

Beyond the Core Curriculum: Gifted Education in an Rtl Framework

Topics

- Key Characteristics of Effective Gifted Education Plans
- Overview of Wisconsin's Rtl framework
- Connections between Rtl systems and gifted education
- Examples of some local Rtl frameworks
- Promising practices



Key Characteristics of Effective Gifted Education Plans

- Systemic. Gifted education should be integrated with schoolwide initiatives and programming across all grade levels, K-12. Opportunities should be incorporated into the regular school day and the regular school year.
- Collaborative. Gifted education should be the responsibility of all staff members working in a collaborative fashion to meet student needs.
- Sustainable. Gifted education should be an integral part of the school district's staffing and funding plans. It should not be dependent on any particular person or funding sources.
- Responsive. Gifted education should be responsive to local student demographics, curriculum, resources, and needs.
- Fluid. Gifted education should be flexible and continuously adapt to student need. Programming will likely differ based on local needs and community resources. G/T plans may vary from district to district and school to school.



Key Characteristics of Effective Gifted Education Plans

- **Appropriate.** Gifted education should provide opportunities that are in place of, not in addition to, regular classroom instruction and activities.
- **Comprehensive.** Gifted education should consider the “whole child” by encouraging academic, social, and personal growth of the students.
- **Aligned.** Gifted education should have goals that are clear and aligned with state statutes, administrative rule, professional standards, research, and effective practice.
- **Measurable.** Goals in the plan should be specific enough so that progress toward them can be readily evaluated on an ongoing basis.

Response to Intervention (Rtl)

Rtl is a process for achieving higher levels of academic and behavioral success for all students through:

High Quality Instructional Practice

Continuous Review of Student Progress

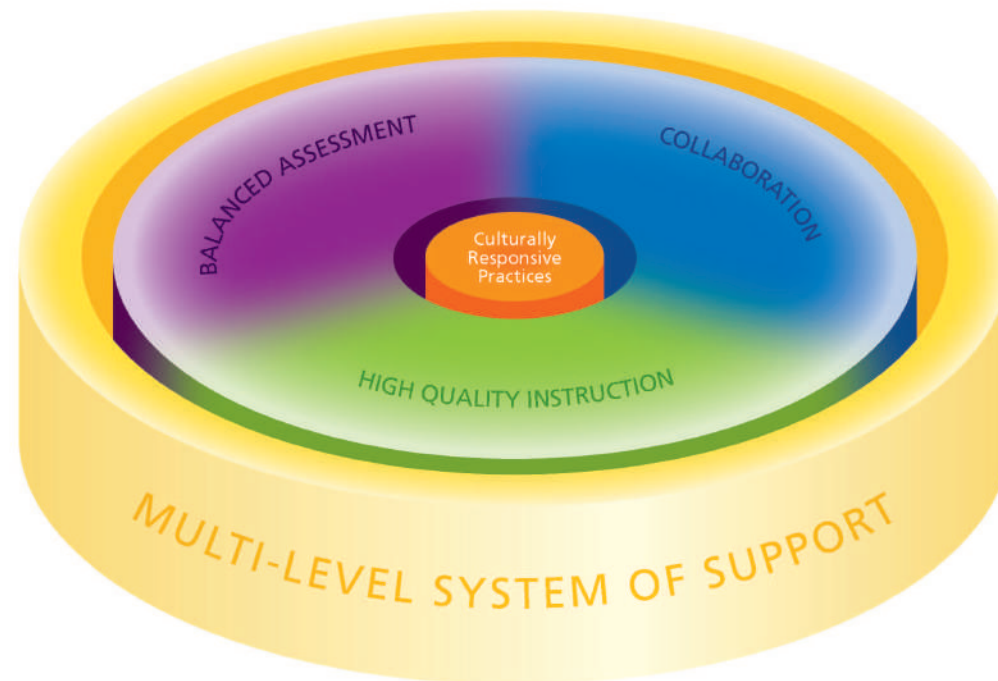
Collaboration

Rtl has implications for:

- General Education
 - Special Education
 - Gifted and Talented
 - Title I
- English Language Learners
 - etc.

Wisconsin's Vision for RtI

Model for Increasing Student Success



WISCONSIN RtI
CENTER

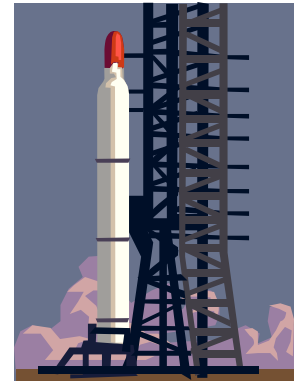
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Contact Information
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The concept of Rtl is quite simple ☺



☹doing Rtl well is quite complex.

