Provides different levels of intensity (core, strategic, intensive) based upon student response to instruction/intervention and with ongoing progress monitoring and focused assessment.
**Non-Graded Classes:** Placing learners in a classroom without regard to age or grade and allowing them to work through the materials at a pace and level appropriate to their individual ability and motivational levels.

**One-on-One Tutoring/Mentoring:** Placing a gifted student with a personal instructor who will offer curriculum at the appropriate level and pace.

**Parent-School Partnerships:** When parents and school staff collaborate for school success. In the RtI process at Tier 1, all parents are notified and encouraged to ask questions about the change in school procedures to effectively challenge students in the learning process. Parents are included in data collection and decision making through participation in the Student RtI Team. There is collaboration to develop effective intervention and practice opportunities for school and home.

**Partial Day/Send-Out Grouping:** Removal of gifted children from a regular classroom for a specified period of time each day or week to work with a trained specialist on differentiated curriculum.

**Personal Goal Setting:** Teaching students to identify personal goals and how to prioritize time and activities to reach those goals.

**Positive Behavioral and Intervention Supports (PBIS):** A system of tiered preventative and remedial programs, activities and interventions that provide a positive school climate and support student social/behavioral success.

**“Problem”:** A “problem” in the problem-solving process is defined as the difference between grade/age-level expectations and student present level of performance (PLOP). The difference between these two numbers describes the nature and extent of the “problem” and serves as a guide for goal setting and intervention decisions. An example of a “problem” is a grade-level expectation in Grade 2 for a minimum oral reading fluency (ORF) rate in the fall of 23 correct words per minute (CWPM); a Grade 2 student ORF score of 10 CWPM; the “problem” is the difference between 23 and 10, or “13 CWPM.”

**Problem-Based Learning:** Providing students with unstructured problems or situations for which they must discover the answers, solutions, concepts, or draw conclusions and generalizations.

**Problem-Solving Skills Training:** Providing students with problem-solving strategies matched to differing problem types.

**Problem Solving:** A process that uses assessment data to identify the problem, analyze why the problem is occurring, develop and implement an intervention/instructional plan, and evaluate outcomes. The RtI Teams use problem solving to evaluate student learning and instructional effectiveness at both the system/school level as well as at the student level.

**Progress Monitoring:** The ongoing process of collecting and analyzing assessment data to determine student progress toward specific skill goals or general outcomes. At Tier 2 and Tier 3, progress monitoring data is used to make instructional decisions about the effectiveness of intervention to accelerate student learning that increases the learning rate and enables the student to meet a specific goal designed to meet at least minimum proficiency levels.

**Regrouping by Performance Level for Specific Subject Instruction:** A form of grouping, usually sorted for once a year that delivers appropriately differentiated curriculum to students at a specific ability or achievement level.

**Research-based:** Interchangeable term with “evidence-based.”
**Scaffolding:** Support given to assist students in learning a skill through explicit instruction, modeling, questioning and feedback, etc., to ensure student performance. Scaffolding should gradually be withdrawn as students become more independent of teacher support.

**School for the Gifted:** Provision of a separate school with admission requirements that students be identified or "certified" as gifted.

**School-within-a-School:** Gifted students are placed in self-contained classes at every grade level in an otherwise heterogeneous school.

**Secondary:** Tier 2 intervention level in a Positive Behavioral and Intervention Support (PBIS) system that is delivered to the students in need of additional training and supports for behavioral success. These are often delivered in a small group of students with similar training and support needs.

**Service Learning Projects:** Provision of academic credit for student volunteer work on community and welfare projects.

**Single-Subject Acceleration:** Allowing students to move more quickly through the progression of skills and content mastery in one subject where great advancement or proficiency has been observed; other subjects may be at grade level.

**Skill:** Something a student knows how to do expertly and automatically. Basic skills of reading, written expression and math are critical life skills.

**Special Education:** Special education is specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions and in other settings; and instruction in physical education. The term includes speech-language pathology services and may include other related services, travel training and applied technology education, if they meet the definition of special education.

**Strategy:** A conscious use of a specific, evidence-based method.

**Supplemental Intervention:** An addition to Tier 1 classroom instruction targeted to meet specific needs of students in one or more of the five critical elements of reading instruction.

**Supplemental Materials:** Materials that are aligned to and support the core instructional program.

**Systematic Instruction:** A carefully planned sequence for targeted instruction.

**Talent Development:** Provision of experiences for an individual student with demonstrated high performance or potential in a specific area either through individual work or with a group of students with like talent.

**Talent Search Programs:** Provision of highly challenging, accelerated learning experiences, usually on a college campus in a specific talent area (math, writing) for highly talented students.

**Talent/Ability Grouping:** Grouping students of like ability or like interest on a regular basis during the school day for pursuit of advanced knowledge in a specific content area.

**Targeted:** Focused instruction on an identified skill.
**Team Members (IEP):** special education teacher, parent, student when appropriate, person to interpret data and others as needed.

**Telescoping of Learning Time:** Any technique that shortens the amount of time a student is provided to acquire content and skills, i.e., rapid progress, acceleration, compacting, tempo; can be subject specific or across a grade level.

**Tertiary:** Tier 3 intervention level in a Positive Behavioral and Intervention Support (PBIS) system that is delivered to the few students in need of very specific, unique and intensive supports for success. These are often part of a Behavioral Intervention Plan (BIP) that is the result of a Functional Behavioral Assessment (FBA) evaluation.

**Tier 1 Intervention:** Tier 1 interventions are actually preventative programs that are provided to all students in a classroom, school, district or rural educational cooperative, regardless of individual needs. Examples include: “Bully-proofing,” “Character Education,” Evidence-based core curriculum and instructional practices, and “Guided Reading.”

**Tier 2 Intervention:** Tier 2 intervention is strategic and targeted intervention that is implemented as a result of assessment that indicates a student is not making adequate gains from Tier 1 instruction/programs. Tier 2 intervention is typically delivered in small groups of students with similar skill concerns. Examples include “Sound Partners,” “Readwell,” social skills training and “Knowing Mathematics.”

**Tier 3 Intervention:** Tier 3 interventions are for students who require highly individualized, systematic, and explicit instruction to accelerate learning rate and/or to support learning. Intervention is considered to be intensive and is typically delivered one-on-one or in very small groups of students (2-3) with similar skill needs.

**Tutoring:** Additional practice for struggling students provided by trained individuals. Tutoring does not serve as an intervention. Tutoring may also be conducted between peers, either within grade, or cross-grade peer tutoring.

**Universal:** Tier 1 preventative programs, services, activities in a Positive Behavioral and Intervention Support (PBIS) system that is school-wide and delivered to all students and staff in the school building.

**Within-Class Ability/Performance Grouping:** Sorting of students, topic-by-topic or subject-by-subject within one classroom for the provision of differentiated learning for each group.
### APPENDIX A  National Association of Gifted Children Standards 2010

**Gifted Education Programming Criterion 1: Learning and Development**

**Introduction**

For teachers and other educators in PreK-12 settings to be effective in working with learners with gifts and talents, they must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, and programs. These characteristics provide the rationale for differentiation in programs and services for this population and are translated into appropriate differentiation choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus many of the characteristics addressed in this introduction to the standards emphasize affective development linked to self-understanding and social awareness. The teacher education standards governing these indicators are not addressed explicitly in the Pre-K-Grade 12 Gifted Education Program Standards. Moreover, because the teacher standards on learner characteristics are not programmatic in nature, the Professional Standards Working Group chose to treat them as the foundational basis for all programs and services developed in subsequent standards that impact on student learning as seen in the student outcomes forged for each criterion.

This criterion bridges the NAGC Pre-K-Grade 12 Gifted Program Standard 3 (Socio-Emotional Guidance and Counseling) and Standards 2 and 3 of the NAGC CEC teacher preparation standards (Development and Characteristics and Individual Learning Differences). The latter two focus on learning and developmental characteristics of students with gifts and talents, including those learners with special needs (e.g., twice exceptional, underachieving, low-income, culturally diverse, and second language learners). Educators who develop programs and services for these students need to recognize and apply these understandings to evolving programmatic initiatives. Knowledge of learner characteristics also represent part of the core learnings for pre-service teachers and a substantial piece of the graduate level introductory course in gifted education offered for teachers to receive endorsement or certification in their state.

