

AGENDA

(4:00-5:30 in the boardroom)

Intro: TED Talk, “*The Myth of Average*”

Renewal of Library Variance: In March of 2015 the District was approved for a variance to standards for the Junior High Library.

The District initially requested a variance to meet **10.55.709** requirements for librarian FTE. The .1 FTE requirement has been met with a licensed and properly endorsed librarian and an experienced paraprofessional. For a quantitative measure to track student use we chose the circulation of books. Our goal was to increase the number of books being checked out by 10%. We exceeded our goal and increased our circulation by 84% in the junior high.

The District has achieved the goals set in the variance and will reapply this year.

POST VARIANCE	LIBRARY CIRCULATION		
	2014-15	2015-16	% INCREASE
ELEMENTARY	4769	10956	130%
JUNIOR HIGH	219	404	84%
HIGH SCHOOL	608	1010	66%

Gifted and Talented: *District Policy 2166*

The District would like the DLT to review the following information and assist in establishing procedures to nominate or select students of demonstrated achievement, or advanced general intellectual ability and academic aptitude and determine how we can best serve these students learning.

Assessment:

How do we best use our MAP data? What can we do to prepare for SBAC and ACT?

Mid year MAP results, CRT Science, SBAC, ACT

*February 24, Teacher Development Day

Priorities:

1 Environment 2 Academic 3 Community

“Change is the law of life, and those who look only to the past or present are certain to miss the future” John F. Kennedy

“To improve is to change, to be perfect is to change often” Winston Churchill

Questions??? Input?? Ideas?

Northwest Montana Educational Cooperative's and Thompson Falls School District's Gifted and Talented Education Guide & Program

"Serving Montana's High Ability/High Potential Students"



Updated FEB2017

Guiding Principles

Determined by District Leadership Team:

- ❑ Should define the needs and responsibilities of a district to serve High Ability/ High Performing (HA/HP) students.
- ❑ Must align with district's mission and vision.

MISSION: Work together as a school and community to provide students an educational experience that empowers them to grow as people and discover their individual potential.

VISION: Everything revolves around learning.

INTRODUCTION: Thompson Falls Public Schools has the responsibility to provide services that meet the needs of all students to develop their potential. Highly capable students have special needs created by their degree of sensitivity, wide range of interests, advanced verbal and academic skills, rapid rate of learning, and a greater capability for higher-level thinking. Intellectual, academic, and creative talents can be a handicap in an educational situation designed to meet the needs of the majority of the students. Thompson Falls Public Schools is committed to providing these students with the appropriate learning environment to allow for a range of options to maximize their potential.

Process for School to Go through to Serve High Ability/High Potential Students (HA/HP)

***Recreated from document from www.opi.mt.gov > programs > accreditation and educator preparation
> Gifted and Talented Education*

Date of Meeting	Action	Details	Completion Date
	<i>Convene Advisory Committee (broad representation)</i>	<ul style="list-style-type: none"> → Teachers and administrators → Counselors → Parents and/or students → GT knowledgeable representative 	
	<i>Review Documents; Revise</i>	<ul style="list-style-type: none"> → Statement of guiding principles → Compatible with district policies → Compared with similar districts 	
	<i>Pull Together & Review Data</i>	<ul style="list-style-type: none"> → What services are currently available? → What does data show about effectiveness about services for identified students? → What areas could be improved? 	
	<i>Set Program Goals</i>	<ul style="list-style-type: none"> → Based on guiding principles and data, how do we want the GT program to improve? → What changes would best serve the HA/HP students 	
	<i>Plan How to Serve HA/HP Students</i>	<ul style="list-style-type: none"> → How will we identify HA/HP students? → How will appropriate challenges be delivered? → How will we provide professional development for teachers? 	
	<i>Deliver Services to HA/HP Students</i>	<ul style="list-style-type: none"> → Collect baseline data. → Use Multi Tiered Support System, (MTSS) model for academic growth in content areas. → Meet social/emotional needs of HA/HP 	

		students.	
	<i>Evaluate Program</i>	→ Compare end of year or other time period data to baseline.	

Characteristics of High Ability/High Potential Students

“Gifted and talented children” means children of outstanding abilities who are capable of high performance and require differentiated education programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors. (MCA 20-7-901)

Understanding the difference between “high ability/high potential” (HA/HP) students and “high achievers” is also useful in developing quality instruction matched to student needs. Although these two terms are not mutually exclusive, each has particular characteristics. (pg. 9, OPI guide)

When seeking out HA/HP students, schools need to seek students in the district or school who are exceptional by virtue of markedly greater than average potential or ability in some area of human activity generally considered to be the province of the educational system and whose exceptionality engenders special educational needs that are not being adequately met by the core regular curriculum (pg. 9, OPI guide)

Categories	High Achieving Students	High Ability/High Potential Students (HA/HP)
<i>Motivation</i>	To succeed in school; To get high grades	To learn and expand intellectual capacity
<i>Social</i>	Relate well to peers of own age; Self-satisfied	Relate well to peers of own intellectual interest; Self-critical
<i>Skills</i>	Memorization, follow directions, high interest	Make connections, generate abstract concepts, pose complex questions

Many researchers have identified the following characteristics of HA/HP learners:

