



GIFTED EDUCATION HANDBOOK

School District of Palm Beach County

Kevin McCormick, Director
DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION
(561) 434-8626

Dr. Rosemary Marshall, Program Planner for Gifted
GIFTED EDUCATION
(561) 434-8369 / PX 48369

THE SCHOOL DISTRICT OF PALM BEACH COUNTY

SCHOOL BOARD MEMBERS

Chuck Shaw
CHAIRMAN

Debra Robinson, M.D.
VICE CHAIRMAN

Marcia Andrews
Frank A. Barbieri, Jr., Esq.
Karen M. Brill
Barbara McQuinn
Erica Whitfield

Robert M. Avossa, ED. D.
SUPERINTENDENT

Keith Oswald
CHIEF ACADEMIC OFFICER



TABLE OF CONTENTS

SECTION I: INTRODUCTION.....	page 5
❖ What is the gifted program?.....	page 7
❖ Gifted Facts.....	page 7
SECTION II: GIFTED PROGRAM GOALS AND OBJECTIVES....	page 8
❖ Cognitive Processes.....	page 9
❖ Study Skills.....	page 9
❖ Research Skills.....	page 10
❖ Problem-Solving.....	page 10
❖ Communication Skills.....	page 11
❖ Scientific Method.....	page 11
❖ Independent Learning.....	page 12
❖ Technology.....	page 12
❖ Social Processes.....	page 12
❖ Leadership Skills.....	page 13
SECTION III: GIFTED ELIGIBILITY.....	page 14
❖ Gifted Rule 6A-6.03019 Special Instructional Programs for Students Who Are Gifted.....	page 15
❖ Plan A.....	page 15
❖ Plan B.....	page 16
SECTION IV: EDUCATION PLAN.....	page 17
SECTION V: PROGRAM MODELS.....	page 22
❖ Elementary Level Full Time Model.....	page 23
❖ Elementary Level Resource Model.....	page 23
❖ Middle School Level.....	page 24
❖ High School Level.....	page 24
SECTION VI: INSTRUCTIONAL STRATEGIES.....	page 25
❖ Components of Classroom Instruction.....	page 26
❖ Framework for Programming.....	page 26
SECTION VII: CURRICULAR STRATEGIES.....	page 29
❖ Curriculum Compacting.....	page 30
❖ Differentiation.....	page 31
❖ Acceleration.....	page 32
SECTION VIII: FLORIDA’S FRAMEWORKS	

FOR K-12 GIFTED LEARNERS.....page 33

SECTION IX: APPENDICES.....page 36

- ❖ 6A-6.03019 Special Instructional Programs for Students Who Are Gifted (From Volume I-B: Florida Statutes and State Board of Education Rules : Florida Department of Education, Revised 2009).....page 37
- ❖ 6A-6.030191 Development of Educational Plans for Exceptional Students Who Are Gifted.....page 37
- ❖ 6A-6.03313 Procedural Safeguards for Exceptional Students Who Are Gifted.....page 39

District Forms for Gifted Education

- ❖ 1760 Gifted Characteristics Kindergarten and Pre-K Checklist
- ❖ 1761 Gifted learner Performance Kindergarten Skills Checklist
- ❖ 1326 Gifted Characteristics Checklist Grade 1
- ❖ 1327 Gifted Characteristics Checklist Grade 2 & 3
- ❖ 1413 Gifted Characteristics Checklist Grade 4 & 5
- ❖ 1414 Gifted Characteristics Checklist Grades 6-12
- ❖ 1451 Gifted Characteristics Checklist for Underrepresented Populations
- ❖ 1762 Gifted Program Eligibility Criteria Checklist
- ❖ 1906 Gifted Plan B Underrepresented Matrix

SECTION I

INTRODUCTION

Introduction:

The School District of Palm Beach County's Gifted Education Program provides specialized differentiated instruction for eligible students by delivering effective and innovative strategies beyond the basic curriculum. The program challenges and empowers students to produce quality work and to become productive citizens while protecting and nurturing their unique characteristics.

The national report on the status of education for gifted students, *National Excellence; A Case for Developing America's Talent*, calls the education of America's top students "the quiet crisis." The report continues, "They often learn rapidly and are bored with repetition. They are often tenacious in pursuits that interest them. The way in which they learn sets them apart from most other children and challenges educators and parents". The document also reports that gifted students are under-challenged, and therefore, underachieve. Educational experiences offered to the students are often presented at a level lower than their abilities and therefore, encourage underachievement.

In order for a gifted student to be challenged to reach his/her full potential, there must be a well-defined set of outcomes for each gifted classroom and all learning experiences must be designed to help the gifted student achieve those outcomes. Well-defined outcomes are roadmaps for planning. Creativity, higher order problem solving and critical thinking activities are infiltrated to bring about a greater understanding of the material. The door to opportunity is opened and students discover new strengths, interests, and abilities. They build the capability to effectively use all their knowledge and experiences in a multitude of situations.

Providing educational programs that challenge gifted learners is the key to success for gifted students. This handbook presents information to enhance the capacity of teachers who serve gifted students. While many of the suggested strategies and outcomes are desirable for all students, gifted students have the ability to demonstrate mastery, understanding, and the ability to utilize many process skills at a much younger age and in greater depth and breadth than their non-gifted peers.

What is Gifted Education?

Gifted Education defines the services and programs schools provide to meet the special needs of gifted learners. Programs for gifted students may include; enrichment, differentiation, curriculum compacting and/or acceleration to meet the individual student's needs.

What are the benefits of Gifted Education?

- Education Plans (EPs) are developed to meet the student's individual academic and social needs.
- Education Plans are implemented by a professional staff trained to understand the nature and needs of gifted students.
- Opportunities are provided for gifted students to interact with other gifted students.
- Gifted classes are led by a teacher who has completed his/her Florida Gifted Endorsement or is in the process of completing it.

