

# Accelerated Learner Services Pilot Program Plan



*"What educators and psychologists recognize as giftedness in children is really potential giftedness, which denotes promise rather than fulfillment and probabilities rather than certainties about future accomplishments. How high these probabilities are in any given case depends much on the match between a child's budding talents and the kinds of nurturance provided."*

*Dr. Harry Passow, Expert in Gifted Education*

# **Accelerated Learner Services Pilot Program Plan**

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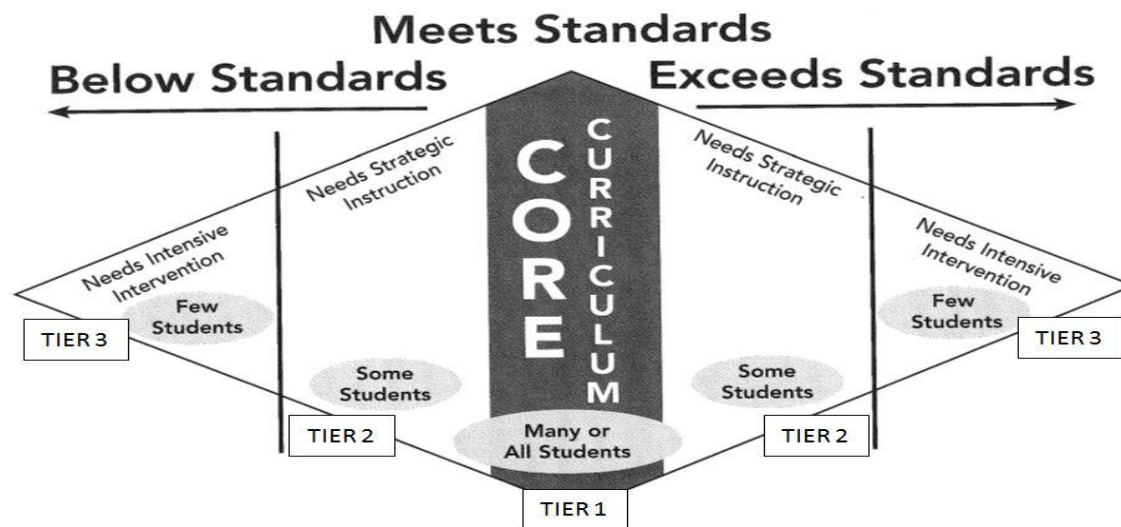
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## Rationale for Pilot Program

The purpose of this pilot program is to provide services for accelerated learners that support their continuous academic progress and healthy social and emotional development. TTUSD recognizes that in order to achieve continuous academic progress, some students need extra or more intensive support. This pilot program is based on the RtI<sup>2</sup> model of serving individual student's needs. (See diagram below)



### The following principles guided the development of services outlined in this plan:

1. Services for accelerated learners require strong systemic support within the district, additional personnel with expertise in gifted education, and sufficient resources.
2. Accelerated learners need differentiated curriculum that addresses their unique learning needs through acceleration, novelty, increased depth and complexity of content, flexible instructional grouping practices, social/emotional support, and advanced enrichment opportunities to systematically develop their creative productive capacity
3. Since accelerated learners spend most of their time in general education classrooms, general education teachers need to participate in professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations and develop an array of high-quality, research-based differentiation strategies that challenge students.
4. Formative and summative evaluations will be used to measure the efficacy of the pilot program.

## Program Administration Overview

Program administration requires strong systemic support within the district, additional personnel with expertise in gifted education, and sufficient resources.

### Program Administration Objectives

1. Create an “Accelerated Learners Services” pilot plan for Glenshire Elementary School.
2. Ensure that appropriately qualified personnel with expertise in gifted education direct services for the pilot program.
3. Ensure that the pilot program is clearly communicated to all stakeholders: parents, students, district staff, and the community.