Intellectual Traits	Personality Traits	Negative Characteristics
<i>Exceptional reasoning ability</i>	<i>Insightfulness</i>	<i>Stubbornness</i>
<i>Intellectual curiosity</i>	<i>Need to understand</i>	<i>Resistance to domination</i>
<i>Rapid learning rate</i>	<i>Need for mental stimulation</i>	<i>Uncooperativeness</i>
<i>Facility for abstraction</i>	<i>Perfectionism</i>	<i>Cynicism</i>
<i>Complex thought process</i>	<i>Need for precision/logic</i>	<i>Sloppiness</i>
<i>Early moral concern</i>	<i>Sensitivity/empathy</i>	<i>A tendency to question authority</i>
<i>Passion for learning</i>	<i>Intensity</i>	<i>Emotional frustration</i>
<i>Powers of concentration</i>	<i>Perseverance</i>	<i>Absentmindedness</i>
<i>Analytical thinking</i>	<i>Acute self-awareness</i>	<i>Low interest in detail</i>
<i>Divergent thinking/creativity</i>	<i>Questioning rules/authority</i>	<i>Withdrawn</i>
<i>Capacity for reflection</i>	<i>Tendency for introversion</i>	<i>Demanding</i>

*Counseling the Gifted and Talented (Silverman, 1993 pg. 53)

*Education of the Gifted and Talented (Davis & Rimm, 1998, pg. 37-38)

*OPI, pg. 12

Alternative strategies may be needed to support HA/HP students deal with issues of:

- ☐ Motivation
- ☐ Discipline
- ☐ Stress management
- ☐ Feelings and communication of and about feelings
- ☐ Peer and sibling relationships
- ☐ Breaking and/or holding onto tradition
- ☐ Depression

The strategies and processes used in *Response To Intervention* (RTI) models are useful for teaching skills for social, emotional, and behavioral successes. The tiered approach to identifying levels of need for support and intervention (as used in Multi - Tiered Sytem of Support) is also used in MBI. This includes “universal interventions”, “targeted

Type	Feelings & Attitudes	Behaviors	Needs	Adults' and Peers' Perceptions	Identification	Home Support	School Support
The Successful	<ul style="list-style-type: none"> Complacent Dependent Good academic self-concept Fear of failure Extrinsic motivation Self-critical Works for the grade Unsure about the future Eager for approval Entity view of intelligence 	<ul style="list-style-type: none"> Achieves Seeks teacher approval Avoids risks Doesn't go beyond the syllabus Accepts & conforms Chooses safe activities Gets good grades Becomes a consumer of knowledge 	<ul style="list-style-type: none"> To be challenged To see deficiencies To take risks Assertiveness skills Creativity development Incremental view of intelligence Self-knowledge Independent learning skills 	<ul style="list-style-type: none"> Liked by teachers Admired by peers Generally liked & accepted by parents Overestimate their abilities Believe they will succeed on their own 	<ul style="list-style-type: none"> Use many multiple criteria Grades Standardized test scores Individual IQ tests Teacher nominations Parent nominations Peer nominations 	<ul style="list-style-type: none"> Parents need to let go Independence Freedom to make choices Risk-taking experiences Allow child to be distressed Affirm child's ability to cope with challenges 	<ul style="list-style-type: none"> Subject & grade acceleration Needs more than AP, IB & honors Time for personal curriculum Activities that push out of comfort zone Development of independent learning skills In-depth studies Mentorships Cognitive coaching Time with intellectual peers
The Creative	<ul style="list-style-type: none"> Highly creative Bored & frustrated Fluctuating self-esteem Impatient & defensive Heightened sensitivity Uncertain about social roles More psychologically vulnerable Strong motivation to follow inner convictions Wants to right wrongs High tolerance for ambiguity High Energy 	<ul style="list-style-type: none"> Expresses impulses Challenges teacher Questions rules, policies Is honest and direct Emotionally labile May have poor self-control Creative expression Perseveres in areas of interest (passions) Stands up for convictions May be in conflict with peers 	<ul style="list-style-type: none"> To be connected with others To learn tact, flexibility, self-awareness and self-control Support for creativity Contractual systems Less pressure to conform Interpersonal skills to affirm others Strategies to cope with potential psychological vulnerabilities 	<ul style="list-style-type: none"> Not liked by teachers Viewed as rebellious Engaged in power struggle Creative Discipline problems Peers see them as entertaining Want to change them Don't view them as gifted Underestimate their success Want them to conform 	<ul style="list-style-type: none"> Ask in what ways is this child creative? Use domain specific, objective measures Focus on creative potential rather than achievement 	<ul style="list-style-type: none"> Respect for their goals Tolerate higher levels of deviance Allow them to pursue interests (passions) Model appropriate behavior Family projects Communicate confidence in their abilities Affirm their strengths Recognize psychological vulnerability & intervene when necessary 	<ul style="list-style-type: none"> Tolerance Reward new thinking Placement with appropriate teachers Direct & clear communication Give permission for feelings Domain specific training Allow nonconformity Mentorships Direct instruction in interpersonal skills Coach for deliberate practice
The Underground	<ul style="list-style-type: none"> Desire to belong socially Unsure & pressured Conflicted, guilty & insecure Unsure of their right to their emotions Diminished sense of self Ambivalent about achievement Internalizes & personalizes societal ambiguities & conflicts Views some achievement behaviors as betrayal of their social group 	<ul style="list-style-type: none"> Devalues, discounts or denies talent Drops out of GT & advanced classes Rejects challenges Moves from one peer group to the next Not connected to the teacher or the class Unsure of direction 	<ul style="list-style-type: none"> Freedom to make choices Conflicts to be made explicit Learn to code switch Gifted peer group network Support for abilities Role models who cross cultures Self-understanding & acceptance An audience to listen to what they have to say (to be heard) 	<ul style="list-style-type: none"> Viewed as leaders or unrecognized Seen as average & successful Perceived to be compliant Seen as quiet/shy Seen as unwilling to risk Viewed as resistant 	<ul style="list-style-type: none"> Interviews Parent nominations Teacher nominations Be cautious with peer nominations Demonstrated performance Measures of creative potential Nonverbal measures of intelligence 	<ul style="list-style-type: none"> Cultural Brokering Normalize their dissonance College & career planning Provide gifted role models Model lifelong learning Give freedom to make choices Normalize the experience Don't compare with siblings Provide cultural brokering Build multicultural appreciation 	<ul style="list-style-type: none"> Frame the concepts as societal phenomena Welcoming learning environments Provide role models Help develop support groups Open discussions about class, racism, sexism Cultural brokering Direct instruction of social skills Teach the hidden curriculum Provide college planning Discuss costs of success

Adapted from work of George T. Betts, Ed.D. & Maureen F. Neihart, Psy.D. ©2010.

group interventions”, and “individual interventions”.