SECTION II

**GIFTED
PROGRAM
GOALS AND
OBJECTIVES**

The following are the program goals and objectives for gifted students:

Cognitive Processes

Cognitive processes include higher-level, critical and creative thinking skills used to solve real-life problems.

Goal: Student will demonstrate effective cognitive strategies.

Objectives: The student will be able to:

- Apply higher-level critical thinking skills
- Analyze and evaluate data
- Generate, classify and evaluate ideas
- Illustrate solutions to real-life problems or concerns
- Predict trends
- Analyze various creative processes
- Demonstrate creativity

Study Skills

Study skills include sound organizational habits that result in academic learning.

Goal: Student will demonstrate effective study skills.

Objectives: The student will be able to:

- Organize time/materials wisely
- Set short term goals
- Follow directions
- Complete assignments on time
- Develop note-taking skills
- Develop test-taking strategies
- Develop homework study habits
- Develop standards for high quality work

Research Skills

Research Skills include the ability locate, interpret, and present information on a topic.

Goal: Student will demonstrate knowledge of advanced research skills.

Objectives: The student will be able to:

- Identify and propose viable solutions to real-life problems
- Gather information from primary and secondary sources using media and advanced technology
- Distinguish between fact and opinion
- Analyze/interpret/synthesize relevant facts
- Use effective and appropriate note-taking skills
- Organize data
- Write drafts
- Write reports
- Make visuals for presentation
- Present projects to appropriate audiences

Problem-Solving

Problem Solving includes problem definition, possible solutions, evaluation and selection of the best solution.

Goal: Student will demonstrate the ability to solve problems.

Objectives: The student will be able to:

- Demonstrate proficiency and be able to apply numeric procedures
- Organize and process symbols, pictures, objects and other information
- Demonstrate proficiency in using calculating tools
- Demonstrate use of statistical procedures
- Make qualitative judgments, predict outcomes, form arguments, and make mathematical decisions based on quantitative information
- Show comprehension and application of the vocabulary of mathematics

Communication Skills

Communication skills include the ability to comprehend and convey information effectively through a variety of presentation formats.

Goal: Student will demonstrate effective communication skills.

Objectives: The student will be able to:

- Develop effective listening skills
- Develop awareness of effective nonverbal communication
- Demonstrate effective writing skills in order to convey information
- Develop creative writing skills
- Select, use, and evaluate a variety of presentation formats
- Identify appropriate audience for presentation of information
- Expand and develop vocabulary

Scientific Method

The scientific method includes a systematic procedure for solving problems.

Goal: Student will demonstrate the scientific method.

Objectives: The student will be able to:

- State problem/purpose
- Form hypothesis
- Write procedure
- Experiment/investigate
- Record observations
- Organize data
- Write abstract
- Present findings

Independent Learning

Independent learning includes the demonstration of self-directed study and high quality goal setting.

Goal: Student will demonstrate self-directed learning and high-quality goal setting.

Objectives: The student will be able to:

- Initiate and pursue knowledge
- Explore new ideas and concepts
- Develop realistic and systematic plans for achievement
- Make significant progress toward achieving goals
- Demonstrate the ability to work independently

Technology

Technology includes the application of knowledge gained through the use of electronic and mechanical equipment.

Goal: Student will demonstrate knowledge of technology.

Objectives: The student will be able to:

- Demonstrate ability to solve problems using technology resources
- Use information systems to analyze trends and events
- Demonstrate the ability to propose new uses for technology as a tool for productivity

Social Processes

Social processes include affective activities by which students develop and integrate their social, emotion and intellectual behaviors.

Goal: Student will demonstrate social and emotional growth.

Objectives: The student will be able to:

- Recognize own strengths and weaknesses
- Take intelligent risks
- Develop coping skills
- Set realistic timelines
- Show consideration for others

- Work well with others
- Demonstrate self-control
- Respect ideas and work of others

Leadership Skills

Leadership skills include the ability to organize, guide and interact successfully with self and others.

Goal: Student will demonstrate leadership skills.

Objectives: The student will be able to:

- Develop and use effective decision-making strategies
- Participate in cooperative group projects
- Recognize diversity of group members
- Fulfill designated role in group projects
- Demonstrate knowledge of group dynamics
- Develop task analysis skills
- Analyze the qualities of outstanding leaders in order to improve personal leadership skills

SECTION III

GIFTED

ELIGIBILITY

How is a child eligible for Gifted Education?

The Palm Beach School District (PBSD) has defined procedures which guide each school's Child Study Team through the eligibility process for students who are potentially gifted. The process begins when the student's teacher, parent or other qualified personnel observe outstanding academic abilities when compared with others of the same age group. The reporting of these observations initiates the process of collecting necessary data to determine eligibility.

The eligibility requirements are defined in State Rule 6A-6.03019. This rule states that a student is eligible for gifted Education if the student demonstrates all of the following:

- A need for a special program,
- Superior intellectual development indicated by an Intelligence Quotient (IQ) of two or more standard deviations above the mean on an individually administered standardized test of intelligence, and
- A majority of characteristics of gifted children according to a standard scale or checklist

The School District of Palm Beach County has a state approved district wide Plan B to identify potentially gifted students from underrepresented populations. In the State of Florida, underrepresented populations are defined as English Language Learner (ELL) and students whose families are Low Socio-economic status and receiving free or reduced lunch. (Low SES).

See Appendix: Florida Statutes and State Board of Education Rule 6A-6.03019

PLAN A ELIGIBILITY

A student is eligible for the Gifted Program through Plan A with criteria listed on PBSD 1762 Gifted Program Eligibility Criteria Checklist.

