WV Guidelines for Gifted Education

October 22, 2010

http://wvde.state.wv.us/osp/gifted.html

West Virginia Department of EDUCATION

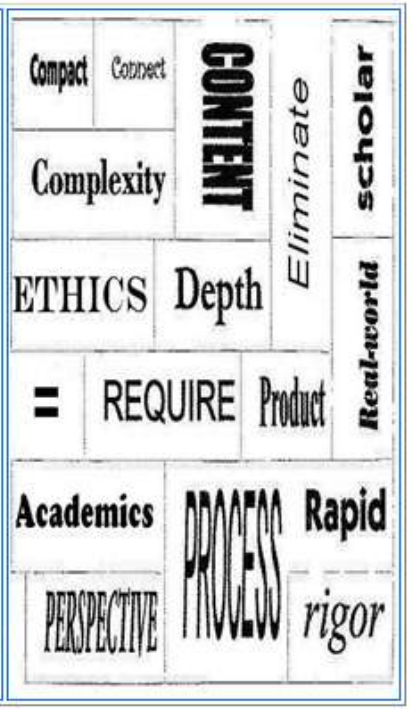
Modeled on the National Standards

WV Gifted Education Guidelines

Introduction | Foundations | Identification | Planning | Instruction | Assessment | Technology

Introduction

The West Virginia Gifted Education Guidelines offer direction, guidance and resources for gifted education teachers and administrators in West Virginia (WV). Gifted education is integrated into special education in WV, including the development of an Individualized Education Program (IEP) with all attending due process rights.



WV Gifted Education Web site

Contact WV Gifted Education

WV Assoc. Gifted/Talented

WV Gifted Education Newsletter

WV - Frequently Asked Questions

Teacher Preparation

Marshall University

Program requirements

West Virginia

http://wvde.state.wv.us/osp/gifted.html

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Conceptual Foundations

One of the foundational elements of education in West Virginia is that all students will have equitable education opportunities. Equity in education for high ability students, who may already be proficient in grade-level skills, is making forward progress in their learning. As for all learners, an appropriate education for gifted learners is one that fosters growth, allowing students to make gains in achievement over time.

Students identified as gifted have special, unique educational needs that must be met in order to provide a high quality, equitable education. The belief that high ability learners will "get it on their own" is not supported by data. Their unique educational needs must be supported using evidence-based methodologies. Their instruction must be differentiated to include more depth and complexity on content, flexible processes and creativity in product, in order to maximize their academic growth.

Historical Foundation

In 1969, U.S. Congress expressed its concern over the research confirming that many talented children perform far below their intellectual potential. "This loss is particularly evident in the minority groups..." (Marland, 1971). As a result, Congress passed an addition to the Elementary and Secondary Education Act (ESEA) providing that gifted talented students should benefit from this federal legislation. In 1971, Sidney P. Marland, who was the Commissioner of Education at the time, was mandated to present a status report to the U.S. Congress on the education of gifted and talented children. In the report, Mr. Marland stated that gifted students "require differentiated educational programs and/or services beyond those normally provided by the regular school program to realize their contribution to self and society" (Marland, 1971).

Since that time, many individuals have contributed to differentiated instruction for students identified as gifted and a National Research Center on the Gifted and Talented was created to provide research and best

Research That Supports the Need for and Benefits of Gifted Education

Legal Foundation

Gifted education in West Virginia was mandated by WV Code 18-20-1 in 1990. This code provides that exceptional children, including those identified as gifted in grades one through eight and exceptional gifted in grades nine through twelve, be educated according to guidelines set forth by the state board of education in Policy 2419; "*Regulations for the Education of Students with Exceptionalities.*" Policy 2419 provides that child find activities, identification, the development of an individualized education plan (IEP), and specialized instruction delivered through a full continuum of differentiated curricular options, instructional approaches and resource materials, include giftedness. Link to WV State Code mandating gifted education.

West Virginia State Code provides that students who are not eligible as Exceptional Gifted in grades nine through twelve be provided Advanced Placement and Honors courses as appropriate through a Four-Year Education and Transition Plan. Link to WV State Code mandating the Four-Year Plan.

Concepts of Giftedness

Giftedness has multiple forms and varying ability-levels. Giftedness may mean that the child is creative and imaginative, has insight into cause and effect, prefers complex ideas, recalls information easily, and/or is capable of abstract thought. At times, some of these behaviors may be viewed negatively.

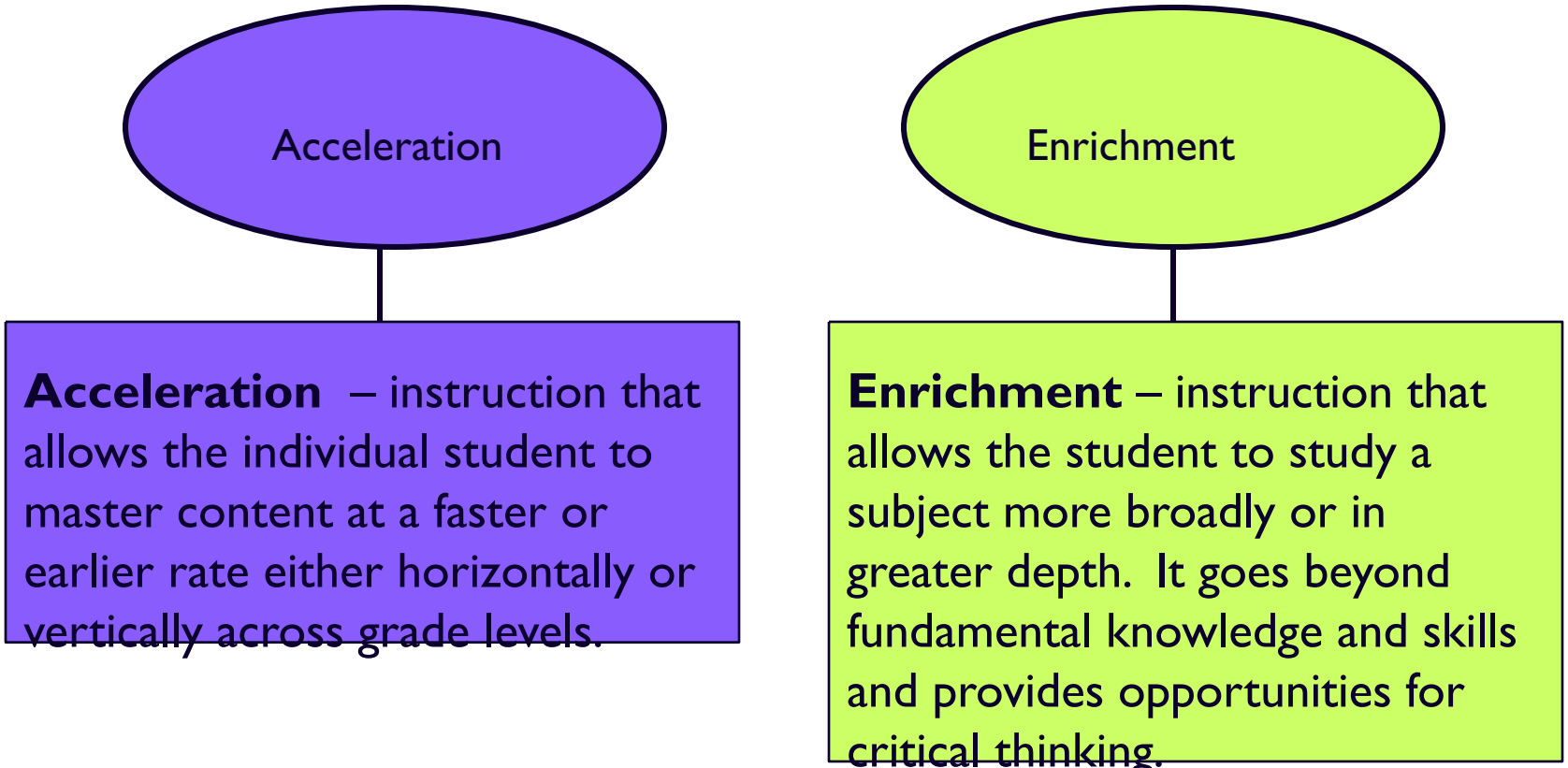
Students identified as gifted can have different levels of achievement across different academic areas (Perkins, 1995). Giftedness may mean that the child has already developed the basic skills that other children the same age have yet to be taught; or it may be evident as a "rapid rate of learning, compared to other students of the same age." Their ideas and interests may be different from their age peers, which may cause a sense of isolation. They may be highly sensitive to different viewpoints, very intense in particular interests and able to concentrate for extended periods of time. They may be competitive in nature and highly idealistic.

Many receive high grades with little effort on information they already know or can learn more rapidly. These students may not realize that all learning takes effort and, when faced with learning challenges later, avoid those challenges and underachieve.

Some students identified as gifted achieve at levels lower than their capabilities. This may be due to the type of instruction they receive, lack of support from home, health-related issues, or a conscious decision by the student to disengage from learning in favor of conforming with peers.

High ability can be evident in young children as "exceptional performance on tests and/or other measures of ability." As children mature to adolescence, however, "achievement and high levels of motivation" become the primary characteristics of their giftedness.

Policy 2419 – Regulations for the Education of Exceptional Children



Policy 2419 – Regulations for the Education of Exceptional Children

Horizontally within grade level

Performance Descriptors (SS.PD.5.5)

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students **evaluate** the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students **prioritize** events that led to the ascent of the United States to a world power and **evaluate** the role of the United States in significant 19th and 20th century events.	Students **research and explain** the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students **compare and contrast** events that led to the ascent of the United States to a world power and **explain** the role of the U.S. in significant 19th and 20th century event	Students **explain** the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students **examine** events that led to the ascent of the United States to a world power and **explain** the role of the United States in significant 19th and 20th century events.	Students **identify** the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students **recognize** events that led to the ascent of the United States to a world power and discuss the role of the United States in significant 19th and 20th century events.	Students arrange a **list** of the significant people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students **label** events that led to the ascent of the United States to a world power and define the role of the United States in significant 19th and 20th century events.

Vertically

Objectives	Students will
SS.O.05.05.01	analyze the events and the historic figures responsible for such documents as the United the Emancipation Proclamation and explain why maintaining such documents, records ar States.
SS.O.05.05.02	create a timeline showing the arrival of major immigrant groups and describe their experie using primary source documents.
SS.O.05.05.03	describe the development of transportation in the United States and explain its impact on as well as the social and technological changes that occurred through the time of the Ind
SS.O.05.05.04	interpret quotes of famous Americans from various periods of history and explain how so freedom of expressions (e.g., patriotism, abolition of slavery, women's suffrage, labor mo
SS.O.05.05.05	research important figures and their reactions to events and judge their significance to th Washington, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, E Jr.).
SS.O.[illegible]5.06	evaluate the contributions of regional folk heroes and other popular figures and judge the cultural history of the United States (e.g., frontiersmen such as Daniel Boone, cowboys, r American Indian Chiefs including Geronimo and outlaws such as Billy the Kid).
SS.O.05.05.07	explain the issues faced by Washington when he became the first United States Presider
SS.O.05.05.08	discuss reasons for westward expansion and explain how the government policies affect (e.g., Native Americans, their nations and their landholdings).
SS.O.05.05.09	analyze the impact of slavery and the Abolitionist Movement upon the development of the
SS.O.05.05.10	identify causes, major events and important people of the Civil War and explain why vari failed

Grade 5	Social Studies
Standard: 5	History
SS.S.5.5	Students will ◆ organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). ◆ use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). ◆ examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). ◆ use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). ◆ examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).

Performance Descriptors (SS.PD.5.5)

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students **evaluate** the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students **prioritize** events that led to the ascent of the United States to a world power and **evaluate** the role of the United States in significant 19th and 20th century events.	Students **research and explain** the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students **compare and contrast** events that led to the ascent of the United States to a world power and explain the role of the U.S. in significant 19th and 20th century event	Students **explain** the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students **examine** events that led to the ascent of the United States to a world power and **explain** the role of the United States in significant 19th and 20th century events.	Students **identify** the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students **recognize** events that led to the ascent of the United States to a world power and discuss the role of the United States in significant 19th and 20th century events.	Students arrange a **list** of the significant people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students **label** events that led to the ascent of the United States to a world power and define the role of the United States in significant 19th and 20th century events.