	Feelings & Attitudes	Behaviors	Needs	Adults' and Peers' Perceptions	Identification	Home Support	School Support
The At-Risk	<ul style="list-style-type: none"> Resentful & angry Depressed Reckless & manipulative Poor self-concept Defensive Unrealistic expectations Unaccepted Resistive to authority Not motivated by teacher driven rewards A subgroup is antisocial 	<ul style="list-style-type: none"> Creates crises and causes disruptions Thrill seeking Will work for the relationship Intermittent attendance Pursues outside interests Low academic achievement May be self-isolating Often creative Criticizes self & others Produces inconsistent work 	<ul style="list-style-type: none"> Safety and structure An "alternative" environment An individualized program Confrontation and accountability Alternatives Professional counseling Direction and short term goals 	<ul style="list-style-type: none"> Adults may be angry with them Peers are judgmental Seen as troubled or irresponsible Seen as rebellious May be afraid of them Adults feel powerless to help them 	<ul style="list-style-type: none"> Individual IQ testing Achievement subtests Interviews Auditions Nonverbal measures of intelligence Parent nominations Teacher nominations 	<ul style="list-style-type: none"> Seek counseling for family Avoid power struggles Involvement in extracurricular activities Assess for dangerous behavior Keep dialogue open Hold accountable Minimize punishments Communicate confidence in ability to overcome obstacles Preserve relationships 	<ul style="list-style-type: none"> Don't lower expectations Diagnostic testing Non-traditional study skills In-depth studies & mentorships G.E.D. Academic coaching Home visits Promote resilience Discuss secondary options Aggressive advocacy
The Twice/Multi Exceptional	<ul style="list-style-type: none"> Learned helplessness Intense frustration & anger Mood disorders Prone to discouragement Works to hang on Poor academic self-concept Doesn't see self as successful Doesn't know where to belong 	<ul style="list-style-type: none"> Makes connections easily Demonstrates inconsistent work Seems average or below More similar to younger students in some aspects of social/emotional functioning May be disruptive or off-task Good problem solver Behavior problems Thinks conceptually Enjoys novelty & complexity Is disorganized Slow in information processing May not be able to cope with gifted peer group 	<ul style="list-style-type: none"> Emphasis on strengths Coping strategies Skill development Monitoring for additional disorders - especially ADHD To learn to persevere Environment that develops strengths To learn to self-advocate 	<ul style="list-style-type: none"> Requires too many modifications because of accommodation Seen as "weird" Underestimated for their potential Viewed as helpless Seen as not belonging in GT Perceived as requiring a great deal of structure Seen only for disability 	<ul style="list-style-type: none"> Measure of current classroom functioning Achievement test scores Curriculum based assessment Examine performance over time Look for pattern of declining performance paired with evidence of superior ability Do not rely on IQ scatter analysis or test discrepancy analysis 	<ul style="list-style-type: none"> Focus on strengths while accommodating disability Develop will to succeed Recognize & affirm gifted abilities Challenge in strength areas Provide risk-taking opportunities Assume college is a possibility Advocate at school Family involvement Nurture self-control Teach how to set & reach realistic goals 	<ul style="list-style-type: none"> Challenge in area of strength is first priority Acceleration in area of strengths Accommodations for disability Ask, "What will it take for this child to succeed here?" Direct instruction in self-regulation strategies Give time to be with GT peers Teach self-advocacy Teach SMART goal setting
The Autonomous Learner	<ul style="list-style-type: none"> Self-confident Self-accepting Hold incremental view of ability Optimistic Intrinsically motivated Ambitious & excited May not view academics as one of their highest priorities Willing to fail and learn from it Shows tolerance and respect for others 	<ul style="list-style-type: none"> Appropriate social skills Works independently Sets SMART goals Seeks challenge Strongly self-directed Follows strong areas of passion Good self-regulator Stands up for convictions Resilient A producer of knowledge Possesses understanding & acceptance of self 	<ul style="list-style-type: none"> More support, not less Advocacy for new directions & increasing independence Feedback about strengths & possibilities Facilitation of continuing growth Support for risk-taking On-going, facilitative relationships Become more adept at managing themselves A support team 	<ul style="list-style-type: none"> Admired & accepted Seen as capable & responsible by parents Positive influences Successful in diverse environments Psychologically healthy Positive peer relationships 	<ul style="list-style-type: none"> Demonstrated performance Products Nominations Portfolios Interviews Standardized Test scores Awards 	<ul style="list-style-type: none"> Advocate for child at school & in the community Provide opportunities related to passion areas Allow friends of all ages Remove time & space restrictions for learning Help them build a support team Include in parent's passions Include in family decision making Listen Stay out of their way 	<ul style="list-style-type: none"> Allow development of long-term, integrated plan of study Remove time & space restrictions Develop multiple, related in-depth studies, including mentorships Wide variety of accelerated options Mentors & cultural brokers Waive traditional school policies & regulations Stay out of their way Help them cope with psychological costs of success

Adapted from work of George T. Betts, Ed.D. & Maureen F. Neihart, Psy.D., ©2010.

Identification of High Ability/High Potential Students

The district must employ comprehensive and appropriate measures in identifying HA/HP. Generally 5-10% of a school's population is likely to be identified as HA/HP.

The characteristics used for identifying students for the gifted program.