These criteria include:

1. A full scale score of 130 or more on a current edition of an individually administered Intelligence Quotient Test; such as Wechsler Intelligence Scale for Children (WISC), Stanford Binet Intelligence Test, or Reynolds Intellectual Assessment Scales (RIAS); and
2. The need for the program demonstrated by a majority of characteristics of gifted students scored as a 3 or 4 on an appropriate grade level PBSD Gifted Characteristic Checklist form.

PLAN B ELIGIBILITY

Florida Statute 6A-6.03019 defines two categories of underrepresented students:

- English Language Learner (ELL)
- Low Socio-Economic Status (Free or Reduced Lunch)

Each district, with Florida Department of Education approval, writes its own eligibility matrix. Palm Beach School District's Gifted Plan B Underrepresented Matrix (PBSD 1906) cites five (5) criteria for Gifted Plan B eligibility:

1. A full scale or nonverbal score of 112 or higher on a current edition of an Intellectual Assessment; such as, Differential Ability Scale -II (DAS); Wechsler Intelligence Scale for Children-IV (WISC-IV); Stanford-Binet Intelligence Test; Reynolds Intellectual Assessment Scales (RIAS)
2. Individual Academic Achievement Test on a current edition of Kaufman Test of Educational Achievement; Wechsler Individual Achievement Test; Woodcock-Johnson Test of Achievement.
3. Classroom Performance
 - Record of Classroom Progress Report Card in Reading, Mathematics, and Written LanguageOR Kindergarten only:
 - Kindergarten Skills Checklist (PBSD 1761) based on the percent of skills mastered in Letter Recognition, Word Recognition, and Number Skills
4. Gifted Characteristics Checklist for Underrepresented Populations (PBSD 1451)
5. Portfolio of student
Evaluated by Child Study Steam, to include classroom teacher and, if applicable, ELL representative
Recommended Content of Portfolio (minimum of three)
 - Performance-based products
 - Running Reading Record (if available)
 - Past school performance report cards
 - Language proficiency result (ELL) IQ test scores (if available)
 - FSA results (if available)
 - Writing samples; FSA Writing
 - Other

SECTION IV

EDUCATION

PLAN

Education Plan:

The Education Plan (EP) for gifted students defines the gifted education for that individual student.

The EP is a legal document which is written at a Child Study Team Meeting, the meeting when eligibility is recommended or renewed for a student who is eligible for the gifted program.

As outlined in the school district's *Special Programs and Procedures for Exceptional Students*, the following are the procedures for providing an Educational Plan for students who are gifted.

The district is responsible for developing Educational Plans for students who are indemnified solely as gifted. The procedures for the development of EPs for students identified as gifted are as follows:

- 1) Educational plans for students identified as gifted are consistent with the following:
 - (a) The EP includes:
 1. a statement of the student's present levels of educational performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;
 2. a statement of goals, including benchmarks or short term objectives;
 3. a statement of the specially designed instruction to be provided to the student;
 4. a statement of how the student's progress toward the goals will be measured and reported to the parents; and
 5. the projected dates for the beginning of services and the anticipated frequency, location, and duration of these services.
 - (b) The EP team considers the following during development, review, and revision of the EP:
 1. the strengths of the student and the needs resulting from the student's giftedness;
 2. the results of recent evaluations, including class work and state or district assessments;

3. in the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.

(c) Timelines for development of the EP include the following:

1. an EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program;
2. an EP is developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services;
3. meetings are held to develop and revise the EP at least once every three (3) years for students in grades K-8 and at least every four (4) years for students in grades 9-12; and
4. EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.

(d) EP participants include:

1. the parents, whose role includes providing strengths of the student, expressing concerns for enhancing the education of their child, participating in discussion about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in the determination of what services the district will provide to the child and in what setting;
2. at least one teacher of the gifted program;
3. one regular education teacher of the student who, to the extent appropriate, is involved in the development of the student's EP. Involvement may include the provision of written documentation of a student's strengths and need for review and revision of subsequent EPs;
4. a representative of the school district who is qualified to provide or supervise the provision of specially designed instruction for students who are gifted and is knowledgeable about the general curriculum and the availability of recourses of the school district. At the discretion of the district, one of the student's teachers may be designated to serve as the representative of the district;

5. an individual who can interpret the instruction implication of the evaluation results. This individual may be a member of the committee as described in 2 through 4 above;
6. at the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services person; (Note: The determination of the knowledge or special expertise shall be made by the party who incited the individual to participate in the EP meeting; and
7. whenever appropriate, the student.

2) Parent participation in EP meetings

The district takes the following steps to ensure that one or both of the parents of a student identified as gifted is present or provided the opportunity to participate at EP meeting:

- a) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- b) Scheduling the meeting at a mutually agreed on time and place

A written notice to the parent indicating the purpose, time, location of the meeting, and who, by title or position, will be in attendance. It also includes a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls.

A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parents. In this case, the district maintains a record of its attempts to arrange a mutually agreed on time and place. These records include such items as:

- (a) Detailed records of telephone calls may or attempted and the result of those calls;
- (b) Copies of correspondence sent to the parents and any responses received; or
- (c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

The district takes whatever actions necessary to ensure that the parent understands the proceedings at a meeting, including arranging for an

interpreter for parents who are deaf or whose native language is other than English. A copy of the EP shall be provided to the parent at no cost.

3. Implementation of the EP

An EP is in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting. The EP is accessible to each of the student's teachers who are responsible for the implementation, and each teacher of the student is informed of specific responsibilities related to the implementation of the EP

SECTION V

**PROGRAM
MODELS**

How is Gifted Education implemented?

The School District of Palm Beach County has three approved models of instruction for gifted students to support each student's level of educational need as determined by the Education Plan.