6th Grade History

Objectives	Students will
SS.O.06.05.01	ify and evaluate contributions of past civilizations and show reasons for their rise and fall.
SS.O.06.05.02	ine the defining characteristics of monotheistic religions and analyze the impact of Arab/Islamic society and Judeo-Christian ties on western civilizations
SS.O.06.05.03	mine the causes and consequences of the Protestant Reformation.
SS.O.06.05.04	ze how Europeans benefited by expansion in the New World in the following: • economics • culture • trade • new agricultural products.
SS.O.06.05.05	examine the development of slavery and illustrate its impact on the political, economic and social systems throughout the world.
SS.O.06.05.06	research and describe major historical events in the development of transportation systems (e.g., water, rail, motor vehicles, aviation).
SS.O.06.05.07	illustrate the influx of ethnic groups into North America by interpreting timelines, charts and tables.
SS.O.06.05.08	examine the Industrial Revolution and explain the effects it had on the lives of people throughout the world and assume the role of a person who lived in that era.
SS.O.06.05.09	analyze and trace the development of democracy using a variety of credible sources.
SS.O.06.05.10	compare and contrast the worth of the individual in different societies over time and assume the role of one of these individuals

5th Grade History

Objectives	Students will
SS.O.05.05.01	analyze the events and the historic figures responsible for such documents as the United States Constitution, the Bill of Rights and the Emancipation Proclamation and explain why maintaining such documents, records and landmarks is important to the United s.
SS.O.05.05.02	e a timeline showing the arrival of major immigrant groups and describe their experiences and influence upon American society primary source documents.
SS.O.05.05.03	ibe the development of transportation in the United States and explain its impact on settlement, industry and residential patterns as well as the social and technological changes that occurred through the time of the Industrial Revolution.
SS.O.05.05.04	interpret quotes of famous Americans from various periods of history and explain how songs, symbols and slogans demonstrate freedom of expressions (e.g., patriotism, abolition of slavery, women's suffrage, labor movements, Civil Rights Movement)
SS.O.05.05.05	research important figures and their reactions to events and judge their significance to the history of our democracy (e.g., George Washington, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, Eleanor Roosevelt and Martin Luther King, Jr.).
SS.O.05.05.06	evaluate the contributions of regional folk heroes and other popular figures and judge the significance of those contributions to the cultural history of the United States (e.g., frontiersmen such as Daniel Boone, cowboys, mountain men such as Jedediah Smith, American Indian Chiefs including Geronimo and outlaws such as Billy the Kid).
SS.O.05.05.07	explain the issues faced by Washington when he became the first United States President.
SS.O.05.05.08	discuss reasons for westward expansion and explain how the government policies affected the inhabitants of the American West (e.g., Native Americans, their nations and their landholdings).
SS.O.05.05.09	analyze the impact of slavery and the Abolitionist Movement upon the development of the United States.
SS.O.05.05.10	identify causes, major events and important people of the Civil War and explain why various reconstruction plans succeeded or failed.
SS.O.05.05.11	summarize the events that led to the United States becoming a world power.

Specialized Instruction

Differentiation

Specialized instruction delivered by a gifted education specialist through an IEP - Specialized instruction is carefully planned, coordinated, individualized learning experiences that extend beyond the core curriculum to meet the specific learning needs evidenced by the individual student.

Differentiation, for gifted and high ability learners, is providing gifted students with different options than those offered to their classroom peers in the general classroom for acquiring content, processing ideas, and developing products (Tomlinson, p.3) Since children identified as gifted are gifted 24 hours a day, 7 days a week, differentiation is needed in the general classroom.

Key Concepts

- Provide opportunities to explore themes, issues and “big-ideas” across different content areas
- Reinforce content in general curriculum (WV CSOs)
- Allow content compacting to allow for accelerated and enriched learning
- Incorporate a study of methods for conducting research, including planning, goal setting, time management, adjusting strategies when appropriate, task completion
- Provide opportunities to design

Key Concepts

• Offer a variety of activities to address different learning styles

- Journals
- Debates
- Visual presentations
- Constructing models
- Competitive/non-competitive games
- Self-directed/independent study
- Group/team work
- Project-based learning

Require critical and creative thinking in problem solving

• Examining different points of view,
• Making logical inferences and assumptions,
• Include teacher questioning that requires analysis and evidence for answers.

Explicit Instruction in Thinking Skills

- "Let's look at these two pictures."
- "What do you think will happen when…?"
- "Let's look at this problem."

- "Let's COMPARE these two pictures."
- "What do PREDICT will happen when…?"
- "Let's ANALYZE this problem."

Explicit Instruction in Thinking Skills

- "How do you know that's true?."
- "How else could you use this?"
- "Do you think that is the best alternative?"

- "What evidence do you have to support…?"
- "In what situations might you APPLY this…?"
- "As you EVALUATE these alternatives.."

Explicit Instruction in Thinking Skills

- Activity

Knowledge
Name
Label
Identify
List
Repeat

Application
Demonstrate
Solve
Try
Adapt
Illustrate

Comprehension
Classify
Explain
Define
Outline

Analysis
Inspect
Test
Compare
Contrast
Dissect

Evaluation
Assess
Recommend
Justify
Decide
Prioritize

Synthesis
Formulate
Create
Design
Forecast
Compose
Invent
Build

Critical Characteristics of the Gifted Learner On Which Differentiation Is Based

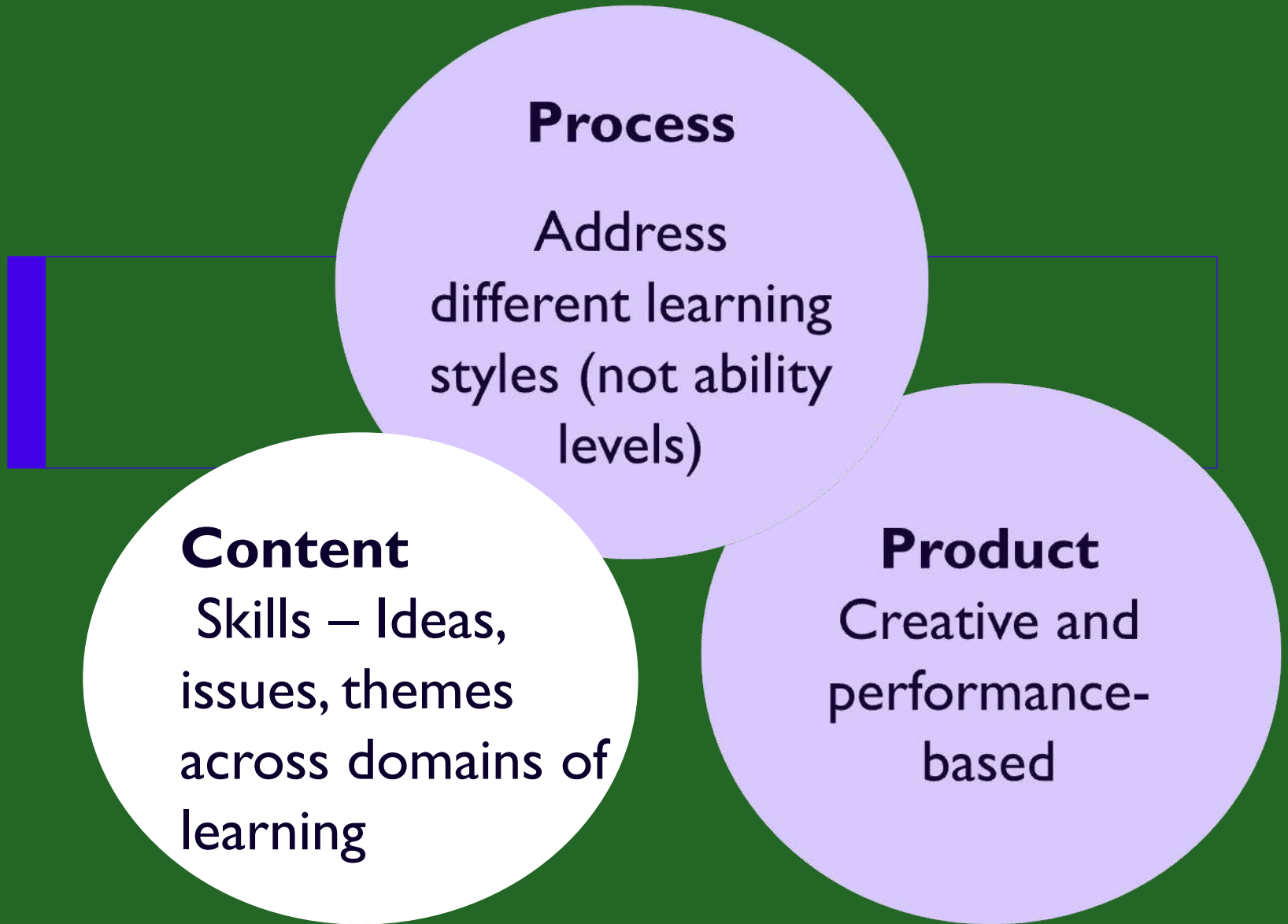
- Precocity
- Complexity
- Intensity
- Creative
- Conceptual
- Perfectionistic

Joyce Van Tassel
Baska 2009

Learner Char. and Corresponding Emphasis in the Curriculum

The Learner		**The Curriculum**
Precocity	→	Advanced Content
Intensity	→	Process/product depth
Complexity	→	Issues/concepts/ themes/ideas

