

**ALS Pilot Stakeholder Input  
2014-2015**

| <b>Program Administration</b>   |                  |                  |
|---|------------------|------------------|
| <b>Objective 1: Create a “Continuum of Services for Accelerated Learners” pilot plan at Glenshire Elementary School.</b>      |                  |                  |
| <b>Action Steps:</b>  | <b>Questions</b> | <b>Comments:</b> |
| Select staff to write a pilot proposal based on best practices in gifted education and consultation with experts in the field |                  |                  |
| Revise plan as needed   |                  |                  |
| Present pilot plan to school board for adoption   |                  |                  |

| <b>Program Administration</b>  |                  |                  |
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| <b>Objective 2: Ensure that appropriately qualified personnel with expertise in gifted education direct the services for the pilot program</b> |                  |                  |
| <b>Action Steps:</b>   | <b>Questions</b> | <b>Comments:</b> |
| Hire Full-Time Accelerated Learner Services Teacher (ALS)  |                  |                  |
| ALS Teacher must have gifted education endorsement or minimum of 12 graduate units in gifted education   |                  |                  |
| ALS teacher will work directly with formally identified gifted learners and other high achievers to  |                  |                  |

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| provided educational experiences commensurate with students' abilities |  |  |
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### Program Administration

**Objective 3: Ensure that the pilot program is clearly communicated to all stakeholders: parents, students, district staff, and the community.**

| Action Steps:   | Questions: | Comments: |
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| Information regarding pilot program is shared with site staff in welcome back letter or during professional development days before school starts             |            |           |
| Orientation for identified gifted students and parents  |            |           |
| Website for Accelerated Learner Services is created at each site participating in pilot program and used to communicate essential information to stakeholders |            |           |
| Pilot program updates shared at staff, admin., and / or board meetings at least three times during the year   |            |           |

### Curriculum and Instruction

**Objective 1: A Personal Learning (PLP) will be created for all formally identified gifted students and any K-demonstrating performance or potential two or more grade levels beyond their age peers or as determined by the classroom teacher and ALS teacher.**

| Action Steps:  | Questions | Comments: |
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| Create Personal Learning Plan Template                             |           |           |
| Inform staff of PLP process prior to beginning of 2014 school year |           |           |

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| ALS Teacher will meet with each formally identified gifted student, his/ her teachers, and counselors to obtain achievement data and information regarding strengths and challenges. Parent input is also included in the PLP.<br><br>ACMS - During conferences |  |  |
| Expand PLP services to any K-5 students in need as the year Progresses  |  |  |
| ALS Teacher will meet with parents of students with PLPs  |  |  |

## Curriculum and Instruction

**Objective 2: Subject Area Acceleration with in grade level: Students of high ability in the core content areas of Math and English / Language Arts will be grouped together for instructional purposes during the regular school day**

| Action Steps:   | Questions | Comments: |
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| ACMS offers acceleration in math, which begins with highly differentiated curriculum for eligible 6th graders within their math class. 7th graders requiring accelerated math will be placed in a math class with 7th and 8th grade Common Core math curriculum compacted within one year of study. 8th graders requiring accelerated math will take a compacted Integrated Math I course in the fall, and will go to TAhoe Truckee High School in the Spring to take Integrated Math II as a cohort. |           |           |
| ACMS offers acceleration in reading and writing, which begins in 6th grade. Acceleration includes a highly differentiated curriculum within the regular ELA classroom.  |           |           |
| 4th/ 5th Grade level teams decide which teacher is most qualified to teach subject-area content at an advanced level. OR teachers will provide highly differentiated  |           |           |

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| curriculum and instruction for ALS students within the regular classroom.   |  |  |
| Achievement data is used by teachers to determine which students should receive accelerated instruction in the core content areas of Math and ELA |  |  |

| <b>Curriculum and Instruction</b>   |                  |                  |
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| <b>Objective 3: ALS teacher will work directly with students and teachers to provide support for interventions such as: curriculum compacting, small group instruction, and accommodations/modifications dictated by student and teacher needs.</b> |                  |                  |
| <b>Action Steps:</b>  | <b>Questions</b> | <b>Comments:</b> |
| Create and analyze a differentiation needs assessment for identified gifted students and site staff.  |                  |                  |
| ALS teacher works with grade level PLCs and Academic Coach to plan appropriate differentiation.   |                  |                  |
| ALS teacher works directly with students in small groups to facilitate differentiation for advanced learners in the classroom OR classroom teachers differentiate within their classrooms for ALS students.   |                  |                  |

| <b>Curriculum and Instruction</b>   |                  |                  |
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| <b>Objective 4: Provide time during the school day to help GATE identified students discover their interests and passions and learn how to develop them in ways that benefit others or society.</b> |                  |                  |
| <b>Action Steps:</b>  | <b>Questions</b> | <b>Comments:</b> |
| ALS teacher meets with site administration and 4th/5th grade teachers to determine the best time to   |                  |                  |