#### Gifted Education Programming Criterion 1: Learning and Development

**Description:** Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
</table>
| **1. Self Understanding** Students demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains. | 1.1 Educators engage students in identifying interests, strengths, and gifts. (NAGC/CEC: 2.K1, 3.K2)  
1.2 Educators assist students in developing identities supportive of achievement. |
| **2. Self Understanding** Students possess a developmentally appropriate understanding of how they learn and grow; they recognize the influence of their beliefs, traditions, and values on their learning and behavior. | 2.1 Educators develop activities that match each student's developmental level and culture-based learning needs. (NAGC/CEC: 2.K2, 2.K4, 3.K1, 3.K4) |
| **3. Self Understanding** Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population. | 3.1 Educators provide opportunities for students to interact with individuals of various gifts, talents, abilities, and strengths (NAGC/CEC: 5.S1, 5.S3, 5.S4)  
3.2 Educators model respect for individuals with diverse abilities, strengths, and goals. (NAGC/CEC: 2.K5) |
### Awareness of Needs

- Students access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors, or experts.

- Students’ families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents needs.

### Cognitive and Affective Growth

- Students benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
- Students recognize their preferred approaches to learning and expand their repertoire.
- Students identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support, etc.)

### Educators

- Educators provide role models (e.g., through mentors, bibliotherapy) for students that match their abilities and interests. (NAGC/CEC: 2.K3, 2.K5)
- Educators identify out-of-school learning opportunities that match their abilities and interests.
- Educators collaborate with families in accessing resources to develop their child’s talents. (NAGC/CEC: 2.K3, 2.K5, 3.K4)
- Educators design interventions to develop cognitive and affective growth that are based on research of effective practices. (PK-12: 3.1; NAGC/CEC: 1.K2, 3.K2)
- Educators develop specialized intervention services for students who are underachieving and now learning and developing their talents. (PK-12: 3.3; NAGC/CEC: 2.K1, 3.S1)
- Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them. (NAGC/CEC: 3.K3)
- Educators provide students with college and career guidance that is consistent with their strengths. (PK-12: 3.2)
- Teachers and counselors implement a curriculum scope and sequence that contains personal/social awareness and adjustment, academic planning, and vocational and career awareness. (PK-12: 3.4)
Gifted Education Programming Criterion 2: Assessment

Introduction

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student’s learning progress, and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators' understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result, each educator's use of on-going assessments, students demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.

This criterion combines Standard 8, Assessment, of the NAGC-CEC teacher preparation standards with Student Identification and Program Evaluation from the NAGC Pre-K-Grade 12 Gifted Program Standards. This combination emphasizes the cyclical role that assessment assumes in the educators' decision-making process—beginning with identifying the needs of students with gifts and talents, then providing services, monitoring student progress, improving the programming components to ensure continued student progress, then returning to the identification of more students who need services and beginning the process again. Educators who use varied types of assessments need to be well-informed about measurement theory, legal policies, ethical principles, practices, and interpretation of results related to identification, progress monitoring, and evaluation, particularly as these types of assessments relate to students with gifts and talents from culturally and linguistically diverse backgrounds.

Gifted Education Programming Criterion 2: Assessment

Description: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification. All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.</td>
<td>1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness. (PK-12: 1.0; NAGC/CEC: 8.K1)</td>
</tr>
<tr>
<td>2. Identification. Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.</td>
<td>1.2. Educators provide parents with information regarding diverse characteristics and behaviors that are associated with giftedness. (PK-12: 1.3)</td>
</tr>
<tr>
<td>2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services. (PK-12: 5.0, 5.1; NAGC/CEC: 8.K1)</td>
<td>2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research. (PK-12: 4.0; NAGC/CEC: 1.K2, 8.K2)</td>
</tr>
<tr>
<td>2.3 Assessments provide qualitative and quantitative information from a variety of...</td>
<td></td>
</tr>
</tbody>
</table>
## Gifted/Talented Plan of Service and Resource Guide

### Identification

Students with identified needs represent diverse backgrounds and reflect the total student population of the district.

1. **Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child’s native language or in nonverbal formats.** (PK-12: 2.0, 2.1; NAGC-CEC: 8.3)

2. **Educators understand and implement district and state policies designed to foster equity in gifted programming and services.** (PK-12: 5.0.5.1; NAGC-CEC: 8.3.1)

3. **Educators provide parents with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.** (PK-12: 1.2, 1.3, 2.1)

### Learning Progress and Outcomes

Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.

1. **Educators use differentiated pre- and post-performance-based assessments to measure the progress of students with gifts and talents.** (NAGC-CEC: 4.8, 8.3)

2. **Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.** (NAGC-CEC: 8.3.3, 8.5)

3. **Educators use off-level standardized assessments to measure the progress of students with gifts and talents.** (NAGC-CEC: 8.3.3)

4. **Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.** (PK-12: 3.0, 3.1; NAGC-CEC: 8.3.3)

5. **Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.** (NAGC-CEC: 10.5)

### Evaluation of Programming

Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.

1. **Educators ensure that the instruments used in the evaluation process are reliable and valid, allow for above grade level performance, and allow for diverse perspectives.** (PK-12: 3.2)

2. **Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.** (PK-12: 3.3)

3. **Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public.** (PK-12: 4.0)

### Evaluation of Programming

Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.

1. **Administrators provide the necessary time and resources to implement an annual...**
<table>
<thead>
<tr>
<th>gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.</th>
<th>evaluation plan developed by persons with expertise in program evaluation and gifted education. (PK-12: 2.0, 3.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/ community involvement, (h) programming resources, and (i) programming design, management, and delivery. (PK-12: 1.0)</td>
<td></td>
</tr>
<tr>
<td>6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results. (PK-12: 4.0)</td>
<td></td>
</tr>
</tbody>
</table>
Gifted Education Programming Criterion 3: Curriculum Planning and Instruction

Introduction

Assessment is an integral component of the curriculum planning process. The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners and (b) to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.

This criterion combines Standard 4, Instructional Strategies, and Standard 7, Instructional Planning, from the NAGC-CEC teaching preparation standards with the Curriculum and Instruction criterion from the NAGC Pre-K-Grade 12 Gifted Program Standards. This combination acknowledges the interrelationship among assessment, content, and instruction. Educators must understand theories and research-based models that form the basis of curriculum development and instructional practice for students with gifts and talents. They must also be adept at responding to individual abilities and needs, including cultural and linguistic factors, to select, adapt, and create appropriate materials and select appropriate instructional strategies and resources.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Curriculum Planning</strong> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</td>
<td>1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans. (PK-12: 1.0; NAGC/CEC; 1.K3; 7.S1)</td>
</tr>
<tr>
<td>1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students. (PK-12: 2.1; NAGC/CEC: 7.S2; 7.S3)</td>
<td></td>
</tr>
<tr>
<td>1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners. (PK-12: 2.0; 5.1; NAGC/CEC: 4.K2; 7.K2; 7.S2)</td>
<td></td>
</tr>
</tbody>
</table>
1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents. (PK-12: 5.0; NAG/CCE: 7.5S)

1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring. (PK-12: 2.2; 2.3; NAG/CCE: 4.5S)

1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate. (PK-12: 2.2; 3.0; 4.0; 5.0; NAG/CCE: 4.5S; 4.5S; 7K2)

1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional. (PK-12: 5.1; NAG/CCE: 4.5S; 7.5S)

2. **Talent Development**: Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.

   2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents. (PK-12: 2.0S; 1; NAG/CCE: 4K2; 4.5S; 7K1; 7K3)

   2.2. Educators use metacognitive models to meet the needs of students with gifts and talents. (NAG/CCE: 4.5S)

3. **Talent Development**: Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.