The Integrated Curriculum Model



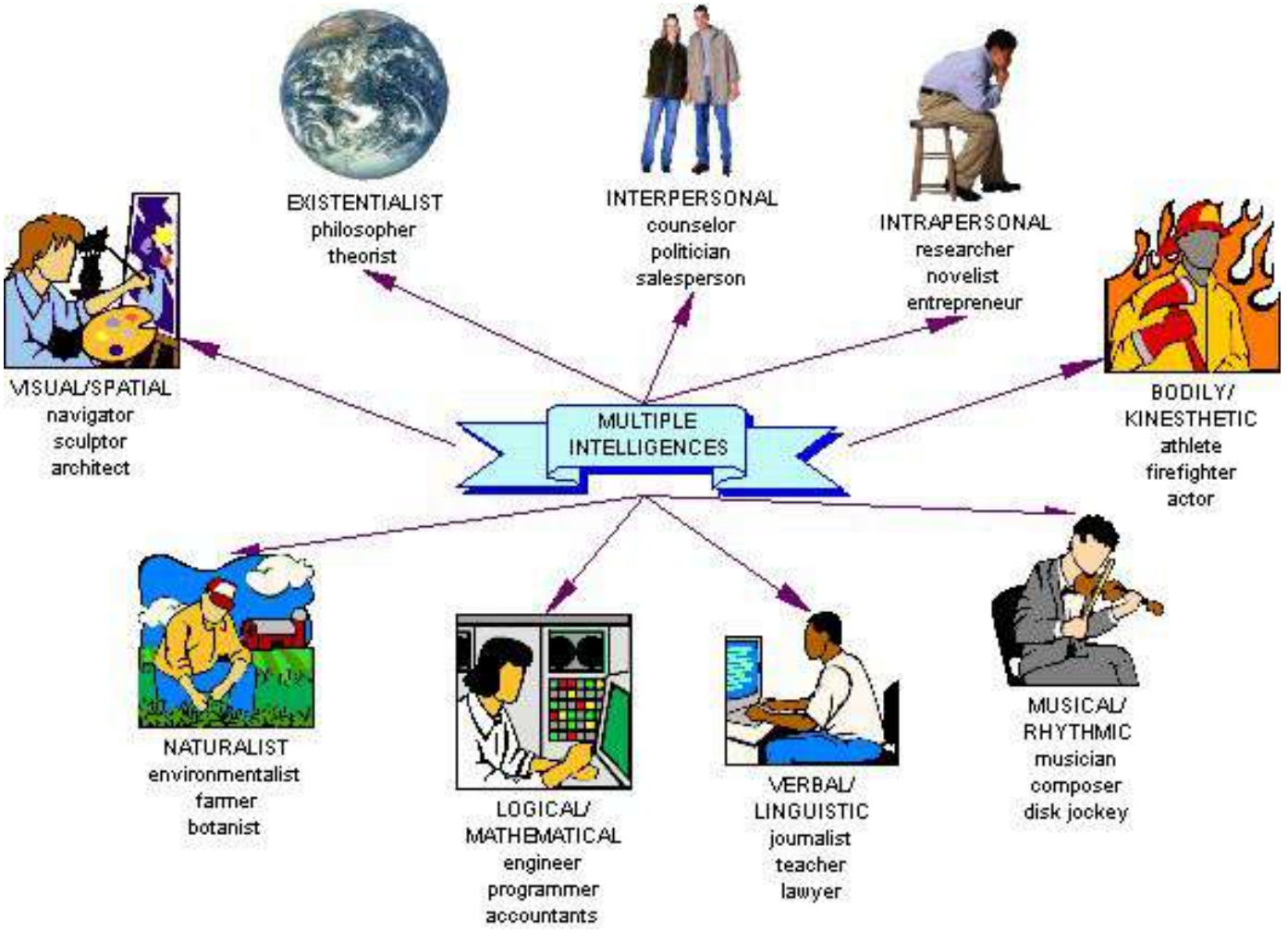
Process

- **Visual/spatial** – using mind maps, charts

- **Verbal/Linguistic** – reading, listening, relating

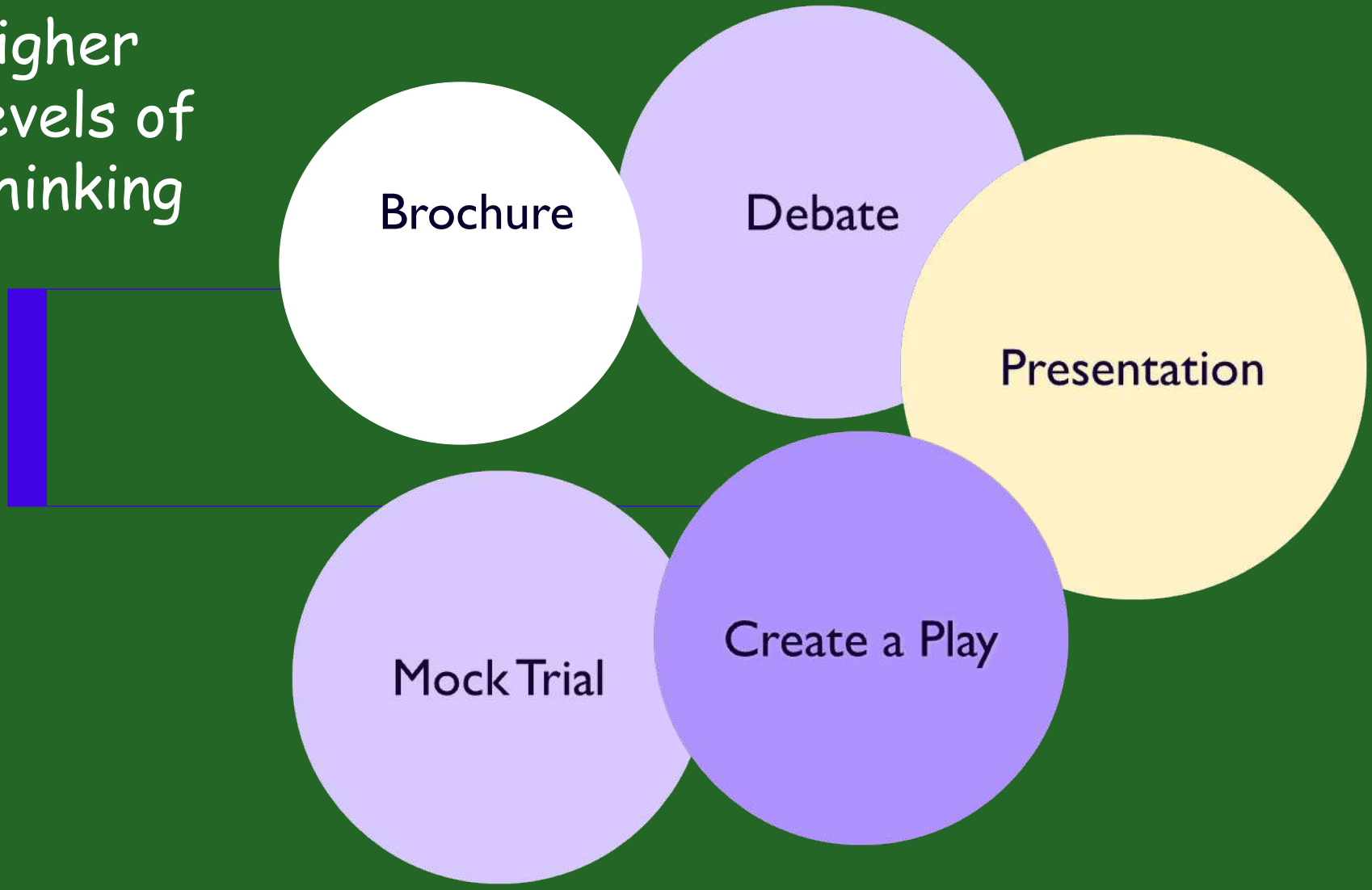
- **Logical/Mathematical** – problem solve, show by an equation, If-Then

Multiple Intelligences



Differentiating Products

But at higher levels of thinking



Specially Designed Instruction

Specially designed instruction that modifies the general curriculum.

Special Education Services - *a change to the content* of the general education curriculum due to the nature of a student's exceptionality or the unique needs arising from the student's exceptionality.

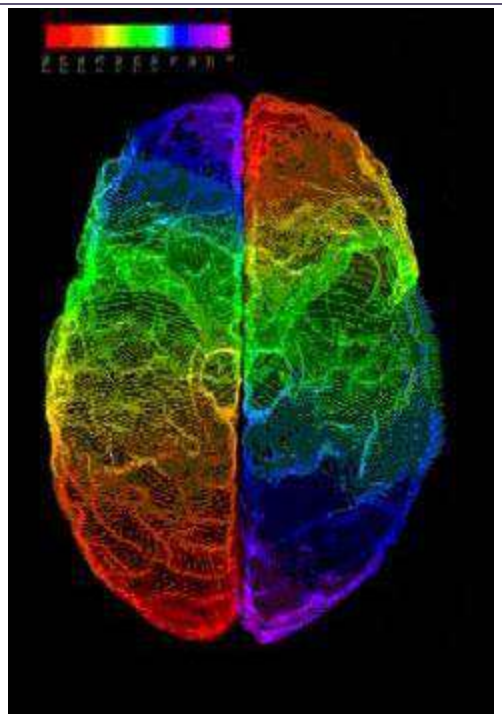
Examples:

- Advanced concepts and more challenging content at grade level
- Accelerated content
- More in-depth study of a particular topic within the content at grade level
- Problem-based instruction – Open-ended questions
- Higher-level thinking skills
- Creative product - Alternatives to general expectations
- Opportunities to design/construct based on principles or criteria

Whole Brain Thinking

"…actually two half-brains, designed to work together as a single integrated whole…"

Left hemisphere:
- logic
- sequence
- literalness
- analysis

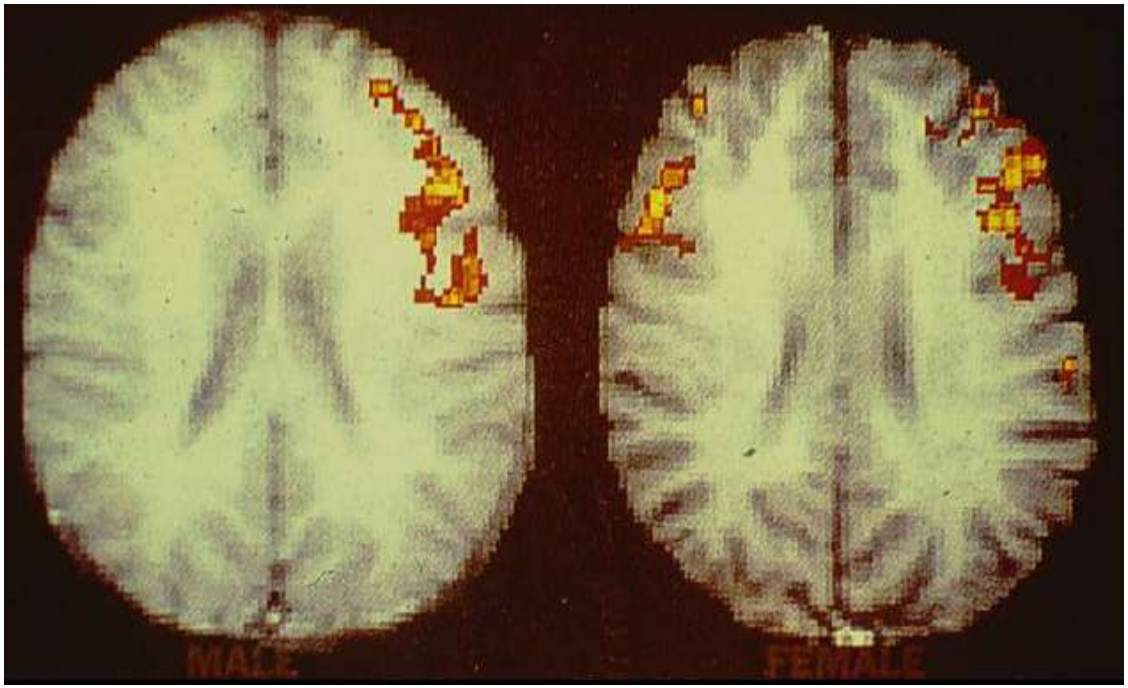


Right hemisphere:
- synthesis
- emotional expression
- context
- the big picture

Chris McManus (2002)
Right Hand Left Hand

Whole Brain Thinking

"Put the two together and one gets a powerful thinking machine."



"Use either on its own and the result can be bizarre or absurd."

Chris McManus (2002)
Right Hand Left Hand

IEPs for Students Identified as Gifted: Focus on the Whole Mind

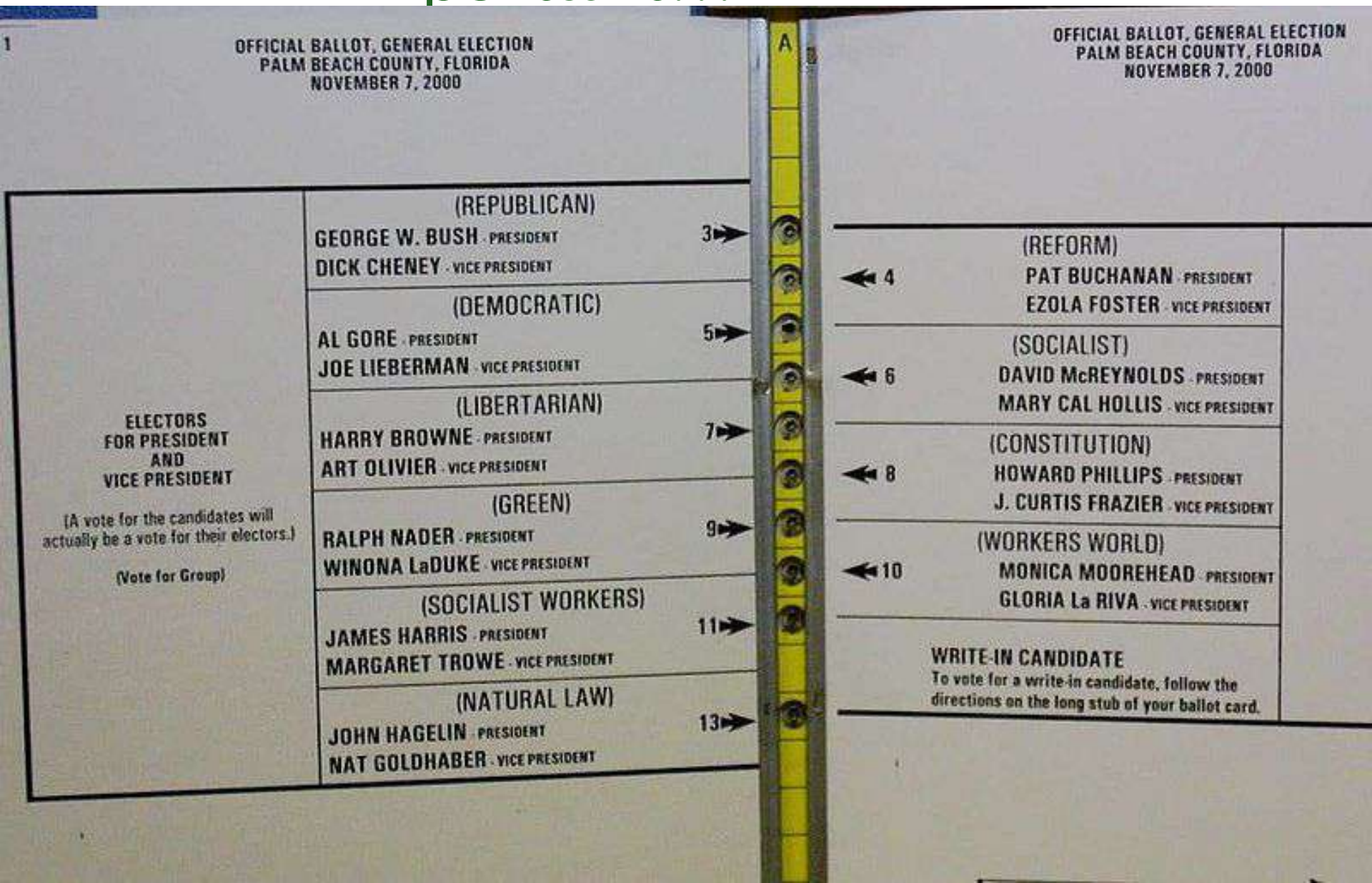
- **Design is a classic whole-minded aptitude**
- **Design is something that everyone does every day**
- **"Design is a high-concept aptitude that is difficult to outsource or automate"**

1. A Whole New Mind
2. A Whole New Mind
3. A Whole New Mind

a. Times New Roman
b. Arial
c. Courier New

Daniel Pink (2006) *A Whole New Mind*

If you think design is not important…



Underachieving Gifted

Types of Underachieving Gifted

- The non-compliant
- The working-hard-at-being-different
- The challenging-authority
- The angry/discouraged/frustrated
- The social/nonsocial
- The divergent "outside of the box" thinker
- The complex

Underlying causes

- Social Factors
- Culturally Diverse
- Family Dynamics
- Instructional/School Factors

Underlying causes

Social Factors

- Peer influences?
- Socio-economic factors? (Not an “achievement environment”)
- Gender?

Underlying Causes

Individual Factors

- Problems with competition? Response to stress?
- Lack of organizational skills?
- Low cause/effect ability?
- Inability to delay gratification?
- Low self-esteem?
- Dominant (if I can't be the best) or dependent personality (someone else's fault)?
- Developmental transitions? Changing relationships?
- Early power and attention (the only thing he/she can control?)
- Perfectionism? (Yes, perfectionism)

Interventions

Two categories:

1. Counseling
2. Instructional

Interventions

Counseling

Goal is to help the student decide whether achievement is a desirable goal.