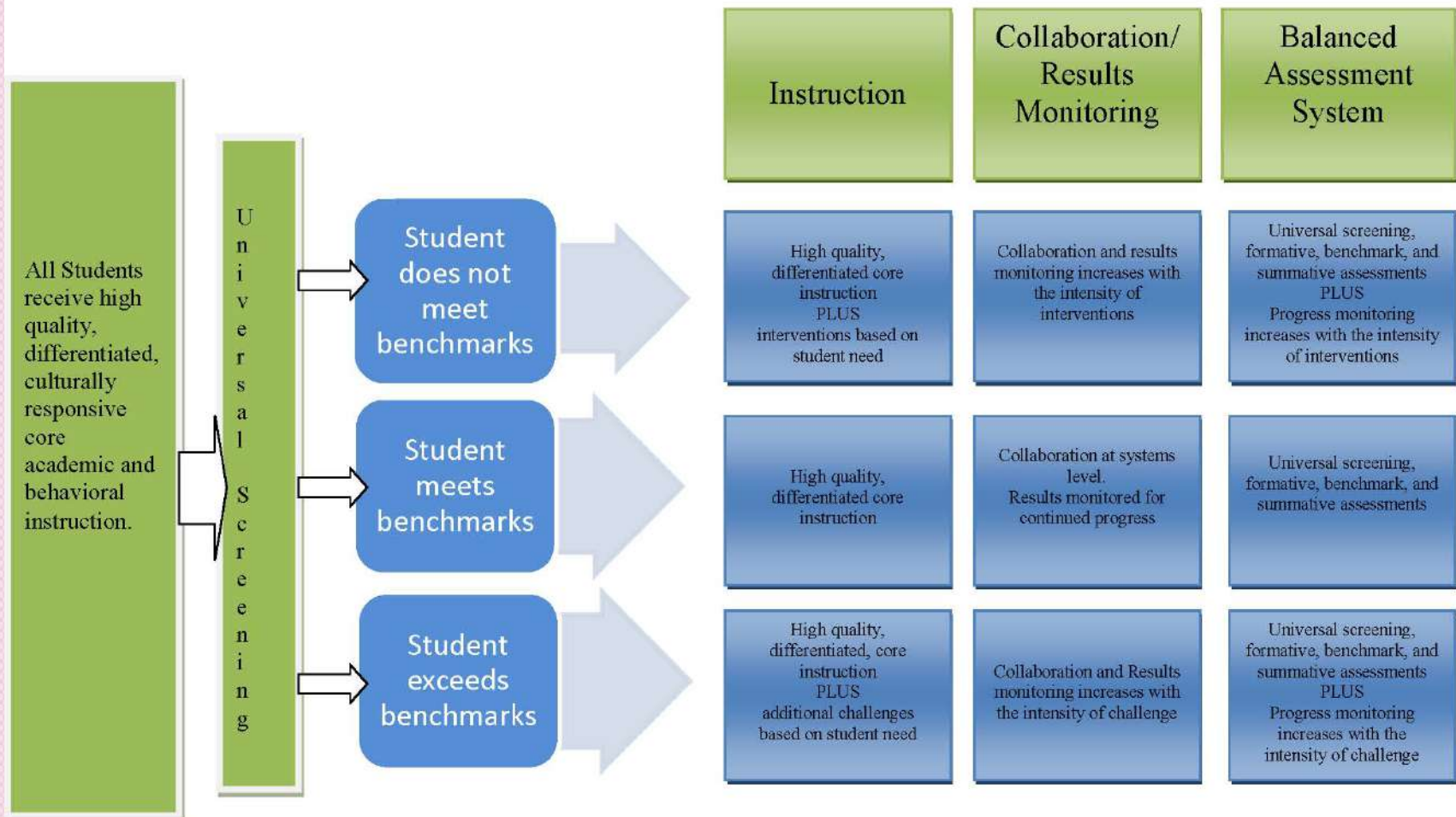




Response to Intervention

- Begins with a rigorous core curriculum that's differentiated to respond to individual differences.
- Uses increasingly intense interventions as needed.

Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices





Characteristics of Effective RtI Systems

- Schoolwide systems
- Staff works together to achieve common goals
- Respond to individual differences and enhance learning opportunities for all students
- Adapt knowledge, skills, and dispositions to meet the unique needs of diverse learners
- Multiple assessments work together to provide a complete picture of the student (academics, behavior, social)
- Instruction emerges from and supports research and evidence-based practices
- Includes a process for decision-making using multiple sources of data

Characteristics of Effective Gifted Plans

- Systemic
- Collaborative
- Sustainable
- Fluid
- Appropriate
- Comprehensive
- Aligned
- Measurable

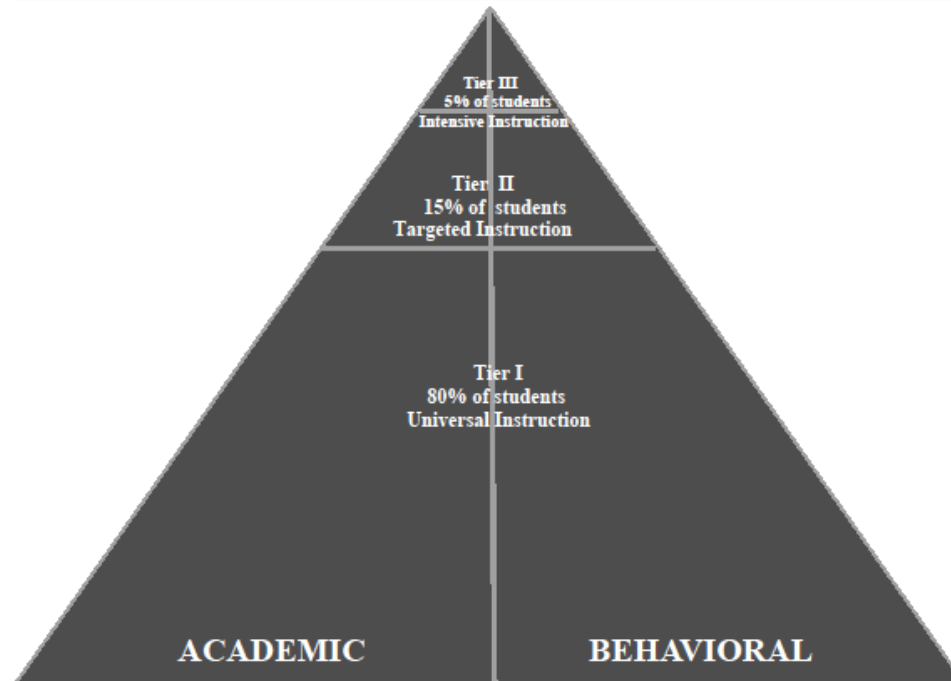
Some Local Examples

- Ripon Area School District
- Elkhorn Area School District
- Oregon School District
- Janesville School District

Response to Intervention / Instruction = RtI

Ripon Area School District

RtI is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to adjust instruction or goals, and applying student response data to important educational decisions.