   3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to their diversity. (PK-12: 2.2; 5.1; NAG/CCE: 4K1; 4K2; 7K2; 7.5S)

   3.2. Educators use school and community resources that support differentiation. (NAG/CCE: 4.5K1)

   3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent. (PK-12: 3.0; 5.1; NAG/CCE: 4.5S)

4. **Instructional Strategies**: Students with gifts and talents become independent investigators.

   4.1. Educators use critical thinking strategies to meet the needs of students with gifts and talents. (NAG/CCE: 4K2; 4.5S; 7K1; 7.5S)

   4.2. Educators use creative thinking strategies to meet the needs of students with gifts and talents. (NAG/CCE: 4K2; 4.5S; 7K1; 7.5S)

   4.3. Educators use problem solving models strategies to meet the needs of students with gifts and talents. (NAG/CCE: 4K2; 4.5S; 7K1; 7.5S)

   4.4. Educators use inquiry models to meet the needs of students with gifts and talents.
5. Culturally Relevant Curriculum: Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse society.

5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents. (NAGC/CEC: 4.K2; 4.S2; 7.K1; 7.S5)

5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g., biography study, speakers, etc. (NAGC/CEC: 7.S4)

5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity. (NAGC/CEC: 4.S6; 7.S4)

6. Resources: Students with gifts and talents benefit from gifted education programming that provides a variety of high-quality resources and materials.

6.1. Teachers and administrators demonstrate familiarity with sources for high-quality resources and materials that are appropriate for learners with gifts and talents. (NAGC/CEC: 4.K1; 7.S4)
Gifted Education Programming Criterion 4: Learning Environments

Introduction

Effective educators of the learners with gifts and talents create safe learning environments that foster emotional well being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of the learners with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. They understand the role of language and communication in talent development and the ways in which culture affects communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptionality, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today’s global community.

This criterion addresses NAGC-CEC teacher preparation Standards 5 (Learning Environment and Social interactions) and 6 (Language and Communications). The NAGC Pre-K-Grade 12 Gifted Program Standards have no similar content. Educators of students with gifts and talents require knowledge and skills to create learning environments that support the affective, social, and communicative needs of learners with gifts and talents, including those from diverse backgrounds, defined to include differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Gifted Education Programming Criterion 4: Learning Environments

Description: Learning environments foster personal and social responsibility, multiculturaltm competence, and interpersonal and technical communication skills for leadership in the 21st century.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Personal Competence</strong>: Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</td>
<td>1.1. Educators maintain high expectations for all students as evidenced in meaningful and challenging activities. (NAGC/CEC: 5.K1)</td>
</tr>
<tr>
<td></td>
<td>1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models. (NAGC/CEC: 5.B1)</td>
</tr>
<tr>
<td></td>
<td>1.3. Educators create environments that support trust among diverse learners. (NAGC/CEC: 1K7, 5.S3, 6.K1-3)</td>
</tr>
<tr>
<td></td>
<td>1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on errors as learning opportunities. (NAGC/CEC: 5.S2)</td>
</tr>
<tr>
<td></td>
<td>1.5. Educators provide examples of positive coping skills and opportunities to apply them. (NAGC/CEC: 5.B5)</td>
</tr>
</tbody>
</table>
### Social Competence
Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

<table>
<thead>
<tr>
<th>2. Social Competence</th>
<th>2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction. (NAGCC/CEC: 5.K2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers. (NAGCC/CEC: 5.S3)</td>
</tr>
<tr>
<td></td>
<td>2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work. (NAGCC/CEC: 5.S5)</td>
</tr>
</tbody>
</table>

### Leadership
Students with gifts and talents demonstrate personal and social responsibility and leadership skills.

<table>
<thead>
<tr>
<th>3. Leadership</th>
<th>3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility. (NAGCC/CEC: 5.S1, S4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.2. Educators provide environments for developing many forms of leadership and leadership skills. (NAGCC/CEC: 5.S2)</td>
</tr>
<tr>
<td></td>
<td>3.3. Educators promote opportunities for leadership in community settings to effect positive change. (NAGCC/CEC: 5.S5)</td>
</tr>
</tbody>
</table>

### Cultural Competence
Students with gifts and talents value their own and others’ language, heritage, and circumstance. They possess skills in communicating, learning, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.2. Educators sanction discriminatory language and behavior and model appropriate strategies. (NAGCC/CEC: 1.K5, 5.S4)</td>
</tr>
<tr>
<td></td>
<td>4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal. (NAGCC/CEC 5.S1)</td>
</tr>
</tbody>
</table>

### Communicative Competence
Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced literacy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.

<table>
<thead>
<tr>
<th>5. Communicative Competence</th>
<th>5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s). (NAGCC/CEC 6.S1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students’ cultural context. (NAGCC/CEC: 5.K1-3)</td>
</tr>
<tr>
<td></td>
<td>5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity. (NAGCC/CEC 6.S2)</td>
</tr>
</tbody>
</table>
Gifted Education Programming Criterion 5: Programming

Introduction

The term programming refers to a continuum of services that address students with gifts and talents' needs in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for PK-12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, mentorships, online courses, internships) to enhance students' performance in cognitive and affective areas and to assist them in identifying future career goals. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as distance learning courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs and related professional services collaborate with one another and parents and community members to ensure that students' diverse learning needs are met. Administrators demonstrate their support of these programming options by allocating sufficient resources so that all students within gifts and talents receive appropriate educational services.

This criterion combines Standard 10, Collaboration, of the NAGC-CEC teacher preparation standards with Program Design and Program Administration and Management from the NAGC Pre-K-Grade 12 Gifted Program Standards. The combination focuses on the strong relationships among coordinated and comprehensive services, administrative resources, and collaboration that are needed to develop the talents of all students with gifts and talents.

Gifted Education Programming Criterion 5: Programming

Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative and affective development of learners with gifts and talents and (b) programming that meet their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement and effectively manage comprehensive services for students with a variety of gifts and talents.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Variety of Programming: Students' participation in a variety of programming options based on a strong evidence-based foundation in gifted education enhances performance in cognitive and affective areas.</td>
<td>1.1. Educators regularly use multiple alternative approaches to accelerate learning. (PK-12: 51; NAGC/CEC: 4.55)</td>
</tr>
<tr>
<td></td>
<td>1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting. (PK-12: 51)</td>
</tr>
<tr>
<td></td>
<td>1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, special schools, and so on. (PK-12: 51)</td>
</tr>
<tr>
<td></td>
<td>1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study. (PK-12: 51; NAGC/CEC: 7.56)</td>
</tr>
<tr>
<td></td>
<td>1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high level programming. (PK-12: 51; NAGC/CEC: 4.57, 6.52)</td>
</tr>
<tr>
<td></td>
<td>1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services. (PK-12: 52, 6.4)</td>
</tr>
</tbody>
</table>
2. **Coordinated Services.** Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.

   2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents. (PK-12: 5.4, 6.2; NAGC/CEC: 10.S4, 10.S6)

3. **Collaboration.** Students with gifts and talents' learning are enhanced by regular collaboration among families, community, and the school.

   3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating. (PK-12: 6.3; NAGC/CEC: 10.K1, 10.S1, 10.S2, 10.S5)

4. **Resources.** Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.

   4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services. (PK-12: 5.2, 6.4)

5. **Comprehensive.** Students with gifts and talents develop their potential through comprehensive, aligned programming and services.

   5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12. (PK-12: 5.1; NAGC/CEC: 7.S3)

6. **Policies and Procedures.** Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).

   6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education. (PK-12: 5.3, 5.6; NAGC/CEC: 1.K3, 9.S4)

7. **Career Pathways.** Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.

   7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values. (PK-12: 3.2; NAGC/CEC: 7.S5)

   7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes. (PK-12: 5.1, NAGC/CEC: 7.S6)
Gifted Education Programming Criterion 6: Professional Development

Introduction

Professional development is essential for all educators involved in the development and implementation of gifted program services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC teacher preparation standards. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies, and presentations by external consultants. Students participating in gifted education program services are taught by teachers with developed expertise in gifted education. Gifted education program services are developed and supported by administrators, coordinators, and curriculum specialists who have developed expertise in gifted education. Student services for students with gifts and talents are also enhanced by guidance and counseling professionals with expertise in gifted education. Professional development is an ongoing part of gifted educators' professional and ethical practices. It is based on systematic needs assessments from both program and personnel evaluations.

