

Gifted Education

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What is “Giftedness?”

PA Chapter 16 determines that specially designed instruction is provided for a population identified as meeting criteria that verifies that these students require specialized service delivery options.

What is “Giftedness?”

Gifted is defined as outstanding intellectual and creative ability, the development of which requires **specially designed** programs or support services, or both, not ordinarily provided in the regular education program.

What is “Giftedness?”

Through an evaluation conducted by the school psychologist, the student is identified as “gifted.”

Several factors contribute, including:

IQ of 130 or higher

Multiple criteria - academic performance, demonstrated achievement and other observed skills that strongly indicate gifted ability

What is “Giftedness?”

Multiple criteria also refers to achievement, rate of acquisition/retention, demonstrated achievement, early skill development

Achievement= A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance.

What is “Giftedness?”

Rate of acquisition = the speed at which the student is able to acquire, understand, and demonstrate competency or mastery of new learning.

An example of acquisition/retention: the gifted student, after approximately one to three repetitions of new knowledge/skills, is able to achieve mastery; other students may require four to eight repetitions. Rate of acquisition/retention is used to adjust the pace of learning for the gifted student.

What is “Giftedness?”

“Higher level thinking skills, academic creativity, leadership skills, academic interest areas, communication skills, foreign language aptitude or technology expertise”



What is “Giftedness?”

What is the difference
between a high achiever
and a gifted learner?

A High Achiever...

- Knows the answers
- Has good ideas
- Works hard
- Commits time and effort to learning
- Answers questions
- Is a top student

A High Achiever...

- Understands ideas
- Grasps meaning
- Is a good memorizer
- Is receptive
- Absorbs information
- Listens with interest
- Is pleased with own learning

A Gifted Learner...

- Asks the questions
- Has original ideas
- Performs with ease
- May need less time to excel
- Offers detailed and unique responses
- Is beyond his or her age peers

A Gifted Learner...

- Constructs abstractions
- Draws inferences
- Is insightful; makes connections
- Is intense
- Manipulates information
- Shows strong feelings and opinions
- Is highly critical

Intervening Factors that Mask Gifted Abilities

- Disabilities
- English as a Second Language
- Gender/Race Bias
- Socio-Cultural Deprivation

It May Not Be Easy Being Gifted!

Truly gifted learners may have a difficult time fitting in socially with their peer group.

They may feel “different” or “weird.”

Gifted students may have a difficult time making social connections or maintain meaningful friendships.

It can be challenging for parents, as well, especially when siblings are involved.

It May Not Be Easy Being Gifted!

- Become frustrated with the pace of the class or lack of academic challenge
- Rebel against routine and predictability
- Become bossy with teachers and peers
- Become intolerant of imperfection in himself or others
- Monopolize class discussions
- Become impatient when not called on; may blurt out answers
- Resist cooperative learning
- Become overly sensitive to perceived criticism and cry easily
- Stubborn in own beliefs
- Challenges authority
- Strong willed – asserts self and ideas

How do we “find” children who may be in need?



CHILD FIND

It is important to be cognizant of the Child Find responsibility that every educator and staff has, in terms of identifying potential gifted students. Be aware of traits that may disguise or impede a student's performance. As you differentiate instruction, be aware of potential giftedness in students who consistently require enrichment, acceleration, are bored with content, continuously require higher order tasks

Chapter 16 Regulations for Gifted Screening

16.21. General.

(a) Each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction.

(b) Each school district shall conduct awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities shall be designed to reach parents of students enrolled in the public schools and the parents of school age children not enrolled in the public schools. Awareness activities shall be conducted annually and include providing information in local newspapers, other media, student handbooks and on the school district web site.

(c) Each school district shall determine the student's needs through a screening and evaluation process which meets the requirements of this chapter

Screening

- JTASD utilizes a screening procedure as part of our Child Find process to determine if a child requires further evaluation.
- Staff that suspect that a student requires specially designed instruction as a student with giftedness can initiate a screening process before a gifted evaluation is conducted.
- This assessment data is reviewed by the school psychologist to determine if a permission to evaluate will be issued to a parent. Parent is notified of the results of the screening and the next step in the evaluation process.