- ☐ Observation period (four to six weeks), teacher

Formal screening instruments:

- ☐ Standardized tests, (MAP, STAR, SBAC)
- ☐ IQ tests
- ☐ Referral forms: consider teacher, parent, other (sample on pg. 76 of OPI Guide)

Most Common Testing Mechanisms

IQ or Cognitive Tests (Consider using with all students at one grade level)	Achievement Tests (Need to be "open" at the top in order to see where the student's new learning begins)	Referral or Observation Forms (Forms help keep this consistent, unbiased and fair)	Other
CogAT: Cognitive Abilities Test. Intent is to measure general and specific reasoning abilities. This test can be administered to groups of students K-12. Tests results can help teachers understand the cognitive development of their students and assist in planning effective instruction.	MAP: Northwest Evaluation Association (NWEA) Measures of Academic Progress. This assessment allows students to go as far as they can and also provides growth targets for individual students. MAP assessments are aligned with core curriculum standards. These tests provide a quality assessment process for all students, while providing an opportunity for high ability/high potential students move beyond their grade level material.	TILS: Teacher Inventory of Learning Strengths. From Re-Forming Gifted Education , (2002) Karen B. Rogers, Ph.D. Dr. Rogers also includes several other inventories for assessing learning strengths.	Assessment for Exceptional Potential Portfolio Process (Shaklee, 1989). For grades K-3; relies on multiple sources of data from a minimum of four persons who know the child well. The data is collected over a 12-week time frame.
TABs: Traits, Attributes, and Behaviors. Research consistently associates the results of this test with the psychological construct of high ability/high potential and tends to cut across cultural and economic groups.	MontCAS: Montana Comprehensive Assessment System. Is tied to the core curriculum standards; also provides a means to assess students' progress in the curriculum. Has a fairly low ceiling that may not allow high ability students to go far enough.	PIP: Parent Inventory for Finding Potential. From Re-Forming Gifted Education , (2002) Karen B. Rogers, Ph.D. Dr. Rogers also includes several other inventories for assessing learning strengths.	Purdue Academic Rating Scales and Purdue Vocational Rating Scales. Work well for middle and high school students. The rating scales may be administered by the teacher in the talent area.
Naglieri Nonverbal Test. Employs nonverbal sections; sensitive to children with lower language skills and to children from low socioeconomic conditions.	ITBS: Iowa Test of Basic Skills.	KOI: Kingore Observation Inventory. An observation instrument for classroom teachers to note the behaviors of K-3 high ability/high potential students over a six-week period.	
Raven. Employs nonverbal sections; sensitive to children with lower language skills and to children from low socioeconomic conditions. Shorter and simpler to administer; offers a view of problem-solving and mathematical abilities different from a typical verbal test.	Iowa Acceleration Scale. Used to gather data to support or refute student's readiness for skipping a grade.	Scales for Rating Behavior Characteristics of Superior Students (Renzulli) OR Harrison Observation Checklist. Includes both teacher pleasing and not-teacher pleasing behaviors.	
WISC: Wechsler Intelligence Scale for Children.	Terra Nova.		See publishers and resources for obtaining various testing mechanisms in the Appendices, pages 87-88.
Stanford-Binet.	CAT: California Achievement Test.		
Otis-Lennon.			
K-BIT: Kaufman Brief Intelligence Test.			

****Scores should be recorded on a student profile (sample on pg. 81 of OPI Guide)**

****Remember Giftedness can be masked by culture and/or poverty (consider data from products, performances, or other methods which students can prove their strengths). *See pg. 21 of OPI guide for specifics about Identifying American Indian HA/HP Students.**

****Remember to keep parents informed of any screening or possibly placement Request parents' written permission with a portion signed and returned to district/school. Include info. on how results will be used and how information will be communicated to parents.**

Curriculum Reflective of Student Needs

Overall instruction for HA/HP students should include:

- ☐ Based on content standards
- ☐ Be rooted in big ideas and concepts
- ☐ Vary content, process and/or product
- ☐ Adjust pace, depth, complexity, and levels of abstraction
- ☐ Be open-ended
- ☐ Accommodate student choice

More intensive options could include:

- ★ Acceleration
- ★ Grade skipping
- ★ Testing out of a course
- ★ Concurrent enrollment
- ★ Independent research
- ★ Mentorships

MTSS and Gifted Education/Support for All Students

<p>Tier 1: Class instruction for ALL Learners</p>	<ul style="list-style-type: none"> → Student-centered instructional practices and materials are standards-based and grounded in research → Instruction has clear objectives w/ focused activities to meet 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 → Instructional pacing, depth, and complexity is varied
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Some instructional delivery methods that work well to differentiate instruction for Tier 1 high ability/high potential students	
Accelerated pace	Students progress faster as the teacher speeds up rate of presentation of information in order to match the significantly faster learning rate of high ability/high potential learners.
Competitions	Students participate in contests outside of school using the knowledge and skills learned both in and outside of the classroom.
Flexible project deadlines	Students negotiate for more or less time to complete a learning experience and its associated product or performance.
Flexible tasks	Students (or teachers) change the requirements and parameters of a required product or performance.
Higher order thinking	Students are required to use higher order thinking (application, analysis, synthesis, evaluation, etc.) in their learning responses.
Independent study/ individual project/ learning contracts	Students learn about and/or research teacher-chosen or self-chosen topics on their own, developing either a traditional or nontraditional product to demonstrate the learning acquired. With a learning contract, students negotiate individually with teachers about what and how much will be learned and when product will be due.
Inquiry	Students respond to teacher-led questioning in order to learn new concepts or draw conclusions and make generalizations about what has been learned.
One-on-one tutoring	Students are assigned a special instructor or other content expert to develop their expertise in a specific subject. Most effective when used with high ability/high potential students to enhance learning, not to remediate what is missing.
Open-endedness, creative thinking	Students are encouraged to brainstorm or think divergently in order to produce more than one idea, answer, or solution.
Peer tutoring	Students are paired with one or more other students to help them learn a topic and master it.
Problem-based learning	Students are provided with an unstructured problem/task and are expected to "discover" a method for solving/accomplishing it.