This criterion combines Standards 9 and 10 of the NAGC-CEC teacher preparation standards with Professional Development from the NAGC Pre-K-Grade 12 Gifted Program Standards. This combination emphasizes the foundational role of ongoing professional development guided by the established standards of the field and supporting evidence-based practices in all aspects of gifted program services.

Gifted Education Programming Criterion 6: Professional Development

Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC/CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standards. They access resources to provide for release time, funding for continuing education, and substitute support.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Talent Development: Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.</td>
<td>1.1. Educators systematically participate in ongoing, research- supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming. (PK-12: 1-4; NAGC/CEC: 1.0, 9.95, 10.96)</td>
</tr>
<tr>
<td></td>
<td>1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness. (PK-12: 1, 3, 4; NAGC/CEC: 4.83)</td>
</tr>
<tr>
<td></td>
<td>1.3. Educators participate in ongoing professional development addressing key issues and trends in gifted education such as anti-intellectualism and equity and access. (PK-12: 1, 2; NAGC/CEC: 1.95, 9.99)</td>
</tr>
<tr>
<td></td>
<td>1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time; funding for continuing education, substitute support, webinars, mentors, etc.). (PK-12: 3, 4)</td>
</tr>
<tr>
<td>2. Socio-emotional Development</td>
<td>2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents. (PK-12: 1, 2, 3, 4; NAGC/CEC: 9.S5)</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents. (PK-12: 1.0; NAGC/CEC: 9.K2)</td>
</tr>
<tr>
<td>3. Lifelong Learners</td>
<td>3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments. (NAGC/CEC: 9.S1, 9.S7)</td>
</tr>
<tr>
<td></td>
<td>3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning. (NAGC/CEC: 9.S5)</td>
</tr>
<tr>
<td></td>
<td>3.3. Educators use multiple modes of delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, book talks, etc. (NAGC/CEC: 9)</td>
</tr>
<tr>
<td></td>
<td>3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans. (NAGC/CEC: 9.S1, 9.S7)</td>
</tr>
</tbody>
</table>
### APPENDIX B  Identification

Mosinee Advanced Learner/Gifted Descriptors

<table>
<thead>
<tr>
<th>Intellectual</th>
<th>Specific Academic Area</th>
<th>Visual Performing Arts: Music or Art</th>
<th>Creativity</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate should demonstrate at least 75% of the indicators</td>
<td>Candidate should demonstrate at least 75% of the indicators</td>
<td>Consistently and easily grasps concepts in this content area</td>
<td>Consistently displays unique and divergent thinking ability</td>
<td>Consistently displays ability to organize self and others</td>
</tr>
<tr>
<td>Consistently displays abstract and higher order thinking skills (such as synthesizing and evaluating) beyond grade level peers</td>
<td>Consistently displays abstract and/or higher level thinking in a content area</td>
<td>Consistently displays high quality public performance skills</td>
<td>Consistently demonstrates ability to &quot;see&quot; spatial organization or relationships</td>
<td>Consistently displays self-sufficiency and strength of character</td>
</tr>
<tr>
<td>Consistently displays superior problem solving skills</td>
<td>Consistently displays high degree of skill and accomplishment in this content area</td>
<td>Displays unique sense of or appreciation of aesthetic beauty or composition</td>
<td>Consistently displays energy and persistence in accomplishing tasks</td>
<td>Consistently displays sensitivity to others</td>
</tr>
<tr>
<td>Consistently achieves in the upper 10% of grade level peers</td>
<td>Consistently shows enthusiasm and energy in working in this content area</td>
<td>Consistently displays leadership for others in this content area</td>
<td>Consistently demonstrates ability to solve problems in a unique manner</td>
<td>Consistently displays creativity in planning and problem-solving</td>
</tr>
<tr>
<td>Consistently displays a wide range of knowledge and interest areas</td>
<td>Consistently achieves in the top 10% of grade level peers in a content areas</td>
<td>Consistently shows enthusiasm and energy in working in this content area</td>
<td></td>
<td>Consistently displays mature use of language and/or sense of humor</td>
</tr>
<tr>
<td>Consistently displays self-knowledge beyond grade level peers</td>
<td>Consistently displays a strong memory for content material and is able to apply new learning</td>
<td>Consistently displays leadership for others in this content area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently shows maturity in language knowledge and usage, or humor, and/or self-selected reading material</td>
<td>Consistently displays ability to work independently and with persistence</td>
<td>Consistently displays ability to work independently and with persistence in this content area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Last Name</td>
<td>Student First Name</td>
<td>Grade 7</td>
<td>Spring 2010</td>
<td>Intellectual Ability</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------</td>
<td>--------</td>
<td>-------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parts of this document are adapted from Montana OPI, RtI and GT Education, 2009
<table>
<thead>
<tr>
<th>Total Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Academic Ability - Mathematics

- Consistently displays abstract and/or higher level thinking in a content area.
- Consistently and easily grasps concepts in a specific content area.
- Consistently shows enthusiasm and energy in working in this content area.
- Consistently achieves in the top 10% of grade level peers in this content area.
- Consistently displays a strong memory for content material and is able to apply new learning.
- Consistently displays ability to work independently and with persistence.

**Total Points**

**Percent of Total Academic Mathematics**

### Academic Ability - Social Studies

- Consistently displays abstract and/or higher level thinking in a content area.
- Consistently and easily grasps concepts in a specific content area.
- Consistently shows enthusiasm and energy in working in this content area.
- Consistently achieves in the top 10% of grade level peers in this content area.
- Consistently displays a strong memory for content material and is able to apply new learning.
- Consistently displays ability to work independently and with persistence.

**Total Points**

**Percent of Total Academic Social Studies**

### Academic Ability - Science

- Consistently displays abstract and/or higher level thinking in a content area.
- Consistently and easily grasps concepts in a specific content area.
- Consistently shows enthusiasm and energy in working in this content area.
- Consistently achieves in the top 10% of grade level peers in this content area.
- Consistently displays a strong memory for content material and is able to apply new learning.
- Consistently displays ability to work independently and with persistence.

**Total Points**

**Percent of Total Academic Science**
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Academic Ability/Other Area - Percent - Male</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently displays abstract and/or higher level thinking in a content area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently and easily grasps concepts in a specific content area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently shows enthusiasm and energy in working in this content area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently achieved in the top 10% of grade level peers in this content area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently displays a strong memory for content material and is able to apply new learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently displays ability to work independently and with persistence</td>
<td></td>
</tr>
</tbody>
</table>

### Visual Performing Arts

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Visual Performing Arts Ability: Art</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently displays leadership for others in this content area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently displays ability to work independently and with persistence in this content area</td>
<td></td>
</tr>
</tbody>
</table>

### Percent of Total Visual Performing Arts

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Visual Performing Arts Ability: Art

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Visual Performing Arts Ability: Art</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently displays leadership for others in this content area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently displays ability to work independently and with persistence in this content area</td>
<td></td>
</tr>
</tbody>
</table>

### Percent of Total Visual Performing Arts

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Visual Performing Arts Ability: Art

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Visual Performing Arts Ability: Art</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently displays leadership for others in this content area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently displays ability to work independently and with persistence in this content area</td>
<td></td>
</tr>
</tbody>
</table>

### Percent of Total Visual Performing Arts

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Leadership</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Consistently displays unique and divergent thinking ability</td>
<td>Consistently displays ability to organize self and others</td>
</tr>
<tr>
<td>Consistently demonstrates ability to &quot;see&quot; spatial organization of relationships</td>
<td>Consistently displays self-sufficiency and strength of character</td>
</tr>
<tr>
<td>Displays unique sense of or appreciation of aesthetic beauty or composition</td>
<td>Consistently displays energy and persistence in accomplishing tasks</td>
</tr>
<tr>
<td>Consistently demonstrates ability to solve problems in a unique manner</td>
<td>Consistently displays sensitivity to others</td>
</tr>
</tbody>
</table>