JTASD Tiers of Screening

- JTASD utilizes data from different levels of data collection to determine if a student requires further evaluation
 1. Tier I - Universal Screening
 - Local assessments (ex., Grades)
 - Norm-referenced assessments (STAR Reading)
 - State assessments (ex. PSSA and Keystone)
 2. Tier II - Gifted Screening
 - KBIT-2
 - Review of academic progress monitoring data
 3. Tier III - Gifted evaluation
 - Formal gifted evaluation
 - Use of standardized assessments
 - Norm-referenced rating scale

JTASD Screening Procedures/Assessments

1. Administration of Cognitive Assessment
 - Kaufman Brief Intelligence Test, Second Edition (KBIT-2) is administered by school counselor for students grades Kindergarten through 12th.
 - Student must yield a standard score of 120 or higher (90th percentile or higher)
2. Review of Academic Achievement Assessment
 - Review of benchmark assessments administered by staff
 - Kindergarten through fourth grade students will have the STAR Reading and STAR Math results reviewed. Reading or Math Grade Equivalent (GE) at least 1 grade level above grade placement on the STAR Test
 - Fifth through eighth grade students will have PSSA ELA and PSSA Math scores reviewed. “Advanced” in ELA and/or Math on the PSSA test and at least “Proficient” in the other area on the PSSA.
 - Ninth through twelfth grade students will have Keystone Algebra and Keystone Literature scores reviewed. Advanced in Literature and/or Algebra on Keystone test

Gifted Matrix

The Jim Thorpe Area School District utilizes an Identification Matrix which considers a student's cognitive ability, academic achievement, teacher ratings, and parent ratings in order to determine if a student is qualified for the Gifted/Enrichment program.



Kindergarten - 12 th Gifted Matrix						
Criteria	5	4	3	2	1	Value
Verbal IQ WISC-V=	130+	125-129	123-124	121-122	120	
Nonverbal WISC-V=	130+	125-129	123-124	121-122	120	
Full Scale IQ WISC-V=	130+	125-129	123-124	121-122	120	
WIAT Reading Percentile=	95+	89-94	85-88	80-84	77-79	
WIAT Math Percentile=	95+	91-94	86-90	80-85	76-79	
Gates-2 (3 out of 5 Areas) =	≥ 121	120-123	116-119	111-115	85-110	
<u>Chuska</u> Scale for Determining Rate of Acquisition - Parent	12	10-11	8-9	6-7	5	
Total Points						

A student must score a minimum of 22 Points to be considered for classification. Exceptions will be considered for culturally different or exceptional children.

October 2021 Percentages IU21

LEA	IU	Grand Total	Total Enrollment	Pct Gifted
Jim Thorpe Area School District	21	68	1843	3.69%
Lehigh Area School District	21	36	2177	1.65%
Palmerton Area School District	21	44	1684	2.61%
Panther Valley School District	21	31	1780	1.74%
Weatherly Area School District	21	7	595	1.18%
Allentown City School District	21	228	16195	1.41%
Catasauqua Area School District	21	25	1484	1.68%
East Penn School District	21	502	8022	6.26%
Northern Lehigh School District	21	20	1528	1.31%
Northwestern Lehigh School District	21	84	1983	4.24%
Parkland School District	21	498	9701	5.13%
Salisbury Township School District	21	60	1485	4.04%
Southern Lehigh School District	21	150	3106	4.83%
Whitehall-Coplay School District	21	95	4144	2.29%

JTASD at a Glance Spring 2022

Gifted Percentages Per School Building

Penn Kidder Campus = .81

LB Morris = .75

JTAHS = 2.29

Number of Students Per Building

Penn Kidder Campus = 610 / Number of teachers = 77

LB Morris = 663 / Number of teachers = 54

JTAHS = 565 / Number of teachers = 46

Gifted Delivery Models

Enrichment
versus
Acceleration

or a combination of both

Gifted Delivery Models

Small group pull-out

versus

Enrichment in the general education
class

By any other name....

**ENDURING
UNDERSTANDI
NG**

Enrichmen

**Extended t
Learning**

Rigor/Relevance

Webb's

**Depth of
Knowledge
– L3 and L4**

**Real World/
Authentic**

21st

**Century
Skills**

Acceleration

- Grade skipping
- Early entrance to school
- Subject acceleration
- Grade telescoping
- Concurrent enrollment
- Advanced Placement courses
- Early admission to college
- Credit by examination
- Compacting the Curriculum



Gifted Delivery Models

The input of the general education teacher is **critical**.

This teacher knows the content better than a gifted teacher.