Elementary Level

Full Time Gifted Model

The Full Time Gifted Model groups gifted students together in classes for the entire school day. This model is appropriate for students who need the challenge of a comprehensive curriculum that is above the level of need of their age and grade level peers. This model:

- Provides the opportunity for increasing the rigor and challenge of instruction with concentration on differentiation, advanced instruction, and enrichment.
- Provides students with a longer amount of time for in-depth learning, including independent student critical thinking skills, and problem solving than cannot easily be accomplished in the general education classroom.
- Provides students more time for interaction with academic peers and allows the teachers of the gifted to focus on the strengths of students rather than their weaknesses.

Resource Room Model

The Resource Room Model works as a send-out program from the regular classroom for a portion of the day for students who are excelling at a level the classroom teachers cannot easily challenge. This model:

- Provides an opportunity for students to work part-time with their academic peers and may include multi-age grouping.
- Provides enrichment to supplement what is taught in the regular classroom; challenging students at an advanced level; and independent study based on student interest and academic level.
- Offers the opportunity for interaction and cooperation between the regular classroom teacher and the Gifted Education teacher.
- Allows the teacher of the gifted the opportunity to act as a coach and facilitator to support and promote student performance at the highest level.

Middle School Level

Classes are offered in the four academic core areas. On the middle school level, students may elect to be in gifted programming from one to all four classes based on their academic need. Each class operates with the purpose and strategies of the academic full time model as explained above in the elementary program.

High School Level

High School gifted students have a number of options. Gifted services vary among schools. Magnet programs such as the International Baccalaureate, Math-Science Engineering, Pre-Medicine and Allied Health Professions, and Pre-Law are available; as well as Advanced Placement and Dual Enrollment. Courses in these programs serve the interests of the gifted students and include the rigor and intensity needed to accommodate the intellectual curiosity and advanced level of learning.

SECTION VI

**INSTRUCTIONAL
STRATEGIES**

Instructional Strategies for the Gifted Program

The three components of differentiated classroom instruction are content, process, and product.

Content

The **content** is determined by the Florida State Standards. These standards, developed by the Florida Department of Education for each grade level, give direction for content at grade levels. This content is modified as needed for gifted students based on their level of mastery.

Process

Process is at the core of gifted programming. Students need to have learning processes adjusted to further develop their skills in investigating content. Specifically, gifted students need opportunities to increase their analytical, organizational, creative, and critical thinking skills. The teacher of the gifted can facilitate these differences through direct instruction of these thinking skills or through embedding these skills in the content. The modifications are described below in the Framework for Programming and gives direction for the teacher to provide enrichment and acceleration for each individual gifted student in the gifted program.

Product

The **product** is the way students show mastery which can be demonstrated in a variety of methods. In the gifted classroom, individualized products are implemented, depending on student interest and ability. Students should have the opportunity to research varying aspects of the content and present their research to an authentic audience. For example, when students are studying oceans in their science class, they would be encouraged to investigate reefs, pollution, or other problems that occur in their own community. The teacher would be responsible for making suggestions for possible problems or research subjects and would assist the students in the steps necessary for completing the research. The results could be presented to local authorities.

Framework for Programming

1) Maximum achievement in academics

- a) Learning activities at an appropriate level and pace
- b) Advancing the pace of content or skills and extending the depth or complexity of content as needed

- c) Basing the content on student need and readiness, not grade-level appropriateness
 - d) Sharing ideas in-depth verbally and in writing through advanced communication skills
 - e) Providing assistance in metacognition and best practices for study skills
- 2) Content beyond the prescribed curriculum**
- a) Extending the regular curriculum, but not just “more work”
 - b) Relating content to broad-based issues, themes or problems
 - c) Utilizing resources beyond the designated grade level (materials, equipment, information other than from books)
 - d) Learning that is interrelated with other areas, not separate content learning
- 3) Exposure to a variety of fields of study**
- a) Offering opportunity for in-depth study of major ideas, problems and themes from multiple disciplines
 - b) Introducing new disciplines; interrelatedness of disciplines; connections of major ideas and concepts within and between disciplines
 - c) Exposing students to various occupations
 - d) Accessing a wide variety of reading material
- 4) Student selected content**
- a) Basing content on student interests and needs
 - b) Self-selecting topics within an area of study for in-depth learning
 - c) Selecting freely from a wide range of materials and resources
 - d) Pursuing areas of inquiry based on student interests
- 5) High content complexity**
- a) Working with abstract ideas and theories that require reflective, evaluative, critical, and creative thinking
 - b) Working with concepts and generalizations, not just names, dates, facts, and figures
 - c) Applying learning, not just parroting it
 - d) Developing products that challenge existing ideas and produce new ideas
 - e) Developing products that use new techniques, materials, and forms
 - f) Exposing a variety of ideas, topics, issues, and skills at a rate appropriate to the individual’s capabilities
- 6) Experience in creative thinking and problem solving**
- a) Presenting opportunities for creative expression and creative products
 - b) Expecting creative writing that stresses free flow of ideas and developing values

- c) Interrelating art and drama to literature enrichment
- d) Learning creative attitudes and an awareness of the situation at hand
- e) Responding to open-ended problems and tasks
- f) Understanding creative people, process, techniques
- g) Strengthening fluency, flexibility, originality, visualization, analogical thinking, and other creative abilities
- h) Experiencing discovery and inquiry skills
- i) Learning to seek problems (problem finding)
- j) Learning to define problems
- k) Solving problems in diverse ways
- l) Re-conceptualizing existing knowledge; generating new knowledge
- m) Thinking in a futuristic modality
- n) Learning things as they should or could be, not only as they are

