

“Understanding the GIEP”

presented to:

*Bensalem Association Dedicated to
Gifted Education*

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Agenda

- What is a GIEP, its parts (and acronyms) and its purpose?
 - How does it differ from “the gifted program?”
 - What are a parent’s rights, responsibilities, and role in a GIEP?
 - What does a “good” GIEP look like?
 - What does the process of creating and implementing a GIEP that meets the individual needs of a student look like?

Parts of a GIEP

- PLEP – Present Levels of Educational Performance
- Goals
- STLO – Short Term Learning Outcomes
- SDI – Specially Designed Instruction
- Support Services



PLEPS

- Academic/Cognitive Strengths
- Achievement Results
- Progress on Goals
- Aptitudes/interests/specialized skills/products
- Grades/Classroom Performance

What are we really trying to do?

- Answer these questions....
 - Does this child need enrichment?
 - Does this child need acceleration?
 - Does this child need a combination of both?

PLEP Sections

A. Academic/Cognitive Strengths

- How would you characterize this student as a learner and a thinker?
- What have you observed in or out of the classroom that has enhanced or prohibited this child's learning?
- How to gather this information:
 - Anecdotal Teacher Report
 - Anecdotal Student Report
 - Anecdotal Parent Report
 - Gifted Checklists/Scales
- Narrative

PLEP Sections

A. Academic/Cognitive Strengths

- Should include information from the current teacher(s) in the strength(s) area:
 - Level of instruction a student is currently receiving
 - Specially Designed or Differentiated Instruction
 - Students success/lack of success in that environment

PLEP Sections

B. Achievement Results

- Assessment results that indicate instructional levels to direct curriculum placement and goal development
- PSSA and PVAAS data, Keystone Results, DIBELS, BENCHMARK TESTS, CBA's, end of unit tests, CDT's (classroom diagnostic tools), 4Sight, Star, AIMS web, MAP (measure of academic progress), Study Island
- It is a good idea to group this info by academic area with a summary statement after the data indicating proposed instructional level/instructional recommendation.

General Advice for Achievement Results

- Need multiple data points
- Need to understand what the data is measuring
- Not an exact science, requires expertise in curriculum

PLEP Sections

C. Progress on Goals

- Failure to make progress on previous goals may indicate further investigation is needed to determine the underlying cause.
- Here is where a GIEP team may refer an underachieving student for a re-evaluation (Still in need? In need of other support? Masking traits?)
- If this is an initial GIEP, this section will not need to be completed.

PLEP Sections

D. Aptitudes, interests, specialized skills, products and evidence of effectiveness in other academic areas:

- Content Competitions, Technology Skills, Portfolio reviews, Extra-Curricular Activities
- Samples of things that might fall into this category: America Math Competition (AMC), Mathcounts; Odyssey of Mind, FPS (Future Problem Solving; Art, Music, Writing Awards; Learning Style assessment; Multiple Intelligence tests; Torrance Creativity Assessments; Creativity Assessment Packet , TOMAGS

