Kansas Effective Practices

Instructional Toolkit

Gifted 101 and Beyond

IEP 101- Basic Overview & Summary

ELIGIBILITY

Meets Definition

K.A.R. 91-40-1(cc)

"Gifted" means performing or demonstrating the potential for performing at significantly higher levels of accomplishment in one or more academic fields due to intellectual ability, when compared to others of similar age, experience, and environment.

Demonstrates Need For Specially Designed Instruction

PLAAFPs – Present Levels of Academic Achievement & Functional Performance help to ……

- Identify & prioritize needs
- Identify degree of match between skills of student and instructional environment
- Establish baseline performance in order to develop and individualize and meaningful plan

Criteria/Indicators for Meeting Definition

Criteria/Indicators for Present Levels

Current Performance

Impact of Exceptionality

Baseline Data

Basic Overview

Aha's from a gifted facilitator:

- Write the present levels as if it is for a teacher who doesn't know the child. Give the specifics of where the student is currently and what needs he/she has.
- The sky is the limit for most students who are gifted, but the present level should show the child's starting point – how does a teacher know where to begin with the child?
- How is the child different from grade level peers?
- How is the child different from intellectual peers?
- What are the current grade level expectations and what are the appropriate expectations for the child?
- A good teacher's intuition regarding a child's needs are probably correct…..you need to have data to support it.

Overview of Present Levels of Academic Achievement & Functional Performance

CURRENT PERFORMANCE

- Broadest information – How's the student doing in general?
- Don't include a "traveling PLAAFP" that is cut & pasted from one year to another
- Include information that CURRENTLY has an impact upon the student's performance, even if not tied directly to the curriculum

Examples

Learning Strengths	Standardized Assessments	Instructional Preferences	Rate of Learning
District Assessments	Strengths and Weaknesses	Skills related to Interests	Personal Interests
State Assessments	Learning Styles		

IMPACT OF EXCEPTIONALITY

- More specific information – individual student characteristics/needs not generalized to the group
- Include how the student's giftedness impacts their access and/or progress in the general education curriculum.
- Access – the student cannot be involved in the appropriate curriculum
- Progress – the student is in the appropriate curriculum but is unable to make progress
- What does one see about this child that is different from typical peers that is a result of the exceptionality?
- Impact of observable behaviors/characteristics on the educational experience of the student.
- Ask the student

Examples

Reading Level, Scope & Sequence Instructional Level Appropriate Curriculum
Rate of Learning Classroom Performance Social/Emotional Concerns
Performance within State Standards

BASELINE DATA

- Most specific information included in the present levels.
- Typically collected for needs that have been determined as most significant as a result of the impact of the exceptionality.
- Provides measurable baseline data to indicate specific and current student performance.
- Provides the starting point for measurable goals to be written for the student that are aligned with skills required to achieve appropriate standards.
- Consists of 4 criteria:
  - Specific: must be clear about what is being measured
  - Objective: two or more individuals should be able to score/rate/measure and come up with similar results
  - Measurable: something that can actually be measured and show growth
  - Frequently Administered: be able to collect information using the same tool at least as often as progress reports are sent

Examples

Rubric Ratings Checklists Observations %Correct
Formative Assessments Correct Responses
Criterion Referenced Tests

Basic Overview

MEASURABLE ANNUAL GOALS

- Does the PLAAFP describe a student need related to the specific skills contained within the goal?
- Does the PLAAFP contain specific, objective, measurable data collected in a way that someone can continue to collect the data to monitor student progress at a minimum every 9 weeks?
- Annual Goals can pass the stranger test: Someone who did not write the goals should be able to use it to develop appropriate instructional plans and know how to assess student progress.
- Annual Goals are about: **PROGRESS** a student makes as a result of specially designed instruction
- Annual Goals describe behaviors/skills – lesson plans describe instruction and activities.
- Annual Goals are NOT about:

Participation	Attendance
Activities	Products
Teacher Behavior	Opportunities
Events	

- Annual Goals have four (4) components:

Behavior: Clearly identifies the student performance which is being monitored; reflects an action which can be directly observed and measured. (Action verb) Review the baseline data that was collected = behavior

Questions: How will the leaned skills be exhibited?
What will we see the student doing? (Sarah will read…, Mary will score…, Raul will compose …, Shelly will initiate…..

Examples: Solve, Write, Answer, Score
Non Examples: Improve, Increase

Condition: Specifies the manner in which student progress toward the goal is measured and Involves the application of skills or knowledge

Questions: Using what materials? When presented with a 4th grade reading text, 6th grade math probe, classroom written assignment, using a critical thinking rubric

In what setting? Where & when will it occur – on the playground, during instructional time, in the general education classroom

Under what circumstances? – When given a story prompt, when given a 10th grade writing stem

Examples: 5th grade text, English Class writing assignment
Non Examples: Given instruction, student will learn, student will apply, through extension of curriculum, will demonstrate, after studying, gather information

Criteria: Identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been achieved. Same tool for baseline data needs to be used to evaluate progress towards goal attainment.

Questions: How accurately, quickly, frequently do you want the student to perform the behavior?
What level of skill proficiency must the student achieve to meet the goal?

Timeframe: Specifies the amount of time in the goal period.

Consideration: Goals may be for a shorter period of time – but the IEP needs to have at least one active goal.
Goals can not exceed one year – if the student performance level can't be achieved within one year, break the goal apart.

Basic Overview