7) Development of thinking skills

- a) Mastering independent, self-directed study skills
- b) Acquiring library and media skills
- c) Acquiring research/scientific skills and methods
- d) Utilizing Bloom's higher level skills; application, analysis, syntheses, evaluation and creativity
- e) Thinking critically, in the sense of evaluating bias, credibility, logic, consistency; critical reading and listening skills
- f) Planning, organizing and making decisions to carry out a project
- g) Developing expert processing strategies---skills and techniques of a professional in a given field

8) Affective development

- a) Demonstrating self-awareness and self-understanding; accepting one's capabilities, interest, and needs
- b) Recognizing and using one's abilities
- c) Appreciating likenesses and differences between oneself and others
- d) Relating intellectually, artistically, and effectively with other gifted students
- e) Thinking morally and ethically using humanitarian attitudes

9) Development of motivation

- a) Thinking and working independently
- b) Becoming self-directed, disciplined in learning
- c) Achieving internal locus of control; high-level educational and career aspirations and self-motivation

SECTION VII

**CURRICULAR
STRATEGIES**

Curricular Strategies for Gifted Instruction

The following pages include the three strategies; **curriculum compacting**, **differentiation** and **acceleration** for implementing instruction for gifted students. These strategies provide appropriate and qualitatively different instruction for gifted and advanced learners in academic areas. These curricular strategies are part of the teacher training program offered in the district for completing the Florida Endorsement for Gifted Education.

Curriculum Compacting

Curriculum Compacting is a strategy that is appropriate for advanced learners and gifted students who need more challenging work in school. The goals of compacting are to:

- Create a challenging learning environment;
- Guarantee proficiency in basic curriculum, and
- Buy time for enrichment and acceleration.

Indicators Which May Suggest that Compacting is Necessary

- Consistently finishes tasks quickly
- Finishes reading assignments first
- Appears bored during instruction time
- Consistently daydreams
- Creates own puzzles, games, or diversion in class
- Brings in outside reading material
- Has consistently high performance in one or more academic areas
- Test scores consistently excellent despite average or below-average class work
- Asks questions which indicate advanced familiarity with material
- Is sought after by other students for assistance
- Uses vocabulary and verbal expression in advance of grade level
- Expresses interest in pursuing alternate or advanced topics

The Compactor (Example)

Curricular Areas to be Considered for Compacting	Procedures for Guaranteeing Mastery of the Basic Curriculum	Acceleration and/or Enrichment Activities

Differentiation

A differentiated curriculum is one that is tailored to the needs of groups of gifted learners and/or individual gifted students, or provides experiences sufficiently different from the norm to justify specialized intervention, and is delivered by a trained educator of the gifted, using appropriate instructional processes to optimize learning.

According to research, a well-constructed curriculum for the gifted must identify appropriate goals and outcomes, addressing such questions as, “What is important for these students to know and be able to do at specific stages of development?” and “How do planned learning experiences provide depth and complexity at a pace that honors the gifted learner’s rate of advancement though the material?” The curriculum should be standards based and designed to honor high-ability students’ needs for advanced challenge, in-depth thinking and doing, and abstract conceptualization.

Curriculum differentiation should encompass the need for careful selection of materials for use in classrooms serving gifted learners. These materials should include a variety of texts as resources, provide advanced reading, present interesting and challenging ideas, and treat knowledge as tentative and open-ended.

A teacher of the gifted should be able to answer the question, “What is happening that is different in my gifted classroom than is happening in the regular classroom next door to me?”

What is appropriately differentiated curriculum for gifted learners?

To provide appropriate and challenging educational experiences for gifted students, differentiation may include:

- Acceleration of some content material;
- In-depth study in areas mastered by the students;
- A high degree of complexity;
- Advanced content; and/or
- Variety in content, process, and products.

A qualitatively different curriculum for gifted students consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the learning needs of the student. Curricular strategies can be combined to provide rigor, relevance, flexibility and diversity. Appropriate differentiation allows for increasing levels of advanced, abstract and complex curriculum that are substantive and that respond to the learner’s needs.

Acceleration

Acceleration in education is appropriate for students who are advanced learners and who could benefit from a curriculum that is presented earlier and at a faster pace than curriculum presented to age peers. It is an educational intervention matching the level, complexity, and pace of the curriculum with the readiness of the student and respects individual differences acknowledging that some educational differences merit flexibility. The goals of acceleration are to adjust the pace of instruction to the student’s performance capability, to provide an appropriate challenge, and to reduce the amount of time in classes/subjects in which the student has achieved mastery.

Acceleration may be implemented a number of ways:

- in one or more subject areas;
- by subject skipping or grade skipping;
- by completing middle school in less than three years;
- by taking college courses during high school;
- through early college entry; and/or
- through early graduation from high school.

Grade level advancement should be considered in those rare circumstances when the student has achieved mastery and needs an advanced curriculum in the academic areas one grade level or higher than the grade determined by the student’s chronological age. Physical features of the student should not be a deciding factor for or against grade level advancement. The ACCEL process must be followed prior to the student being advanced. This process is outlined in the Pupil Progression Process. The Principal has the final say in determining grade placement in schools.

Acceleration Options	When Appropriate
Subject Skipping	The student has achieved mastery in one subject and is moved to the appropriate grade level for the subject.
Grade Skipping	The student has achieved mastery in all academic areas of the current grade level and is moved to the appropriate grade level for all subjects

SECTION VIII

**FLORIDA'S
FRAMEWORKS
FOR K-12 GIFTED
LEARNERS**

In 2007, the Florida Department of Education, Bureau of Exceptional Education and Student Services, and Working on Gifted Issues (WOGI) published *Florida's Frameworks for k-12 Gifted Learners*. It was designed to assist school districts by providing a framework for developing and designing differentiated learning experiences for gifted students that complements the standards and benchmarks outlined in the *Florida Sunshine State Standards*.