PLEP Sections

E. Grades/Classroom Performance

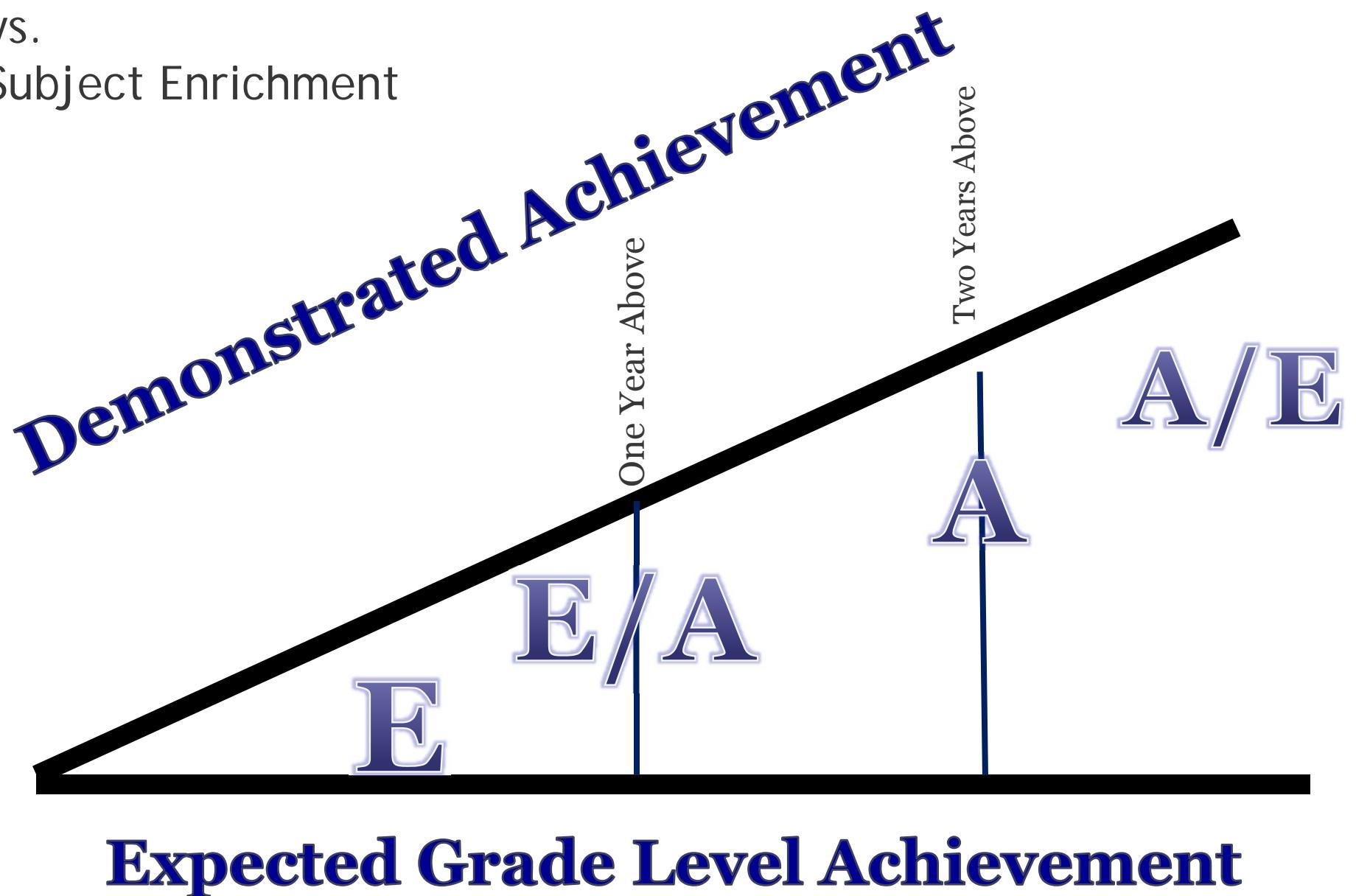
- Include Scale if needed
- Gives overall picture
- May span more than one grade level (i.e. March GIEP)
- Not a Narrative

Level of Discrepancy

Subject Acceleration

vs.

Subject Enrichment



School districts are on a continuum....

