

● ● ● | Looking at Program Options for Gifted Students

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● ● ● | National Standards: *Aiming for Excellence*

- *Aiming for Excellence: Gifted Program Standards* edited by Mary S. Landrum, Ph.D., Carolyn M. Callahan, Ph. D., and Beverly D. Shaklee, Ed.D. NAGC, 2001
- Annotations to the National Association for Gifted Children (NAGC) PK-12 Gifted Program Standards
- <http://www.nagc.org/index.aspx?id=1863>



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● ● ● | Theoretical Foundations of Program Design

- Guiding Principles from Program Design Section of the NAGC PreK-12 Gifted Program Standards
  - | Continuum of services
  - | Services integral part of school day
  - | Flexible grouping to facilitate differentiated instruction and curriculum



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**What are some advanced learner program delivery options?**


- Program Design Standard: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.
  - Continuum of programming services must exist for gifted learners (Van Tassel-Baska, 1998)

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**Theoretical Foundation:**  
 Vision/Mission, Philosophy, & Goal Statements

- Identification
- Delivery of Services
- Curriculum Development
- Professional Development
- Parent & Community Involvement




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**Philosophy**


- Accessible to all gifted learners
  - K – 12
  - Diversity of Gifted learner population
    - General Intellectual Aptitude
    - Specific Academic Aptitude
      - English math science social studies
    - Visual and Performing Arts Aptitude
      - visual art
      - vocal & instrumental music

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## Arlington Public Schools Gifted Services Philosophy

- APS Gifted Services Office recognizes and identifies certain learners within the school population who have unique abilities, interests, needs, and potential for achievement.
- Giftedness is developmental; it is potential which must be nourished.
- Gifted students share some characteristics with all other children.
- There is variability among the gifted.



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## Continuum of Services for Specific Academic Students

- School-Based
  - Cluster-grouping
  - Collaborative Instructional Model – RTG & classroom teacher working together
  - AP, IB and technical career courses
- County-Wide
  - Summer Laureate, K-4
  - Regional Governor's School, 9-12
  - Summer Residential Governor's School & Foreign Language Academies, 11 & 12
  - Independent Study for elective Credit, 10-12



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## Guiding Standard for Program



- A comprehensive K-12 program plan should include policies and procedures for identification, curriculum and instruction, service delivery, teacher preparation, formative and summative evaluation, support services and parent involvement.
  - NAGC Exemplary Standard

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Giftedness is developmental; it is potential which must be nourished.

- K-12 program
- Find students at a young age, especially students of under-represented populations
- Nurture and support growth
  - | Academic or artistic growth
  - | Creativity
  - | Leadership



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### Program Models for Gifted

- Differentiation in the regular classroom
  - | Meet the needs of all your learners
- Cluster classrooms
  - | Small groups of 5 students of like-ability
- Resource room
  - | Pull-out experiences for identified gifted students
- Consulting teacher
  - | Dr. Mary Slade Landrum – James Madison University



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### Let's look at program design based on differentiation

- | Elementary (K-5)
- | Middle school (grades 6-8)
- | High School (grades 9-12)



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## Top Ten Myths of Gifted

◻ [http://www.msde.maryland.gov/MSDE/programs/giftedtalented/top\\_ten\\_myths\\_video](http://www.msde.maryland.gov/MSDE/programs/giftedtalented/top_ten_myths_video)  
 | Gifted Education Office of the  
 Maryland State Department of  
 Education  
 200 West Baltimore Street  
 Baltimore, MD 21201

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View Point	Myth	Truth from Gifted Students Perspective	My School-based Evidence
Policy-Budget	1		
Principal	2		
Teacher	3		
Parent	4		
Counselor	5		
University Professor	6		
Teacher	7		
Special Ed Dept. Chair	8		
Curriculum Coordinator	9		
School Board	10		

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## The 10 Myths of Gifted

◻ How did the video "The 10 Myths of Gifted" dispel or reinforce your own thoughts about gifted education?  
  
 ◻ How does the content of the video relate to your school's perspective on gifted education:  
 | programming? funding? acceleration? challenging students in the early grades? underachievers? twice-exceptional students?  
 ◻ Are there some benefits for our school(s) having looked at these myths more closely?  
  
 ◻ Who else do we need to include in this dialogue about misconceptions related to student giftedness?

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● ● ● | Break

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● ● ● | Plus/Minus/Interesting (PMI)

Plus POSITIVE	Minus NEGATIVE	Interesting WOW!
		

Compare Points of View, Evaluate and Reflect!

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● ● ● | P M I - consider. . .