If so, then help reverse counterproductive habits and cognitions.

WHAT TO BE ALERT TO

* Depression
* Suicidal ideation ("Should I worry about you--that you'll hurt yourself?")
* Thoughts of violence
* Our own feelings about achievement
* Responding only with a punitive approach
* Having only a simplistic view of a very complex issue
* Questioning whether they are "gifted" (teacher, child, counselor, parent)

Interventions

Instructional

- Relationship with the teacher
- Use of self-regulation strategies – setting goals
- Opportunity to work on an area of interest in a preferred learning style
- Time to interact with an appropriate peer group
- Curriculum Compacting – Eliminate Redundancy
- Project-Based Learning

Data Based Present Levels

- Present levels must be written in objective, measurable terms and easy-to-understand non-technical language articulating actual performance.
- Use the information from the assessments.
- Create present levels of academic and functional performance that clearly represent the student's academic performance.
- Use rubrics for learning skills – higher order thinking skills.

Present Levels of Academic Achievement and Functional Performance

~~Benchmark Assessment~~

Also an assessment OF learning – Common or Interim Assessments.

Examples

- End of chapter tests
- Rating scale of product or performance
- Rubrics of product or performance
- Acuity http://wvde.state.wv.us/oaa/acuity.php
- DIBELS

Present Levels of Academic Achievement and Functional Performance

Formative Assessment

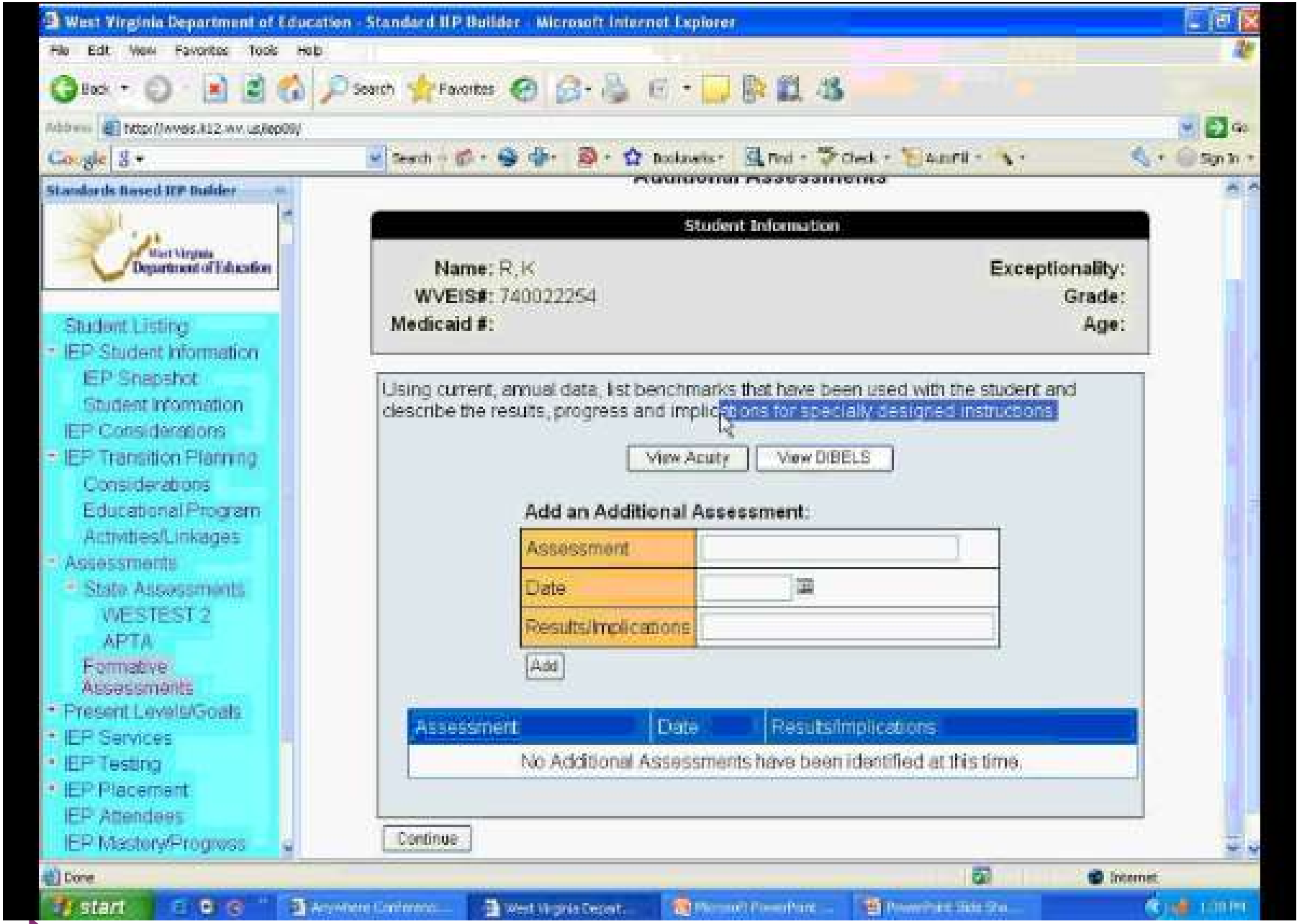
An assessment FOR learning. Occurs while the learning is **form**ing.

- Not high stakes
- Not for accountability
- Not for report card grades

Examples:

* Teacher informal questioning * Homework

* Pre-tests * K-W-L chart


West Virginia Department of Education - Standard IEP Builder - Microsoft Internet Explorer
Standards Based IEP Builder
Student Listing
IEP Student Information
IEP Snapshot
Student Information
IEP Considerations
IEP Transition Planning
Considerations
Educational Program
Activities/Linkages
Assessments
State Assessments
WESTEST 2
APTA
Formative Assessments
Present Levels/Goals
IEP Services
IEP Testing
IEP Placement
IEP Attendees
IEP Mastery/Progress
Student Information
Name: R K
WVEIS#: 740022254
Medicaid #:
Exceptionality:
Grade:
Age:
Using current, annual data, list benchmarks that have been used with the student and describe the results, progress and implications for specially designed instructions
View Acuity
View DIBELS
Add an Additional Assessment:
Assessment
Date
Results/Implications
Add
Assessment
Date
Results/Implications
No Additional Assessments have been identified at this time.
Continue
Done
Internet
start

PART V: ASSESSMENT DATA

Student Summative Assessment Data (WESTEST)

TEST YEAR	Reading/Language Arts			Math			Science		Social Studies		Other	
	SS	PL	LX	SS	PL	QT	SS	PL	SS	PL	SS	PL
2007	705	5		720	5		703	5	710	5		
2008	708	5		657	5		719	5	726	5		
2009												
2010												
2011												
2012												

(SS = scale score) (PL = performance level) (LX = Lexile) (QT = Quantile)

Formative Assessment Data

Using current, annual data, list benchmark and formative assessments that have been used with the student and describe the results and implications for specially designed instruction. Also the data may describe information relevant to student behavior, setting demands, work habits/learning skills, technology skills, workplace skills, independent living skills, performance based assessment and describe the results and implications for specially designed instruction.

Assessment	Description
Acuity custom-made math 7th test and quiz questions	Demonstrated above mastery skills in 7th Math CSOs (one grade-level above).
Writing rubric – reading/language arts and social studies informational essay	Demonstrated distinguished level in 6th grade CSO in writing standard and social studies standard. Five performance levels from Novice to Distinguished.
Teacher made checklist – Portfolio of writing	Demonstrated mastery of 6th grade CSOs in Reading/Language Arts writing standard
Scoring guide – debate	Demonstrated mastery of 5-8 grades CSOs in Learning Skills in reasoning, critical thinking and decision making skills
Problem solving rubric	Demonstrated distinguished level skills in science problem solving. (5 levels.)

What does this tool provide?
Benchmark Assessment Results

Using current, annual data, list benchmarks that have been used with the student and describe the results, progress and implications for specially designed instructions.

View Acuity | View DIBELS

Add an Additional Assessment:

Assessment	
Date	
Results/Implications	

Add

	Assessment	Date	Results/Implications
	Acuity MOY Math	04-06-2009	45% simple addition
	Acuity MOY Reading	04-09-2009	67% basic site words
	DIBELS	04-15-2009	34 words per min.

Individualized Education Program

Student Information

Name: A
WVEIS#: 5775123
Medicaid #: N/A

Exceptionality: GF
Grade: 07
Age: 13

Make the appropriate selection below:

Age/Grade:

- ○ 3yrs. - Pre-K
- ◉ K-8
- ○ 9-12

Student Performance in Mathematics:

- ◉ Below Grade Level
- ○ On Grade Level
- ○ Above Grade Level

Reset | Proceed

Grade	Number Operations
Kindergarten	• Count forward and backward. • Write, order, and compare numbers. • Model addition and subtraction.
1	• Read, write, order, count and compare numbers. • Model addition of 2 or 3 addends and subtraction. • Demonstrate an understanding of basic addition and subtraction without regrouping.
2	• Model, read, compare, order and write numbers. • Model and justify properties in addition and subtraction. • Add and subtract multi-digit numbers. • Recall basic addition and subtraction facts.
3	• Read, write, order and compare whole numbers and decimals. • Use concrete models and pictorial representations to represent fractions. • Perform basic computation with addition, subtraction, multiplication and division of a multi-digit number by a single digit number.
4	• Demonstrate an understanding of whole numbers, decimals, fractions, place value, standard and expanded form. • Evaluate, estimate, and solve real world problems. • Create real world story problems.
5	• Understand place value. • Solve real-world problems and justify reasonableness of solutions. • Demonstrate fluency in all operations. • Demonstrate understanding of equivalency.
6	• Demonstrate understanding of large numbers. • Analyze and solve real-world problems. • Develop, test and justify hypotheses to derive the rules of operations with integers. • Apply number properties.
7	• Compare, order, and differentiate between rational/irrational numbers. • Justify the use of the properties to simplify numeric expressions.

Individualized Education Program

Student Information

Name: A
WVEIS#: 5775123
Medicaid #: N/A

Exceptionality: GF
Grade: 07
Age: 13

Make the appropriate selection below:

Age/Grade:

- ○ 3yrs. - Pre-K
- ◉ K-8
- ○ 9-12

Student Performance in Mathematics:

- ◉ Below Grade Level
- ○ On Grade Level
- ○ Above Grade Level

Reset | Proceed

3. Listening to others with understanding and empathy - When given written and/or spoken texts, the student			
	• fails to listen to others.	*No Concept – 0*	___
	• selectively listens to others.	*Limited/Incomplete – 1*	___
	• always listens to others.	*Developing – 2*	___
	• listens and demonstrates understanding of another person's point of view.	*Proficient - 3*	___
	• listens empathetically and demonstrates understanding of another person's point of view that differs from own.	*Distinguished - 4*	___
4. Thinking flexibly - When new data is provided, the student			
	• does not consider new information; makes spur-of-the-moment decisions; rigidly follows plan when developed by the teacher or others.	*No Concept – 0*	___
	• accepts the information as given; restates facts; does not apply facts to actions and continues to follow plan as developed by self or others.	*Limited/Incomplete – 1*	___
	• considers new information and demonstrates ability to change direction or use different strategies with guidance.	*Developing – 2*	___
	• considers new information and adjusts effort and strategies when needed.	*Proficient - 3*	___
	• considers new information, adjusts performance and extends learning to new situations.	*Distinguished - 4*	___
5. Thinking about our thinking (metacognition) - When in a learning situation, the student			
	• is unaware of individual learning processes	*No Concept – 0*	___
	• has a limited awareness of certain basic learning processes.	*Limited/Incomplete – 1*	
	• is aware of individual learning processes with guidance from the teacher or using visual models.	*Developing – Enter 2*	___
	• is aware of and applies individual learning processes and can explain strategies in own decision-making.	*Proficient - 3*	___
	• can consciously reflect on what learning process works and what doesn't; adjusts accordingly; can explain process to others.	*Distinguished - 4*	___

	4	3	2	1	Score
Fluency	I can think of many ideas.	I can think of some ideas	If I get some help, I can think of ideas	I have a hard time thinking of ideas	
Flexibility	I notice what is surprising and unusual	I notice unusual things around me	When someone reminds me, notice	I hardly ever notice unusual things	
Evaluation	I know several ways of deciding	I can tell which ideas are worth working on	With help, I can tell which ideas worthwhile	I cannot tell which ideas are worthwhile	
Risk-taking	I like to try new ideas	I try new ideas	Sometimes I try new ideas	I do not try new ideas	
Seeking Challenges	Goal setting (etc.)	Goal setting	Goal setting (etc.)	I do not set goals	
Elaboration	When I have good idea, I add details to make great	I can usually add details to make better	Sometimes, I can think of way to make better	I do not know how to make better	

Criteria	Exemplary (4-5)	Good (2-3)	Needs Improvement (0-1)
Initial Questions	Questions are probing and help clarify facts	All questions may not be relevant	Few or no questions formulated
Understanding the problem	Clearly defines the problem	Statement has some vagueness or missing information	Problem defined incorrectly
Seeking information	Identifies several sources of information	Relies on few sources	Not clear as to what is needed
Risk-taking	I try new ideas	Sometimes I try new ideas	I do not try new ideas
Integration of knowledge	Effectively applies previous knowledge	Applies limited amount of prior knowledge	Unable to connect previous knowledge

PART V: ASSESSMENT DATA

Student Summative Assessment Data (WESTEST)

TEST YEAR	Reading/Language Arts			Math			Science		Social Studies		Other	
	SS	PL	LX	SS	PL	QT	SS	PL	SS	PL	SS	PL
2007	705	5		720	5		703	5	710	5		
2008	708	5		657	5		719	5	726	5		
2009												
2010												
2011												
2012												

(SS = scale score) (PL = performance level) (LX = Lexile) (QT = Quantile)

Formative Assessment Data

Using current, annual data, list benchmark and formative assessments that have been used with the student and describe the results and implications for specially designed instruction. Also the data may describe information relevant to student behavior, setting demands, work habits/learning skills, technology skills, workplace skills, independent living skills, performance based assessment and describe the results and implications for specially designed instruction.

