

System LOOK-FORS
for a productive relationship between
Response to Intervention (RtI) models of instruction
and Gifted Education Service

Implementing Instructional Models

	No Evidence	Some Evidence	Much Evidence
1. Placement is driven by student need			
2. Instruction is driven by student need			
3. There is fluid placement of students			
4. Affective needs of students are addressed			
5. There is an explicit connection between gifted education service and achieving district goals for academic success.			
6. Assessments have sufficient range and are sensitive to measure individual student growth.			
7. Teacher training supports the most effective instructional practices in personalizing learning			
8. Staff are able to articulate that RtI and gifted education can be symbiotic but are not the same.			
9. Teacher training supports supervision and coaching of both RtI and gifted education effective practice			

Adopting Instructional Models

	No Evidence	Some Evidence	Much Evidence
10. Implementation of the RtI model does not preclude gifted education models determined to be effective.			
11. The RtI model allows for acceleration of some students.			
12. The RtI model opens the opportunity for gifted education specialists to be part of child study teams.			
13. The RtI model is critically examined for its impact on gifted education resources. For example more gifted specialists may be required to equitably implement differentiation.			

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