- ⦿ What makes sense for my school?
- ⦿ Why would one or more of the concepts below would work well in my school?
  - | Differentiated instruction?
  - | Flexible grouping?
  - | Cluster grouping?
  - | Accelerated course selection in secondary?




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## What is Differentiation?



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Carol Ann Tomlinson, UVA  
*How to Differentiate Instruction in Mixed Ability Classrooms*

☐ In a differentiated classroom, the teacher **proactively** plans and carries out varied approaches to **content, process, and product** in anticipation and response to student differences in **readiness, interest, and learning needs**.

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## Student Characteristics Guide Differentiation



- ☐ **Readiness** - tasks are a close match for their skills and understanding of a topic
  - <http://www.nwea.org/>
- ☐ **Interest** - tasks ignite curiosity or passion
- ☐ **Learning Profile** - encourages student to work in a preferred manner

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• • • | ☐ The success of education depends on adapting teaching to individual differences among leaders.

• Yueheng, 4th century BC, China

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• • • | Key Principles of Differentiation 

- ☐ Respectful tasks
- ☐ Flexible grouping
- ☐ On-going assessment and adjustment

- ☐ Content - What students learn
- ☐ Process - How they learn it
- ☐ Product - How they demonstrate what they have learned

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• • • | Content:  
varied complexity, depth,  
breadth

Sample Instructional Strategies:

- Varied texts and materials
- Learning Contracts
- Compacting



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● ● ● | **Process:**  
language/skills of discipline,  
instructional activities

Sample Instructional Strategies:

- Multiple Intelligences
- Varied Graphic Organizers
- Independent Study
- Resident Expert



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● ● ● | **Product:**  
open-ended, choice,  
multi-step, perspective, reflection

Sample Instructional Strategies:

- Product Choice
- Museum Project
- Written/Visual/Oral Presentations
- Presenting to a Real World Audience



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● ● ● | ☞ Differentiation must  
be an extension of,  
not a replacement  
for, high quality  
curriculum.

• Tomlinson, 2000

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## Theoretical Foundations



- Guiding Principles from Curriculum and Instruction Section of the NAGC PreK-12 Gifted Program Standards
  - | Differentiated curriculum, K-12
  - | Regular classroom curricula and instruction adapted, modified, or replaced to meet student needs
  - | Flexible instructional pace that allows for accelerated learning

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## Content & Process



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## Process/Content: Tiered Assignments



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● ● ● Process/Content:  
Flexible Groups



● ● ● Product



● ● ● Process: Teacher Sets Stage  
& Prearranges Groups



© Middle School, Grade 6 Science

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● ● ● | Process/Content:  
Varied Resources



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● ● ● | Process:  
Students at work



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● ● ● | Process:  
Teacher as Support



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● ● ● | Process:  
Collaborative Work




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● ● ● | Product: What are a student's strengths?

- ⦿ Assessing students' strengths and weaknesses
- ⦿ Self-assessment by the student to set goals for learning and determine product
- ⦿ Product Choice - variety to match interests
- ⦿ Open-ended - within a structure for assessment

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● ● ● | Novice

- ⦿ Flexible grouping
- ⦿ Open-ended tasks
- ⦿ Students as producers
- ⦿ Thinking and Inquiry




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- ⦿ Learning centers or stations
- ⦿ Student-developed centers
- ⦿ Pre-Assessment
- ⦿ Product Options
- ⦿ Research/independent study
- ⦿ Students' self-assessments

**Proficient**





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- ⦿ Tiered instruction
- ⦿ Curriculum compacting

**Advanced**





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**Secondary 6-12  
Content & Process**

- ⦿ Middle School & High School
  - ┆ Accelerate content
  - ┆ Accelerate access to Advanced course offerings: AP/IB or Cambridge
  - ┆ Choice for students to specialize in their strengths, talents, interests




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**Best Practices Documents**  
**Elementary & Secondary**

Content                      Product                      Process

- | In groups of three – examine one set of examples in both EL and SEC documents
- | What would you need to do at your school in order for teachers to be able to engage students in content, process, product differentiation for advanced learners?

