Beyond the Core Curriculum: Gifted Education in an RtI Framework

Topics

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

Key Characteristics of Effective Gifted Education Plans

- Systemic. Gifted education should be integrated with schoolwide initiatives and programming across all grade levels, K-12. Opportunities should be incorporated into the regular school day and the regular school year.

- Collaborative. Gifted education should be the responsibility of all staff members working in a collaborative fashion to meet student needs.

- Sustainable. Gifted education should be an integral part of the school district's staffing and funding plans. It should not be dependent on any particular person or funding sources.

- Responsive. Gifted education should be responsive to local student demographics, curriculum, resources, and needs.

- Fluid. Gifted education should be flexible and continuously adapt to student need. Programming will likely differ based on local needs and community resources. G/T plans may vary from district to district and school to school.

Key Characteristics of Effective Gifted Education Plans

- Appropriate. Gifted education should provide opportunities that are in place of, not in addition to, regular classroom instruction and activities.

- Comprehensive. Gifted education should consider the "whole child" by encouraging academic, social, and personal growth of the students.

- Aligned. Gifted education should have goals that are clear and aligned with state statutes, administrative rule, professional standards, research, and effective practice.

- Measurable. Goals in the plan should be specific enough so that progress toward them can be readily evaluated on an ongoing basis.

Response to Intervention (RtI)

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

High Quality Instructional Practice

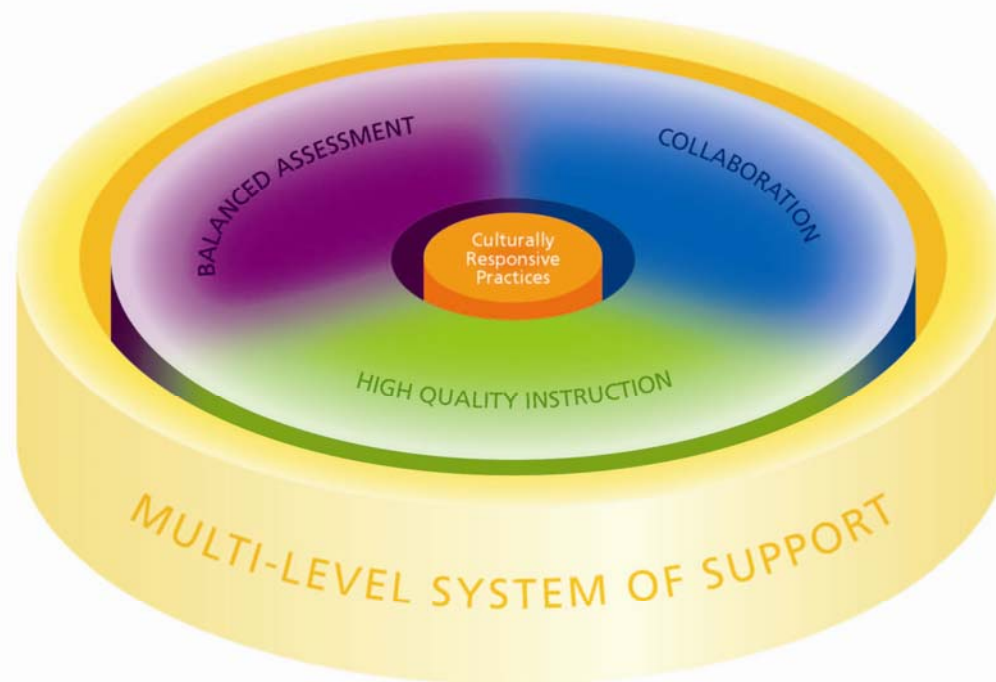Continuous Review of Student Progress

Collaboration

RtI has implications for:

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

The concept of RtI is quite simple—
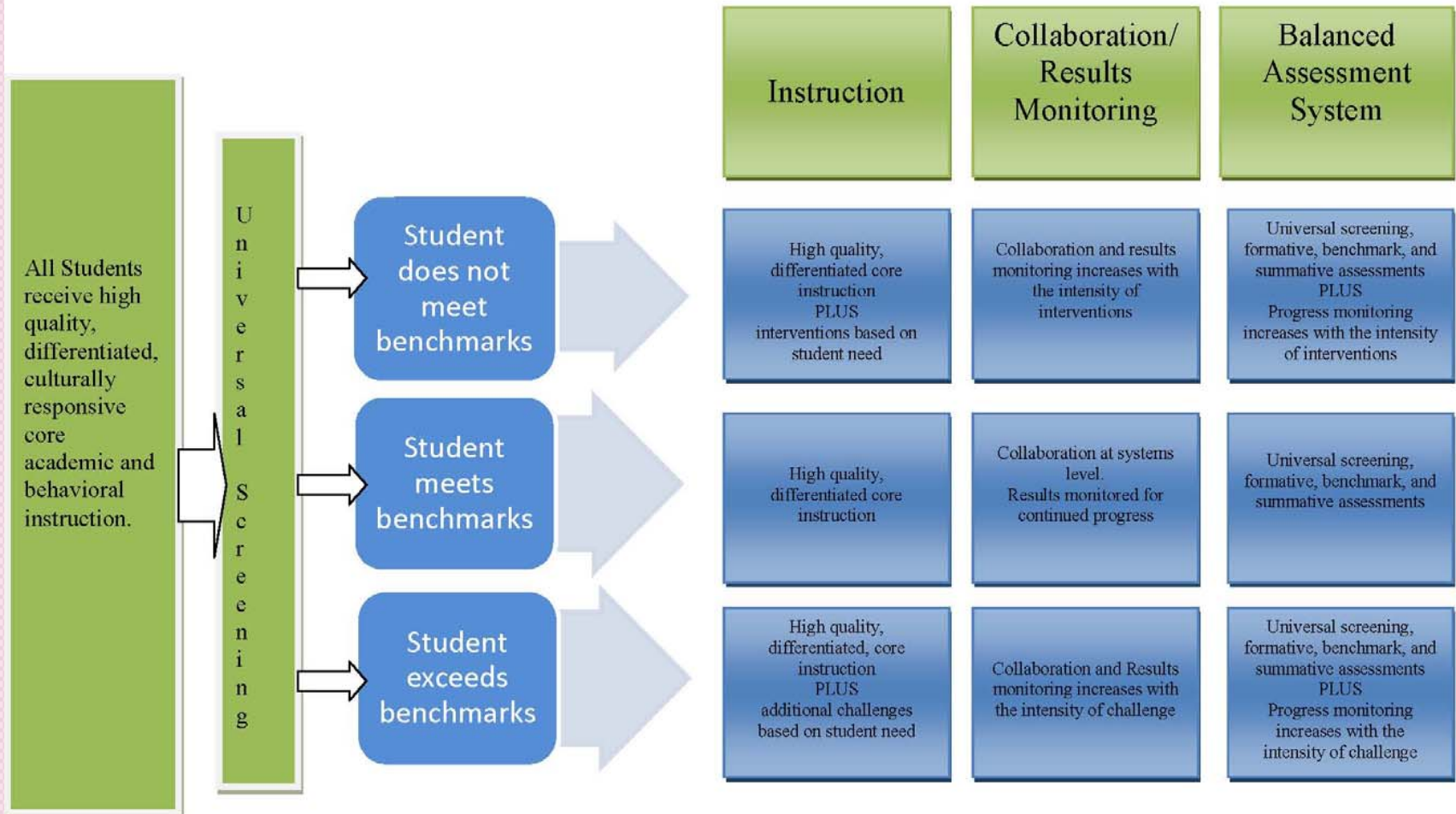
—doing RtI well is quite complex.

Response to Intervention

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

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

	Instruction	Collaboration/ Results Monitoring	Balanced Assessment System
Student does not meet benchmarks	High quality, differentiated core instruction PLUS interventions based on student need	Collaboration and results monitoring increases with the intensity of interventions	Universal screening, formative, benchmark, and summative assessments PLUS Progress monitoring increases with the intensity of interventions
Student meets benchmarks	High quality, differentiated core instruction	Collaboration at systems level. Results monitored for continued progress	Universal screening, formative, benchmark, and summative assessments
Student exceeds benchmarks	High quality, differentiated, core instruction PLUS additional challenges based on student need	Collaboration and Results monitoring increases with the intensity of challenge	Universal screening, formative, benchmark, and summative assessments PLUS Progress monitoring increases with the intensity of challenge

All Students receive high quality, differentiated, culturally responsive core academic and behavioral instruction.