Some grouping strategies that work well to differentiate instruction for Tier 1 high ability/high potential students	
Cluster grouping	Identify and place four 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 will devote proportional class time to differentiating for them.
Cooperative learning groups	Providing grouped activities for the purpose of developing peer interaction skills and cooperation. May be like or mixed ability groups.
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 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.

Adapted from *Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child*, by Karen B. Rogers, Ph.D. Reproduced by permission of Great Potential Press, www.giftedbooks.com.

Some Strategies for differentiating instruction for Tier 1 high ability/high potential students

Abstraction	Content that goes beyond surface detail and facts to underlying concepts, generalizations, and symbolism.
Active engagement	Instructional strategies that result in relevance and engagement for students.
Choice	Provide opportunities for choices and flexibility. Many gifted and talented students love the opportunity for choice and, given an opportunity, will construct their own differentiated choices. Possibilities include choice boards, tic-tac-toe, and layered assignments.
Compacting	This strategy should be used at <i>all</i> levels to prevent repetition and reteaching of content students have already mastered. To compact the teacher must pretest students in the content to be presented. Students mastering, or nearly mastering, the content then move on to an advanced level of difficulty.
Conceptual discussions	High level discussions of themes, concepts, generalizations, issues, and problems, rather than a review of facts, terms, and details.
Extensions	Offer relevant extension options for learners who need additional challenges.
Flexible assessments	Offer different assessment options that allow students to demonstrate their mastery of new concepts, content, and skills .
Flexible tasks	Allow students to structure their own projects and investigations according to their strengths and interests. Consider the use of a learning contract.
Flexible project time	Students negotiate for more or less time to complete a learning experience and its matching product or assessment. Consider the use of a learning contract.
Grouping	Regular opportunities to work in whole groups, small groups, with a partner, or in an independent setting.
Higher-order thinking skills	Questioning in discussion or providing activities based on processing that requires analysis, synthesis, evaluation, or other critical thinking skills. Bloom's Taxonomy Levels: knowledge, comprehension, application, analysis, synthesis, and evaluation.
Independent study	Students research a teacher-chosen or self-chosen topic, developing either traditional or nontraditional products to demonstrate learning.
Jigsaw/cooperative learning	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.
Mini-lessons	Mini-lessons provide levels of scaffolding , support, and challenge as needed for students of like ability/need.
Most difficult first	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.
Open-ended assignments	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.
Pre-assessment	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 .
Problem-based learning	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 "facilitators" of learning.
Subject integration/ "theme-based" units	Uniting two or more disciplines and their content through a conceptual theme, such as "origins," "change," or "friendship."
Text book resources	Many text books have a component for high ability/high potential learners or computer/online programs or websites to meet learners' needs.
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.
Varied 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.
Varied pacing	Plan to accommodate varied pacing, allowing students to move through content at a pace appropriate for their learning needs.

Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners*, by Carol Ann Tomlinson. Reproduced by permission of Great Potential Press, www.giftedbooks.com.

**Tier 2: Strategic
Targeted Intervention
Focusing on SOME
HA/HP Learners**

- Evidence based, supplemental skill-building interventions
- For students requiring specific supports in addition to work in the classroom
- Systematic, explicit, and aligned to Tier 1 instruction
- Typically delivered in small groups of students with similar strengths, interests, and needs.
- Sometimes a “pull-out” or “pull together” happening once a week (can be, but doesn’t have to be)

<i>Strategies and interventions for Tier 2 high ability/high potential students (page 1 of 2)</i>		RESEARCH GAINS
Ability grouping	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.	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) – that is 22 months of progress in 12 months of time.
Abstraction	Going beyond surface information; use of symbolism, underlying meaning of content.	
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 instruction 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 (Deicourt & Evans, 1994). Cluster grouping 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 than when these students are distributed among many teachers (Bryant, 1987; Kennedy 1995; Kulik, 1992; Rogers, 1991).
Competitions or advanced clubs	Examples: <ul style="list-style-type: none"> • Math Olympiad • Math Counts • Future Problem Solving • Destination Imagination • Junior Great Books • JASON Project (See resources for additional list of competitions.)	Pre- and post-test data of highly talented mathematical students in grades 3-6 who participated in a special program offered by Johns Hopkins University gained an average of 46 percentage points (Mills, Ablard and Gustin, 1994) – that is 18 months of progress in 12 months of time.
Complexity	Providing more difficult and intricately detailed content.	
Concept-based programs	Programs such as Mentoring Mathematical Minds (M3) 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 one (Kulik, 1992; Mills et. al., 1994) – that is more than 24 months of progress in 12 months of time.
Curriculum compacting	Compacting is the practice of pretesting student knowledge of material before it is taught. This can be done by using end of level tests, a written narrative of what the students already know, etc. If the student has mastered or nearly mastered the material, he/she should be delivered a curriculum that is new and that offers a challenge. With skill-based subjects, such as math and early reading, the end of unit tests work well. With more content-based areas, such as literature, social studies, and some science, students could have the option to take the book, study the chapter, take the test, then go on to replacement, or extension, material.	Effect size of .83 (one year and eight additional months of growth per year) – that is 18 months of progress in 10 months of time. A study of 436 second to sixth grade high ability students revealed that even though 40-50 percent of the curriculum was eliminated, performances on standardized tests were equivalent to that of students who received regular curriculum instruction. (Reis, et. al., 1993)
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.	

