



Gifted Education Continuum of Services

TIER 3 Identified

Grades K-12 Area of Identification:
Verbal, Quantitative, Non-verbal

Programming:

Instructional programming may include advanced coursework, flexible groups, pullout, personalized learning, enrichment, and/or independent projects

Student has been through formal identification process

Identified students shared with appropriate staff

TIER 2 High Achievers

Differentiation within classroom (specific)

Flexible service in small groups (verbal, quantitative, non-verbal)

May receive services for Advanced Math

Screening for potential services and for effective differentiation - Teachers/Teams are engaged in MTSS process

Tools
ISASP, CogAT, teacher recommendation (TAG or classroom), parent or student request, CFA, MTSS Flow Chart

TIER 1 Core (All Students)

Differentiation within classroom (general)

Collaboration with teachers/teams as needed

Essential Question: "How will we extend and enrich the learning for students?"

Teachers/Teams are engaged in MTSS process

Use MTSS Flow Chart

Center Point-Urbana CSD recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services to meet their varied needs. These standards are woven throughout our various programs and service continuum as outlined above. Our three tiers are designed to start with the least disruptive enrichment to an accelerated program that allows students to progress into more advanced content areas at an accelerated pace and beyond their chronological years.