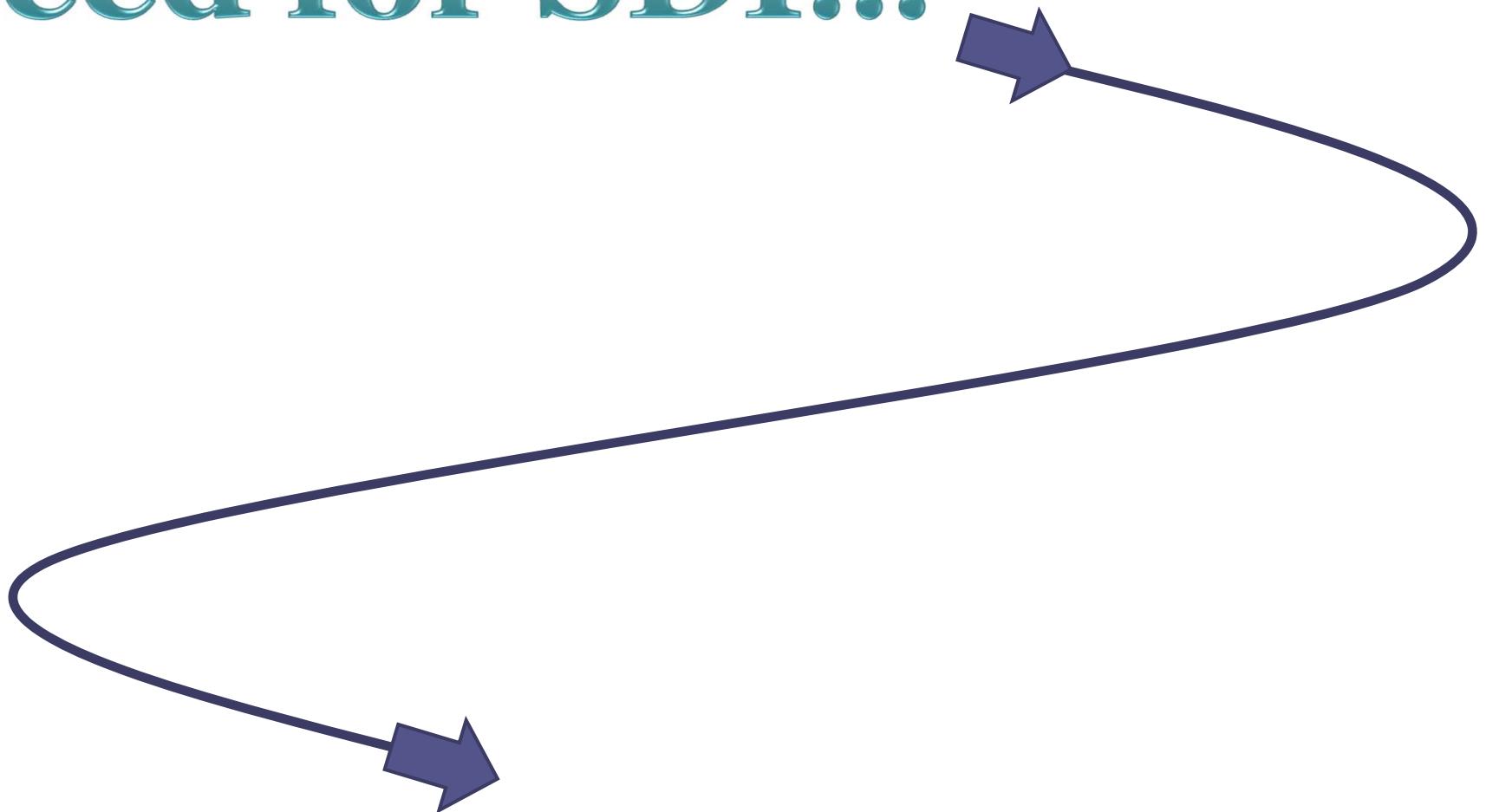
- Need is determined at the local level
- What is available in the general educational setting?
 - Is enrichment happening in every classroom?
 - Can it be documented or articulated?
 - What evidence supports this?
 - Is the type of acceleration recommended for the student available to any student based on identified prerequisites?
 - Do all students have access to any additional supports for either option to better insure success?

OR

- Do the needs of the student go beyond what is already available? If yes...

**Specially Designed
Instruction**

Need for SDI...



...Need for GIEP

GIEP Goals...

are....

- Annual
- Broad
- Aligned to Instructional Grade Level Standards/ Curriculum
- Individualized-based on the student's PLEPS
- Evidence Based
- Describes what the student will achieve.

are not....

- Lesson Plans
- Generic
- Programmatical
- Cookie Cutter
- Arbitrary
- “Fluff”
- Teacher Based
- Opportunities

GOAL - C-N-B-C

Condition

Given the third grade level literacy standards,

Name → ***Behavior***

Aaron will read, write, listen and speak to an

Criteria

advanced level.

Short Term Learning Outcomes

Short Term Learning Objective

Written in objective form at the unit or higher level
Should align to the curriculum

Objective Criteria

Measureable
Agree with criteria of the goal

Assessment Procedures

Who
When
How often
How will results be calculated (highest score, average)
All assessments or just some types?

Timeline

Specific
Updates are suggested but not required

Third Grade Level Literacy

Content/ Unit /
Theme Based

- “Unit 1”
- Short Stories
- Historical Fiction
- Grammar

Skill or Standards
Based

- Writing a narrative/
expository essay
- Writing an opinion
essay

Short-Term Learning Outcomes

STLO	Objective Criteria	Assessment Procedures	Timelines
Given a specific type of writing genre, Aaron will communicate effectively and accurately in writing	Concepts and skills defined in by the standards and represented in a rubric	Student will be formatively assessed by self, peers and teacher before being summatively assessed by both the general education and gifted support teacher	Narrative – October, 2016 Informative – January, 2017 Opinion – March 2017

Specially Designed Instruction

Specially Designed Instruction

What will be done differently for the student (here is where enrichment and acceleration details should be described).