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Strategies and Interventions for Tier 2 high ability/high potential students (page 2 of 2)		RESEARCH GAINS
Extra-curricular learning	Accelerated programs outside of regular school curriculum may be offered after school, on Saturday, or during the summer.	Pre- and post-test data of highly mathematically talented students in grades three through six who participated in a program offered by Johns Hopkins University gained an average of 46 percentage points. (Mills, et. al., 1994)— that is 18 months of progress in 12 months of time.
Goal setting for college planning	Early planning and goal setting for post-secondary education.	
Honors, Advanced Placement® courses	Students take 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 program is actually designated Advanced Placement® , several such programs exist, e.g., International Baccalaureate.)	
Method of inquiry	Relating content to how things work, methods that are used in the field.	
Mentorship	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.	
Organization	Changing the sequence for how content is taught; for example, teaching the “most difficult” concepts first.	
Partial day or send-out (pull-together) grouping	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.	When the content is sufficiently deepened, advanced and differentiated, pull-together programs were shown to be effective (Delcourt, Loyd, Cornell and Goldberg, 1994).
Pull-in programs	See partial day/pull-together programs .	Above.
Real audiences	Presenting work to a live audience or providing an expert in the field to evaluate the child's work.	
Real world problems	Providing learners with a problem or situation to solve that is relevant to their own lives.	
Regrouping by achievement for subject instruction	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.	In 25 studies where curriculum remained the same for all groups, there was only a slight gain in academic growth. There are substantial gains however when an alternative curriculum is chosen to meet the needs of mathematically gifted students (Kulik, 1992). Eleven out of 14 studies indicated that students in cross-grade programs achieved an effect gain greater than one – that is 24 months of progress in 12 months of time.
Skill-based programs	Computer programs, such as Renaissance Learning and Success Maker that allow the student to work at their own pace and give direct, immediate feedback to student and teacher.	ITBS scores of students using a skill-based mathematics program were significantly higher in skills than students who did not use the program (Ysseldyke, Tardrew, Betts, Thill, and Hannigan, 2004).
Specialized curriculum programs, intentional academic programs, groups	William and Mary curriculum, National History Day, Mentoring Mathematical Minds, Accelerated Math, Project Spring, and Project Spring II (see appendix).	2006 research on Mentoring Mathematical Minds, to cite just one example, showed gains over a similar comparison group on TIMSS, NAEP and ITBS scores for third, fourth and fifth graders. National Center for Gifted and Talented Research.
Study of people	Relating content to the people in the field, famous people, human situations, and problems.	
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.	
Theme-based units	Students are involved in a study of concepts through theme-based units that stress the application of reasoning to reading, writing, creating high-quality projects, and organizing 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 in reading and writing and required high-quality products compared to groups who did not receive theme-based, high-expectation instruction (Van Tassel-Baska, et. al., 2002).

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Tier 3: Intensive Targeted Intervention focusing on a FEW HA/HP Learners

- Evidence-based intensive targeted interventions for students whose academic and intellectual needs are not being met by Tier 1 or Tier 2 supplemental and/or targeted instruction
- Typically highly or exceptionally gifted (IQ of 145 or greater)
- Require a curriculum that is significantly different (pace, level, complexity, and abstraction)
- May require a replacement core
- May require an individualized learning plan

Types of Acceleration for Tier 3 high ability/high potential students (page 1 of 2)

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

Single subject acceleration	A student bypasses the usual progression of skills and content mastery in one subject where great advancement or proficiency has been observed. The learner will progress at the regular instructional pace through the remaining subject areas.	Research-based gains: a student is likely to have 1.57 years' academic growth in one year of time. 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.
Whole-grade skipping	A learner is double promoted to bypass one or more grade levels.	Research-based gains: a student is likely to have 1.49 years' academic growth in one year of time, and 1.31 years' social growth in one year of time. Grade skipping for bright children also appears to be very beneficial. Its greatest research-supported academic and social effects appear to be in grades three through six.
Early entrance to school	A gifted child who shows readiness to perform schoolwork enters kindergarten or first grade one to two years earlier than the usual beginning age.	Research-based gains: a student is likely to have 1.49 years' academic growth in one year of time. 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.
Nongraded classroom	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.	Bright students in a nongraded or multigrade classroom environment showed substantial, positive academic gains at the elementary grade levels. Although no research on social outcomes could be located, it seems likely that bright children who move through the curriculum at a comfortable but accelerated pace can would not find social rejection as readily as when they stand out as significantly different at one grade level.
Curriculum compacting	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.	Research based gains: a student is likely to have 1.83 years' academic growth in one year of time. Curriculum compacting: whereby the student begins each school year at his/her actual level of performance in each subject-results in significantly positive academic effects, especially in mathematics. The single study of social outcomes suggested no differences in socialization, and the psychological impact of this option was unclear.
Grade telescoping	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.	Research based gains: a student is likely to have 1.4 years' academic growth in one year of time. Another implication from our analysis is that allowing children to progress through three years' curriculum in two years' time, or grade telescoping, showed very positive academic outcomes for both junior and senior high students. The option neither enhanced nor harmed socialization or psychological adjustment.
Concurrent enrollment	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.	Research based gains: a student is likely to have 1.22 years' academic growth in one year of time.

