

Revaluation for Gifted Students



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Agenda



- What is an evaluation?
- How is a reevaluation different/similar?
- Why might a reevaluation be done?

Evaluation

- **Multi-disciplinary**
 - Cognitive Abilities
 - Academic Abilities
- **Team Process**
 - Student
 - Parents
 - Teacher(s)
 - School Psychologists
 - Others: Reading Specialist, Math Specialist, Counselor, as needed
- **Two Prong Question**
 - Identification
 - In Need of Specially Designed Instruction

Identification

- **Multiple Criteria:**
 - IQ
 - Year or More Above Grade Level
 - Observed or Measured Rate of Acquisition and Retentions
 - Demonstrated achievement, performance or expertise in one or more academic area
 - Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.
 - Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Specially Design Instruction

- **Specially designed instruction to meet the needs of a gifted student that is:**
 - Conducted in an instructional setting.
 - Provided in an instructional or skill area.
 - Provided at no cost to the parents.
 - Provided under the authority of a school district, directly, by referral or by contract.
 - Provided by an agency.
 - Individualized to meet the educational needs of the student.
 - Reasonably calculated to yield meaningful educational benefit and student progress.
 - Provided in conformity with a GIEP.

Gifted education is a service, not a place ...

Permission to Evaluate



Permission to Evaluate

Child's Name: _____

For District Use Only - Date of receipt of *Permission to Evaluate*: _____

School personnel must issue this form to obtain written consent from a child's parent/guardian to conduct an initial evaluation.

- Oral Request by Parent
- Written Request by Parent

Even if a parent requests an evaluation, the district cannot proceed until this document is signed and on file in the district.

Permission to Evaluate

- Purpose/Testing

The school district requests your consent to conduct a Gifted Multidisciplinary Evaluation. We must have your consent before we can begin.

In the evaluation, we will investigate information relevant to your child's suspected giftedness, including academic functioning, learning strengths and educational needs as shown by present levels of educational performance, assessment results, classroom observations and information from you. We will also be looking for an indication of demonstrated achievement, performance or expertise in one or more academic areas. Specific types of tests and procedures that will be used in the evaluation include the following:

Will list the specific tests or test types that will be administered: usually an IQ test and out of level achievement testing.

The school district will form a Gifted Multidisciplinary Team to conduct the evaluation. As a parent(s), you are a member of the team. You will be invited to all team meetings. The multidisciplinary evaluation process will include information from parents or others who interact with the student on a regular basis, and may include information from the student if appropriate. If you want to send written comments, please do so.

Gifted Written Report

- Parents contribute to the report
- Parents are part of the decision
- Chapter 16 does not explicitly state a “meeting” must be held to review the GWR...but it must be presented to the parents

Gifted Written Report

Parent/Other/Student Input

Summary of Findings/Interpretation of Assessment Results in Each Academic Area

I. Information gathered

1. Information from the parents
2. Information from others who interact with the student on a regular basis
3. Information from the student (if appropriate)

GWR - Components

- Ability and Achievement test scores
- Acquisition and retention rates
- Demonstrated achievement, performance or expertise in one or more academic areas.
- Learning Strengths

Gifted Written Report

Ability and Achievement test scores

- ✦ IQ Testing
 - ✦ On Grade level
 - ✦ Above Grade Level
 - ✦ Literacy (Reading Writing)
 - ✦ Math
 - ✦ Course Level (Science, Social Studies, Foreign Language)
 - ✦ Formative, Benchmark, Summative, Diagnostic
- *Indicates strength area and present instructional level to guide enrichment and acceleration decisions*

Gifted Written Report

Acquisition and retention rates

- ✦ How quickly do they learn new information?
 - ✦ Does pace need to be adjusted?
- *Indicates speed and number of presentations required to acquire new information and skills to assist decisions on goal setting*

Gifted Written Report

- Demonstrated achievement, performance or expertise in one or more academic areas
- Reading, Writing, Math, Science, Social Studies, Foreign Language

**Indicates strength area and guides the GIEP team in determining Goals and Short Term Learning Outcomes, as well as potential options for Specially Designed Instruction*

Gifted Written Report

Learning Strengths

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

**Aligns to the Short Term Learning Outcomes and aids in the decisions making for Specially Designed Instruction*

Gifted Written Report

Differentiated Instruction

- How has the district 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

**Aligns to the Short Term Learning Outcomes and aids in the decisions making for additional Specially Designed Instruction*

Gifted Written Report

Intervening Factors that Mask Gifted Abilities

- Disabilities
- English as a Second Language
- Gender/Race Bias
- Socio-Cultural Deprivation
- *Indicates potential Specially Designed Instruction or Support Services that need to be considered*

Gifted Written Report

Conclusions and Recommendations for specially designed instruction to GIEP Team

A. [] The student is not gifted and therefore is NOT ELIGIBLE for gifted placement and programming.

OR

B. [] The student is gifted but does not need specially designed instruction, and therefore is NOT ELIGIBLE for gifted placement and programming.

OR

C. [] The student is gifted AND is in need of specially designed instruction, and therefore IS ELIGIBLE for gifted placement and programming.

Gifted Written Report

- Recommendations for consideration by the GIEP team for the student's educational programming
 - Enrichment (identify the strength area(s))
 - Acceleration (identify the strength area(s))
 - Combination of Both (identify the strength area(s))

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Notice of Intent to Reevaluate

Notice of Intent to Reevaluate

 For District Use Only - Date of receipt of *Notice of Intent to Reevaluate*: _____

Student Name:

Name and Address of Parent:

Dear _____,

The school district is planning to reevaluate your child for the following reason(s):

- Consider a major change in educational placement
- Can be recommended by any member of the GIEP team

Notice of Intent to Reevaluate

Testing

In the gifted reevaluation, we will review your child's Gifted Individualized Education Program (GIEP), make a determination of which instructional activities have been successful and provide recommendations for the revision of the GIEP. It may also include information relevant to your child's giftedness, academic functioning, learning strengths and educational needs as shown by present levels of educational performance, assessment results, classroom observations and information from you. Specific types of tests and procedures, which will be used in the reevaluation, include the following:

No IQ testing if the purpose is need. May just be a review of records.

For Reevaluation

For Reevaluation

- I. Recommendation regarding continued need for gifted education

Statement regarding Continued need for Specially Designed In

For Reevaluation: If Need Continues for Services

II. Review of the student's GIEP

1. Instructional activities that have been successful



If need does not exist, this may not have any information.

2. Recommendations for revision of the GIEP

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Question of Continued Need...

- Change in level – Elementary to Middle or Middle to High School
- District has documented either service is already part of general education
 - ie. Acceleration in math
- When services are potentially no longer needed
 - Acceleration occurred as a function of the GIEP and transition was successful
 - Individualized scheduling has allowed student to plan higher level courses and enrichment is not necessary in those courses.
 - Other needs may take precedence
- If there is a disagreement over placement between the district and the parents that is not getting resolved.

Is a student out for good...

- Identification was never removed
- Need may have changed
 - If it is just a review of records, a reevaluation can be conducted
 - If new testing is needed (to determine instructional level because there is no other evidence to suggest the instructional level of the child) – then a Permission to Evaluate is in order and specifics should be noted on the form
 - 60 Day timeline still applies, but perhaps it can be significantly shortened since psychological testing will not be required

Final Thoughts:

- The goal should be to get the student what he/she needs, not give them a label.

-Kathy Guyer

??Questions??



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