Assessment	Description
Acuity custom-made math 7th test and quiz questions	Demonstrated above mastery skills in 7th Math CSOs (one grade-level above).
Writing rubric – reading/language arts and social studies informational essay	Demonstrated distinguished level in 6th grade CSO in writing standard and social studies standard. Five performance levels from Novice to Distinguished.
Teacher made checklist – Portfolio of writing	Demonstrated mastery of 6th grade CSOs in Reading/Language Arts writing standard
Scoring guide – debate	Demonstrated mastery of 5-8 grades CSOs in Learning Skills in reasoning, critical thinking and decision making skills
Problem solving rubric	Demonstrated distinguished level skills in science problem solving. (5 levels.)

INDIVIDUALIZED EDUCATION PROGRAM

_____County Schools

Student's Full Name __Jane Doe **Date _____**

~~PART VII. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE~~

Narrative Descriptions of Present Levels of Academic Achievement and Functional Performance (refer to IEP Instructions) Add pages as needed

The purpose of this meeting is to complete an annual updated IEP. Jane, who will be in 7th grade in the next school year, scored at the Distinguished Level in Reading/Language Arts, Math, Science, and Social Studies on the 6th grade WESTEST 2008.Using the Acuity assessment tool, Jane has already demonstrated above mastery level skills in the 7th grade math curriculum based on WV 21st Century 7th grade math CSOs. Using teacher-made rubrics and checklists, Jane demonstrated mastery and above level skills in the 6th grade CSOs in Reading/Language Arts, Science and Social Studies.

Given a learning styles inventory, Jane is a logical/mathematic learner who learns best by using logic and patterns to solve problems. She will benefit from the provision of logical activities involving equations to solve a real-world problem. Jane would also benefit from activities that develop verbal/linguistic skills in order to better communicate math and logic skills.

Given an interest inventory, Jane shows an interest in math and computers.

Jane's exceptional intellectual ability and her outstanding achievement, as shown in the above assessment data, indicates that she may be under challenged by the basic content instruction normally (next page)

INDIVIDUALIZED EDUCATION PROGRAM

_____County Schools

Student's Full Name __ **Date**

PART VII: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Narrative Descriptions of Present Levels of Academic Achievement and Functional Performance (refer to IEP Instructions) (Continued)

provided in the general education classroom. At this time, the data does not indicate the need for acceleration to the next grade level in reading/language arts, science and social studies. However, she would benefit from acceleration in the math curriculum to Algebra I. The effect on graduation is not known at this time. In addition, Jane continues to need the provision of extension activities and more in-depth study of topics focusing on higher-order thinking skills to enrich the grade-level curriculum in reading/language arts, science and social studies.

This will be delivered through independent study centers and flexible grouping in the general classroom with consultation from the gifted education specialists, through pull-out to a resource room with direct instruction from the gifted education specialist, and through enrollment in an Algebra I virtual course facilitated by the gifted education specialist.

Assessment

Present Levels

Statements in the Present Levels must be based on Assessments

Annual Goals:

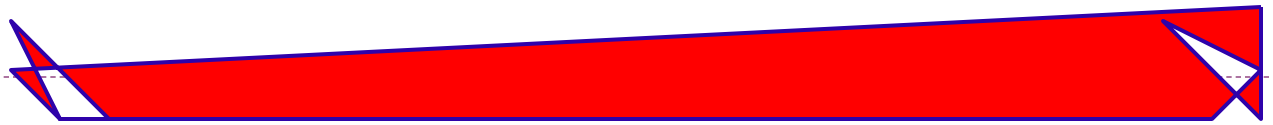
- Every goal must relate to a need identified in the present levels.

Annual Goals

Time	Condition	Behavior	Criteria
Usually specified in the expected number of weeks or a certain date required for completion. The goal represents what the student can realistically be expected to attain during an academic school year.	Identifies the circumstances under which the behavior will occur.	Stated in positive terms and refers to observable, measurable actions that the student will perform.	Specifies the expected amount of growth (how much, how often and to what standards) required to achieve the goal. The criteria identifies when the goal is considered accomplished.

Strategy for Quality Goal Development

Critical Skill	Timeframe	Condition	Behavior	Evaluation Criteria with Procedure
	Determine a **reasonable** amount of learning time	Incorporate an evidence-based strategy in the condition that is provided or coordinated by the special educator. **This is the specially designed instruction.**	State a measurable **student** behavior - not a teacher behavior!	Identify a specific procedure for evaluating the behavior **AND** set a mastery level.
	1	2	3	4



Cross-Curricular Goal Example

Critical Skill	Timeframe	Condition	Behavior	Evaluation Criteria with Procedure
	By the end of grade 9	when provided a model for problem solving and individual conferencing with the gifted education teacher for each research/PBL project phase PROCESS	Jane will select 4 resources to plan, develop, organize and deliver a research/PBL project	as measured per project using rubric and a rating of above average or more on final product.

INDIVIDUALIZED EDUCATION PROGRAM

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_____County Schools

Student's Full Name ___Jane Doe **Date** _____

PART V: ANNUAL GOALS, Part A

Timeframe	Condition	Behavior	Evaluation Procedure with Criteria	Mastery/Progress Codes (optional) (per Grade Period)
By the end of the 2009-2010 school year,	given extension activities within the 7th grade social studies curriculum Process	Jane will communicate her research effectively using spoken, written and visual language for a variety of audiences and for different purposes	at the distinguished level on a teacher-made rating scale for 4 out of 5 trials.	
By the end of the 2009-2010 school year,	given support in multi-disciplinary project-based learning model	Jane will apply the steps of a problem-solving model to complete a project or analyze a situation	with the highest level of proficiency on a 4-level problem solving rubric for 3 out of 4 trials.	

INDIVIDUALIZED EDUCATION PROGRAM

_____County Schools

Student's Full Name __Jane Doe **Date**

PART V: ANNUAL GOALS, Part A

Timeframe	Condition	Behavior	Evaluation Procedure with Criteria	Mastery/Progress Codes (optional) (per Grade Period)
By the end of the 2009-2010 school year,	given a community project of her choosing, a variety of resources and support	Jane will develop an informational brochure including justifications of statements Product	with 100% correct grammatical and mechanical properties in writing throughout the brochure.	
By the end of the 2009-2010 school year,	given a variety of resource materials, electronic and non-electronic, and a research model	Jane will plan, develop, organize and deliver a research project, with documented sources, in-text citations to avoid plagiarism and computer-generated graphic aids.	demonstrating a highest level of proficiency on a 4 level research rubric for 3 out of 4 trials.	

INDIVIDUALIZED EDUCATION PROGRAM

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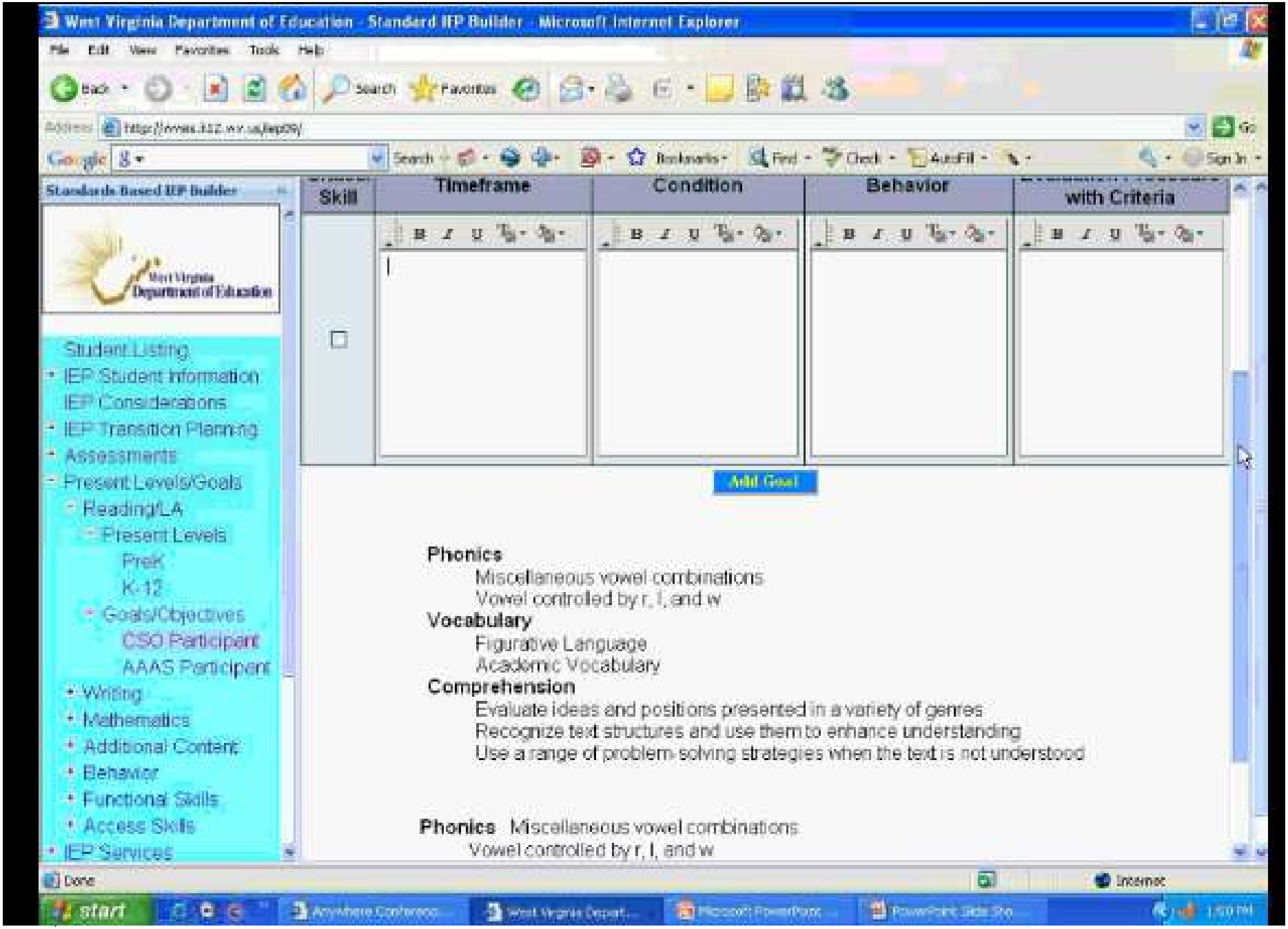
_____County Schools

Student's Full Name __Jane Doe **Date** _____

PART V: ANNUAL GOALS, Part A

Timeframe	Condition	Behavior	Evaluation Procedure with Criteria	Mastery/Progress Codes (optional) (per Grade Period)
By the end of the 2009-2010 school year,	given access to distance learning and facilitation by the gifted specialist	Jane will complete an on-line Algebra 1 course Content	demonstrating mastery of the course objectives on an end-of-course exam.	
By the end of the 2009-2010 school year,	given printed texts from current real-life issues and concerns, and focusing on key concepts and principles	Jane will use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols)	demonstrating completion of 100% of items on a teacher-made checklist for 4 out of 4 .	