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Types of Acceleration for Tier 3 high ability/high potential students (page 2 of 2)

AP® courses	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 program—the College Board's AP® and Pre-AP® classes—is actually designated Advanced Placement® ; several such programs exist, for example, International Baccalaureate .)	Research based gains: a student is likely to have 1.27 years' academic growth in one year of time. The research on Advanced Placement® did not support significant outcome changes for students <i>once they entered college full time</i> . Social and psychological outcomes were 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.
Mentorship	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.	Research based gains: a student is likely to have 1.57 years' academic growth in one year of time, 1.47 years' social growth in one year of time, and 1.42 years' self-esteem growth in one year of time.
Early admission to college	Student skips some of high school and attends college.	Research based gains: a student is likely to have 1.3 years' academic growth in one year of time. 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.
Credit by examination	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 examples.)	Research based gains: a student is likely to have 1.59 years' academic growth in one year of time. There appeared to be a strong relationship between testing, out of college courses (credit by examination), and subsequent college performance in those subject areas.
Distance learning	Enrollment in college or other challenging courses while still enrolled with age peers (Stanford University's EPGY, for example).	Similar to subject acceleration .
Extra-curricular programs	<ul style="list-style-type: none"> • Johns Hopkins Center for Talented Youth; • Duke University Talent Identification Program; • Center for Talent Development • (CTD) Northwestern University 	For additional resources: http://hoagiesgifted.com/academics.htm .
Special schools for the gifted	For example, Davidson Academy	http://www.davidsonacademy.unr.edu/

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Twice Exceptional Students

Indicators that might help identify twice exceptional students												
Indicators of Cognitive/Affective Strengths	<ul style="list-style-type: none">• 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 <i>problem-solving</i> and reasoning <i>skills</i>.• 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	<ul style="list-style-type: none">• Have discrepant verbal and performance abilities.• Have deficient or extremely uneven academic <i>skills</i> 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 motoric difficulties exhibited by clumsiness, poor handwriting, or problems completing paper-and-pencil tasks.• Lack organizational <i>skills</i> and study <i>skills</i>; 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 <i>skills</i>; demonstrate antisocial behaviors.• Are highly sensitive to criticism.											
Indicators of Low Self-Esteem	<p>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:</p> <table><tr><td>• Anger</td><td>• Withdrawal</td><td>• Disruptive behaviors</td></tr><tr><td>• Self-criticism</td><td>• Daydreaming and fantasy</td><td>• Clowning behaviors</td></tr><tr><td>• Crying</td><td>• Apathetic behaviors</td><td>• Denial of problems</td></tr></table>			• Anger	• Withdrawal	• Disruptive behaviors	• Self-criticism	• Daydreaming and fantasy	• Clowning behaviors	• Crying	• Apathetic behaviors	• Denial of problems
• Anger	• Withdrawal	• Disruptive behaviors										
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• Crying	• Apathetic behaviors	• Denial of problems										

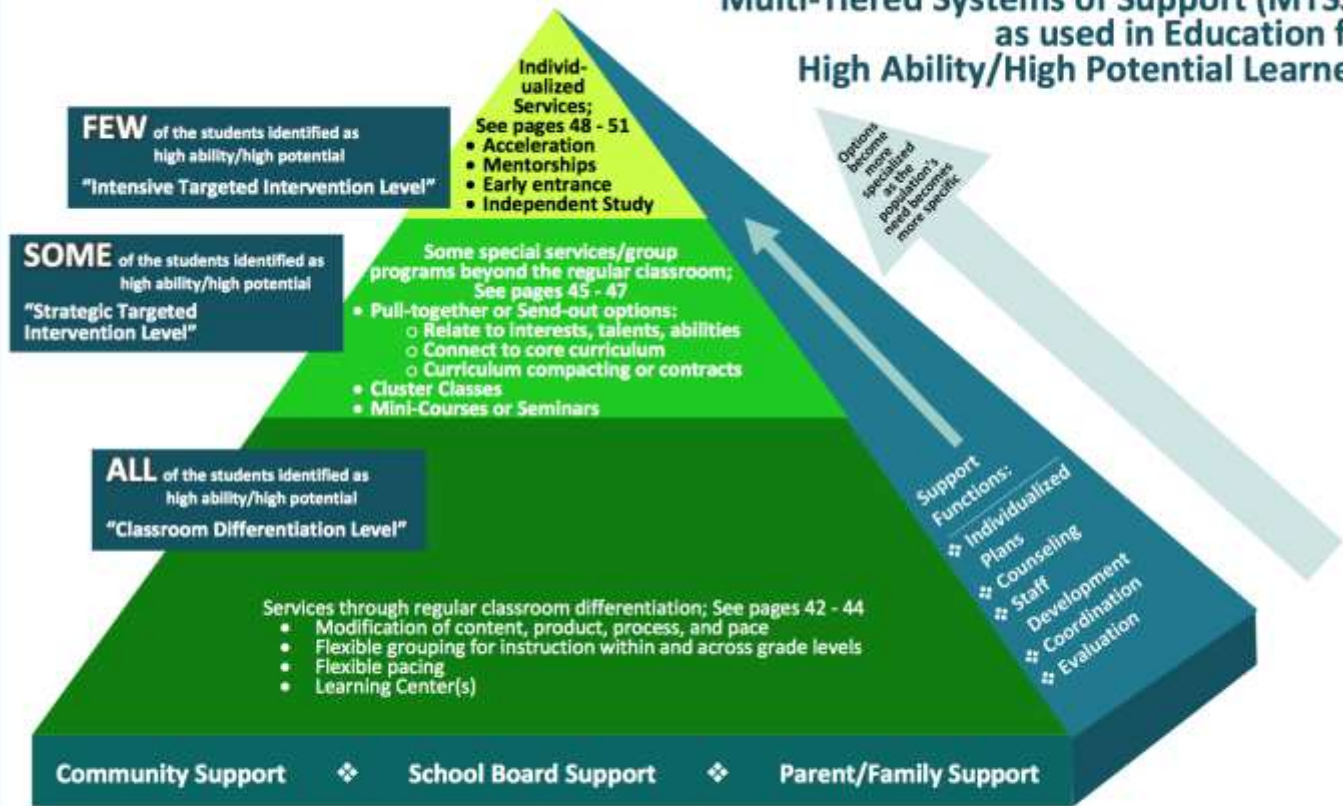
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Explanation of Strategies for Twice Exceptional Students		
Appropriate Identification	<ul style="list-style-type: none"> Teachers need to be sensitive to clues that seem to indicate contradictions in abilities rather than rely on standardized or intelligence test scores. Possible examples: 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; reason abstractly and solve complex problems/dislike rote memorization. 	<ul style="list-style-type: none"> Many gifted students with learning disabilities appear to be average students because their giftedness and disability merge. Because of this, 41 percent 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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, and 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).