Universal Screening

Characteristics of Effective RtI Systems

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

Characteristics of Effective Gifted Plans

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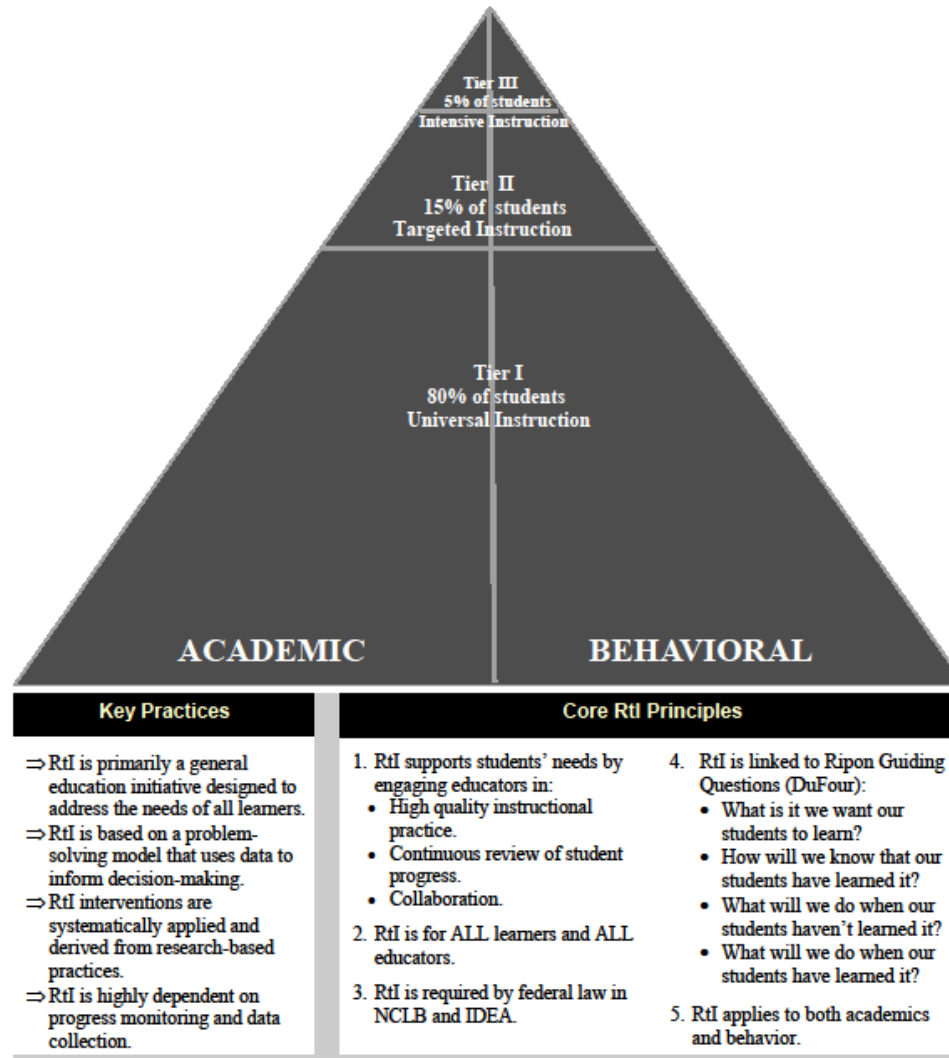- Appropriate
- Comprehensive
- Aligned
- Measurable