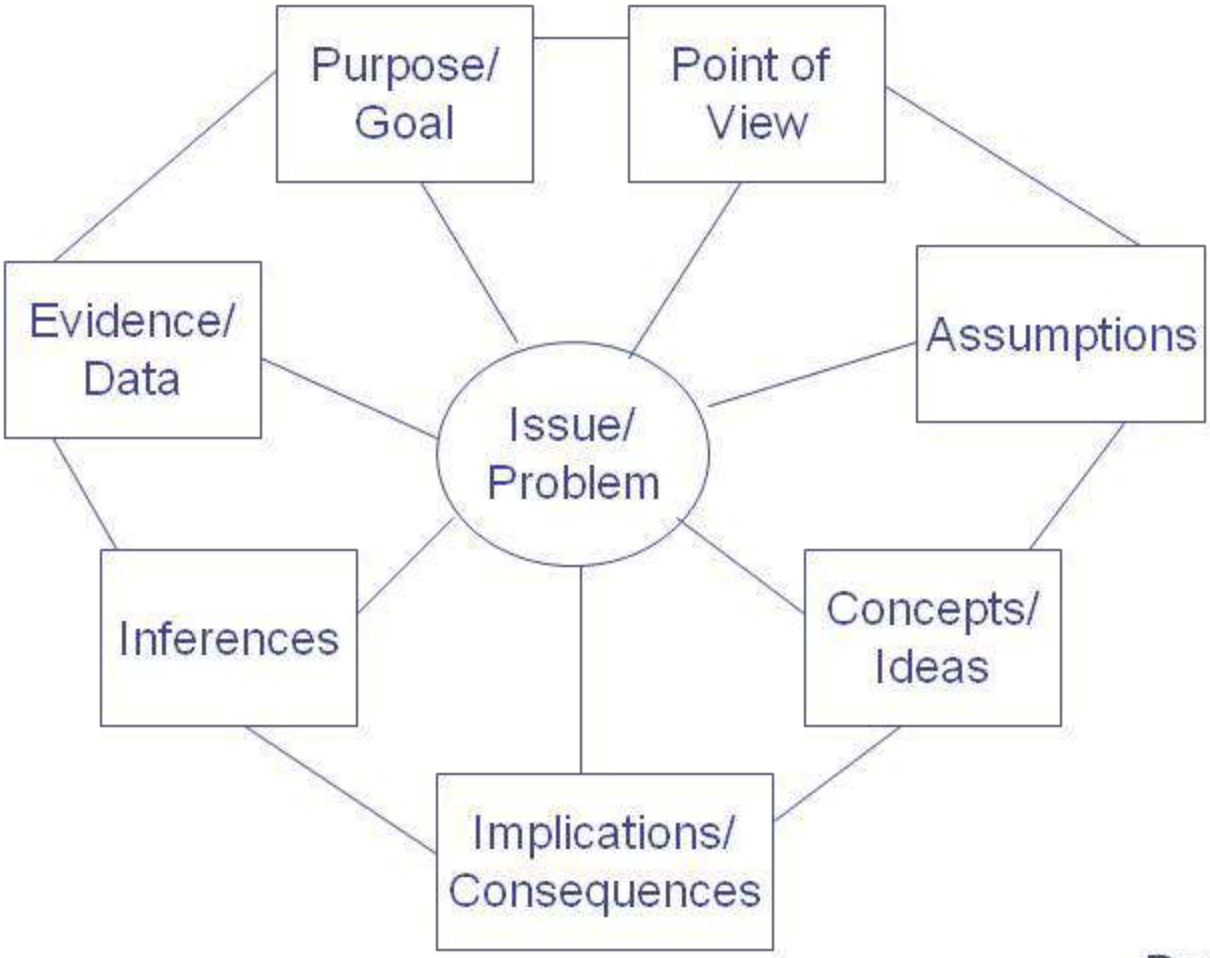
Above-grade level?


West Virginia Department of Education - Standard IEP Builder - Microsoft Internet Explorer
Standards Based IEP Builder
Student Listing
IEP Student Information
IEP Considerations
IEP Transition Planning
Assessments
Present Levels/Goals
Reading/LA
Present Levels
PreK
K-12
Goals/Objectives
CSO Participant
AAAS Participant
Writing
Mathematics
Additional Content
Behavior
Functional Skills
Access Skills
IEP Services
Skill
Timeframe
Condition
Behavior
with Criteria
Add Goal
Phonics
Miscellaneous vowel combinations
Vowel controlled by r, l, and w
Vocabulary
Figurative Language
Academic Vocabulary
Comprehension
Evaluate ideas and positions presented in a variety of genres
Recognize text structures and use them to enhance understanding
Use a range of problem-solving strategies when the text is not understood
Phonics Miscellaneous vowel combinations
Vowel controlled by r, l, and w
Done
start

Processes

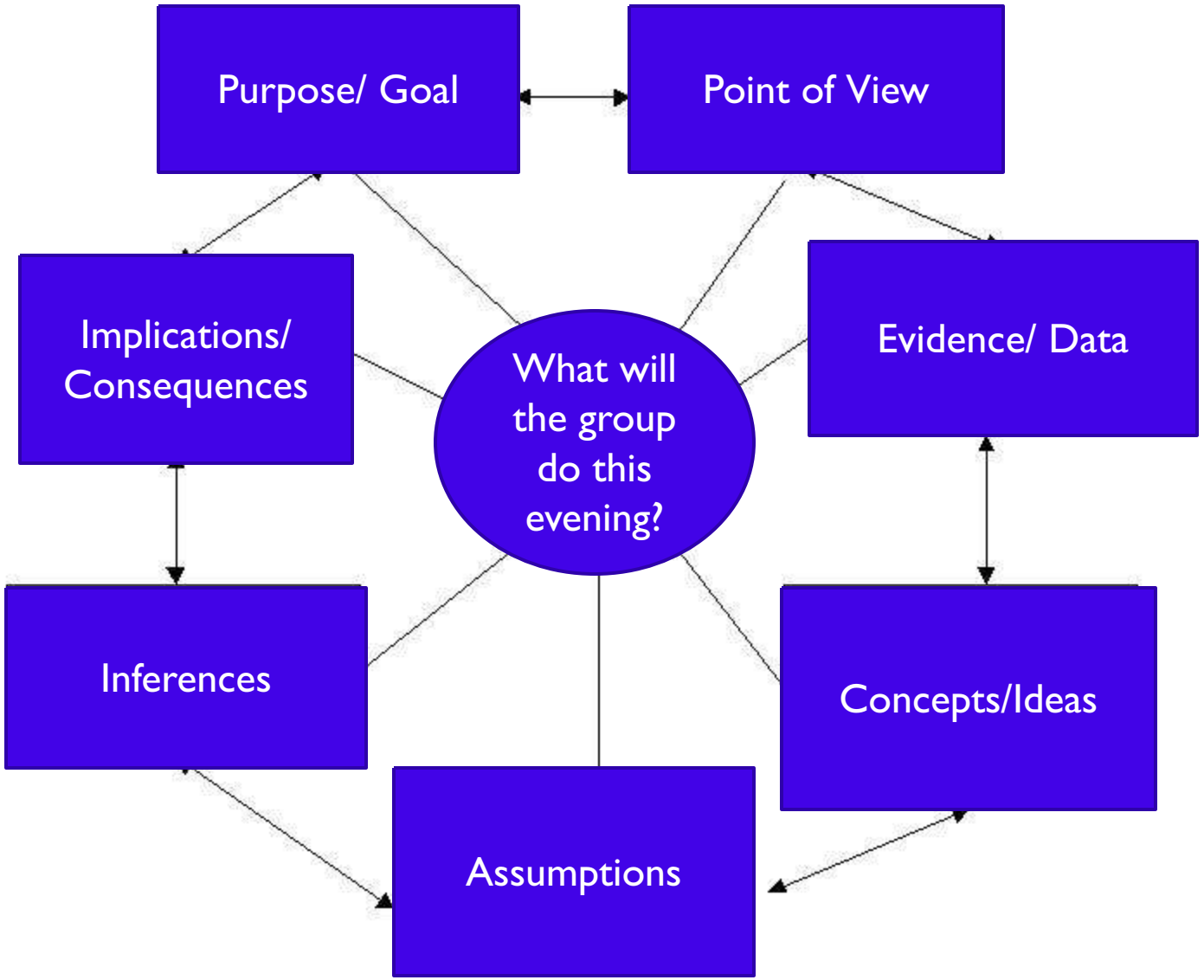
Gifted Education

Elements of Reasoning

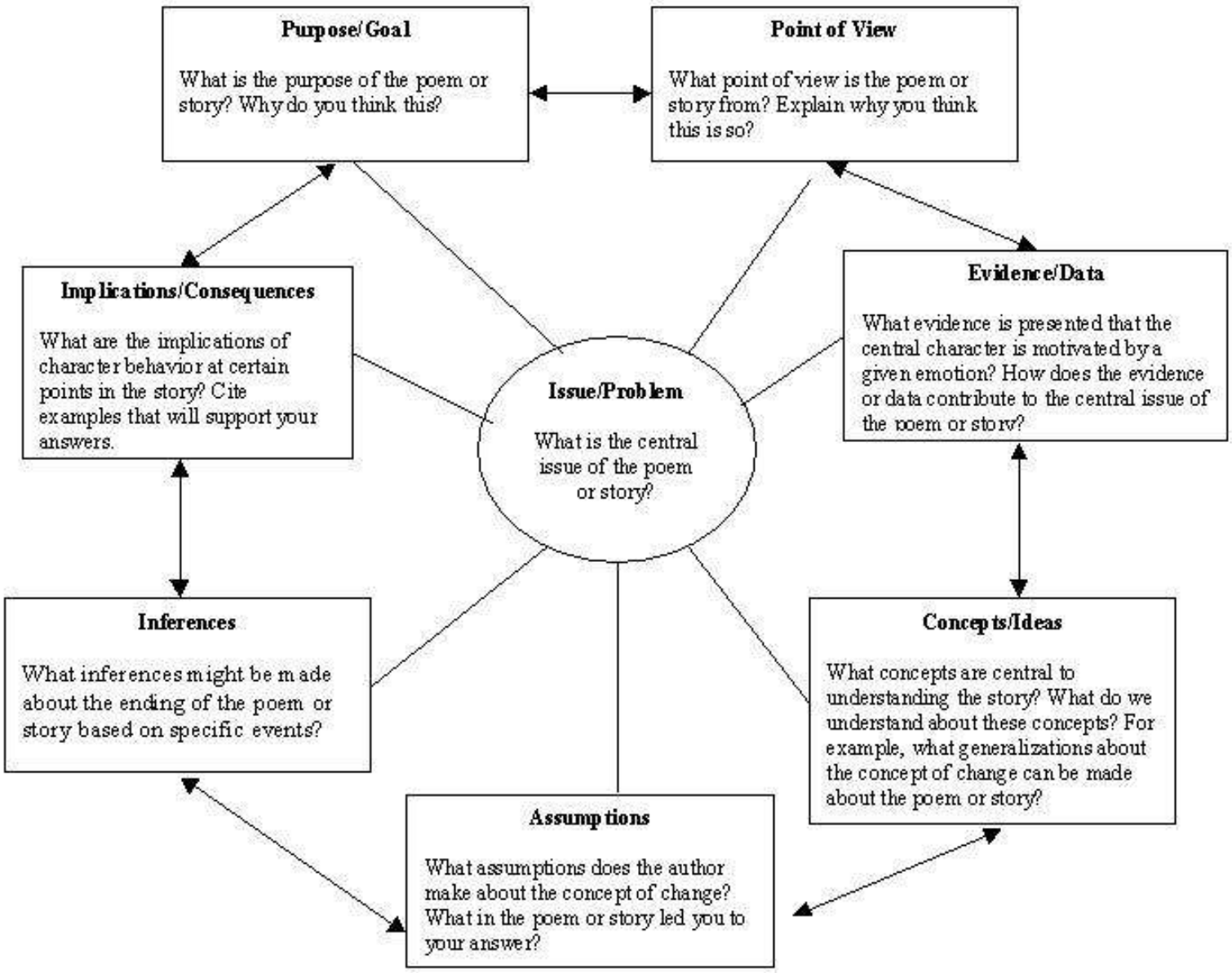


-- Paul, 1992

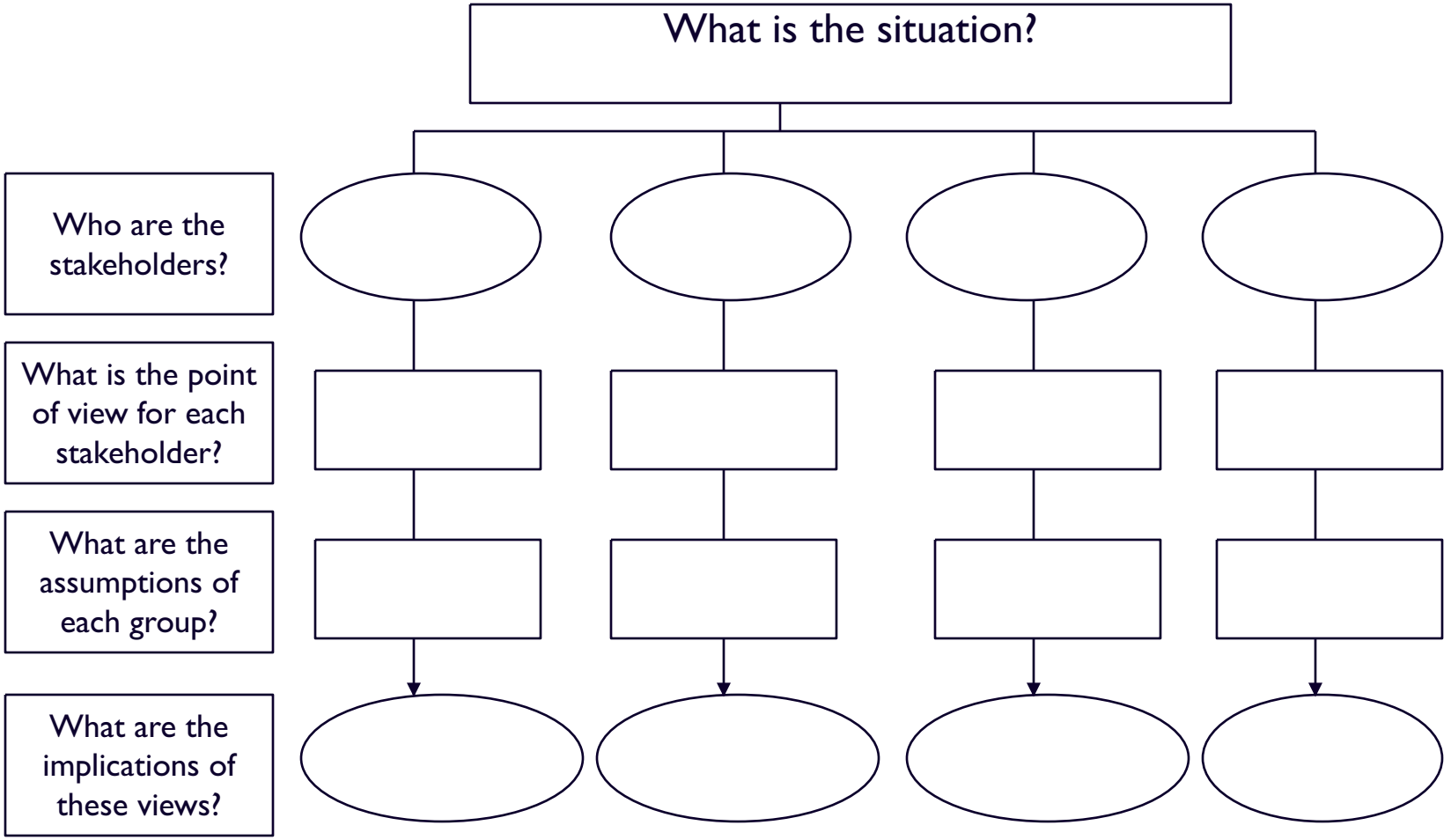
Reasoning in Literature
Adapt to Grade Level