**Total Points**

**Percent of Total Creativity**

**Total Points**

**Percent of Total Leadership**
APPENDIX C  Mosinee RtI Process

Mosinee School District  RtI Process for Intervention and Tier 3 Referral

Developed 7/2010

Tier 1 (Differentiated Instruction and Behavior Management)

1. All students receive research-based core curriculum.
2. Collect universal benchmark data at least two times during the school year (MAP fall/spring) HM skills and/or theme reading assessment, Math Expressions assessment, running records, spring district needs assessment. Can administer easyCBM for math or reading baseline to all students.
3. Identification or consideration (any one of the following for Tier 1 Intervention)
   a. For remediation—at least 15 points on spring needs assessments for reading/math and behavioral indicators), percentiles of 30 or below on MAP, below grade level expectation on running records, 70 percent or below on core curriculum assessments, or a grade of 2 or below at the elementary school.
   b. For gifted/high achieving students—at least 80% of indicators on GT needs assessment, 85th percentile on two of three MAP administrations, 85% or better on classroom work, or a grade of 4 at the elementary school.
4. For remediation: analyze the universal screener for specific areas of deficit/delays.
   For GT/high achievers: analyze the universal screener for specific areas of strength.
5. Administer easyCBM assessments (www.easyCBM.com) and/or Fountas/Pinnell assessments to students of concern identified in step 3
6. Determine Tier I interventions needed based on data analysis.
7. Implement intervention and monitor student progress toward the benchmark using frequent assessments (6 weeks per intervention with mid-point reassessment)
   Implement differentiated instruction strategies as interventions for GT/high achievers as: (alternate work, compacting, contracting, small group, student choice of activities, learning styles)
8. Review, revise and or discontinue intervention based on student progress (6 weeks duration with 3-week reassessment using easyCBM)
   a. If student is progressing, continue intervention as is and reassess again after 3 more weeks)
   b. If no progress or slow progress, tweak intervention to modify frequency and/or strategies used and continue for another three weeks with reassessment at the end of three more weeks.
   c. Progress data will be noted weekly for the Tier 1 intervention (teacher observation of performance)
   d. For GT/high achievers, assess progress through teacher observation of student performance.
9. If student is not progressing or has a history of documented Tier 2 (pull-out or push-in) interventions, external Tier 2 intervention will need to run concurrent with classroom interventions at the outset (Title 1/district remedial services)
10. If little or no progress, student should be considered for Tier 2 intervention through the grade level RtI meeting.
For high achievers with MAP scores at or above the 90\textsuperscript{th} percentile, if more specific differentiation or alternate instruction is recommended, student should be considered for Tier 2 intervention through the grade level RtI meeting. Student service specialists should be invited to attend the RtI meetings (guidance, reading, math, GT, at risk)

**Tier 2 (Targeted Instruction and/or Behavior Management)**

1. If Tier 2 is needed, contact parents about student concerns and interventions proposed
2. For GT/high achiever, encourage participation in Tier 2 activities provided in the school and community: academic competitions, leadership activities, visual/performing arts activities, academic clubs, extracurricular activities including sports, service clubs, etc.
3. If reading is a concern, contact Title I specialist or Reading Specialist for individual assessment
4. If math is a concern, use easyCBM for assessment
5. Design intervention based on data analysis
   - a. discuss with RtI team options available within the building, ie, grouping and regrouping, re-teaching strategies, pull-out, specific course, study tables, tutoring, TA, pyramid designation, directed study hall.
6. Provide daily scientifically based small group instruction
   - a. Describe specifics and frequency/start-end dates (at least 6 weeks duration)
   - b. Describe desired outcome
7. Collect data (observational daily/weekly, informal assessment (easyCBM and/or running record) not less than 3 week intervals)
   - a. Chart/record student progress
8. Review, revise and/or discontinue small group instruction.
   - a. if no progress is noted, increase the intensity, duration and/or frequency of instruction (reassess after 3 weeks)
9. If student is unsuccessful and has made inadequate or no progress, RtI team meets to determine if a Tier 3 intervention/assessment is indicated. This includes students being considered for retention or acceleration in a grade or content area. Be alert to students at or above the 95\textsuperscript{th} percentile or those students who may be underachieving.

**Tier 3 (SST meeting schedule will be posted on the curriculum (Y) drive)**

1. Fill out Tier 3 Student Services Team (SST) Referral form (available on Curriculum Drive: RtI folder)
2. Return completed referral form to building special education secretary for inclusion on next SST meeting agenda
3. If behavior is the concern, special education secretary will send teacher the Behavioral Screening Tool to complete. If the referral is for a GT candidate, the special education secretary will send the teacher an inventory (Gifted and Talented Evaluation Scales and Gifted Evaluation Scales are available through CESA #9) and send the parent an inventory.
4. At least one referring teacher should attend the SST meeting
5. Team will discuss student concerns and determine if further data or assessment is needed (ADHD, Autism, GT, Reading, Medical, Special Education, ELL, Math, Mental Health, Behavior) For GT referrals, this may include an IQ test or content area achievement tests or further survey instruments.
6. Identify why student has not responded to previous interventions
7. Conduct further assessment as indicated and decided by SST
8. Development of IEP/DEP goals and strategies or other intervention to match instructional service to student need
   a. Student may/should continue with Tier 1 and 2 interventions
   b. Student may be placed in a specific program to meet needs including GT student
9. Ongoing progress monitoring and data collection—follow up through SST meetings.
Parent Inventory

If you feel your child has special talents, please check the following statements to describe your child as you see him or her.

<table>
<thead>
<tr>
<th>Key</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displays a great deal of intellectual playfulness, fantasizes, imagines, manipulates ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Has self-stimulated curiosity; shows independence in trying to learn more about something.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Chooses difficult problems over simple ones.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is selected by peers for positions of leadership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Adapts readily to new situations; flexible in thought and action; not disturbed in the normal routine is changed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Organizes and brings structure to things, people, and situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Uses unique and unusual ways to solve problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Reason things out, thinks clearly, comprehends meaning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Expresses interest in understanding self and others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Has interest of older children or of adults in games and reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Is alert and keenly observant and responds quickly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Strives toward perfection, is self-critical, is not easily satisfied with own speed or products.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Excels in coordination and agility.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Can perform more difficult mental tasks than peers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Seems to sense what others want and helps accomplish it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Tends to direct others in activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Sticks to a project or idea once it is started, not easily distracted or discouraged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Has many different ways of solving problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Challenges authority when sense of justice is offended, structures alternative approaches.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Enjoys and responds to beauty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Has unusually advanced vocabulary for age level, uses terms in a meaningful way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

February 2000   Adapted from Joseph Renzulli
### Mosinee Schools Tier 3 Referral Form

**School District of Mosinee**  
**Student Services Team Meeting Data Form**

**Team Leader:** Building School Psychologist  
**Members:** Building Principal, Guidance Counselor, Reading Specialist/Title 1, GT Coordinator, School Nurse, Police Liaison Officer

<table>
<thead>
<tr>
<th>Teacher requesting student consideration:</th>
<th>Name of Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Grade of Student:</td>
</tr>
<tr>
<td></td>
<td>DOB:</td>
</tr>
<tr>
<td></td>
<td>Current School:</td>
</tr>
</tbody>
</table>

Please indicate your area(s) of concern/interest:

- [ ] Academic
- [ ] Speech
- [ ] Processing
- [ ] Social
- [ ] Fine Motor
- [ ] Attention
- [ ] Behavioral
- [ ] Gross Motor
- [ ] Emotional
- [ ] Homeless
- [ ] Possible Acceleration
- [ ] Possible Retention
- [ ] Program Modification
- [ ] Issues with Attendance
- [ ] Autism Spectrum

Please describe and give examples of your specific concerns (include approximate grade functioning levels for academic areas):