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[www.tpsnva.org](http://www.tpsnva.org)

- c [http://www.tpsnva.org/teach/best\\_practices/bulletins.php](http://www.tpsnva.org/teach/best_practices/bulletins.php)
- c Elementary Copy on APS GS web site:
  - | [http://www.apsva.us/15401081151138413/lib/15401081151138413/di\\_elementary2\\_-\\_updated\\_2009.pdf](http://www.apsva.us/15401081151138413/lib/15401081151138413/di_elementary2_-_updated_2009.pdf)
- c Secondary copy on APS GS web site:
  - | [http://www.apsva.us/15401081151138413/lib/15401081151138413/di\\_secondary\\_-\\_updated\\_2009.pdf](http://www.apsva.us/15401081151138413/lib/15401081151138413/di_secondary_-_updated_2009.pdf)

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**Who Are the Gifted?**

- c ID Simulation
- c You are members of a committee charged with reviewing a group of applications submitted by ten families. You are only allowed to accept three of the applicants. In the initial group of students accepted to this prestigious program, the State Board is looking for a diverse group of students with exceptional abilities and skills in a variety of areas.

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● ● ● | Break

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● ● ● | How do we get started?

⌄ ASCD DVD *Leadership for Differentiating Instruction, 2007*

- Creating a vision for students in the differentiated school
- Continue to take notes based on the perspective of your school communities.

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● ● ● | How do we get started?

⌄ Non-negotiables of DI as per ASCD DVD *Leadership for Differentiating Instruction, 2007*

- | Respectful Work (instruction/activities)
- | High-Quality Curriculum
- | Flexible Grouping
- | Ongoing Assessment to adjust instruction
- | Community Building

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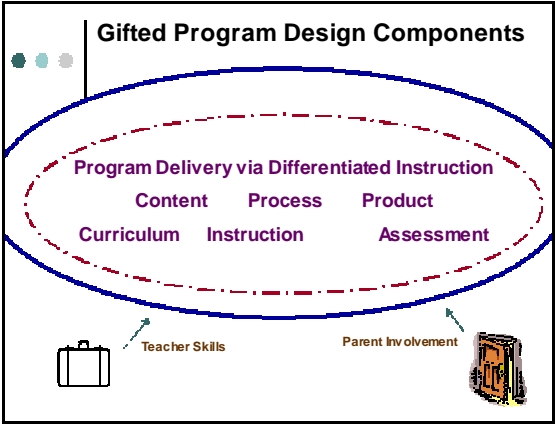
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### Theoretical Foundations: Curriculum & Instruction

- Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted learner.
  - NAGC, Gifted Program Standards, 2001
  - Framework with link to Instructional Approaches - <http://www.apsva.us/1540108/293758483/blankbrochure.asp?a=333&RMIDRN=200089&COE=1&e=57315&1540108283758483Nav=223115661&NodeID=1566>

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### Guiding Principle #1

- Differentiated curriculum for gifted learners must span grades PK – 12.
- Gifted children's entry and exit points in the general curriculum are different at all levels of development
  - **Early mastery of content and skills & continuous progress lead to sustained advanced learning rates across all grade levels**
    - NAGC

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● ● ● | Guiding Principle #2 

- ⦿ Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.
  - | Greater depth
  - | Greater complexity
  - | Greater sophistication
  - | Allow for creativity, originality, problem solving



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● ● ● | Differentiated Curriculum 

- ⦿ Replacement OR Extension of regular curriculum
- ⦿ Broad-based Themes, Issues or Problems
- ⦿ Multidisciplinary Study
- ⦿ Curriculum Compacting
- ⦿ Independent study & research
- ⦿ Accelerated coursework or content acceleration
- ⦿ Mentorships

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- ⦿ A curriculum that is good for students pushes them a bit beyond what they find easy or comfortable



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**Curriculum available for gifted students**


- ☉ Core Subjects – William and Mary Center for Gifted Education  
[http://cfge.wm.edu/Curr\\_listing.html](http://cfge.wm.edu/Curr_listing.html)
- ☉ Math – University of Connecticut NAEG Center for Gifted Education and Talent Development  
 Project M3: Mentoring Mathematical Minds  
<http://www.gifted.uconn.edu/projectm3/>

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**On-line courses available for gifted students**


Johns Hopkins University  
 Center for Talented Youth  
 CTYOnline Distance Education  
<http://cty.jhu.edu/ctyonline/2010catalog.html>

Stanford University  
 Education Program for Gifted Youth  
<http://epgy.stanford.edu/>

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**On-line courses available for gifted students**


- ☉ Northwestern University  
<http://www.ctd.northwestern.edu/>
- ☉ Duke University  
 Talent Identification Program  
<http://www.tip.duke.edu/>

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## Independent Study for credit -high school



- c Implementation
  - l Proposal format
    - Topic, content, skills, resources, method of evaluation and criteria to be used
  - l Student developed study guide
  - l Assessment
    - Are the skills, competences, process and knowledge of the subject at least equivalent to those needed in a unit of study in the subject area?
- c Accomplishments for student
  - l Self-initiated, highly-motivate students rewarded
  - l Self-planning skills developed
  - l Self-worth – their ideas are valued, initiated rewarded

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## Think for a moment . . .