Projected Date for Implementation

Usually same as GIEP but might be after a first unit, pre-assessment, or after completion of a previous goal if this GIEP spans two school years.

Anticipated Frequency

Daily, weekly, bi-weekly, three times a cycle, etc...avoid minutes.

Location

General Education classroom

Gifted Support Classroom

Alternate Setting (library? College campus? Computer lab?)

Anticipated Duration

i.e. duration of GIEP, one month, semester

<u>SDI</u>	<u>Projected Date for Implementation</u>	<u>Anticipated Frequency</u>	<u>Location</u>	<u>Anticipated Duration</u>
Compacted Curriculum with enrichment during earned compaction time and described in an independent learning contract	Beginning of first unit	When 85% mastery on pre-assessment(s) is demonstrated and as outlined in the learning contract	General Education or Gifted Support classroom	All year
Alternative Location	Beginning of first compacted unit	Once or twice a week, if needed, when working on alternative enrichment tasks	Gifted Support classroom	All year



Support Services

- Allows student to access gifted services
- LEA responsibility
- Collaboration between gifted support and general education teachers
- Counseling
- Transportation
- 504 Agreement

<u>Description</u>	<u>Projected Date for Initiation</u>	<u>Anticipated Frequency</u>	<u>Location</u>	<u>Anticipated Duration</u>	<u>Service Provider</u>
Collaboration between the Gifted Support and Math Teachers	Start of GIEP (First day of School?)	Once per cycle	Work room, classroom	Length of GIEP	Building Principal
504	??/??/???? (Date of 504)	Most Frequent listed in 504 (Daily??)	Classroom	504 agreements don't have an end date, but should be reviewed annually	District? Building Principal?

Plan vs. Program

Program elements:

- All students engage in the same learning
- Limited or no connection back to the general education setting
- Schedule based on staff assignment

Plan elements:

- Students engage in learning opportunities aligned to personal strength area(s)
- In place of general or extension to education tasks
- Schedule based on task demands

Parents' Rights in a GIEP

- Input prior to the meeting
- Attendance and discussion at the meeting
- Approval or Disapproval after the meeting

Notice
of
Recommended Assignment

Timelines

- Parents have **five** calendar days to sign and return if NORA is presented in person
- Parents have **ten** calendar days to sign and return if NORA is mailed
- *District should provide NORA to parents within **five** calendar days of a meeting*
- If an initial GIEP, no services may begin until **five** days after district receives signed NORA
- If a GIEP review, services may begin five calendar days after NORA deadline, but pendency is in effect until a change occurs

What does the process look like?

- Continuous communication
 - Collecting Data from current GIEP goals for next GIEP
- Monitoring instructional level of the student and gathering any data needed to determine if the levels have changed beyond normal progression of one year for one year in school
- Teacher, parent, and student input annually
- PLEP analyzed by gifted support teacher and draft copy prepared
- Draft copy edited and developed into a final draft during the GIEP meeting
- Final approval documented on the NORA

Questions?



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2/11/2019

<http://blog.surveymonkey.com/wp-content/uploads/2011/12/faq.jpg>

SAMPLE GIFTED INDIVIDUALIZED EDUCATION PLAN (GIEP)

Most curricular materials and instructional strategies available in schools are developmentally appropriate for the average learner of a particular grade. These regular education resources and materials must be adapted or modified to be responsive to the advanced conceptual and processing abilities of the gifted student. The GIEP documents indicate which modifications to the regular education services will be made and how they will be implemented.

There are unlimited educational options that may be chosen to fit the gifted student's individual abilities. Providing a sample GIEP that applies to *all* areas of the curriculum, *all* types of able learners, and to *all* stages of development is impossible. This Sample GIEP presents examples of goals and outcomes that show how school curriculum may be appropriately differentiated for the gifted learner. Ideas for developing the Present Levels of Educational Performance page and for creating Program Modifications and Specially Designed Instruction by modifying classroom instruction, assignments and assessments are also included.

Gifted students have unusual learning qualities and needs. The programs provided to gifted students must enable them to learn at different rates, to learn difficult material earlier, and to think at a level different from their classmates. The GIEP must be matched to the identified need, age, and developmental level of the individual student. Each GIEP must be unique to the student and consciously designed to promote acceleration, enrichment or both.