<b>Program Administration</b>				
<b>Objective 1: Create a “Continuum of Services for Accelerated Learners” pilot plan at Glenshire Elementary School.</b>				
Action Steps	Resources Needed	Person(s) Responsible	Timeline	As Measured By
Select staff to write a Pilot Proposal based on best practices in gifted education and consultation with experts in the field.	<ul style="list-style-type: none"> <li>Staff to write pilot proposal</li> <li>District funds for summer pay</li> <li>Resources/experts to guide pilot objectives</li> </ul>	District GATE staff: GES GATE Coordinator, TES GATE Coordinator	First Draft to be completed by 8/01/14	Submitted pilot plan
Revise plan as needed		District staff and stakeholders	8/01/14-8/18/14	Feedback submitted and considered
Present pilot plan to school board for adoption		Exec. Dir. of Ed. Services, EIPC, or other district staff involved in pilot plan	8/20/14	Pilot plan presented at 8/20/14 board meeting and approved

<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>Resources Needed</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>As Measured By</b>
Hire Full-Time Accelerated Learner Services Teacher (ALS) teacher	FTE allocation from district	Exec. Dir. of Ed. Services Exec. Dir. of Admin. Services	Approval at 8/20/14 board meeting	Approval of position by school board
ALS teacher must have gifted education endorsement or minimum of 12 graduate units in gifted education			Before assignment (concurrent if needed)	Staff hired has stated qualifications
ALS teacher will work directly with formally identified gifted learners and other high achievers to provide educational experiences commensurate with students' abilities.		ALS teacher	Ongoing	

<b>Objective 3: Ensure that the pilot program is clearly communicated to all stakeholders: parents, students, district staff, and the community.</b>				
<b>Action Steps</b>	<b>Resources Needed</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>As Measured By</b>
Information regarding pilot program is shared with site staff in welcome back letter or during professional development days before school starts		Site Administrators and/or EIPC	Before start of 2014 school year	Notification of staff is completed
Orientation for identified gifted students and parents.	<ul style="list-style-type: none"> <li>Contact information for all parents obtained</li> <li>1 hour for orientation</li> <li>Prep time for orientation</li> </ul>	EIPC, site ALS teacher, and site administrator	Orientation to take place by 9/12/14	Orientation takes place

Website for Accelerated Learner Services is created at each site participating in pilot program and used to communicate essential information to stakeholders	Any necessary tech support to complete website	ALS teacher with tech support	<ul style="list-style-type: none"> <li>• Basic page up by 8/28</li> <li>• Additions to website made throughout the year</li> </ul>	Website up and running by 8/28
Pilot program updates shared at staff, admin., and/or board meetings at least three times during year	Information regarding the ALS pilot program	Exec. Dir. of Ed. Services, EIPC, and ALS teacher	One update per trimester	Updates completed

## Curriculum and Instruction Overview

It is recognized that some students need extra support to achieve continuous growth in the regular school setting. A continuum of programming services is necessary to ensure educational experiences commensurate with student abilities, and provide services to address the unique and social-emotional needs of gifted students. The continuum of services offered in the pilot program is based on an RtI<sup>2</sup> model of tiered services responding to students' needs.

## Curriculum and Instruction Objectives

1. **Personal Learning Plans:** An Personal Learning Plan (PLP) will be created for all formally identified GATE students and any K-5 student demonstrating performance or potential two or more grade levels beyond their age peers or as determined by the classroom teacher and ALS teacher.
2. **Acceleration:** 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 to provide accelerated pacing and increased depth and complexity of content.
3. **Differentiation Support:** ALS teacher will work directly with students and teachers to provide support for interventions such as: curriculum compacting, small group instruction, and modifications dictated by student and teacher needs.
4. **GATE Enrichment/ Social-Emotional Support:** 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. Time will be provided during the regular school day for identified gifted learners to develop creative productive skills and pursue individual topics at advanced levels of involvement. Small group instruction or individual mentorship would be available during this time. The curriculum for these services is based on the *Schoolwide Enrichment Model* of Joseph Renzulli and Sally Reis and the *Autonomous Learner Model* created by George Betts and Jolene Kercher.
5. **Extra -Curricular Opportunities:** Provide extra-curricular enrichment opportunities for identified gifted learners.