In a heterogeneous classroom, where one-size-fits-all assignments are used, what does the

- c struggling student experience?
- c grade-level student experience?
- c advanced student experience?




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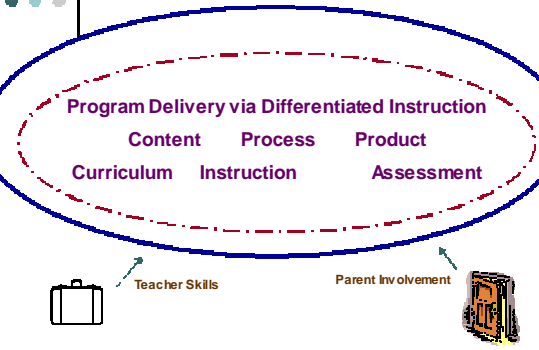
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## Gifted Program Design Components



Program Delivery via Differentiated Instruction

Content    Process    Product

Curriculum    Instruction    Assessment

Teacher Skills    Parent Involvement

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 **Theoretical Foundations:  
Curriculum & Instruction** 

- c Guiding Principles:
  - | Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.
  - | Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.
    - NAGC

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 **Instructional Tools  
for Advanced Learners** 

- c Differentiation in the Regular Classroom
  - | Cluster Grouping – Marcia Gentry
  - | Flexible Grouping
  
  - | Text for information on clustering:  
*The Cluster Grouping Handbook: How to Challenge Gifted Student and Improve Achievement for All*, Winebrenner & Brulles. Free Spirit Press, 2008.

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 **Pre-assessment for  
flexible grouping** 

We pre-assess for...

- c Readiness
- c Interest
- c Learning profile

Use this information to plan groups for lessons!

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**Choosing a BASIS for grouping** 

**Readiness**

- | What abilities does the student have?
- | Is the student struggling, average, or advanced?
- | How is the student achieving with THIS particular concept, content, or skill?
- | Does the student need more time or less time for mastery and/or enrichment?

\*\*It is important to remember that "high" students are not usually high in every area, for every lesson. In turn, "lower" students may have special strengths with particular content and skills. Readiness groups can and should change from lesson to lesson based on these differences. Teachers should avoid forming a high, medium, and low group that works for everything!

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**Choosing a BASIS for grouping** 

**Interest**

- | What special interests does the student have in relation to this lesson or unit?
- | How can group activities be used to "hook" students with special interests?
- | How can group assignments be "tweaked" to allow for a special interest to be incorporated with the big ideas of the lesson?

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**Choosing a BASIS for grouping** 

**Learning Profile**

- | Does the student work best independently or in groups?
- | Does the student learn best using a certain intelligence (Gardner)?
- | How can students be placed in groups to help them learn best?
- | What options can the teacher give students to attack new learning?

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● ● ● |

“One-size-fits-all learning can be a learning plan that swallows some learners and pinches others.”

-Carol Tomlinson  
*Fulfilling the Promise of a Differentiated Classroom*

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● ● ● | Break

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● ● ● | Day One Publishing Card  
Differentiated Instruction

Three Groups of 5  
Review the front of the card and one section of the back of the card. Be prepared to share out your section of the back of the card.

- ⊕ Scaffolding
- ⊕ Compacting & Contracts
- ⊕ Anchoring Activities



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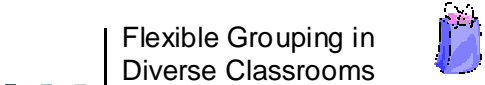
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 Flexible Grouping in Diverse Classrooms

"It's critical during a unit to find a way to teach to a learner's needs rather than to an imaginary whole-class readiness."

-Carol Tomlinson  
*Fulfilling the Promise of a Differentiated Classroom*

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 What is flexible grouping?

- ⦿ Utilizing a VARIETY of grouping strategies in the classroom
- ⦿ *Fluid* grouping that changes frequently as the focus of instruction changes

1. **Choose basis:** readiness, interest, or learning profile
2. **Choose group make-up:** similar abilities together, different abilities together, different numbers of students in a group
3. **Choose control:** teacher-choice, student-choice, random assignment

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 Rationale for Flexible Grouping

- ⦿ Learning is developmental. Flexible grouping gives students a better match to their needs and abilities.
- ⦿ Flexible grouping can allow students adequate extra time for mastery, or the opportunity for quicker mastery with a group of similar peers.