Key Practices

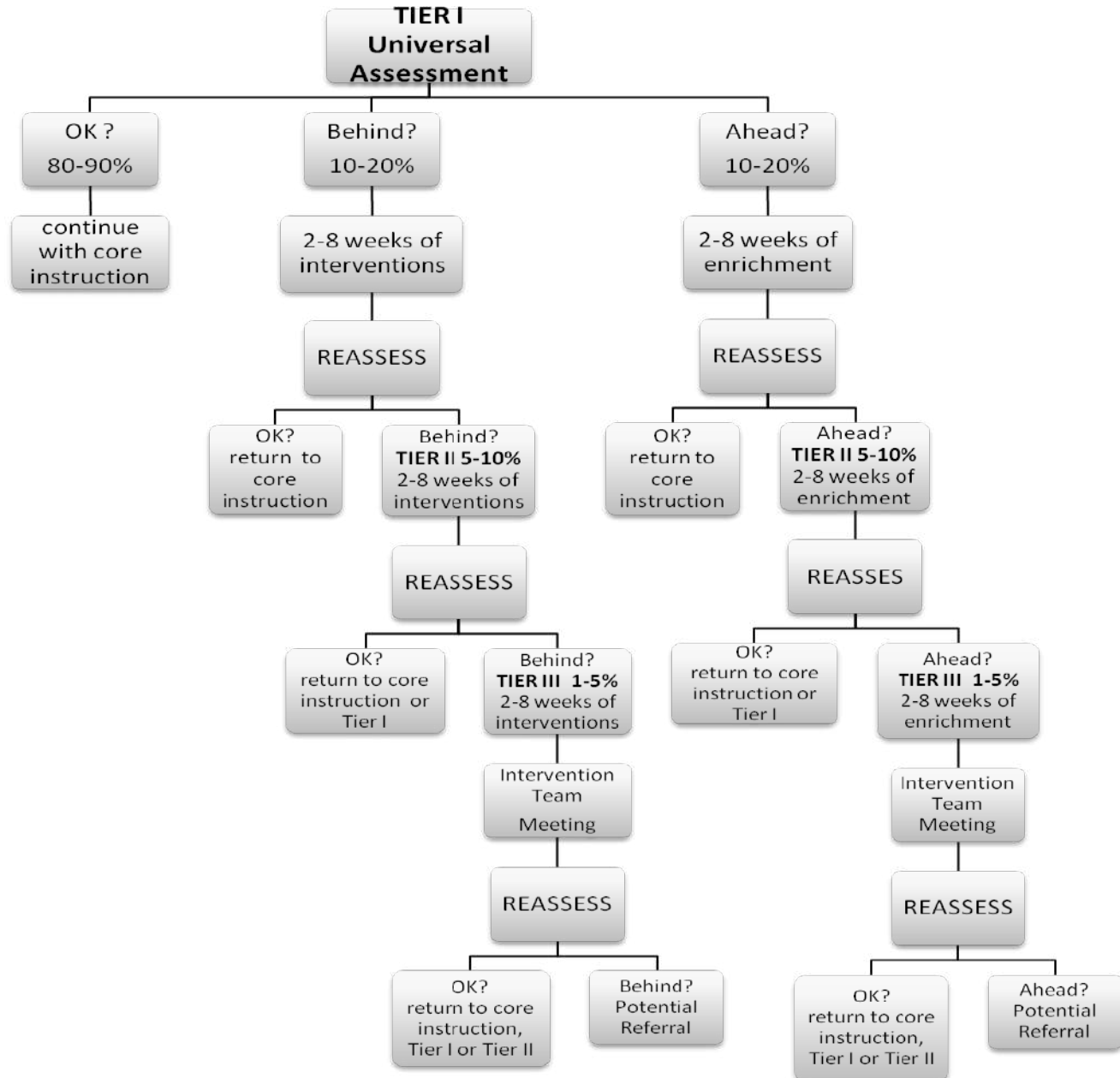
- ⇒ RtI is primarily a general education initiative designed to address the needs of all learners.
- ⇒ RtI is based on a problem-solving model that uses data to inform decision-making.
- ⇒ RtI interventions are systematically applied and derived from research-based practices.
- ⇒ RtI is highly dependent on progress monitoring and data collection.

Core RtI Principles

1. RtI supports students' needs by engaging educators in:
 - High quality instructional practice.
 - Continuous review of student progress.
 - Collaboration.
2. RtI is for ALL learners and ALL educators.
3. RtI is required by federal law in NCLB and IDEA.
4. RtI is linked to Ripon Guiding Questions (DuFour):
 - What is it we want our students to learn?
 - How will we know that our students have learned it?
 - What will we do when our students haven't learned it?
 - What will we do when our students have learned it?
5. RtI applies to both academics and behavior.

Elkhorn

Rtl Flowchart for Interventions



RtI

Response to
Intervention

Targeted Options

Individually
designed
interventions
for students
who have a
high
likelihood of
academic
failure.

Selected Options

Supplemental
options
provided for
small groups
who have not
met
benchmarks to
reduce the
potential of
long term
failure.

Universal Options

Options
provided to all
students through
core curriculum,
differentiated
instruction,
progress
monitoring.

Enhance
success and
reduce barriers
for vast majority
of students.

Selected Options

Supplemental
options provided
for small groups
who meet
benchmarks
early or quickly to
increase
likelihood of
continued
progress.

Targeted Options

Individually
designed
interventions for
students who
exceed
expectations
and need
extensions or
acceleration

1-2% of
Students:

-3

10-15% of
Students:

-2

70-80% of
Students:

0

10-15% of
Students:

+2

1-2% of
Students:

+3

Mean = 0 Deviations + or -



***In Addition to
Regular Work***

The diagram features a large horizontal double-headed arrow at the top, indicating a spectrum. Below it, a large triangle is divided by a vertical dashed purple line. The left side of the triangle is labeled 'In Addition to Regular Work' and contains the text 'Intense Interventions' and 'Extra Help' separated by the dashed line. The right side is labeled 'Instead of Regular Work' and contains 'Extend Lessons' and 'Intense Interventions' separated by a solid red line. A central purple square contains the text 'District Curriculum', 'High-Quality Standards Based Instruction', and '“All” students experience differentiated lessons'. At the bottom left is 'Rtl' and at the bottom right is 'GT'. A 'DEP' label is also present on the right side.