The complete document can be accessed at
www.unfwogi.com/frameworks.html

Included in the document are the following Student Outcomes---Framework Goals and Objectives:

- 1) By graduation, the student identified as gifted will be able to critically examine the complexity of knowledge; the location, definition, and organization of a variety of fields of knowledge.
 - a) Locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.
 - b) Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.
 - c) Identify and apply investigative methodologies that are followed in a selected field of knowledge.
- 2) By graduation, the student identified as gifted will be able to create, adapt, and assess multifaceted questions in a variety of fields/ disciplines.
 - a) Identify significant questions within and across disciplines.
 - b) Generate significant questions within and across disciplines.
 - c) Evaluate and refine significant questions within and across disciplines.
- 3) By graduation, the student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.
 - a) Use a variety of research tools and methodologies.
 - b) Use and manipulate information sources.
 - c) Detect bias and reliability in the process of research.
 - d) Apply ethical standards to research and analyses.
- 4) By graduation, the student identified as gifted will be able to think creatively and critically to identify and solve real-world problems.
 - a) Identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.
 - b) Analyze the relevance, reliability, and usefulness of data to draw conclusion and forecast effective problem solutions.
 - c) Use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems.

- 5) By graduation, the student identified as gifted will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.
 - a) Accept divergent views to positively effect change.
 - b) Identify leadership traits and qualities as they appear in different individuals and situations.
 - c) Manifest significant leadership skills and organize group(s) to achieve project goals.
- 6) By graduation, the student identified as gifted will be able to set and achieve personal, academic, and career goals.
 - a) Identify personal strengths and weaknesses and accept challenges in both areas to maximize learning.
 - b) Assume primary responsibility for learning, including identifying needs and setting reasonable goals.
 - c) Design plans of action to address benefits and obstacles in achieving goals of person interest.
- 7) By graduation, the student identified as gifted will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/discipline.
 - a) Develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences.
 - b) Create products that synthesize information from diverse sources illustration divergent solutions or perspectives.

SECTION IX

APPENDICES

Rule 6A-6.030191, Florida Administrative Code (F.A.C.)

Part III. Policies and Procedures for Students who are Gifted

Section B: Educational Plans for Students who are Gifted

Procedures

1. The district is responsible for developing educational plans (EP) for students who are identified solely as gifted.

a) The EP includes:

_ A statement of the student's present levels of educational performance that may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results

_ A statement of goals, including benchmarks or short-term objectives

_ A statement of the specially designed instruction to be provided to the student

_ A statement of how the student's progress toward the goals will be measured and reported to the parents

_ The projected dates for the beginning of services and the anticipated frequency, location, and duration of these services

b) The EP team considers the following during development, review, and revision of the EP:

_ The strengths of the student and the needs resulting from the student's giftedness

_ The results of recent evaluations, including class work and state or district assessments

_ In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP

c) Timelines for development of the EP include the following:

_ An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program.

_ An EP is developed within 30 calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services.

_ Meetings are held to develop and revise the EP at least once every three years for students in grades K–8 and at least every four years for students in grades 9–12.

_ EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.

d) EP participants include:

_ The parents, whose role includes providing strengths of the student, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in the determination of what services the district will provide to the child and in what setting

Educational Plan - 125 - District Palm Beach

_ At least one teacher of the gifted program

_ One regular education teacher of the student who, to the extent appropriate, is involved in the development of the student's EP. Involvement may include the provision of written documentation of a student's strengths and needs for review and revision of the subsequent EPs.

_ A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction for students who are gifted and is knowledgeable about the general curriculum and the availability of resources of the school district. At the discretion of the district, one of the student's teachers may be designated to serve as the representative of the district.

_ An individual who can interpret the instructional implications of the evaluation results. This individual may be a teacher of the gifted, a regular education teacher, or a representative of the school district as described above.

_ At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel (Note: The determination of the knowledge or special expertise shall be made by the party who invited

the individual to participate in the EP meeting.)

_ Whenever appropriate, the student

2. Parent participation in EP meetings

This district takes the following steps to ensure that one or both of the parents of a student identified

as gifted is present or provided the opportunity to participate at EP meetings:

a) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend

b) Scheduling the meeting at a mutually agreed on time and place

_ A written notice to the parent indicates the purpose, time, location of the meeting, and who, by title or position, will be in attendance. It also includes a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls.

_ A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parents. In this case, the district maintains a record of its attempts to arrange a mutually agreed on time and place. These records include such items as:

i. Detailed records of telephone calls made or attempted and the results of those calls

ii. Copies of correspondence sent to the parents and any responses received

iii. Detailed records of visits made to the parent's home or place of employment and the results of those visits

_ The district takes whatever action is necessary to ensure that the parent understands the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. A copy of the EP shall be provided to the parent at no cost.

3. Implementation of the EP

a) An EP is in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.

b) The EP is accessible to each of the student's teachers who are responsible for the implementation, and each teacher of the student is informed of specific responsibilities related to the implementation of the EP.

Educational Plan - 126 - District Palm Beach

6A-6.03313 Procedural Safeguards for Exceptional Students who are Gifted.

Providing parents with information regarding their rights under this rule is critical to ensuring that they have the opportunity to be partners in the decisions regarding their children. It is also critical that local school boards provide information about these rights to appropriate district and school personnel so that the needs of the student can be identified and appropriately met. The school board's policy and procedures for procedural safeguards shall be set forth in accordance with Rule 6A-6.03411, FAC., and shall include adequate provisions for the following:

(1) Prior notice. The school district shall provide parents with prior written notice a reasonable time before any proposal or refusal to initiate or change the identification, evaluation, educational placement of the student or the provision of a free appropriate public education to the student.