Curriculum and Instruction				
Objective 1: A Personal Learning Plan (PLP) will be created for all formally identified gifted students and any K-5 student 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	Resources Needed	Person(s) Responsible	Timeline	As Measured By
Create Personal Learning Plan template	<ul style="list-style-type: none"> <li>• Sample plans from online sources</li> </ul>	ALS teacher	Completed prior to 9/12/14	Template Completed
Inform staff of PLP process prior to beginning of 2014 school year	Time during PLCs or staff collaboration time	EIPC, site administrator	8/25/14-8/27/14	PLP process communicated to staff
ALS Teacher will meet with each formally identified gifted student, his/her teachers, and counselors to obtain achievement data and	Time to meet with individuals in PLP process	ALS teacher	PLPs for formally identified gifted students completed by Thanksgiving Break	PLP completed for all formally identified gifted students

information regarding strengths and challenges. Parent input is also included in the PLP. ACMS-During Conferences				
Expand PLP services to any K-5 students in need as the year progresses		ALS teacher	To begin after Winter Break	The number of students requiring a PLP because of their need for additional accelerated services within the school day
The PLP is used to guide classroom differentiation and educational programming options including social-emotional needs, and is used as a record of a child's talent development process	Time to record data and develop individual programs and communicate goals of plan with student, teachers and parents	ALS teacher	Ongoing	<ul style="list-style-type: none"> <li>Assess individual growth of students who have a PLP at least twice a year to determine whether the goals of the PLP are being met</li> <li>Survey parents, students, and teachers about the PLP process mid-year and at the end of the year</li> </ul>
ALS Teacher will meet with parents of students with PLPs	Time to meet with parents	ALS teacher, parents/guardians regular classroom teacher (optional)	By Thanksgiving Break	Meetings held

**Objective 2: Subject Area Acceleration within 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.**

EX: During math, high ability math students are grouped in one class while the other classes are heterogeneously grouped. Significant research shows that the achievement of other students is not affected when the highest achieving students are grouped for instructional purposes.

Action Steps	Resources Needed	Person(s) Responsible	Timeline	As Measured By
ACMS offers acceleration in math, which begins with highly differentiated curriculum for eligible 6 <sup>th</sup> graders within their math class. 7 <sup>th</sup> graders requiring	Transportation to/from Tahoe Truckee High School	ACMS Math Teachers, administrators from ACMS and TTHS, TTHS Math teachers	Ongoing	The number of students in accelerated math courses



accelerated math will be placed in a math class with 7 <sup>th</sup> and 8 <sup>th</sup> grade Common Core math curriculum compacted within one year of study. 8 <sup>th</sup> 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 6 <sup>th</sup> grade. Acceleration includes a highly differentiated curriculum within the regular ELA classroom		ACMS ELA Teachers	Ongoing	
4 <sup>th</sup> /5 <sup>th</sup> Grade level teams decide which teacher is most qualified to teach subject –area content at an advanced level. <b>OR</b> teachers will provide highly differentiated curriculum and instruction for ALS students within the regular classroom.		GES 4 <sup>th</sup> /5 <sup>th</sup> Teachers	Ongoing	Qualified staff assigned to teach advanced content <b>OR</b> evidence of differentiated curriculum and instruction for ALS students
Achievement data is used by teachers to determine which students should receive accelerated instruction in the core content areas of Math and ELA	Achievement data, time during PLC to analyze data and select students for advanced instruction	4 <sup>th</sup> /5 <sup>th</sup> teachers, ALS teacher, Academic coach	Ongoing	Advanced level instructional groups are created

**Objective 3: ALS teacher will work directly with students and teachers to provide support for interventions such as: curriculum compacting, small group instruction, and**