______________________________________________________________________________________________________

______________________________________________________________________________________________________

______________________________________________________________________________________________________

______________________________________________________________________________________________________

______________________________________________________________________________________________________

______________________________________________________________________________________________________

______________________________________________________________________________________________________

______________________________________________________________________________________________________

______________________________________________________________________________________________________

______________________________________________________________________________________________________
Review of the child's records found the following:

- Current medical diagnosis. If yes, explain:
- Does MSD have current releases of information? If needed, please obtain one:
- Has this student been retained in any grade? If yes, explain:
- Has this student attended any other school? If yes, please list:
- Does this child have excessive absences? If yes, please explain:
- Are there any other documented concerns relating to this student:
- Has the student received services in the past (Title 1, GT, ELL, SPED)?
Mosinee Progress Monitoring Tool

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Tier</th>
<th>Content Area(s)</th>
<th>Frequency or Dates</th>
<th>Reason for Accommodation</th>
<th>Result of Using Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Compacting:</strong></td>
<td>1 or 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving students full credit for what they know about an upcoming unit and/or providing advanced students opportunities to learn new material in a shorter time period than needed by classmates; students may be given alternate enrichment activities until the group is ready to move on to the next unit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pretest/Curriculum Adaptation:</strong></td>
<td>1 or 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving pretest then allowing students to skip material already mastered and then giving higher level, choice, and or alternate assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Contracts:</strong></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A signed agreement between student and teacher regarding specific tasks to be done by the student-- can be in place of regular curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td>Tier</td>
<td>Content Area(s)</td>
<td>Frequency or Dates</td>
<td>Reason for Accommodation</td>
<td>Result of Using Accommodation</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------</td>
<td>-----------------</td>
<td>--------------------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Self-selection of Project/Study:</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher may give choices based on interest,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning style, Bloom's Taxonomy, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate Assignments:</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>challenge or higher level thinking assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compacted Course:</td>
<td>1 or 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>finishing a course before its normal completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to allow students to take a year-long course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in a semester-mainly done at high school level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplemented/Enriched Curriculum:</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>giving higher level instruction, not accelerated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pull-out Class</td>
<td>1 or 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-small group targeted instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Research/Study:</td>
<td>1 or 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing in-depth research on a topic of a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student's own choosing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cluster Grouping:</td>
<td>1 or 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a scheduling strategy that clusters a small</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>number of students in the classrooms with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>natural proportions of typically developing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td>Tier</td>
<td>Content Area(s)</td>
<td>Frequency or Dates</td>
<td>Reason for Accommodation</td>
<td>Result of Using Accommodation</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
<td>-----------------</td>
<td>--------------------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Grade Acceleration: Full grade skipping</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Admission: using Board Policy directives to grant early admission to Kindergarten.</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Enrollment: enrollment in HS and post-secondary credit courses</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrichment</td>
<td>Specific Offering</td>
<td>Dates</td>
<td>Talent Addressed</td>
<td>Result of Student Participation</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>-------</td>
<td>------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing Arts-oriented group: drama, music performance, art displays, sports</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-curricular academic extra-curricular activities/competitions: Math, Forensics, Science, Math 24, Battle of the Books</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentorship of younger student</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support Services</th>
<th>Tier</th>
<th>Specific Offering</th>
<th>Frequency or Dates</th>
<th>Reason for Accommodation</th>
<th>Result of Student Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Counseling</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEP: differentiated educational plan (GT Coordinator)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Mentor Assigned</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D  Carol Ann Tomlinson

THE DOs AND DON'Ts OF INSTRUCTION: What It Means To Teach Gifted Learners Well by Carol Ann Tomlinson, Ed.D, The University of Virginia

Some people suggest that gifted education is just sort of "fluffy" or enriching-gravy on the potatoes, perhaps, but not anything especially substantial or critical in the way of mental fare. Others propose that all gifted education is what's good for all students. Unfortunately, those two criticisms sometimes stem from observing classrooms where gifted learners are taught inappropriately.

So what does it mean to teach a highly able student well? Of course it will vary some with the age of the child, the subject, the learning style of the student-and possibly even the child's gender or culture. Certainly appropriate instruction for such learners varies for a child who comes to school rich with experiences vs. a child who is equally able but lacks richness of experience. And it will vary with a child who has immense potential versus a peer with somewhat less capacity. Nonetheless, there are general indicators of appropriate curriculum and instruction for highly able students (in their areas of strength), and general indicators of inappropriate curriculum and instruction for such learners.

Good Instruction for Gifted Learners

1) Good curriculum and instruction for gifted learners begins with good curriculum and instruction. It's difficult, if not impossible, to develop the talent of a highly able student with insipid curriculum and instruction. Like all students, gifted learners need learning experiences that are rich. That is, they need learning experiences that are organized by key concepts and principles of a discipline rather than by facts. They need content that is relevant to their lives, activities that cause them to process important ideas at a high level, and products that cause them to grapple with meaningful problems and pose defensible solutions. They need classrooms that are respectful to them, provide both structure and choice, and help them achieve more than they thought they could. These are needs shared by all learners, not just those who are gifted. Good instruction for gifted learners must begin there.

2) Good teaching for gifted learners is paced in response to the student's individual needs. Often, highly able students learn more quickly than others their age. As a result, they typically need a more rapid instructional pace than do many of their peers. Educators sometimes call that "acceleration," which makes the pace sound risky. For many gifted learners, however, the comfortable pace-like walking "quickly" suits someone with very long legs. It's only "fast" for someone with shorter legs. On the other hand, it's often the case that advanced learners need a slower pace of instruction than many other students their age, so they can achieve a depth or breadth of understanding needed to satisfy a big appetite for knowing.

3) Good teaching for gifted learners happens at a higher "degree of difficulty" than for many students their age. In the Olympics, the most accomplished divers perform dives that have a higher "degree of difficulty" than those performed by divers whose talents are not as advanced. A greater degree of difficulty calls on more skills, more refined skills, applied at a higher plane of sophistication. A high "degree of difficulty" for gifted learners in their talent areas implies that their content, processes and products should be more complex, more abstract, more open-ended, more multifaceted than would be appropriate for many peers. They should work with fuzzier problems, will often need less teacher-imposed structure, and (in comparison to the norm) should have to make greater leaps of insight and transfer than
would be appropriate for many their age. Gifted learners may also (but not always) be able to function with a greater degree of independence than their peers.

4) **Good teaching for gifted learners requires an understanding of "supported risk."** Highly able learners often make very good grades with relative ease for a long time in school. They see themselves (and often rightly so) as expected to make "A's," get right answers and lead the way. In other words, they succeed without "normal" encounters with failure. Then, when a teacher presents a high-challenge task, the student feels threatened. Not only has he or she likely not learned to study hard, take risks and strive, but the student's image is threatened as well. A good teacher of gifted students understands that dynamic, and thus invites, cajoles and insists on risk but in a way that supports success. When a good gymnastics coach asks a talented young gymnast to learn a risky new move, the coach ensures that the young person has the requisite skills, then practices the move in harness for a time. Then the coach "spots" for the young athlete. Effective teachers of gifted learners do likewise.

**Inappropriate Instruction for Gifted Learners**

1) **Instruction for gifted learners is inappropriate when it asks them to do things they already know how to do, and then to wait for others to learn how.** Many advanced learners regularly complete assignments calling on materials, ideas and skills they have already mastered. Then they wait for peers to catch up, rather than being pre-assessed and assigned more advanced materials, ideas and skills when they demonstrate competency.

2) **Instruction for gifted learners is inappropriate when it asks them to do "more of the same stuff faster."** Reading more books that are too easy and doing more math problems that have ceased being a challenge are killers of motivation and interest.

3) **Instruction for gifted learners is inappropriate when it cuts them loose from peers and the teacher for long periods of time.** Asking a highly able student to sit at a desk in the back of the room and move through the math book alone ignores a child's need for affiliation, and overlooks the fact that a teacher should be a crucial factor in all children's learning. It also violates the importance of meaningful peer interaction in the learning process, as well as in the process of social and emotional development.