(a) The prior notice to the parents shall be written in language understandable to the general public and shall be provided in the native language or other mode of communication commonly used by the parent unless such communication is clearly not feasible to do so.

(b) If the parents' mode of communication is not a written language, the school district shall ensure:

1. That the notice is translated to the parents orally or by other means in their native language or mode of communication;
2. That the parents understand the content of the notice; and
3. That there is written documentation that the requirements of subparagraphs (1)(b)1. and 2. of this rule have been met.

(c) The notice to the parents shall include:

1. A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the district considered and the reasons why those options were rejected;
2. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action;
3. A description of any other factors that are relevant to the district's proposal or refusal; and
4. Information on how the parent can obtain a copy of the procedural safeguards specified in this rule.

(2) Content and Provision of the Procedural Safeguards to Parents.

(a) Parents must be provided a copy of their procedural safeguards which provides a full explanation of the provisions included in this rule.

(b) A copy of the procedural safeguards must be available to the parents of a child who is gifted, and must be given to the parents, at a minimum:

1. Upon initial referral for evaluation;
2. Upon refusal of a parent's request to conduct an initial evaluation;
3. Upon notification of each EP meeting; and
4. Upon receipt of a request for a due process hearing by either the school district or the parent in accordance with subsection (7) of this rule.

(3) Informed parental consent.

(a) Parents shall be fully informed of all information relevant to the action for which consent is sought in their native language or other mode of communication unless such communication is clearly not feasible.

(b) Written parental consent shall be obtained prior to conducting an initial evaluation to determine eligibility and prior to initial provision of services to students who are gifted.

(c) School districts shall document the attempts to secure consent from the parent as required by paragraph (3)(b) of this rule.

(d) Parental consent is voluntary and may be revoked at any time before the action occurs.

(e) Except for formal, individual evaluation and the initial provision of services to the student, consent may not be required as a condition of any other benefit to the parent or child. Any proposal or refusal to initiate or change the identification, evaluation, or educational placement or the provision of a free appropriate public education to the student after the initial placement is not subject to parental consent but is subject to prior notice as defined by subsection (1) of this rule.

(f) Parental consent is not required before:

1. Reviewing existing data as part of an evaluation; or,
2. Administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all children.

(4) Parents' opportunity to examine records and participate in meetings.

(a) The parents of students who are gifted shall be afforded, in accordance with Rule 6A1.0955, FAC., Section 1002.22, Florida Statutes, and this rule, an opportunity to inspect and review their child's educational records.

(b) The right to inspect and review education records under this rule includes the right to have a representative of the parent inspect and review the records including all records related to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child.

(c) The parents of a student who is gifted must be afforded an opportunity to participate in meetings with respect to the development of their child's educational plan.

(5) Evaluations obtained at private expense. If the parent obtains an independent evaluation at private expense which meets the requirements of subsection (4) of Rule 6A-6.0331, FAC., the results of the evaluation must be considered by the school district in any decision made with the respect to the determination of eligibility for exceptional student education services.

(a) The results of such evaluation may be presented as evidence at any hearing authorized under subsection (7) of this rule.

(b) If an administrative law judge requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense, as defined in paragraph (7)(c) of Rule 6A-6.03411, FAC.

(6) State Complaint Procedures. The Department of Education shall provide parents and other interested persons the opportunity to resolve allegations that a school district has violated state requirements regarding the education of students who are gifted through the establishment of state complaint procedures.

(a) Within ninety (90) calendar days after a complaint is filed, under the provisions of this rule, the Department of Education shall:

1. Carry out an independent on-site investigation, if the Department of Education determines that to be necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Review all relevant information and make an independent determination as to whether the school district is violating a state requirement regarding the education of students who are gifted;
4. Issue a written decision on the complaint that addresses each issue presented in the complaint and contains findings of fact, conclusions, and the reason(s) for the Department of Education's final decision; and
 1. Extend the time limit established in paragraph (6)(a) of this rule if exceptional circumstances exist with respect to a particular complaint.

(b) Procedures for the effective implementation of the Department of Education's final decision include the following:

1. Technical assistance activities;
2. Negotiations; and,
3. Corrective actions to achieve compliance.

(c) Relationship to due process hearings.

1. If a written complaint is received that is also the subject of a due process hearing requested pursuant to subsection (7) of this rule, or the complaint contains multiple issues, of which one or more are part of that hearing, the Department of Education

shall set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action must be resolved in compliance with the procedures described in subsection (6) of this rule.

2. If an issue is raised in a complaint filed under this subsection that has previously been decided in a due process hearing involving the same parties, the administrative law judge's decision is binding and the Department of Education shall inform the complainant to that effect.
3. The Department of Education shall resolve any complaint that alleges that a school district has failed to implement a due process hearing decision.

(7) Due process hearings. Due process hearings shall be available to parents of students who are gifted and to school districts to resolve matters related to the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

(a) Such hearings may be initiated by a parent or a school district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

(b) A hearing shall be conducted by an administrative law judge from the Division of Administrative Hearings, Department of Management Services, on behalf of the Department of Education.

(c) An administrative law judge (ALJ) shall use subsection (7) of this rule for any such hearings and shall conduct such hearings in accordance with the Uniform Rules for Administrative Proceedings, Chapter 28-106, FAC., as deemed appropriate by the ALJ including, but not limited to: the authority of a party to request a pre-hearing conference, the authority of the ALJ to issue subpoenas to compel the attendance of witnesses and

the production of records, and the authority of the ALJ to issue summary rulings in absence of a disputed issue of material fact.

(d) Status of student during proceedings.