Some Local Examples

- Ripon Area School District
- Elkhorn Area School District
- Oregon School District
- Janesville School District
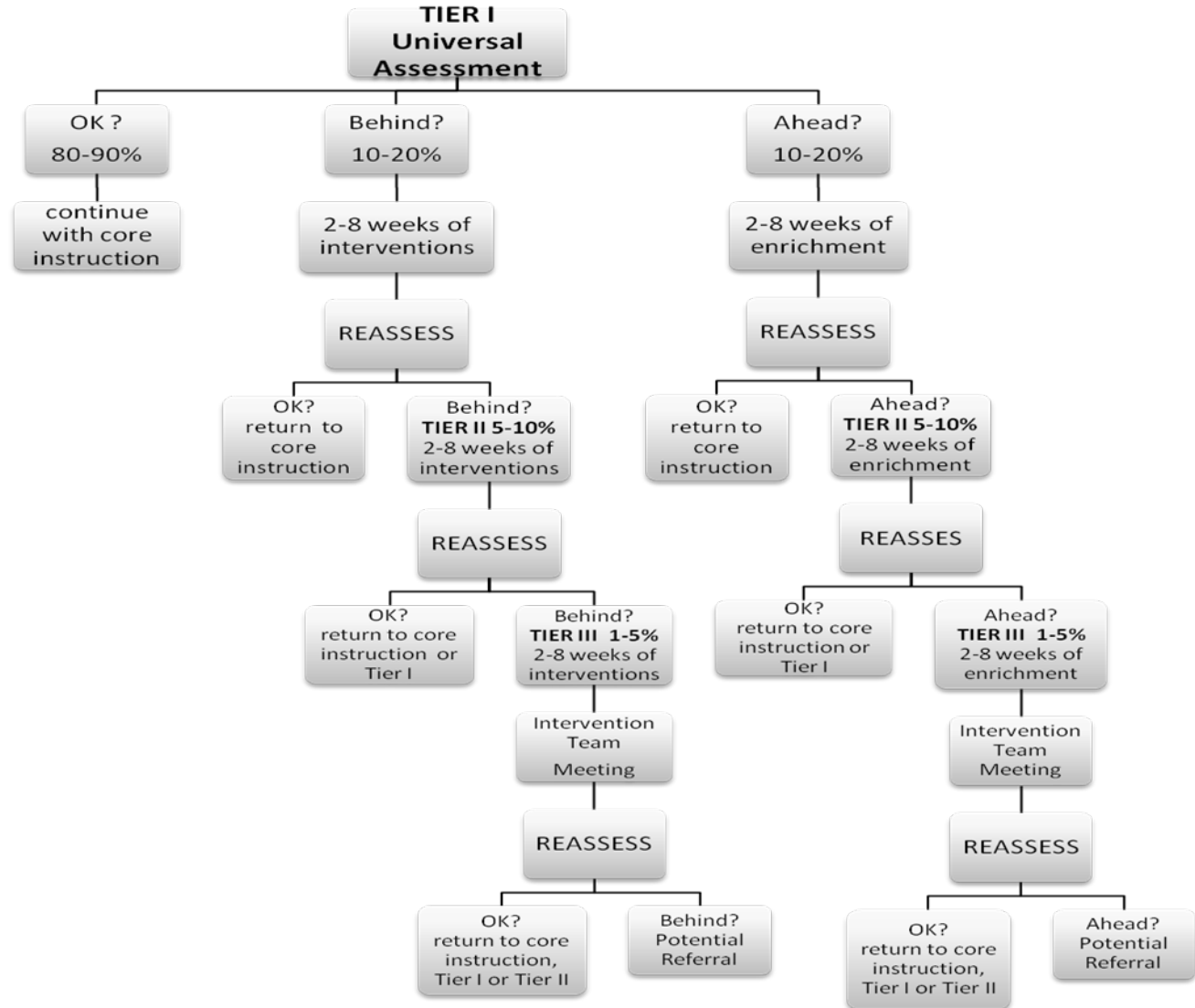
Response to Intervention / Instruction = RtI
Ripon Area School District

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

Tier III
5% of students
Intensive Instruction

Tier II
15% of students
Targeted Instruction

Tier I
80% of students
Universal Instruction

ACADEMIC

BEHAVIORAL

Key Practices

⇒ RtI is primarily a general education initiative designed to address the needs of all learners.

⇒ RtI is based on a problem-solving model that uses data to inform decision-making.

⇒ RtI interventions are systematically applied and derived from research-based practices.

⇒ RtI is highly dependent on progress monitoring and data collection.

Core RtI Principles

1. RtI supports students' needs by engaging educators in:
   - High quality instructional practice.
   - Continuous review of student progress.
   - Collaboration.

2. RtI is for ALL learners and ALL educators.

3. RtI is required by federal law in NCLB and IDEA.

4. RtI is linked to Ripon Guiding Questions (DuFour):
   - What is it we want our students to learn?
   - How will we know that our students have learned it?
   - What will we do when our students haven't learned it?
   - What will we do when our students have learned it?

5. RtI applies to both academics and behavior.

9/15/09

For more information: **http://dpi.wi.gov/rti**

Elkhorn

RtI Flowchart for Interventions

RtI
Response to Intervention

Universal Options

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

Enhance success and reduce barriers for vast majority of students.