4) **Instruction for gifted learners is inappropriate when it is structured around "filling time."** Highly able students are often asked to go write a play, complete a puzzle, or do classroom chores because they have completed required tasks that take others longer. It would be difficult to defend such practices as a high-quality use of educational time.

5) **Instruction for gifted learners is inappropriate when they spend substantial time in the role of tutor or "junior teacher."** All students need to be colleagues for one another, giving a hand or clarifying procedures when needed. That's quite different from when advanced learners spend chunks of time on a regular basis teaching what they already know to students who are having difficulty. Some educators suggest that doesn't harm highly able learners because their test scores remain high. That begs the question of the extended learning these students might have garnered had the same amount of time been spent in pursuit of well-planned new ideas and skills.

6) **Instruction for gifted learners is inappropriate when it is rooted in novel, "enriching" or piecemeal learning experiences.** If a child were a very talented pianist, we would question the quality of her music teacher if the child regularly made toy pianos, read stories about peculiar happenings in the music world and did word-search puzzles on the names of musicians. Rather, we would expect the student to work directly with the theory and performance of music in a variety of forms and at consistently escalating levels of complexity. We would expect the young pianist to be learning how a musician thinks and works,
and to be developing a clear sense of her own movement toward expert-level performance in piano. Completing word-search puzzles, building musical instruments and reading about oddities in the lives of composers may be novel, may be "enriching," (and certainly seems lacking in coherent scope and sequence, and therefore sounds piecemeal). Those things will not foster high-level talent development in music. The same hold true for math, history, science and so on.

**It's Actually Simple-In Theory** What it takes to teach gifted learners well is actually a little common sense. It begins with the premise that each child should come to school to stretch and grow daily. It includes the expectation that the measure of progress and growth is competition with oneself rather than competition against others. It resides in the notion that educators understand key concepts, principles and skills of subject domains, and present those in ways that cause highly able students to wonder and grasp and extend their reach. And it envisions schooling as an escalator on which students continually progress, rather than a series of stairs, with landings on which advanced learners consistently wait.

It's not so hard to articulate. It's fiendishly difficult to achieve in schools where standardization is the norm, and where teachers are supported in being recipe followers, rather than flexible and reflective artisans. In schools where responsive instruction is a carefully supported indicator of professional growth, the capacity to extend even the most capable mind is a benchmark of success.

This article reprinted from the May 1997 issue of *Instructional Leader*, with permission from the Texas Elementary Principals and Supervisors Association.

**Research Support for Acceleration, From the Acceleration Work Group,**

**Council of State of Directors Programs for the Gifted**

As an educational intervention, acceleration is decidedly effective for high ability students. The research support for acceleration that has accumulated over many decades is robust and consistent. The research allows us to confidently state that carefully planned acceleration decisions are successful.

Both grade-based and content-based acceleration are effective interventions in academic and social-emotional domains for high-ability students. Grade-accelerated students generally outperform their chronologically older classmates academically, and both groups show approximately equal levels of social and emotional adjustment (cf., Assouline et. al., 2003; Colangelo et. al., 2004; Kulik, 2004; Kulik & Kulik, 1992; Lipscomb, 2003; Sayler & Brookshire, 1993; Southern & Jones, 1991). To be clear, there is no evidence that acceleration has a negative effect on a student's social-emotional development.

Some educators are reluctant to accelerate a student because they are concerned about long-term outcomes. However, longitudinal research has demonstrated that accelerants attain advanced degrees, produce scholarly works and contribute professionally at rates well above societal baselines (Lubinski et. al., 2001, 2006). In follow-up interviews, the students indicated they wished they would have had more acceleration opportunities while in the K-12 setting (Lubinski et. al., 2001, 2006).

The review of acceleration research presented in *A Nation Deceived* (Colangelo et. al., 2004) provides the necessary supporting evidence for our recommendations for developing an acceleration policy. For more information about acceleration research, visit IRPA’s Web site at [http://www.accelerationinstitute.org](http://www.accelerationinstitute.org).
APPENDIX E  Cluster Grouping
ED451663 2001-03-00 Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E607.

ERIC Development Team
www.eric.ed.gov

ERIC Identifier: ED451663
Publication Date: 2001-03-00
Author: Winebrenner, Susan - Devlin, Barbara
Source: ERIC Clearinghouse on Disabilities and Gifted Education Arlington VA.

Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E607.

THIS DIGEST WAS CREATED BY ERIC, THE EDUCATIONAL RESOURCES INFORMATION CENTER. FOR MORE INFORMATION ABOUT ERIC, CONTACT ACCESS ERIC 1-800-LET-ERIC

There is an alarming trend in many places to eliminate gifted education programs in the mistaken belief that all students are best served in heterogeneous learning environments. Educators have been bombarded with research that makes it appear that there is no benefit to ability grouping for any students. However, the work of many researchers (Allan, 1991; Feldhusen, 1989; Fiedler, Lange, & Winebrenner, 1993; Kulik and Kulik, 1990; Rogers, 1993) clearly documents the benefits of keeping gifted students together in their areas of greatest strength for at least part of the school day. It also appears that all students, including average and below average students, may benefit when gifted students are placed in their own cluster (Gentry, 1999).

WHAT DOES IT MEAN TO PLACE GIFTED STUDENTS IN CLUSTER GROUPS?

A group of three to six identified gifted students, usually those in the top 5% of ability in the grade level population, are clustered in a mixed-ability classroom. The teacher has had training in how to teach exceptionally capable students. If there are more than six gifted students, two or more clusters could be formed.
ISN'T CLUSTER GROUPING THE SAME AS TRACKING?

No. In a tracking system, all students are grouped by ability for much of the school day, and students tend to remain in the same track throughout their school experience. Gifted students benefit from learning together, and need to be placed with similar students in their areas of strength (Hoover, Sayler, & Feldhusen, 1993; Kulik & Kulik, 1990; Rogers, 1993). Cluster grouping of gifted students allows them to learn together, while avoiding permanent grouping arrangements for students of other ability levels.

WHY SHOULD GIFTED STUDENTS BE PLACED IN A CLUSTER GROUP

INSTEAD OF BEING ASSIGNED EVENLY TO ALL CLASSES? When teachers try to meet the diverse learning needs of all students, it becomes extremely difficult to provide adequately for everyone. Often, the highest ability students are expected to "make it on their own." When a teacher has several gifted students, taking the time to make appropriate provisions for them seems more realistic. Furthermore, gifted students can better understand and accept their learning differences if there are others just like them in the class. Finally, scheduling out-of-class activities is easier when the resource teacher has only one cluster teacher's schedule with which to work.

WHAT ARE THE LEARNING NEEDS OF GIFTED STUDENTS?

Since these students have previously mastered many of the concepts they are expected to "learn" in a given class, a huge part of their school time may be wasted. They need exactly what all other students need: consistent opportunity to learn new material and to develop the behaviors that allow them to cope with the challenge and struggle of new learning. It is very difficult for such students to have those needs met in heterogeneous classes.

ISN'T GIFTED EDUCATION ELITIST?

Gifted students need consistent opportunities to learn at their challenge level -- just as all students do. It is inequitable to prevent gifted students from being challenged by trying to apply one level of difficulty for all students in mixed-ability classes. When teachers can provide opportunities for all students, including those who are gifted, to be challenged by rigorous curriculum, there is nothing elitist about the situation.
DON'T WE NEED GIFTED STUDENTS IN ALL CLASSES SO THEY CAN HELP OTHERS LEARN THROUGH COOPERATIVE LEARNING, PEER TUTORING, AND OTHER COLLABORATIVE MODELS?

When gifted students are placed in mixed-ability groups for cooperative learning, they frequently become tutors. Other students in these groups may rely on the gifted to do most of the work and may actually learn less than when the gifted students are not in their groups. Research indicates that a particular structure of cluster grouping raises everyone's achievement level (Gentry, 1999). When class placements are made, students should be sorted into 5 groups: I, II, III, IV, V. One class, taught by a teacher with some gifted education training, should be assigned the cluster group of gifted students (group I) and some students from groups II to IV. All other classes should include a range of students from groups II through V. This method creates a more narrow range of student achievement levels, allowing the teacher to focus instructional activities. It is important to place some group II students in each non-cluster class, even if it means placing no group II students in the gifted cluster class.