Recognition and Thank You

The Sample GIEP was originally developed by the Pennsylvania Department of Education based on the contribution of:

Anne Bishop	New Hope-Solebury SD
Catherine Baumann Hecht	Wyoming Valley West SD
Denice Coles	Kutztown Area SD
Jennifer Goldbloom	PaTTAN - King of Prussia
Deb Hardy	Oil City Area SD
Jim LoGiudice	Bucks County IU 22
Denise McDonald	Somerset Area SD
Richard C. Miller	Appalachia IU 8
Carol Morgan	Canton Area SD
Ron Schmiedel	Pine-Richland SD
Cindy Snyder	Lincoln IU 12
Barbara A. Thrush	Special Education Adviser

Shirley Curl of the Pennsylvania Department of Education; Tanya Morret, Capital Area IU 15; and Ron Schmiedel, Pine Richland SD revised the sample GIEP to reflect the changes in the 2009 GIEP document following the amendments to Chapter 16.

The amended Chapter 16 Regulations became effective on November 1, 2008. The GIEP document was revised and disseminated to the school districts on July 29, 2009. Following are the major changes in the GIEP:

- 1) GIEP changed from Gifted Individualized Education *Program* to *Plan*.
- 2) The GIEP team must include a teacher of the gifted.

- 3) The GIEP must include Specially Designed Instruction under each Annual Goal
- 4) The Specially Designed Instruction is documented on a grid which includes: (a) Projected Date for Initiation, (b) Anticipated Frequency, (c) Location, and (d) Anticipated Duration.
- 5) The school district must notify teachers who work with a student identified as gifted and in need of Specially Designed Instruction (SDI) of their responsibilities under the GIEP.
- 6) A single IEP must be developed, implemented and revised for students who are identified as eligible for special education and gifted education.

I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (PLEP)

PLEP must include information that clearly identifies current functioning levels. They form the basis for the annual goals and short-term learning outcomes. They must be updated each year.

Information should be formulated by teacher observations, parental input and student self-assessment. Information should also be obtained by using a variety of assessment tools.

To add definition and clarity to the PLEP section, it is suggested that the PLEP be divided into sections to assist in comprehensively addressing the present levels of the student. The core sections for PLEP corresponding to those in the GIEP form are:

1. Ability and assessment test scores
 - Benchmark Assessments in and out of level (4Sight, Study Island)
 - Curricular based assessments
2. Group and individual achievement scores
 - OLSATS
 - Terra Nova
 - Wechsler Individual Achievement Test
 - Woodcock-Johnson Test of Individual Achievement
 - PSSA
3. Grades
 - Report cards
 - Classroom performance
4. Progress on goals- *This section is used to report on the student's progress on attaining the Annual Goals established in previous GIEPs. Data on the attainment of the Short-term Learning Outcomes, in addition to other measures and observations, may be used.*
5. Instructional levels - This section establishes the starting point for instruction during the period covered by the GIEP. Results of above-level testing, curriculum-based assessments (reporting content mastered/unmastered) and other measures should be used to determine the student's current functioning levels versus the district's curricula.
 - Iowa Acceleration Scale
 - Purdue Academic Rating Scale for Science
 - Out of Level Testing

6. Aptitudes, interests, specialized skills, products and evidence of effectiveness in other academic areas
 - Fisher Comprehensive Assessment of Giftedness Scale
 - Renzulli / Hartman Scale
 - School Version Rating Scale – McCarney
 - Gifted and Talented Evaluation Scale – GATES
 - Learning Styles Inventory
 - Creative Thinking Assessments
 - Multiple Intelligence Survey
 - Raven Progress Matrices
 - Scales for Identifying Gifted Students – SIGS
 - Naglieri Test of Nonverbal Abilities - NTNA

Strengths - Note that individual strengths of students may be determined within specific content areas, formal or informal assessments, or interest areas denoted by the student. Some areas of strengths to be considered are:

- Review of objective criteria
- Student/teacher Reflection
- Rates of acquisition and retention
- Ability to generate and apply new information
- Ability to utilize a variety of higher level thinking skills / strategies
- Ability to produce, create and elaborate ideas or concepts
- Specialized skills, abilities or aptitudes
- Awareness and appreciation for aesthetics
- Developed and conversed sense of humor
- Talents in the visual, written and performing arts
- Talents in science and mathematics
- Motivated and interested in learning experiences
- Demonstration of leadership and interpersonal abilities
- Diverse interests in philosophy and other principles
- Advanced development, elaboration and usage of vocabulary

*Please note some descriptors could be appropriate for multiple categories.