Selected Options

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

Selected Options

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

Targeted Options

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

Targeted Options

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

1-2% of Students:
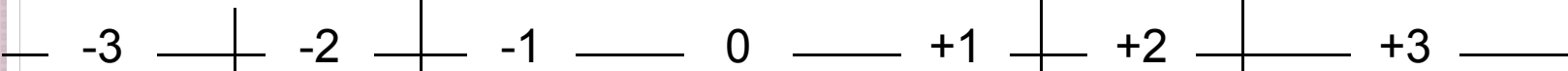
10-15% of Students:

70-80% of Students:

10-15% of Students:

1-2% of Students:

-3   -2   -1   0   +1   +2   +3

Mean = 0   Deviations + or -

Amy Miller – Oregon, WI

In Addition to Regular Work

Instead of Regular Work

Intense Interventions

Extra Help

District Curriculum

High-Quality Standards Based Instruction

"All" students experience differentiated lessons

Extend Lessons

Intense Interventions

IEP

DEP

Sp.Ed.

GT

RtI

RtI Continuum of Support for ALL

Anger Management

Problem Solving

Attendance

Social Skills Strengths & Challenges

Adult Relationships

Cooperative Skills

Peer Interaction
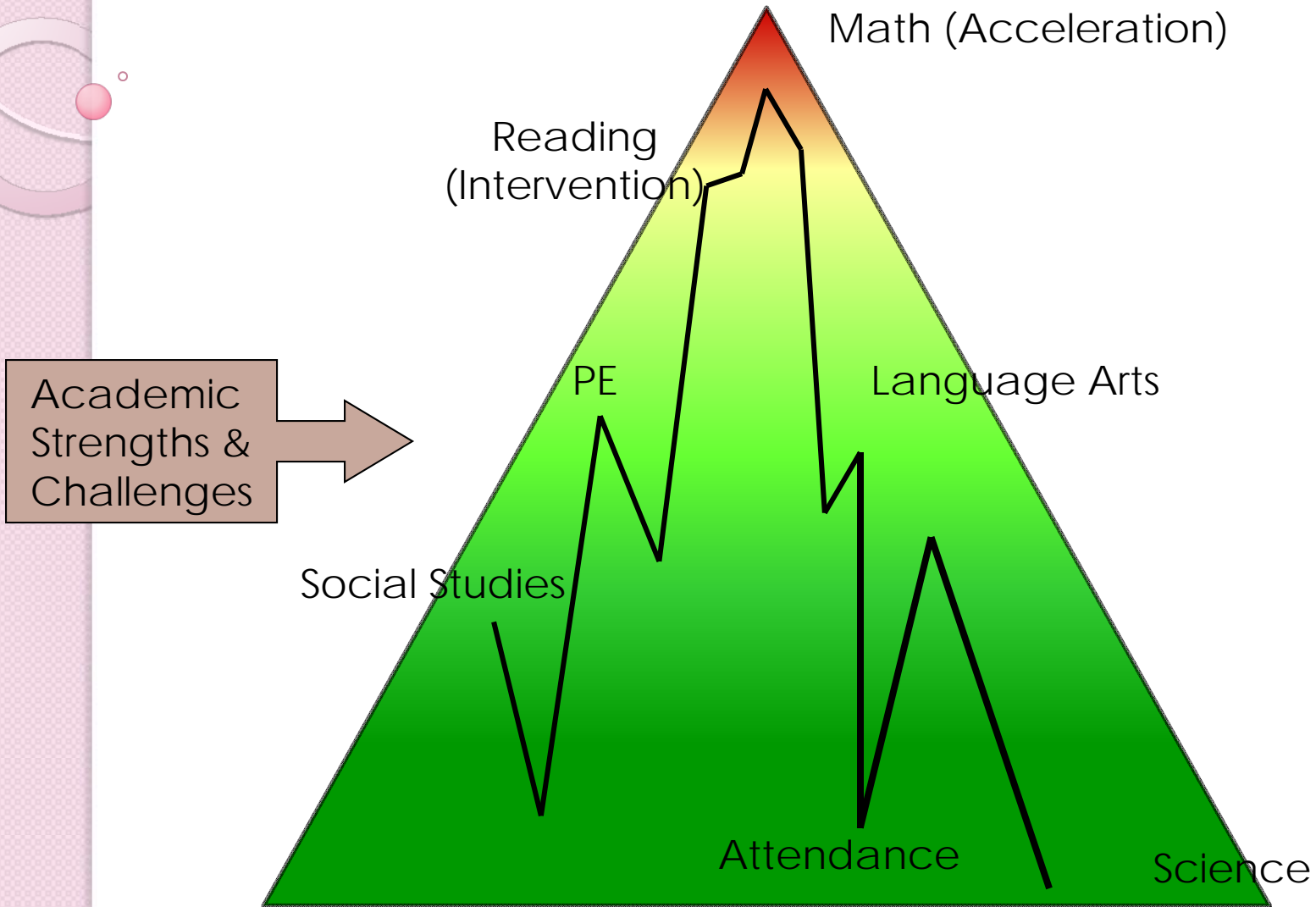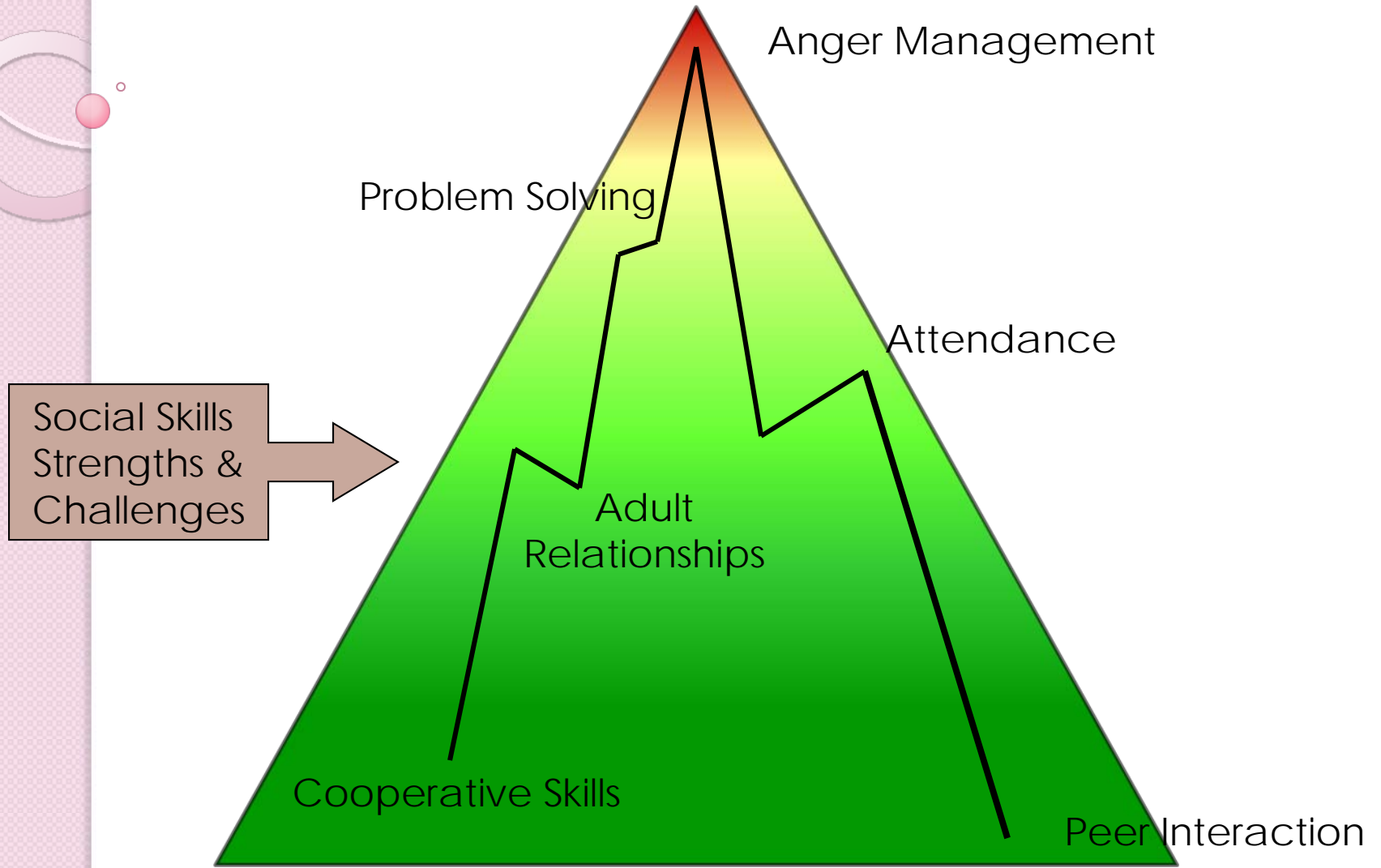
Label Behaviors... Not People

cde

Programming Practices for Gifted Education within an RtI Framework

- Systems-based
- Classroom-based

Systems-Based Practices for Gifted Education within an RtI Framework

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

Classroom-Based Practices for Gifted Education within an RtI Framework

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

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