WON'T THE CREATION OF A CLUSTER GROUP ROB THE OTHER CLASSES OF ACADEMIC LEADERSHIP?

Research on role modeling (Schunk, 1987) indicates that to be effective, role models cannot be drastically discrepant in ability from those who would be motivated by them. When gifted students are grouped in their own cluster, they have the benefit of working with one another and new leadership emerges in the other non-cluster classes. As classes are formed, be sure the classes without clusters of gifted students include several highly capable students. Teachers and administrators can expect measurable achievement gains across all classes.

HOW DOES THE CLUSTER GROUPING CONCEPT FIT IN WITH THE INCLUSION MODELS THAT INTEGRATE STUDENTS WITH EXCEPTIONAL EDUCATIONAL NEEDS INTO REGULAR CLASSES?

The inclusion model, in which students with exceptional learning needs are integrated into regular classrooms, is compatible with the concept of cluster grouping of gifted students, since both groups have exceptional educational needs. The practice of cluster grouping allows educators to come much closer to providing better educational services for groups of students with similar exceptional learning needs. In non-cluster classrooms, teachers report they are able to pay more attention to the special learning needs of those for whom learning may be more difficult. Some schools choose to avoid placing students with significant learning difficulties in the same class that has the cluster group.
of gifted students. A particular class may have a cluster of gifted students and a cluster of special education students as long as more than one adult is sharing the teaching responsibilities.

**WON'T THE PRESENCE OF THE CLUSTERED GIFTED STUDENTS INHIBIT THE PERFORMANCE OF THE OTHER STUDENTS IN THAT CLASS, HAVING A NEGATIVE EFFECT ON THEIR ACHIEVEMENT?**

When the cluster group is kept to a manageable size, many cluster teachers report that there is general improvement in achievement for the entire class. This suggests the exciting possibility that when teachers learn how to provide what gifted students need, they also learn to offer modified versions of the same opportunities to the entire class, thus raising the level of learning for all students, including those who are gifted. The positive effects of the cluster grouping practice may be shared with all students over several years by rotating the cluster teacher assignment among teachers who have had gifted education training and by rotating the other students so all students eventually have a chance to be in the same class with a cluster group.

**HOW SHOULD GIFTED STUDENTS BE IDENTIFIED FOR THE CLUSTER GROUP?**

Placement in cluster groups is gained by demonstrating that one needs a differentiated curriculum—not by proving one is "gifted." If there will be one cluster, its highly capable students should be those who have demonstrated that they will need curriculum that exceeds grade level parameters. Traditional measures, such as standardized tests, may also be used, but not as the sole criteria. If there will be more than one cluster, those highly capable in specific subjects might be grouped together in separate clusters. Profoundly gifted students should always be grouped together, since there will rarely be more than two such students in any grade level. Identification should be conducted each spring with the help of someone with training in gifted education.

**WHAT SPECIFIC SKILLS ARE NEEDED BY CLUSTER TEACHERS?**

Since gifted students are as far removed from the "norm" as are students with significant learning difficulties, it is necessary for teachers to have special training in how to teach children of exceptionally high ability. Cluster teachers should know how to:

* recognize and nurture behaviors usually demonstrated by gifted students;
* create a learning environment in which all students will be stretched to learn;
* allow students to demonstrate and get credit for previous mastery of concepts;
* provide opportunities for faster pacing of new material;
* incorporate students' passionate interests into their independent studies;
* facilitate sophisticated research investigations;
* provide flexible grouping opportunities for the entire class.

**SHOULD THE CLUSTER GROUPING MODEL REPLACE OUT-OF-CLASS ENRICHMENT PROGRAMS FOR GIFTED STUDENTS?**

No. Cluster grouping provides an effective complement to any gifted education program. Gifted students need time to be together when they can just "be themselves." The resource teacher might also provide assistance to all classroom teachers in their attempts to differentiate the curriculum for students who need it. As a matter of fact, this resource person is being called a "Schoolwide Enrichment Specialist" in many schools instead of a "Gifted Program Coordinator" in recognition of the fact that so many students can benefit from "enriching" learning opportunities.

**IS CLUSTERING FEASIBLE ONLY IN ELEMENTARY SCHOOL?**

No. Cluster grouping may be used at all grade levels and in all subject areas. Gifted students may be clustered in one section of any heterogeneous class, especially when there are not enough students to form an advanced section for a particular subject. Cluster grouping is also a welcome option in rural settings, or wherever small numbers of gifted students make appropriate accommodations difficult. Keep in mind, however, if your school has enough gifted students for separate sections in which curriculum is accelerated, such sections should be maintained. Many middle schools have quietly returned to the practice of offering such sections.

**HOW ARE RECORDS KEPT OF THE PROGRESS MADE BY STUDENTS IN CLUSTER GROUPS?**

Differentiated Educational Plans (DEPs) should be maintained for gifted students and filed with their other ongoing records. In some schools, teachers develop a DEP for the cluster group, rather than for individual students. These plans briefly describe the modifications that are planned for the group and should be shared with parents regularly.

**WHAT ARE THE ADVANTAGES OF CLUSTER GROUPING?**

Gifted students feel more comfortable when there are other students just like them in the class. They are more likely to choose more challenging tasks when other students
will also be eligible. Teachers no longer have to deal with the strain of trying to meet the needs of just one precocious student in a class. Teachers are also much more likely to provide appropriate learning opportunities if more than one student will benefit. The school is able to provide a full-time, cost-effective program for gifted students, since their learning needs are being met every day.

**WHAT ARE THE DISADVANTAGES OF CLUSTER GROUPING?**

There may be pressure from parents to have their children placed in a cluster classroom, even if they are not in the actual cluster group. Gifted students may move into the district during the school year and may not be able to be placed in the cluster classroom. These situations may be handled by:
* providing training for all staff in compacting and differentiation so parents can expect those opportunities in all classes
* requiring parents to provide written documentation of their child's need for curriculum differentiation instead of requesting the placement by phone
* rotating the cluster teacher assignment every 2 years among teachers who have had appropriate training so parents understand that many teachers are capable of teaching gifted students
* rotating other students into cluster classrooms over several years

Another disadvantage might arise if the cluster teachers are not expected to consistently compact and differentiate the curriculum. Their supervisor must expect them to maintain the integrity of the program, and must provide the needed support by facilitating regular meetings of cluster teachers, and by providing time for the enrichment specialist to assist the cluster teachers.

**CONCLUSION**

If we do not allow cluster groups to be formed, gifted students may find their achievement and learning motivation waning in a relatively short period of time. Parents of gifted students may choose to enroll their children in alternative programs, such as home schooling or charter schools. The practice of cluster grouping represents a mindful way to make sure gifted students continue to receive a quality education at the same time schools work to improve learning opportunities for all students.
From Teaching Gifted Students in the Regular Classroom (2000), by Susan Winebrenner (www.susanwinebrenner.com).

------
ERIC Digests are in the public domain and may be freely reproduced and disseminated, but please acknowledge your source. This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under Contract No. RR93002005. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or the Department of Education. Title: Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E607.
Document Type: Information Analyses---ERIC Information Analysis Products (IAPs) (071); Information Analyses---ERIC Digests (Selected) in Full Text (073); Available From: ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1110 North Glebe Rd., Arlington, VA 22201-5709. Tel: 800-328-0272 (Toll Free); e-mail: ericec@cec.sped.org; Web site: http://www.ericdigests.org.
Descriptors: Ability Identification, Cluster Grouping, Elementary Secondary Education, Gifted, Grouping (Instructional Purposes), Homogeneous Grouping, Special Programs, Student Placement, Teacher Competencies, Teaching Methods
Identifiers: ERIC Digests
APPENDIX F  References


Robinson, S.M., (1999). "Meeting the needs of students who are gifted and have learning disabilities." Intervention in School and Clinic, 34, 95-204.