**modifications dictated by student and teacher needs.**

Action Steps	Resources Needed	Person(s) Responsible	Timeline	As Measured By
Create and analyze a differentiation needs assessment for identified gifted students and site staff	Any tech support as needed	ALS Teacher	Needs assessment created by end of September	Needs assessment completed by staff and students
ALS teacher works with grade level PLCs and Academic Coach to plan appropriate differentiation	Time with PLCs to plan	ALS teacher, grade level teachers, Academic Coach	Begin process in fall 2014/ Ongoing	<ul style="list-style-type: none"> <li>• Teacher pre and post self-evaluations</li> <li>• Documentation of an increase in frequency and types of differentiation strategies used by teachers</li> <li>• Specific evidence that the lessons presented to ALS students are different than what is presented to non-ALS students</li> </ul>
ALS teacher works directly with students in small groups to facilitate differentiation for advanced learners in the classroom OR classroom teachers differentiate within in their classrooms for ALS students	Flexible schedule for ALS teacher to push-in or pull-out for differentiation support	ALS teacher, grade level teachers		<ul style="list-style-type: none"> <li>• Number of students served, teacher surveys, achievement data</li> <li>• Specific evidence that the lessons presented to ALS students are different than what is presented to non-ALS students</li> </ul>

**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.** Time will be provided during the regular school day for identified gifted learners to develop creative productive skills and pursue individual topics at advanced levels of involvement. Small group instruction or individual mentorship would be available during this time. The curriculum for these services is based on the *Schoolwide Enrichment Model* (SEM) of Joseph Renzulli and Sally Reis, and the *Autonomous Learner Model* created by George Betts and Jolene Kercher.

<b>Action Steps</b>	<b>Resources Needed</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>As Measured By</b>
ALS teacher meets with site admin. and 4 <sup>th</sup> /5 <sup>th</sup> teachers to determine best time to provide push in/pull out services during the school day	Room at the site in which to conduct the classes	ALS teacher, grade level teachers, site admin.	Before start of 2014/15 school year	Time and location for class determined
Develop preliminary scope and sequence for the Enrichment classes	Autonomous Learner Model and Schoolwide Enrichment resources	ALS teacher, input from EIPC and other district GATE staff	Fall 2014 and Ongoing	Scope and Sequence shared with stakeholders
Provide Type I, II, and III Enrichment opportunities based on the Schoolwide Enrichment Model	Room to work with small to large groups of students	ALS teacher	Interested students working on Type III passion projects by Spring 2015	<ul style="list-style-type: none"> <li>• # of Type III projects completed by students</li> <li>• Use Student Quality Assessment Forms (created by Reis, 1981) to assess quality of student products</li> <li>• Students to potentially present their passion projects to the school board</li> </ul>
ACMS GATE students meet every day during Socratic Seminar to develop debate and critical thinking skills, and to be provided with social-emotional curriculum		ACMS GATE Coordinator and Socratic Seminar teachers	Ongoing	<ul style="list-style-type: none"> <li>• Evidence of social-emotional curriculum</li> <li>• Evidence of a curriculum that supports and develops critical thinking skills</li> </ul>

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

<b>Action Steps</b>	<b>Resources Needed</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>As Measured By</b>
ACMS GATE after school science classes (two Mondays from 2:30-4:15)		ACMS GATE Coordinator		Attendance logs

Continue to fund PTO before or after school academic enhancement classes	PTO or other funds to pay for teachers	PTO/ site Admin.	Continue	Student surveys, Pre and Post assessment
Offer Saturday Summit, student-to-student conference, social opportunities, or other Enrichment Opportunities	District or Site funds to pay for materials or any outside guest speakers—possible community sponsors?	EIPC, ALS teacher, District GATE staff, site administrators	2014/1015 school year-one Summit offered by Spring	Successful event takes place
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	<ul style="list-style-type: none"> <li>• District Funds to support one week of summer pay for involved teachers</li> <li>• District Funds to support materials and supplies</li> <li>• Facility to hold the classes for one week of instruction</li> </ul>	EIPC, District GATE staff	<ul style="list-style-type: none"> <li>• 2014/15-Explore financial feasibility of program</li> <li>• Explore partnerships with Davidson Academy, UNR, Washoe County GATE, ATS</li> <li>• Spring 2015 written proposal for Summer Academy Proposal submitted to board if necessary</li> </ul>	One week of Summer Academy courses offered in Summer 2015