Reasoning in Literature
Adapt to Grade Level



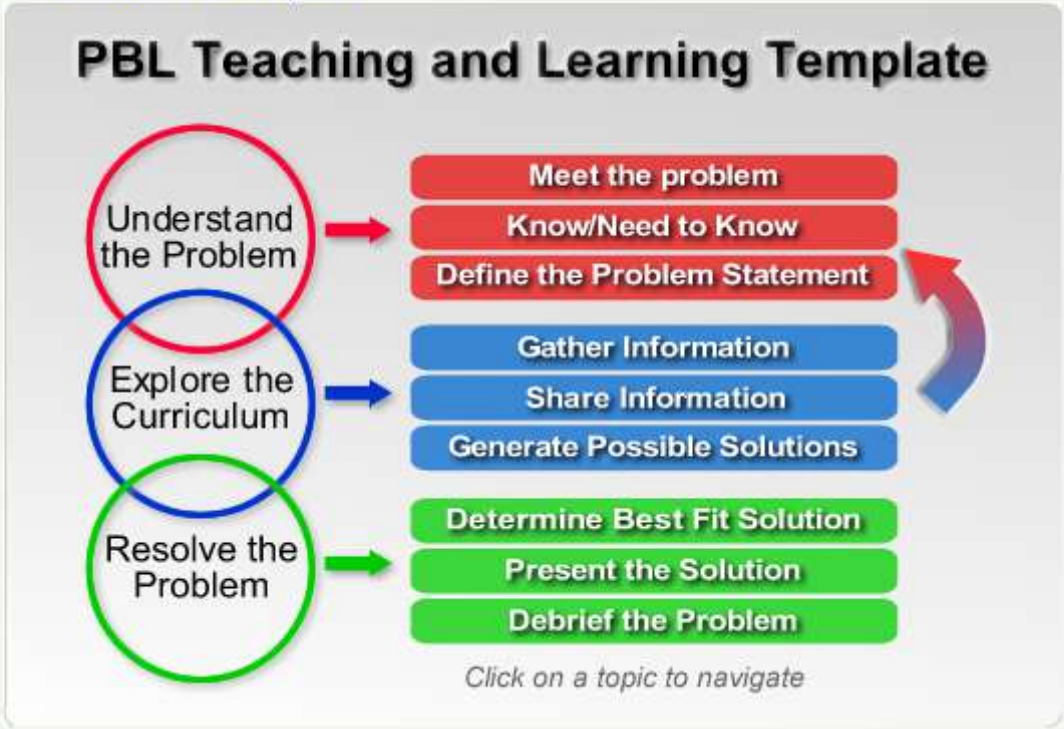
Reasoning about a Situation or Event



PBL Site Menu

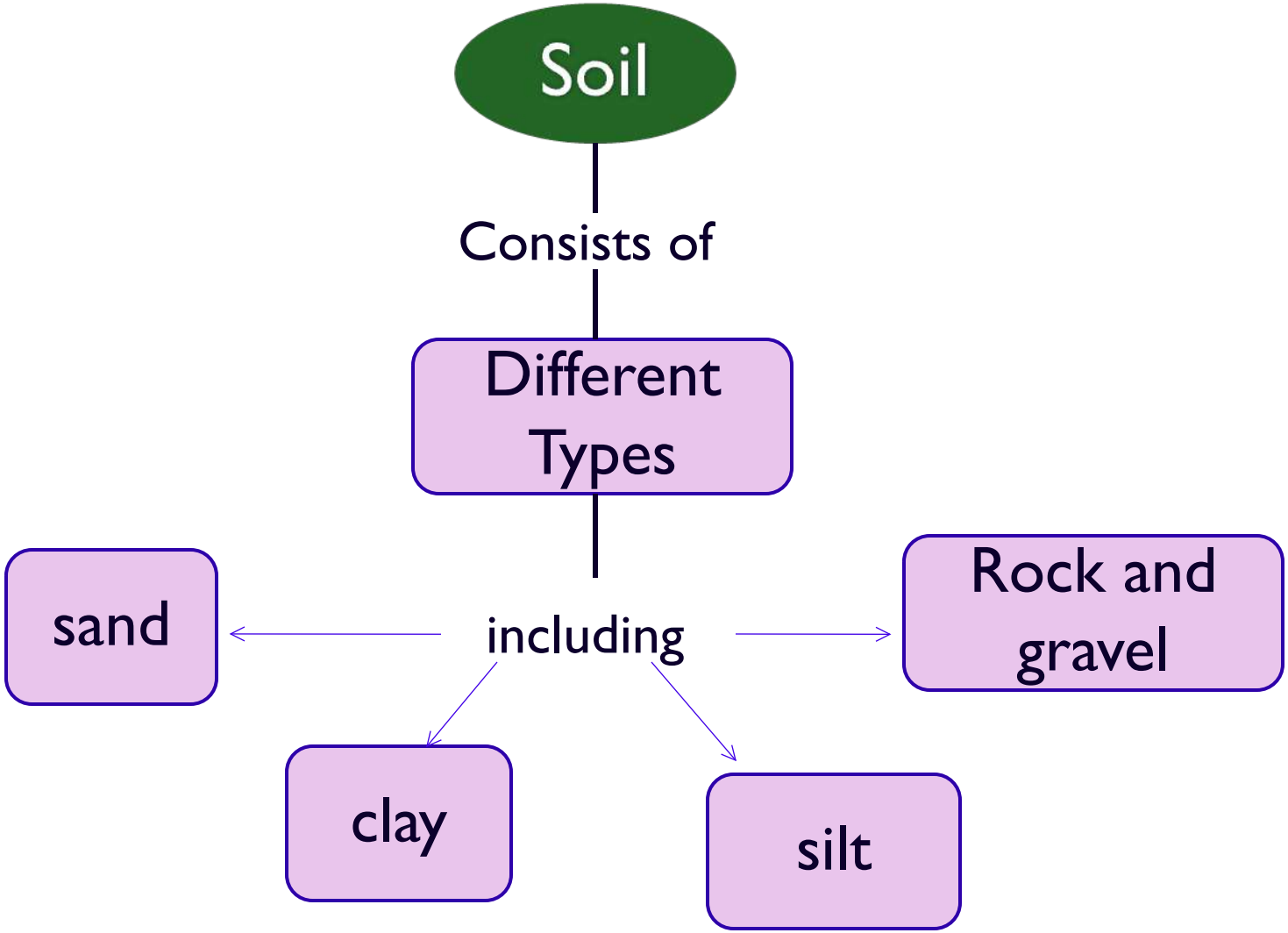
Template Slide Show
Prepare the Learners
Meet the Problem
Know/Need to Know
Define Problem Statement
Gather Information
Share Information
Generate Solutions
Determine Best Fit
Present the Solution
Debrief the Problem

Home > Model > PBL Template



Inquiry about this page?
Contact its editor, Debra Gerdes
This page was last updated: 6 Apr 2009

