

OPI: Use of MTSS with Gifted Students

Guidelines for Tier 1 Differentiation (80-90% of population)

- BSD7 supports the use of best practices outlined by OPI in meeting the needs of gifted students
- *Teachers with identified students are expected to incorporate applicable Tier 1 interventions as part of classroom differentiation*
- Tier 1 interventions:
 - Pre-assessment
 - Compacting (e.g. pre-assessment, most difficult first)
 - Learning contracts/Independent study
 - Tiered instruction and assignments for depth, complexity and higher-order thinking
 - Grouping strategies that allow for a like-ability learning cohort

Overview: Tier 2 Strategic Differentiation (~15%, or “some”)

- Supplemental skill-building intervention
- Systematic, explicit, and aligned with Tier 1 instruction
- Matches what is going on in the general classroom but at a *more complex level*
- Needs-based instructional support; frequently a “pull-together” model when more than one student
- Implemented with students who do not make sufficient progress in Tier 1, as determined by:
 - Documented Tier 1 differentiation strategies listed above
 - Diagnostic assessment and observation
 - Evidence of need that results in a student(s) being an *outlier from the like-ability cohort*
- Tier 2 interventions: see chart

Overview: Tier 3 Intensive Differentiation (~5%, or “few”)

- Students are generally highly or exceptionally gifted (IQ ≥ 145)
- Candidate for early identification as a gifted learner
- Require alternative curriculum with significantly different pace, level, complexity, and abstraction
- May supplement or fully replace Tier 1 instruction; lack of adequate progress may be an indication that core replacement is required, or additional evaluation
- Tier 3 interventions: see chart

MTSS Tiered Interventions for Gifted Students

<p align="center">TIER 1</p>	<p align="center">TIER 2 <i>Intentional placement with Pathway teacher</i></p>	<p align="center">TIER 3 <i>Intentional placement with Pathway teacher</i></p>
<p align="center">Preassessment</p> <ul style="list-style-type: none"> <i>Suggested guidelines:</i> <i>~35-85% correct: fewer or alternative assignments, compacted lessons, added depth/complexity</i> <i>~>85% correct: tested out of unit; alternative learning options</i> 	<p align="center">Specific skills-based curriculum for gifted learners</p> <ul style="list-style-type: none"> <i>Gifted Ed. Office direct student support</i> 	<p align="center">Social/emotional needs requiring 1:1 support for interventions</p>
<p align="center">Curriculum Compacting</p> <ul style="list-style-type: none"> <i>Modified pacing of content</i> <i>Differentiated learning opportunities</i> <ul style="list-style-type: none"> <i>Enrichment</i> 	<p align="center">Curriculum Compacting</p>	<p align="center">Curriculum Compacting</p>
<p align="center">Tiered instruction and assignments for depth, complexity, and higher-order thinking</p> <ul style="list-style-type: none"> <i>Modification of content, process and product</i> 	<p align="center">Social/emotional small group or individual support</p> <ul style="list-style-type: none"> <i>Building Counselor or Psych, support from Gifted Ed. Office available</i> 	<p align="center">Single Subject Acceleration</p>
<p align="center">Learning Contracts/ Independent Study</p> <ul style="list-style-type: none"> <i>Materials available from Gifted Ed. Office</i> 	<p align="center">Online skills-based programs</p> <ul style="list-style-type: none"> <i>E.g. Kahn Academy</i> 	<p align="center">Grade-level Acceleration</p>
<p align="center">Grouping strategies to allow a like-ability learning cohort</p>	<p align="center">Mentoring</p> <ul style="list-style-type: none"> <i>MSU Honors College</i> <ul style="list-style-type: none"> <i>CAP</i> 	<p align="center">Distance Learning</p>