## Professional Development Overview

Training to meet the needs of accelerated learners is an integral part of district professional development for the Common Core State Standards, Professional Learning Communities, and RtI<sup>2</sup>. Since advanced learners spend most of their time in general education classrooms, general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the district identification and referral process, and possess an array of high-quality, research –based differentiation strategies that challenge students.

### Professional Development Objectives

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.
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.
3. Base professional development on current best practices, consultation with experts, and knowledge of research in the field of gifted education.

<b>Professional Development</b>				
<b>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	Resources Needed	Person(s) Responsible	Timeline	As Measured By
Teachers informed of online gifted ed. course offerings (Ex: UCSD, UCONN, UNR, USC)	District recognizes there is a shortage of staff trained in gifted education, therefor it will partially fund gifted education certificate/ endorsement course work for the next two years	<ul style="list-style-type: none"> <li>• Educational Services staff, Human Resources Dept.</li> <li>• District GATE staff responsible for sharing with their sites information about gifted ed. course offerings</li> </ul>	Before School 2014 and ongoing	<ul style="list-style-type: none"> <li>• Increase in number of teachers with gifted ed. certificate (12 graduate units in gifted education)</li> </ul>
Teachers working with cluster groups of gifted students will participate in district professional development regarding gifted education	District funds to pay for teacher time during training or substitute teachers for release time	EIPC, District GATE staff	Ongoing district professional development offered by EIPC and district GATE staff	<ul style="list-style-type: none"> <li>• number of teachers participating in district gifted education professional development</li> </ul>

**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>Resources Needed</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>As Measured By</b>
Create and analyze a professional development needs assessment regarding gifted education/ advanced learners		ALS teacher, EIPC	Fall 2014	Needs assessment created and results shared
Provide time during PLCs or staff collaborations for professional development regarding gifted education	Time during PLCs or staff collaboration	EIPC, ALS teacher, district GATE staff	Ongoing	Number of staff participating in professional development opportunities
Provide links on website to professional development videos, articles and other online resources regarding gifted education.	District EIPC website or site website with links for professional development	EIPC, District GATE staff	Fall 2014-Provide links to online professional development opportunities	Survey of teachers' use of online resources

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

<b>Action Steps</b>	<b>Resources Needed</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>As Measured By</b>
Follow the recommendations for professional development from gifted resources, such as: NAGC Standards/ Current research		Educational Services personnel, EIPC, Academic Coaches, ALS teacher, other district GATE teachers	Ongoing	Evidence in professional development that is based on best practices.
Bring in experts in gifted education for professional development for all staff EX: Susannah Richards: ELA expert, Ian Byrd, Dan Peters	District funds \$5,000-10,000.00	EPIC	August/ Sept. Submit professional development request forms	At least one training offered by gifted education expert

**Program Evaluation Overview**

The pilot program for Accelerated Learner Services must include a systemic study of the effectiveness of services provided and is aligned with district GATE plan evaluation procedures. Program evaluation and improvement should be based on the collection of data regarding student achievement, adequacy of resources available, professional development provided, and quality of instruction and programming options.