An effective system

- finds the child
- has an assessment plan that is prescriptive
- has defined targets
- has a clear link to curriculum and instruction
(Standards)



What Content/Core Teachers Should Do

Be sure to review and refer to the GIEP

Keep in contact with the gifted teacher

Provide requested information to the school psychologist or gifted teacher in a timely manner

As an expert in your field, seek enrichment activities, lessons, projects

Provide data/progress monitoring information when requested

Attend GIEP meetings when invited

Ideas



- How have you differentiated already?
- Enrichment
- Acceleration
- Strategies that support enrichment and acceleration
 - Cluster Grouping
 - Flexible Grouping
 - Access to Technology
 - Use of Alternate Resources
 - Use of Alternate Assessment Techniques

What Content/Core Teachers Should Do

In developing specially designed instruction, there are four aspects that should be considered as the framework:

Curriculum

Instruction

Process

Product

What Content/Core Teachers Should Do

Focus on and be organized to include more elaborate, complex, and in-depth study of major ideas, key concepts, and themes that integrate knowledge within and across disciplines.

Be an extension of core learning, using both acceleration and enrichment strategies. Streamline curriculum that the student is able to master quickly.

Encourage exposure to, selection of and use of varied, challenging and specialized resources.

What Content/Core Teachers Should Do

Provide opportunities for students to recognize complex relationships and arrive at sound generalizations.

Stress higher-level thinking, creativity, and problem solving skills.

Set high standards that demand rigorous expectations for student work and performance demonstration.

Promote in-depth learning and investigation that deals with real life problems and issues.

Select concepts and content that promote students' involvement as practitioners of the discipline.

What Content/Core Teachers Should Do

Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new understanding.

Be flexibly paced and matched to the student's ability, pre-assessment data, learning style, interest, and motivation. Provide students with the freedom to choose topics to study and the methods to use in manipulating and transforming information.

Promote independent, self-directed and in-depth study.
Encourage
the application of advanced research and methodological skills.

What Content/Core Teachers Should Do

Focus on open-ended tasks.

Provide opportunities for students to develop leadership and group interaction skills.

Allow student-centered discussion, Socratic questioning and seminar-type learning.

Encourage the development of products that challenge existing ideas and produce new ones.

Incorporate the application of discipline methodologies in product development.

What Content/Core Teachers Should Do

Promote products that are comparable to those made by professionals in the designated field.

Require that products of gifted students represent application, analysis, and synthesis of knowledge.

Provide the opportunity to create products/solutions that focus on real-world issues.

Establish high-level and exemplary criteria to assess student performance and products.

What Content/Core Teachers Should Do

Delivery Models:

Curriculum Compacting Cluster Grouping
Independent Study Grade and/or Subject Acceleration
Field Experiences Out-of-school educational experiences
Tiered Assignments Honors Classes Advanced Placement
Post-secondary Enrollment Pull-Out Program Enrichment
Resource Room/Area Self-contained classroom



When planning for challenge and differentiation for your gifted learners, keep the following in mind:

- Gifted students benefit from being grouped with intellectual peers for a significant part of the instructional day. This will stimulate them to achieve more than they would if they work alone or in mixed ability groups.
- Provide multiple opportunities for creative outlets through open-ended projects and products.
- Provide depth in content areas and subjects of interest to gifted students, moving beyond the curriculum.
- Allow time for gifted students to explore their passion areas and express them in varied disciplines and mediums.

When planning for challenge and differentiation for your gifted learners, keep the following in mind:

- Make sure gifted students are not punished with MORE work or a lesser grade because they take a risk. Replace the standard curriculum with more challenging opportunities.
- Provide higher level activities and lesson options on a regular basis, including divergent and evaluative thinking.
- Provide opportunities for gifted learners to be challenged and encourage perseverance in the face of obstacles.
- Encourage independent study and research skills, including the use of multiple resources and the reading of original documents.
- Reduce the amount of lecture, worksheets, drill, and practice.

Gifted Education...

It is not something we leave up to just one person, it requires a coordinated effort, it requires systematic data collection and analysis with an emphasis on how that data inform the way teachers instruct our students

Website Resources

- Pennsylvania Association for Gifted Education (PAGE), www.penngifted.org
- Pennsylvania Department of Education www.pde.state.pa.us
- Pennsylvania State Education Association (PSEA), www.psea.org
- National Association for Gifted Children www.nagc.org
- National Research Center for Gifted and Talented, www.gifted.uconn.edu
- Critical Thinking Press, www.criticalthinking.com
- Davidson Institute for Talent Development, www.ditd.org

Website Resources

- Engine-Unity, Ltd., www.engine-uity.com/ Free Spirit Publishing, www.freespirit.com
- Gifted Education Press, www.giftedpress.com
- Gifted Psychology Press, Great Potential Press
www.giftedbooks.com
- Connie Belin & Jacqueline N. Blank Center for Gifted Education,
www.education.uiowa.edu/belinblank/
- Mindware, www.mindwareonline.com
- Pieces of Learning, www.piecesoflearning.com
- Prufrock Press, www.prufrock.com

??Questions??