District
Curriculum

High-Quality Standards
Based Instruction

“All” students experience
differentiated lessons

***Instead of
Regular Work***

Intense
Interventions

Extra
Help

Extend
Lessons

Intense
Interventions

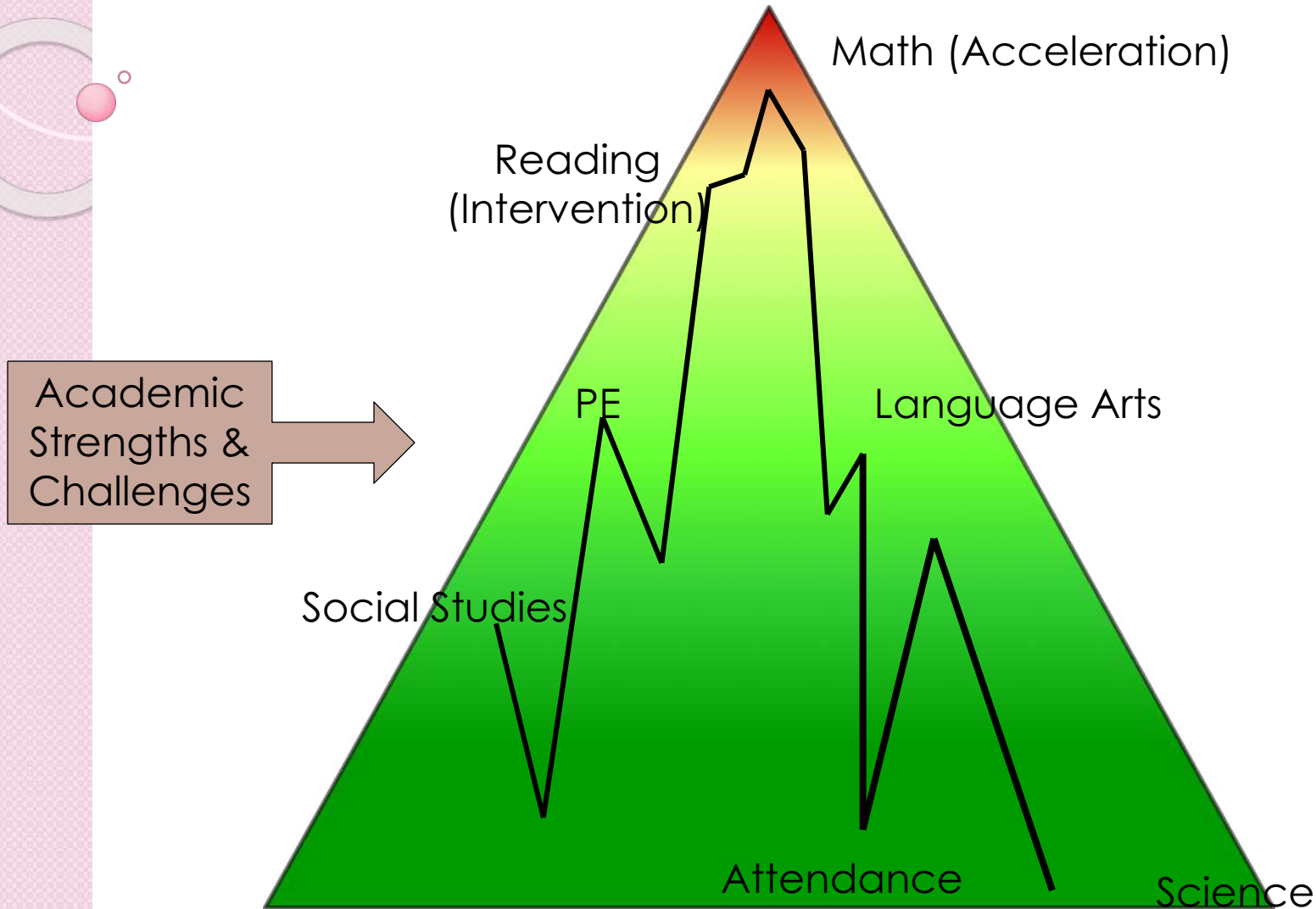


DEP

GT

Rtl

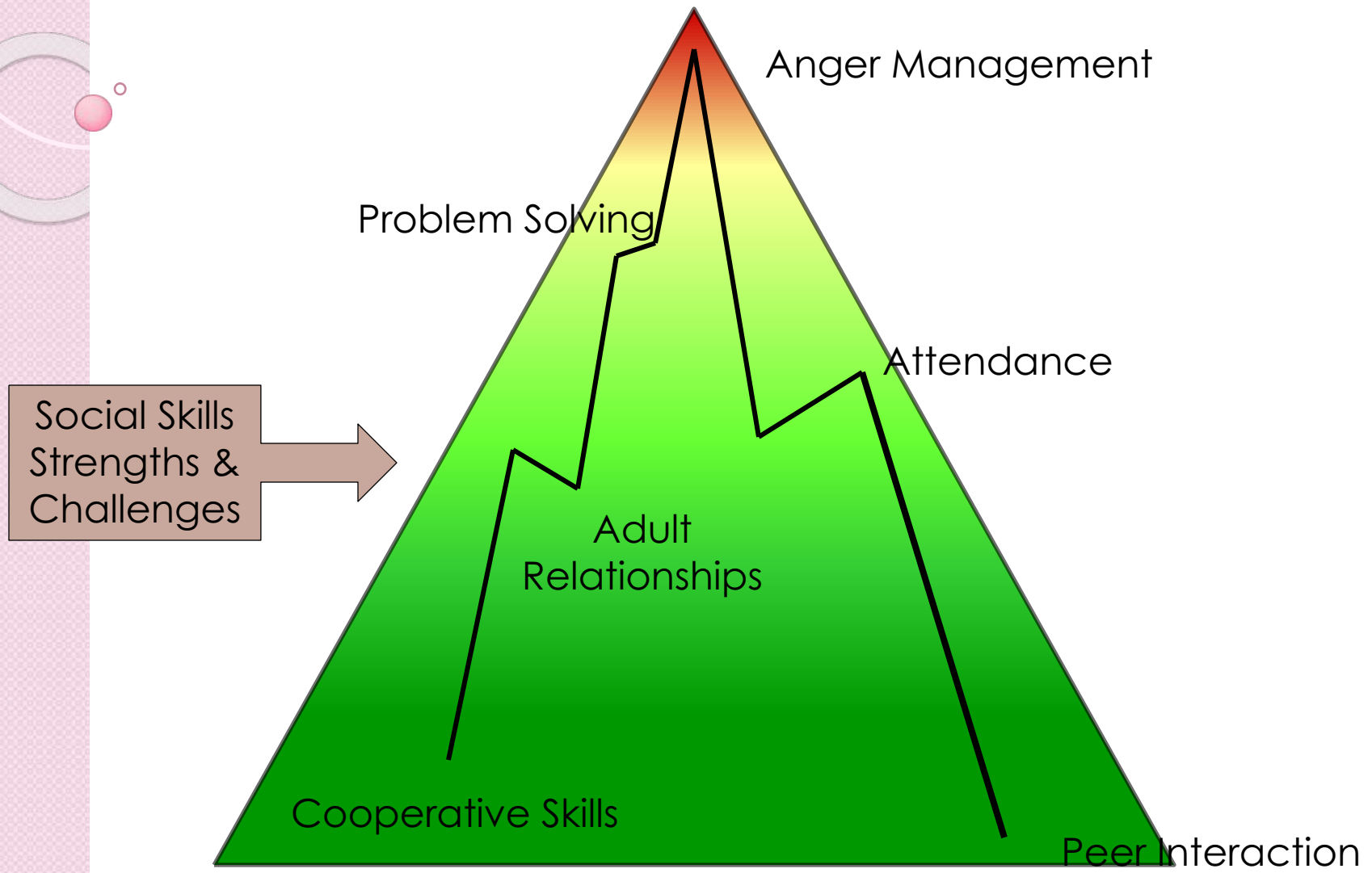
Rtl Continuum of Support for ALL



Label Behaviors... Not People

cde

Rtl Continuum of Support for ALL



Label Behaviors... Not People

cde




Programming Practices for Gifted Education within an Rtl Framework

- Systems-based
- Classroom-based



Systems-Based Practices for Gifted Education within an Rtl Framework

- Cluster grouping
- Pull-Out
- Purchased Services
- Mentoring
- Subject and Grade Acceleration



Classroom-Based Practices for Gifted Education within an Rtl Framework

- Pre-assessment
- Questioning
- Tiered Lessons/Assignments
- Creative Thinking
- Critical Thinking
- Problem-Based/Project-Based Learning
- Curriculum Compacting
- Flexible Grouping



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