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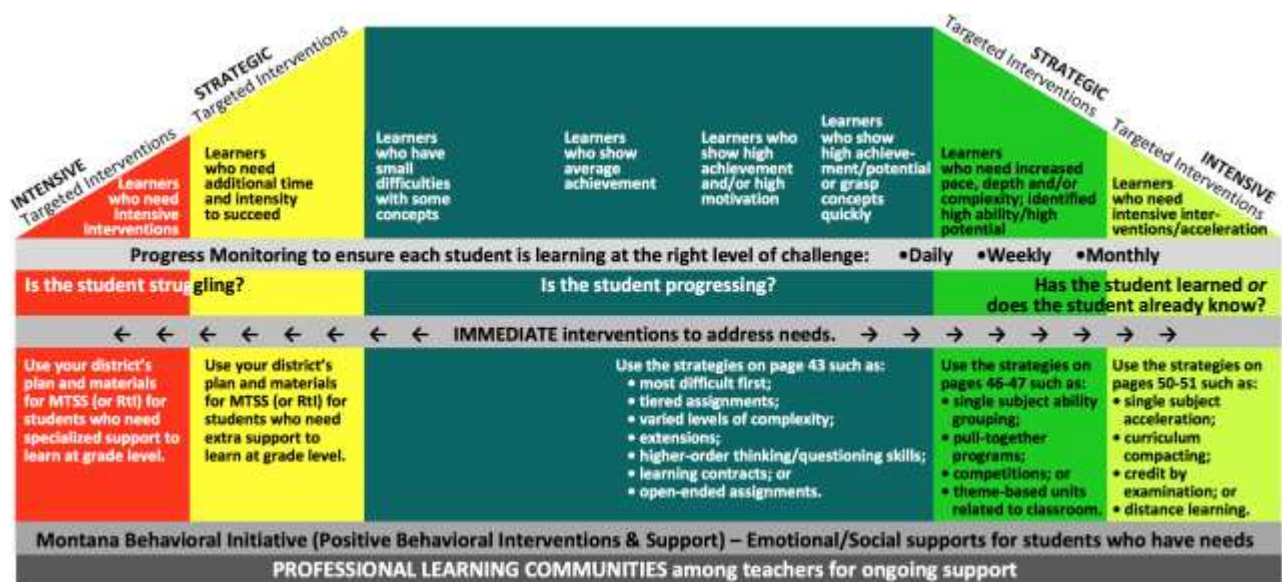
MTSS for Struggling Learners	MTSS for HA/HP Learners
...multi-tier approach to the early identification and support of students with learning and behavior needs	...is a multitier approach to the identification and support of students with high ability and high potential as well as social/emotional needs
...begins with high-quality instruction and universal screening of all children in the general education classroom	...begins with high-quality instruction and universal screening of all children in the general education classroom
...provides struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning	...provides HA/HP learners with interventions at increasing levels of intensity to accelerate their rate of learning

Multi-Tiered Systems of Support (MTSS)^{*} as used in Education for High Ability/High Potential Learners



* MTSS (Multi-Tiered Systems of Support) was originally developed as a plan for delivery of appropriate educational services and interventions for students who are struggling with learning. A triangle-shaped graphic is often used to illustrate levels of services for struggling students, but the model works equally well when illustrating levels of services for high ability/high potential students.

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Support Services and Family Engagement

Support	Role & Services
Administrator(s)	
Curriculum Specialist (in district) and/or Northwest Montana Educational Cooperative	
Counselors	
Teachers	
Psychologists	
Special Educators (if applicable)	
Parent and Family	

Teacher Preparation and Support

Questions for District Committee:	What teachers need:
What is a gifted education?	What do I need to know?
Who are the HA/HP students?	<ol style="list-style-type: none"> 1. What should I look for? 2. How do I go about referring a student? 3. How do we go about identifying a student through measures?
How will the district serve HA/HP students?	<ol style="list-style-type: none"> 1. What should I do in the classroom? 2. When, if ever, will students need to leave the classroom? 3. How can I manage flexible groups in the classroom? 4. What can I do if a HA/HP student is struggling in some way?

Program Evaluation

Goals do not need to be large and complex. SMART (specific, measurable, realistic, and time specific) are the best.

The district's plan for evaluating could include:

- ☐ Pre-instructional and post-instructional test scores
- ☐ Beginning and ending interviews
- ☐ Surveys

****Remember to acquire baseline data before your begin or resume your program.**

Some Evaluation Questions:

Formative (report completed and changes made right away)

- *How well are students in the program performing?*
- *Is the identification process identifying the students with needs it was designed to meet?*
- *How successfully does the curriculum address the needs of the identified students?*
- *How does the program address student growth? (both academic and affective)*
- *Are we meeting short-term goals?*

Summative (report completed informally annually, and formally every five to seven years, should be written and accessible to all stakeholders)

- *Did the program do what it was designed to do?*
- *Did it meet its goals?*
- *Was the student identification process effective in identifying students with extraordinary needs and abilities?*
- *Are there components of the program that are missing and/or incomplete?*
- *How successful were the school's support services in meeting identified needs?*
- *Did professional development result in an increase in staff knowledge about gifted education?*

- *Did the quality of programming for gifted students increase as a result of professional development?*
- *What changes do we need to make?*