



CAGE Parent Helper: TAKE ME WITH YOU TO YOUR GIEP MEETING:

ADAPTED FROM Pennsylvania Department of Education Gifted Information: available at www.pde.state.pa.us/gifted

GIFTED INDIVIDUALIZED EDUCATION PROGRAM (GIEP)

MODEL FORM

***** Gifted

Student: _____
 School Year: _____ GIEP Team Meeting Date _____
 Student ID #: _____ Student Name: _____
 DOB: _____ Age: _____ Student E-mail: _____
 Parent Name: _____ Grade: _____
 Address: _____ Phone: (H) _____
 (W) _____ E-mail: (H) _____ (W) _____
 School District: _____
 County of Residence: _____ Other Information: _____

GIEP TEAM PARTICIPANTS

The Gifted Individualized Education Program (GIEP) Team makes the decisions about the student’s program and placement. Required members of the GIEP team are: the student’s parent(s), the student (if appropriate), one or more of the student’s current teachers and a school district representative. **NOTE: School District Rep must be authorized to allocate School District Resources.**

NAME (typed or printed)	POSITION (typed or printed)
_____	Parent
_____	Parent
_____	Student*
_____	Teacher of _____
_____	Teacher of _____
_____	Teacher of _____
_____	Teacher of _____
_____	School District Representative (Chairperson)
_____	_____
_____	_____

*The student may participate if the parents choose to have the student participate.

I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

Test Name	Age Taken	Scores
PSSA		
WISC (III or IV)		

Subject Specific Performance:	Letter GRADE	Grade Semester Level	Teacher Comment	PDE Standards*
English				
Math				
Science				
Social Studies				
Foreign Language				
Art				
Music				

- Pennsylvania Department of Education Standards for each grade level.
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Specific Aptitudes and Abilities: My child is good at the following:

Assessment Tools: Fisher Comprehensive Assessment of Giftedness Scale, Renzulli Harman Scale, McCarney School version Rating Scale, Purdue Academic Rating Scale for Science, GATES: Gifted and Talented Evaluation Scale, Learning Styles Inventory, Creative Thinking Assessments, Iowa Acceleration Scale

Key words: exceptional ability, retain, memory, non-conformist, independence, self-directed, compacted curriculum, acceleration

Rates of Acquisition & Retention:

Interests: My child enjoys:

Strengths: My child excels at:

Creative Abilities:

Problem Solving and Higher Level Thinking Skills:

Key words: generates new information; higher level thinking skills/strategies; produces; creates; elaborates; appreciates aesthetics; sense of humor; visual; written or performing arts talents; motivated to learn; leadership; personal & interpersonal abilities; philosophy interest; advanced vocabulary

Needs: In order to be successful, my child needs:

Social Needs:

Emotional Needs:

Learning Style:

Examples: ongoing challenges within the learning environment; specific skill attainment and development; emotional or social skill development; attention to learning styles and adaptations. SEE: Multiple Intelligences (Gardner) or Emotional Intelligence (Goldman)

Special Needs: culturally diverse, disadvantaged, underachieving, female, ELL, students with disabilities.

II. GOALS AND OUTCOMES: (ONE PAGE PER GOAL)

A. ANNUAL GOAL: (based on present levels, yield meaningful benefit & student progress in one year's time)

Starting Point: _____ Goal: _____

Key Terms: rapid pacing in _____ subject, develop _____ skills; independent skills; problem solving skills; complete _____ grade subject curriculum; increase ability to collaborate; investigate _____ topic;

B SHORT-TERM LEARNING OUTCOMES: (responsive to GMDT identified needs)

1) Short Term Learning Outcome: (AS MANY AS NECESSARY)

Key terms: Successful mastery; accelerate grade level; enrichment project; problem solving activity; student selected topic; correlated with curriculum; topic of student interest; journal; notebook; bibliography; presentation; poster, PPP; demonstration; group project; list of possible solutions/explanations; criteria for scoring; demonstrate collaborative product; attend topic specific workshops; complete internship; interview one experts; simulation; based on student interest

• Objective Criteria –

Key terms: Mastery at ___% of _____ assessment tool; Completion of _____ curriculum; Completion of _____ project; checklist; learning contract; demonstrate use of diverse resources (internet, periodicals), _____ items; follow standard APA/MLA format; create unique format; teacher guided format; written problem; list of possible solutions; develop scoring criteria; written presentation; ready to publish; evaluation by expert in the field;

• Assessment Procedures

Key terms: teacher assessment; standard assessment; student teacher discussion; presentation; finalize –; on-going assessment, teacher review and template based grade; self-evaluation, peer evaluation; materials clear and correct; homework; tests; debriefing of mentorship/field experience; credit for prior learning; weighed grading; professional standards; rubrics; test out of content;

• Timelines: (how often assessment will be conducted)-

Key terms: week; month; semester; school year; at conclusion of project; at conclusion of step 1 of project; prior to submission deadline;

C. SPECIALLY DESIGNED INSTRUCTION TO BE PROVIDED TO THE STUDENT. (This may be listed with each short-term learning objective or listed in this section.) (modifications to instructional environment, methods, materials or special curriculum)

Keywords: compacting, diagnostic-prescriptive instruction, Socratic teaching; placement in accelerated class; access to materials during study periods; library pass; alternative assignment; homogeneous grouping; advanced placement; internship; enriched curriculum; professional standards for end products; study major themes; seminars; independent study; pretest; out of school settings; utilize technology; communicate with parents; challenging but not lengthy; replace assignments; managerial assistance; methodological assistance; opportunities with peers; real problems; leadership opportunities; distance learning; shadow studies; early graduation; early to college/kindergarten/honors; grade skipping; alternative scheduling; outside-of-school experiences/classes **EXCLUDE:** peer tutoring, extra assignments, grading papers, teacher helper, penalty to student with work or schedule.

Evaluation Tool: Progress

DATE				
Reporting Code				

Code for reporting Progress of Learning Outcome:

M = Mastery G= Good S= Satisfactory I= Needs Improvement

D. SUPPORT SERVICES NEEDED TO ENSURE THE STUDENT BENEFITS FROM OR GAINS ACCESS TO A GIFTED EDUCATION PROGRAM.

Keywords: career guidance; counseling; affective education; transportation; technology; flexible groups; psychological services; parent counseling or education

II. DATES

A. Projected date when services and programs will begin: ____/____/____
Mo Day Yr

B. Anticipated duration of services and programs: ____/____/____
Mo Day Yr