II. GOALS AND OUTCOMES: (Use as many copies of these pages or sections of these pages as needed to plan appropriately for the student).

A. ANNUAL GOAL:

(See Appendix A for Sample Goals, Short-Term Learning Objectives and Specially Designed Instruction.)

B. SHORT-TERM LEARNING OUTCOMES:

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines
1.			
2.			
3.			

C. SPECIALLY DESIGNED INSTRUCTION (SDI) TO BE PROVIDED TO THE STUDENT: (These must be listed under each goal). **See Appendix B for Sample Program Modifications and Specially Designed Instruction.*

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration

**See Appendix B for sample program modifications and SDI.*

D. SUPPORT SERVICES NEEDED TO ENSURE THE STUDENT BENEFITS FROM OR GAINS ACCESS TO A GIFTED EDUCATION PROGRAM. Support Services need to be provided only one time on the GIEP. (*See Appendix C for Sample Support Services.*)

Support Services	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration

See Appendix C for sample support services.

Support services could include, but are not limited to, the following:

- Career Guidance
- Counseling
- Transportation (if needed to access the gifted support service)
- Technology Education
- Research-Based Effective Teaching Strategies
- Collaboration between Gifted and Regular Education Teacher(s)

Appendix A

Elementary Examples

A. ANNUAL GOAL:

The third grade student will continue the acceleration of rapid pacing in the mathematics curriculum.

B. SHORT-TERM LEARNING OUTCOMES:

Short Term Objective(s)	Objective Criteria	Assessment Procedures	Timelines
Given the third grade mathematics curriculum, the student will demonstrate mastery of all fourth grade skills and concepts and continue into the fifth grade mathematics	Mastery level 90% or higher on two consecutive trials	Teacher made tests Curriculum-based assessment Standardized assessment Performance-based assessments Projects	End of third marking period

C. SPECIALLY DESIGNED INSTRUCTION TO BE PROVIDED TO THE STUDENT:

(Include this information for each annual goal)

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration
Offer accelerated instruction	Implementation date for GIEP	For each unit	Regular education classroom and/or Gifted support classroom	One school year
Provide learning opportunities with other accelerated students	Implementation date for GIEP	For each unit	Regular education classroom and/or Gifted support classroom	One school year
Computer-Assisted Instruction	Implementation date for GIEP	For each unit	Regular education classroom and/or Gifted support classroom and/or Computer Lab	One school year

A. ANNUAL GOAL:

The fifth grade student will develop independent research skills.

B. SHORT-TERM LEARNING OUTCOMES:

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines
(1) Given a unit from the regular education curriculum, the student will select appropriate resources based upon a self-selected topic	3-5 resources including Internet sources, books and periodicals	Proficient on an established rubric	By the end of the first marking period
(2) Given information from a variety of sources, the student will paraphrase information and record in note form	Note cards for each selected sub topic, a power point presentation or charts/graphs	Proficient on an established rubric	End of the first marking period
(3) Given APA style format, the student will prepare a bibliography of resources	APA Style format	Proficient on an established rubric	End of the first marking period
(4) Given a variety of choices, the student will communicate information according the pre-approved student contract	Quality product as judged by educators, self and peers	Proficient on an established rubric	End of the first marking period

C. SPECIALLY DESIGNED INSTRUCTION (SDI) TO BE PROVIDED TO THE STUDENT: *(Include this information for each annual goal).*

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration
Study major issues, themes and concepts	Implementation date for GIEP	For each unit	Regular education classroom and Gifted Support Classroom	One school year
Provide independent learning opportunities through learning contracts	Implementation date for GIEP	For each unit	Regular education classroom and Gifted Support Classroom	One school year
Provide methodological assistance for research and investigation	Implementation date for GIEP	Weekly	Regular education classroom and Gifted Support Classroom	One school year

Middle School Examples

A. ANNUAL GOAL:

The sixth grade student will acquire an understanding of advanced computer skills curriculum.