### Program Evaluation Objectives

1. Evaluate services provided on a continual basis.
2. Collect data addressing pertinent questions addressed by stakeholders.
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>Program Evaluation</b>				
<b>Objective 1: Evaluate services provided on a continual basis.</b>				
<b>Action Steps</b>	<b>Resources Needed</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>As Measured By</b>
Design an evaluation process that is aligned with district GATE plan	Student Achievement data, survey results	EIPC, Educational Services staff, ALS teacher	Formal evaluation presented to board June 2015	Annual reports provided

<b>Objective 2: Collect data addressing pertinent questions raised by stakeholders.</b>				
<b>Action Steps</b>	<b>Resources Needed</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>As Measured By</b>
Obtain necessary student achievement data, design pre and post student assessments regarding content skills and attitudes, evidence of differentiation, etc.	Student Achievement data, evidence of differentiation, etc.	EIPC, Educational Services staff, ALS teacher, site teachers and administrators	Ongoing collection of data	Annual reports provided
Survey stakeholders	Supporting technology	EPIC, Educational Services Staff, ALS teacher, site teachers and administrators, all stakeholders	Ongoing collection of data	Annual Reports provided

**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>Resources Needed</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>As Measured By</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”	Student Achievement data, survey results, program evaluation resources	EIPC, Educational Services staff, ALS teacher, site administrators	Formal evaluation presented to board June 2015	Evidence in the evaluation process that it is based on best practices

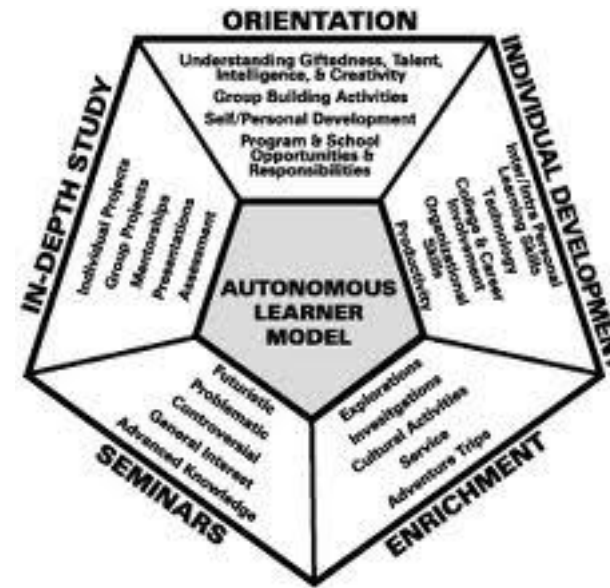
Note: Content and wording for this plan has been adapted from the NAGC K-12 Programming Standards, Washoe County School District Gifted and Talented Education Program Strategic Plan, Fairfax County Public Schools Advanced Academic Programs, and Napa Unified School District Advanced Learner Programs and Services Website.



### Autonomous Learner Model:

The Autonomous Learner Model provides learners the opportunities to develop foundational concepts of giftedness, talent, intelligence, creativity and the development of potential. The curriculum guides students to discover more about themselves, their abilities, and how they can develop their talents to help benefit others and society. Students progress from learning about themselves as individuals to learning about how they fit with larger social groups and networks. How are networks of support essential to building one’s natural abilities into expert talents? More information about the Autonomous Learner Model can be found through the following link:

[http://nmgifted.org/uploads/2/8/2/3/2823338/autonomous\\_learner\\_model.pdf](http://nmgifted.org/uploads/2/8/2/3/2823338/autonomous_learner_model.pdf)



### Schoolwide Enrichment Model:

The Schoolwide Enrichment Model (SEM) was developed to encourage and develop creative productivity in young people. It is based on the idea that gifted behaviors are the result of the interaction between above average ability, creativity, and task commitment. Gifted behaviors according to this model occur in certain people, at certain times and under certain circumstances. In order for gifted behaviors to develop they need nurturance. Young people need exposure to a wide variety of enriching opportunities in order to discover their interests and passions. They also need guidance in the methodologies of different disciplines in order to develop skills to pursue authentic investigations of real world problems.

<http://cms.education.gov.il/NR/rdonlyres/39E53BA8-A7BC-445A-9816-AFAD08435695/127851/THESCHOOLWIDEENRICHMENTMODELAFOCUSONSTUDENTSTRENGT.pdf>