1. During the time that an administrative or subsequent judicial proceeding regarding a due process hearing is pending, unless the district and the parent of the student agree otherwise, the student involved in the proceeding must remain in the present educational assignment. If the proceeding involves an application for an initial admission to public school, the student, with the consent of the parent, must be placed in a public school program until the completion of all proceedings.
2. If the administrative law judge agrees with the parent and finds that a change of placement is appropriate, that placement becomes the agreed-upon placement during the pendency of the appeal.

(e) Hearing rights for all parties.

1. Any party to a hearing conducted pursuant to subsection (7) of this rule has the right:

- a. To be represented by counsel or to be represented by a qualified representative under the qualifications and standards set forth in Rules 28-106.106 and 28-106.107, FAC., or to be accompanied and advised by individuals with special knowledge or training with respect to the problems of students who are gifted, or any combination of the above;
- b. To present evidence, and to confront, cross-examine, and compel the attendance of witnesses;
- c. To prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five (5) business days before the hearing;
- d. To obtain written, or at the option of the parents, electronic, verbatim record of the hearing at no cost to the parents; and
- e. To obtain written, or at the option of the parents, electronic findings of fact and decisions at no cost to the parents.

2. Additional disclosure of information.

- a. At least five (5) business days prior to a hearing conducted pursuant to subsection (7) of this rule, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.
- b. An administrative law judge may bar any party that fails to comply with subparagraph (7)(e)2. of this rule from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

f) Parental rights at hearings. Parents involved in hearings must be given, in addition to the rights described in paragraph (7)(e) of this rule, the right to:

1. Have their child who is the subject of the hearing present; and
2. Open the hearing to the public.

(g) Duties and responsibilities of the superintendent or designee shall include:

1. Implementing procedures that require the parent of a child who is gifted, or the attorney representing the child, to provide notice to the school district. The notice required, which must remain confidential, must include: the name of the child; the address of the residence of the child; the name of the school the child is attending; a description of the nature of the problem relating to the proposed or refused initiation or change, including facts relating to the problem; and, a proposed resolution of the problem to the extent known and available to the parents at the time. However, the school district may not deny or delay a parent's right to a due process hearing for failure to provide this notice.
2. Immediately forwarding the Division of Administrative Hearings by facsimile transmission of the parent's request for a hearing upon its receipt;
3. Notifying all parties regarding their rights and responsibilities before, during, and after the hearing. This notice should include information to the parent of any free or low cost legal and other relevant services, which are available, if the parent requests this information or if the parent or school district initiates a hearing.
4. Determining whether an interpreter is needed and arranging for the interpreter as required;
5. Complying with the administrative law judge's rulings regarding requests for and exchanges of evidence; discovery; the filing of motions and, scheduling, so as to meet the requirements of this rule, and the deadlines established herein.
6. Arranging for the provision and payment of clerical assistance, the hearing, use of facilities, and a verbatim transcript of the hearing;
7. Completing other responsibilities specified by the school board.

(h) Duties and responsibilities of the Department of Education shall include:

1. Maintaining a list of persons who serve as administrative law judges including a statement of the qualifications of each of these persons; and,
2. Maintaining an index of the final orders of such hearings and providing this information to the public upon request.

(i) Duties and responsibilities of an administrative law judge shall be:

1. To establish the date, time, and location of the hearing and any pre-hearing conference calls and motion hearings. Each hearing involving oral arguments must be conducted at a time and place that is reasonably convenient to the parents and their child;
2. To conduct the hearing in a fair and impartial manner;
3. To ensure that all discovery, motion practice, and pre-hearing procedures are conducted in an expedited manner, consistent with the deadlines established by this rule concerning the exchange of evidence and the issuance of the final decision.
4. To determine if the parent wants an electronic or written copy of the final decision and the administrative record of the hearing;
5. To determine whether the parent wants the hearing open to the public and whether the parent wants their child to attend the hearing;
6. To determine whether the parent's advisor or representative is sufficiently knowledgeable about or trained regarding students who are gifted;
7. To determine how evidence may be exchanged prior to and during the hearing;
8. To determine how witnesses may be compelled to attend, be cross-examined, and confronted during discovery and at the hearing;
9. To determine how evaluations and recommendations may be disclosed prior to and during a hearing;
10. To summarize the facts and findings of the case and to arrive at an impartial decision based solely on information presented during the hearing;
11. To reach a final decision and mail to all parties copies of the facts, findings and decision regarding the hearing within forty-five (45) days of the district's receipt of the parent's request or the filing of the district's request for a hearing, whichever is sooner;
12. To be accountable for compliance with all deadlines and procedures established by the statutes and rules for such hearings;
13. To maintain the confidentiality of all information; and
14. To rule on requests for specific extensions of time beyond the periods set forth in subsection (7) of this rule, at the request of either party.

(j) Civil action. A decision made in a hearing conducted under subsection (7) of this rule shall be final, unless, within thirty (30) days, a party aggrieved by the decision brings a civil action in state circuit court without regard to the amount in controversy, as provided in Section 1003.57(5), Florida Statutes. The state circuit court shall: receive the records of the administrative proceedings; hear, as appropriate, additional evidence

at the request of a party; and, basing its decision on the preponderance of the evidence, shall grant the relief it determines appropriate. In the alternative, any party aggrieved by the administrative law judge's decision shall have the right to request an impartial review by the appropriate district court of appeal as provided by Sections 120.68 and 1003.57(5), Florida Statutes.

Specific Authority 1001.02(1)(2)(n), 1003.01(3)(a)(b), 1003.57(5) FS. Law Implemented 1001.42(4)(l) 1003.01(3)(a)(b), 1003.57(5), 1001.03(8) FS. History - New 9-20-2004.

Florida Department of Education
Gerard Robinson, Commissioner

ESE 310581