B. SHORT-TERM LEARNING OUTCOMES:

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines
(1) Given the Excel program, the student will calculate statistical functions (mean, median, mode)	Mastery level 90% or higher	Teacher made tests Curriculum-based assessment Standardized assessment	By the end of first marking period
(2) Given an Excel program, the student will format a spreadsheet and effectively communicate data results for a variety of problems	Mastery level 90% or higher on established rubric	Teacher made and student generated problems	By the end of the current school year
(3) Given real world applications, students will format a database, analyze the results and share the information	Mastery level 90% or higher on established rubric	Teacher made and student generated applications	By the end of the current school year

C. SPECIALLY DESIGNED INSTRUCTION TO BE PROVIDED TO THE STUDENT:

(Include this information for each annual goal).

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration
Provide challenge and require complex responses	Implementation date for GIEP	Minimum of once per unit	Regular Ed Social Studies /Science classroom	One school year
Student choice with clearly defined outcomes	Implementation date for GIEP	Once per marking period	Regular Ed Social Studies /Science classroom	One school year
Pairing direct instruction w/coaching to promote self directed learning	Implementation date for GIEP	Daily	Regular Ed Social Studies /Science classroom	One school year

A. ANNUAL GOAL:

The seventh grade student will develop creative problem-solving skills in collaboration with other students.

B. SHORT-TERM LEARNING OUTCOMES:

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines
(1) Given a teacher or student generated scenario, the student will work collaboratively and define a problem	Proficient on an established rubric	Teacher and student generated examples	By the end of the second marking period
(2) Given a defined problem, the student will collaboratively brainstorm possible solutions	Proficient on an established rubric	Teacher and student generated problems	By the end of the second marking period
(3) Given a list of possible solutions, the student will collaboratively develop criteria around which scenario to evaluate each solution	Proficient on an established rubric	Teacher made and student generated solutions	By the end of the second marking period
(4) Given a problem and best solution, the student will work collaboratively to write an action plan to carry out the solution	Proficient on an established rubric	Teacher made and student generated solutions	By the end of the second marking period

C. SPECIALLY DESIGNED INSTRUCTION (SDI) TO BE PROVIDED TO THE STUDENT: *(Include this information for each annual goal).*

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration
Work with a cohort of intellectual peers	Implementation date for GIEP	Minimum of three times per cycle during this unit	Gifted Support Classroom	One unit
Conferencing between student groups and teacher	Implementation date for GIEP	Minimum of one time per cycle during this unit	Gifted Support Classroom	One unit

High School Examples

A. ANNUAL GOAL:

The ninth grade student will continue acceleration in Spanish

B. SHORT-TERM LEARNING OUTCOMES:

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines
(1) The student will complete the Spanish 2 course requirements for full grade and credit through compacted curriculum	The student will demonstrate ____ (such as 90%) mastery of all identified required components of Spanish	Teacher identified homework, tests and projects	Ongoing
(2) Given the Spanish 3 course requirements, the student will concurrently complete the requirements of Spanish 3 for full grade and credit	The student will demonstrate ____ (such as 85%) mastery of all identified required components of Spanish	Teacher identified homework, tests and projects	Ongoing

C. SPECIALLY DESIGNED INSTRUCTION (SDI) TO BE PROVIDED TO THE STUDENT: *(Include this information for each annual goal).*

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration
Preferential seating in the back of the Spanish 2 classroom	Implementation date for GIEP	Daily	Spanish Classroom	One school year
Compacting of the Spanish 2 Curriculum	Implementation date for GIEP	Daily	Spanish Classroom	One school year
Flexible access to Spanish resource materials	Implementation date for GIEP	Daily	Spanish Classroom	One school year

A. ANNUAL GOAL:

The tenth grade student will investigate potential career paths.

B. SHORT-TERM LEARNING OUTCOMES:

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines
(1) Following a conference with the gifted support teacher, the student will research and identify possible career options	Using a variety of resources (media center, Internet, guidance) the student will identify three areas of career interest	Complete interest survey, Complete Compare Contrast of three careers to a proficient level based on established rubric	By the end of the first marking period
(2) Given an opportunity to participate in seminars, workshops and/or competitions related to identified careers, the student will describe each activity	Write a description of each activity (four activities)	Proficient on an established rubric	By the end of the third marking period
(3) Given the completion of outcomes 1 and 2, the student will identify one career in which to complete a shadow study	Student will shadow a person in a chosen career and develop five questions about the career	Proficient on an established rubric, On-line journaling done collaboratively with gifted support teacher	By the end of the fourth marking period

C. SPECIALIZED INSTRUCTION TO BE PROVIDED TO THE STUDENT.

(Include this information for each annual goal).