Concept Mapping



Concept Mapping

Common Themes Among Fairy Tales

Accomplishing difficult tasks

Triumph of humility over greed

Triumph of the youngest, weakest

Cinderella

Resolution

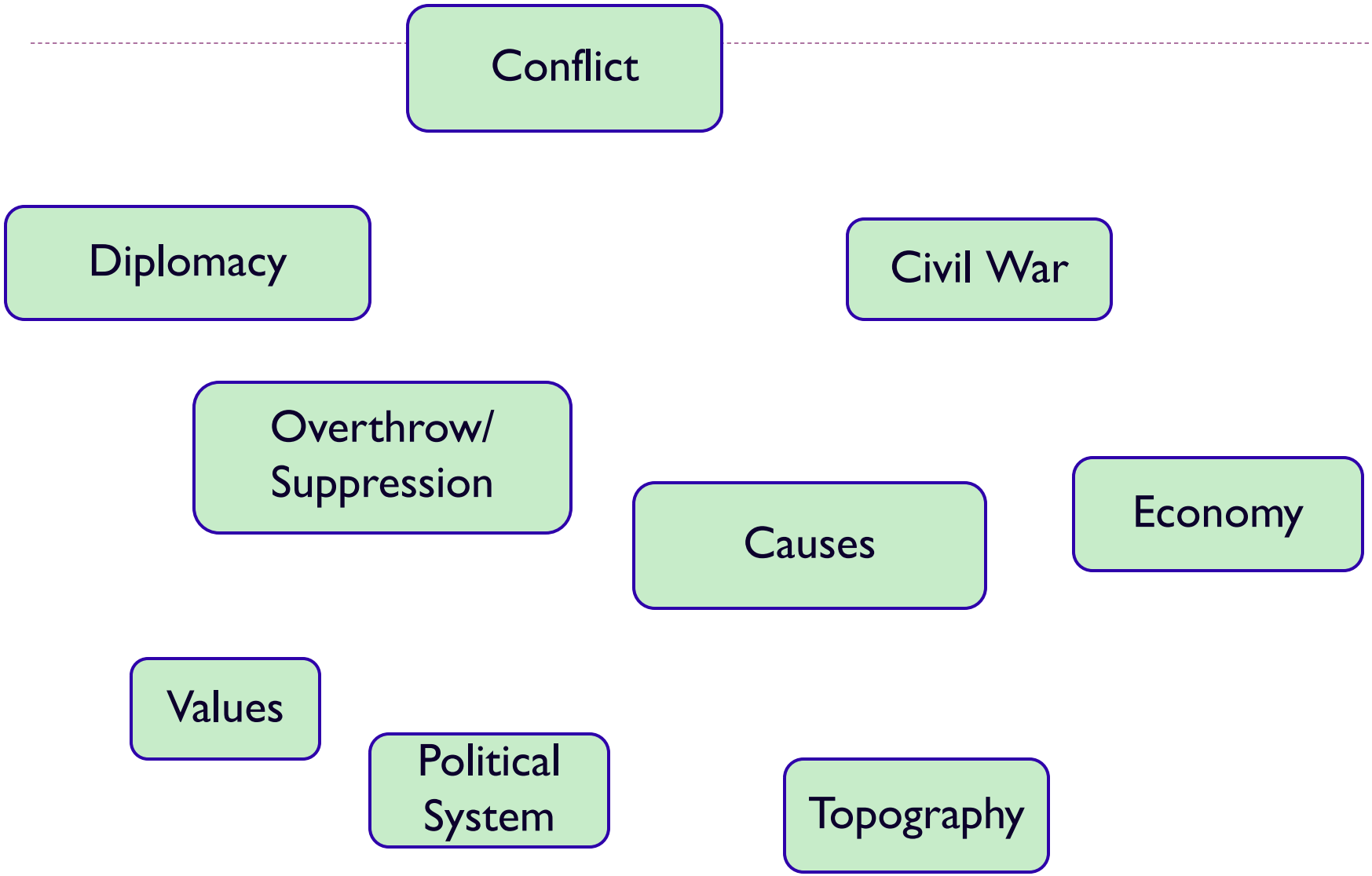
plot

conflict

climax

Jack and the Bean Stalk

Concept Mapping

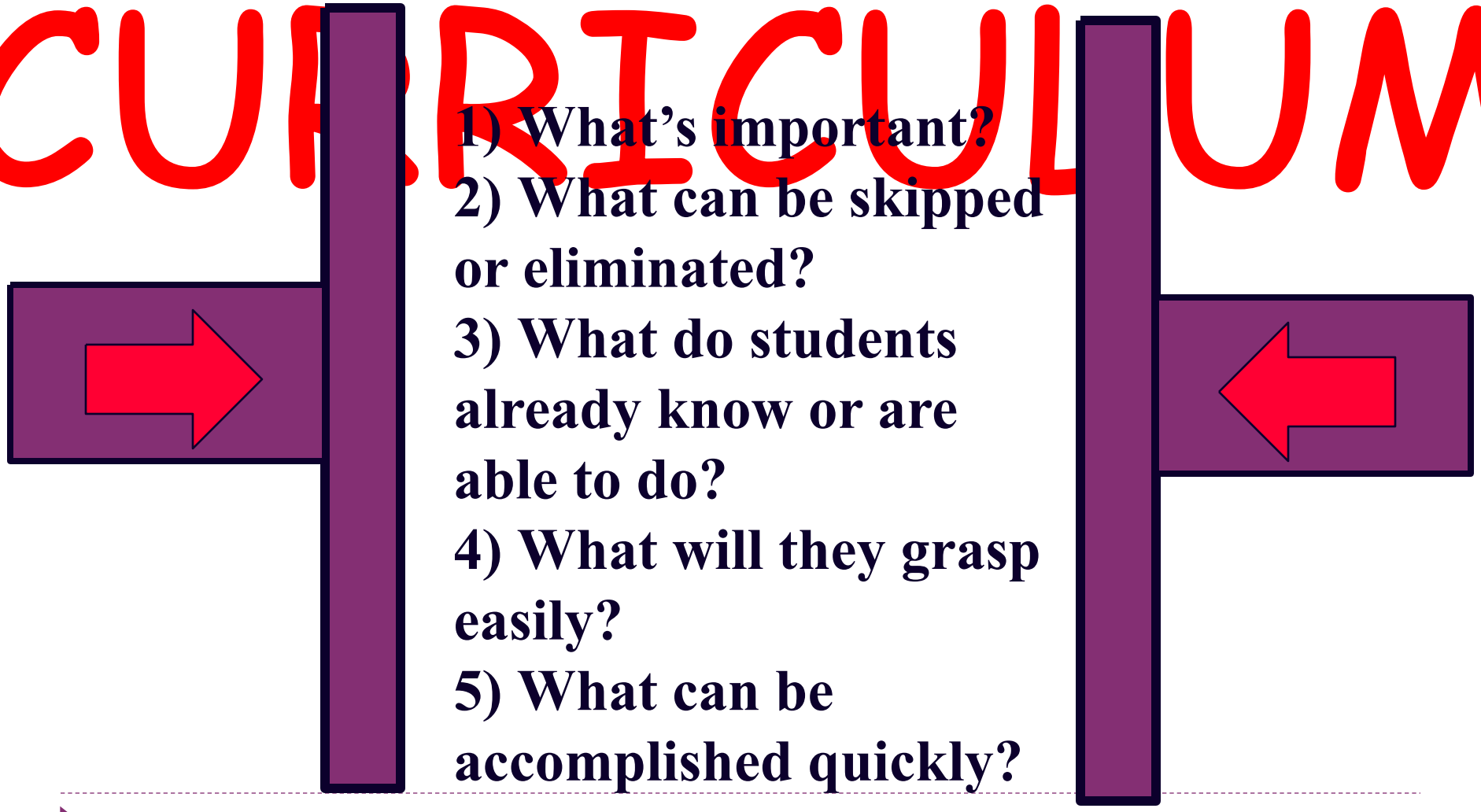


Brainstorming

Rules from Tom Kelley's book, *The Ten Faces of Innovation*:

1. **Go for Quantity**. Good ideas emerge from lots of ideas. Set a numerical goal – say, a total of one hundred ideas.
2. **Encourage Wild Ideas** – Extremism is a virtue. The right idea often flows from what initially seems outlandish.
3. **Be Visual** – Pictures unlock creativity.
4. **Defer Judgment** – There's no such thing as a bad idea, so banish the naysayers. Think creatively first and critically later.
5. **One Conversation at a Time** – Listen, be polite, and build on others' suggestions.

Curriculum Compacting



Curriculum Compacting

The goal is to modify or **“streamline”** curriculum to allow students to move at a quicker pace and then have time to pursue an alternate topic or go into greater depth in an area of study.

THE COMPACTOR

Content Area	Documenting Mastery	Alternate Activities
Math ---Decimal Fractions	Score of 85 percent or higher on the pretest	Will work with class on days they learn concepts she has not mastered Will work on alternate math enrichment activities on other days

Sally M. Reis; Joseph S. Renzulli
The National Research Center on the Gifted and Talented - University of Connecticut

THE COMPACTOR

Content Area	Documenting Mastery	Alternate Activities
Social Studies--- Colonial Living Unit High Interest Strong Readers---- Will read and pick up concepts quickly	Students will read chapters 5 & 6 in text at own pace Do chapter exercises 3, 7, & 9 Take unit test when ready	Students will select a topic of interest from a list of alternate activities related to an aspect of colonial living for an independent study

INDIVIDUALIZED EDUCATION PROGRAM

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_____County Schools

Student's Full Name __Jane Doe **Date** _____

PART V: ANNUAL GOALS, Part A

Timeframe	Condition	Behavior	Evaluation Procedure with Criteria	Mastery/Progress Codes (optional) (per Grade Period)
By the end of the 2010-2011 school year,	Given/using	Jane will		
By the end of the 2010-2011 school year,				

Supplementary Aids and Services

Students may need supplementary aids and services provided in the general education environment.

Supplementary aids - a change to the environment, materials, assignments, parameters, or other expectations ***that does not change the content*** of the general education curriculum.
Examples:
▪ Streamline drill, practice, review and test preparation ▪ Acceleration (grade skipping; double promotion) ▪ Distance learning

Services

Special Education Services - *a change to the content* of the general education curriculum due to the nature of a student's exceptionality or the unique needs arising from the student's exceptionality.

Generally, in gifted education, two categories:

- Acceleration
- Enrichment

INDIVIDUALIZED EDUCATION PROGRAM | Page _____ of _____

_____ County Schools

Student's Full Name: Susie Smith **Date:** _____

Part IX: Services

A. Supplementary Aids, Services / Program Modifications	Location of Services	Extent/Frequency _____ per _____	Initiation Date m/d/y	Duration m/y
Behavior intervention support plan	Across all educational environments	Daily Weekly Monthly During formal testing	527/2010	5/22/2011

B. Special Education Services	Direct / Indirect	Location of Services • General Education Environment = GEE • Special Education Environment = SEE • Other = _____	Extent/Frequency _____ per _____	Initiation Date m/d/y	Duration m/y
RLA Enrichment	Direct	GEE	30 min./day	5/27/2010	5/22/2011
Math Enrichment	Indirect	GEE	10 min./week	5/27/2010	5/22/2011
Science Enrichment	Indirect	GEE	10 min./week	5/27/2010	5/22/2011
Social Studies Enrichment	Indirect	GEE	10 min./week	5/27/2010	5/22/2011
Math Acceleration	Direct	SEE	30 min./week	5/27/2010	5/22/2011

C. Related Services	Direct / Indirect	Location of Services • General Education Environment = GEE • Special Education Environment = SEE • Other = _____	Extent/Frequency _____ per _____	Initiation Date m/d/y	Duration m/y

Services

Direct Services (by the special educator):

Pull out to Resource Room (SEE)

Special Classes (SEE)

Direct Instruction by the Gifted Specialist in the General Classroom (Co-Teaching) (GEE)

Independent Study

Mentorship

Distance Learning (Gifted Education teacher as facilitator)

Technology – *Telecommunication*

Seminars

Continuum of Services

Most				Least
Separate Class	Pull-out to Resource Room or Center	Co-teaching Collaboration	Flexible grouping in general classroom	Consultation (Indirect)

Advanced Curriculum	Project-Based Learning	Parallel Curriculum or Compacted Curriculum or Enrichment	Project-Based Learning	Differentiated Activities in the General Classroom; Independent Study; Distance Learning

Services

Indirect Services:

Consultation

WV Policy 5202 states: §126-136-19.2 Consultative Special Education Teacher. – A special education teacher may serve in a consultative role to content certified and **highly qualified** general education teachers who are providing direct initial instruction to special education students.

The consultative special education teacher is not the teacher of record for students to who s/he is providing services." Does not confer the grade.

Services

Consultation (continued)

To confer a grade: If the special education teacher of gifted education does not hold the appropriate content specialization, a formal procedure must be developed to show collaboration and inclusion between the special education teacher and the general education instructors who are the teachers of record and who are conferring the grade.

The mere presence in the classroom is not "a formal procedure to show collaboration."

State Policy 5202

- Highly Qualified or Collaborating – the teacher who delivers the content as the teacher of record (confers the grade) - must be highly qualified.

- A consultative special education teacher working in a collaborative role with a highly qualified general education teacher is considered highly qualified. Refer to the definition of consultative teacher in §126-136-19.2.

State Policy 2510

Program Requirements

- In k-2 classrooms… It is required, in accordance with scientifically based reading research, that, at a minimum, a daily-uninterrupted 90 minute reading/English language arts block be scheduled during which students are actively engaged in learning through whole group, small group and reading center activities. A minimum of 60 min. of daily mathematics instruction is required

State Policy 2510

Program Requirements

- Intermediate elementary (3-4)... It is required, in accordance with scientifically based reading research, that, at a minimum, 90 minutes of reading and English language arts instruction be provided through whole group, small group and reading center activities as a block or throughout the school day. A minimum of 60 minutes of daily mathematics instruction is required. Sufficient emphasis must be placed on (science – social studies) to ensure that students master content knowledge and skills as specified in the 21st century content standards and objectives for each subject.

State Policy 2510

Program Requirements

- Middle Level Education (Grades 5-8) The core courses (Reading and English/Language Arts, Mathematics/Algebra I, Science and Social Studies) will be offered within a block of time no less than 180 minutes. The principal and a team of teachers will determine time allocations… It is recommended that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade.

INDIVIDUALIZED EDUCATION PROGRAM

Student's Full Name _____ **Date** _____

PART X: PLACEMENT

Explain the extent, if any, to which the student WILL NOT participate in the general education classroom and/or extracurricular and other non-academic activities. Present levels of academic achievement and functional performance must explain why full participation is not possible.

____

Percentage of time in: ____ General Education Environment ____ Special Education Environment

Ages 6 – 21	WVEIS LRE Code
☐ General Education: Full-Time (FT) 80% or more	0
☐ General Education: Part-Time (PT) 40% to 79%	1
☐ Special Education: Separate Class (SC) (general education less than 40%)	2
☐ Special Education: Special School (SS) Public or Private	3
☐ Special Education: Out-of-School Environment (OSE)	5
☐ Special Education: Residential Facility (RF) Public or Private	6
☐ Parentally placed in private school (Service Plan only)	8
☐ Correctional facility	9

Ages 3 – 5	WVEIS LRE Code
For students in early childhood programs - *Minutes per week in:*	
_____ a. Early childhood program with typical peers (including private community programs)	
_____ b. Special education or related services (individual or with students with disabilities only)	
_____ a divided by (a + b) x 100 = percentage	
☐ In the early childhood program at least 80% of time	J
☐ In the early childhood program 40% to 79% of time	K
☐ In the early childhood program less than 40% of time	L
For students not in regular early childhood programs:	**WVEIS LRE Code**
☐ Separate special education class	M
☐ Separate school	N
☐ Residential facility	P
☐ Home	R
☐ Service provider location	S

Environment

Placement Options:

- General Education: Full-Time (80-100%)
- General Education: Part-Time (40-79%)
- Special Education: Separate Class (0-39% in general education)

Prior Written Notice (PWN)

Dispute Resolution

- State Complaint Procedures
- Mediation
- Due Process Hearing

Four-Year Plan

Gifted Eligibility in WV ends when the student exits the eighth grade if the student does not meet eligibility criteria for Exceptional Gifted. Those students are guaranteed participation in advanced and honors classes in high school through a Four-Year Education Transition Plan.

It lists all courses for grades 9-12 with designated honors and advanced classes that the team deems appropriate and must be implemented by the school system.

It carries the same weight as an IEP, but it is not reviewed by a special education teacher. It is reviewed annually by the student, parent, school counselor, and school administrator.

IEPs Grades 9-12

Same as above regarding IEPs.

Creating a Growth-Mindset

The right kinds of praise and encouragement.

The fastest learning is not always the deepest learning.

Emphasize challenge, not "success"

Carol Dweck, (September 2010)
Educational Leadership

Overall Gifted Programming

Does it:

- Provide for academic progress
- Remediate academic weakness
- Enhance psychological adjustment
- Provide socialization

Resources

New Online IEP Form: http://wvde.state.wv.us/osp/forms.html

Policy 2419 at http://wvde.state.wv.us/policies.html

Resources for teachers at http://wvde.state.wv.us/osp/gifted.html

Dweck, Carol (2010) *Even Geniuses Work Hard*, Educational Leadership September 2010, Vol. 68 No. 1 www.ascd.org

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Tomlinson, Carol Ann, & Doubet, Kristina (2006) *SMART in the Middle Grades*, Westerville, OH, National Middle School Association

Van-Tassel-Baska, Joyce (2003) *Content-Based Curriculum for High-Ability Learners*, Waco, TX, Prufrock Press, Inc.