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| provide push in/pull out services during the school day   |  |  |
| Develop preliminary scope and sequence for the Enrichment classes   |  |  |
| Provide Type I, II, and III Enrichment opportunities based on the Schoolwide Enrichment Model   |  |  |
| ACMS GATE students meet every day during Socratic Seminar to develop debate and critical thinking skills, and to be provided with social-emotional curriculum |  |  |

## Curriculum and Instruction

### Objective 5: Provide extra-curricular enrichment opportunities for identified gifted learners.

| Action Steps:  | Questions | Comments: |
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| ACMS GATE after school science classes (two Mondays a month from 2:30-4:15pm)  |           |           |
| Continue to fund PTO before or after school academic enhancement classes.  |           |           |
| Offer Saturday Summit, student-to-student conference, social opportunities, or other Enrichment Opportunities.   |           |           |
| Week long Summer Academy for qualified accelerated learners to coincide with Summer Scholars Program (Program modeled after Academic Talent Search--Sacramento). Expand to a summer Bridges Program (Young Scholars--Fairfax)/ Talent Development Enrichment for all students. |           |           |

## Professional Development

**Objective 1: Teachers working with cluster groups of identified gifted students will receive district training and are encouraged to earn a certificate or endorsement in gifted education.**

| <b>Action Steps:</b>   | <b>Questions</b> | <b>Comments:</b> |
|--|------------------|------------------|
| Teachers informed of online gifted education course offerings (i.e.: UCSD, UCONN, UNR, USC, NACG, etc.)                                  |                  |                  |
| Teachers working with cluster groups of gifted students will participate in district professional development regarding gifted education |                  |                  |

### Professional Development

**Objective 2: Provide opportunities for professional development in gifted education to all staff in a variety of formats including online resources, staff collaboration, PLC work, or district in-person trainings.**

| <b>Action Steps:</b>  | <b>Questions</b> | <b>Comments:</b> |
|---|------------------|------------------|
| Create and analyze a professional development needs assessment regarding gifted education/advanced learners                 |                  |                  |
| Provide time during PLCs or staff collaborations for professional development regarding gifted education                    |                  |                  |
| Provide links on website to professional development videos, articles and other online resources regarding gifted education |                  |                  |

### Professional Development

**Objective 3: Base professional development on current best practices, consultation with experts, and knowledge of research of gifted education.**

| <b>Action Steps:</b> | <b>Questions</b> | <b>Comments:</b> |
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| Follow the recommendations for professional development from gifted resources, such as: NAGC Standards and/or current research        |  |  |
| Bring in experts in gifted education for professional development for all staff (i.e.: Susannah Richards, Ian Byrd, Dan Peters, etc.) |  |  |

### Program Evaluation

#### Objective 1: Evaluate services provided on a continual basis.

| Action Steps:  | Questions | Comments: |
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| Design an evaluation process that is aligned with district GATE Plan (2014-2017) |           |           |

### Program Evaluation

#### Objective 2: Collect data addressing pertinent questions raised by stakeholders.

| Action Steps:  | Questions | Comments: |
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| Obtain necessary student achievement data, design pre- and post- student assessments regarding content skills and attitudes, evidence of differentiation, etc. |           |           |
| Survey stakeholders  |           |           |

### Program Evaluation

#### Objective 3: Program evaluation will be based on best practices, consultation with experts, and knowledge of the research base in the field of gifted education.

| <b>Action Steps:</b>   | <b>Questions</b> | <b>Comments:</b> |
|--|------------------|------------------|
| Follow the recommendations for program evaluation from gifted education resources, such as: NAGC Standards and "A Practitioner's Guide to Evaluation of Programs for the Gifted" |                  |                  |