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration
Provide partnership or internship experiences	Implementation date for GIEP	To be determined after consultation with parent, student, gifted support teacher and professional	To be determined after consultation with parent, student, gifted support teacher and professional	To be determined after consultation with parent, student, gifted support teacher and professional
Facilitate learning in a variety of settings (business, museums, hospitals, etc)	Implementation date for GIEP	Minimum of two opportunities during the year	To be determined after consultation with parent, student, gifted support teacher and professional	To be determined after consultation with parent, student, gifted support teacher and professional
Provide methodological assistance for research and investigation	Implementation date for GIEP	Weekly	Gifted Support classroom	One school year
Consider the pros and cons of a specific career choice	Implementation date for GIEP	At least once a month	Gifted Support Classroom or through on-line journaling	One school year
Provide opportunities for service learning community projects	Implementation date for GIEP	Minimum of two opportunities during the year	To be determined after consultation with parent, student, gifted support teacher and professional	To be determined after consultation with parent, student, gifted support teacher and professional

Appendix B

Potential Specially Designed Instruction for Gifted Students

Provide opportunities for alternative assignments	Facilitate learning in a variety of settings (museums etc.)
Use a variety of grouping procedures such as cluster grouping, flexible grouping and ability grouping	Use of Socratic Method for instruction
Offer accelerated instruction (by lesson, unit) through effective use of (pre and post) assessment(s)	Integrate technology and the curriculum
Provide for participation in advanced courses or college placement with differentiation for the students who are gifted	Communicate homework expectations to parents
Offer opportunities to advance through levels-dually or concurrently	Assign homework that is challenging and reflective, not lengthy
Provide internship or shadowing experiences (this is an example of SDI that may not align with a particular subject or teacher)	Identify student's interest for compacting and substituting work
Offer enriched curriculum courses (tasks are more complex, independent, abstract and multifaceted)	Provide alternative assignments in place of course work
Allow for rapid pacing and acquisition	Provide managerial assistance for students to reach goals
Provide challenge and require complex responses	Provide methodological assistance for research and investigation
Employ professional standards for end products	Provide learning opportunities with other talented and gifted peers
Utilize basic skill and content area curriculum compacting	Investigate real problems and solutions
Study major issues, themes and concepts	Provide opportunities to emphasize leadership abilities
Provide learning seminars and enrichment programs (multi-thematic units)	Modify content, process or product
Provide independent study opportunities through learning contracts with clearly defined outcomes	Provide student choice with clearly defined outcomes
Provide opportunities for service learning/community projects	Provide student with a variety of presentation options
Offer Advanced placement or honors course with differentiation for gifted students	Provide opportunities for on-line or distance learning

Facilitate problems-based or inquiry learning	Consider the pros and cons of a specific career choice
Pair direct instruction with coaching to promote self-directed learning	Provide student with a variety of presentation options
Provide for opportunities to test out of an entire course for credit	Offer weighted systems of grading
Use grade on compacted curriculum to supplant regular classroom grades when testing out of a unit	Provide credit for prior learning/acquisition of information or skills

Note: SDI may be implemented in a variety of settings such as the regular education classroom, the gifted support classroom, the guidance office or the community. SDI extends above and beyond the regular education classroom curriculum that is ordinarily provided. This does not mean that the regular education curriculum cannot be differentiated to meet the needs of gifted students.

Students who are gifted require modifications in the curriculum content, the learning processes and the performance or product expectations. Examples of content modifications are abstractions, complexity and subject-based acceleration. Examples of process modifications are critical thinking skills, creative problem solving, open-ended questions, pacing and flexibility. Examples of product modifications are solving real world problems with real audiences to demonstrate what the students have learned.

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration
		Daily	Regular Education Classroom	All days school is in session
		Weekly	Gifted Classroom	For Five Week(s)
		Monthly	Alternative Building	For Four Month(s)
		Quarterly	Community	For three Quarters
		Annually		Entire School Year

Appendix C

D. SUPPORT SERVICES NEEDED TO ASSIST THE GIFTED STUDENT TO BENEFIT FROM GIFTED EDUCATION. Possible items may include:

Support Services	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration
Collaboration between regular education and gifted support teacher	Implementation date for GIEP	One time per week	Student home school	One school year
Transportation Services	Implementation date for GIEP	Once per cycle/week	From student home school to location of gifted support services	One School year
Counseling	By the end of the first marking period	At least once per marking period	Student's home school	One School year