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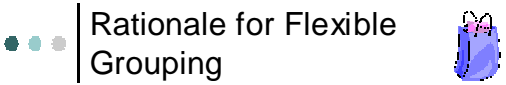
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 **Rationale for Flexible Grouping**

- ⦿ Allows for a balance of collaboration and independent work
- ⦿ Fosters a sense of socialization and community among students who work in different combinations
- ⦿ Keeps the teacher from getting a “static” image of a student

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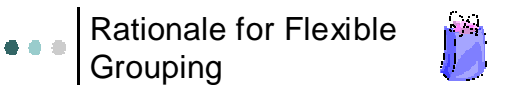
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 **Rationale for Flexible Grouping**

- ⦿ Keeps a student from seeing himself as “always high” or “always low” – now, he can see himself in a variety of contexts
- ⦿ Frees up teachers to work with other students 1-on-1
- ⦿ Keeps teachers “fresh”, always looking, and always assessing students

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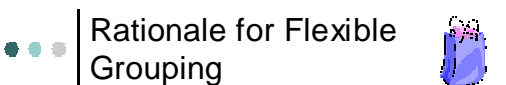
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 **Rationale for Flexible Grouping**

- ⦿ “Shakes things up” for students, instead of allowing a student to be “pegged” as a certain type of student
- ⦿ Helps teachers see that students may have different abilities in different content areas or with different skills

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 **Looking at individual students**

It's important to remember that "high" students may not be advanced in every area, while "lower" students may achieve more in certain areas.

Examples:

1. High ability in interpreting literature, but lower ability in composition
2. High ability in computation, but lower ability in word problems

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 **Choosing the group make-up**

Flexible grouping should incorporate a variety of group organizations, so that...

- ⦿ Students have the chance to work with a variety of peers
- ⦿ Students do not see themselves as "pegged" to a certain level or group
- ⦿ Teachers can observe students in different settings

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 **Controlling the group set-up**

Flexible grouping should incorporate a balance of...

- ⦿ **Teacher-chosen groups** to match specific abilities, interests, or learning profiles
- ⦿ **Student-chosen groups**, created with guidance from the teacher
- ⦿ **Random assignment**, which allows students to contribute in new and different ways in a group setting

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## Examples in Practice

- ⦿ Mini-lessons or mini-workshops on particular skills for small-group intervention (*readiness*)
- ⦿ All groups study multiplication, but one group works on basic facts, another on two-digit by one-digit, and a third on two-digit by two-digit multiplication (*readiness*)
- ⦿ Different interest groups analyze different aspects of life in Ancient Egypt before sharing with entire class (*interest*)
- ⦿ Allowing groups to choose a learning style for their project or assignment – kinesthetic, verbal, written, etc. (*learning profile*)

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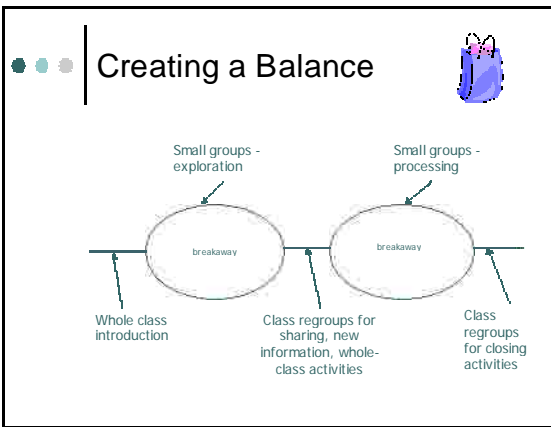
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## Things to think about in setting up flexible or cluster grouping:

- | What pre-assessment will help in making this grouping strategy decision?
- | Why does a teacher choose a particular grouping for a particular assignment/lesson? (*readiness, interest, or learning profile*)?
- | How is the assignment tiered for each group?
- | What outcome do students experience with the lesson?

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### Gifted Instructional Models

- Homogeneous Grouping
- Differentiation in the Regular Classroom
- Resource Room Pull-out by a resource teacher
- Collaborative Instructional Model – facilitation support with a resource teacher




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### Plus/Minus/Interesting (PMI)

Plus POSITIVE	Minus NEGATIVE	Interesting WOW!
		

Compare Points of View, Evaluate and Reflect!

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### Theoretical Foundation: Professional Development (NAGC)

- Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, **expertise in appropriate differentiated content and instructional methods**, involvement in ongoing professional development, and who possess exemplary personal and professional traits.




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## Methods of Teacher Selection

- ⦿ Knowledge and training
- ⦿ Desire to work with gifted
- ⦿ Superior mastery of content
- ⦿ Successful teaching experience
- ⦿ Collaborative style to work with RTG
- ⦿ HS AP or HS IB training as applicable




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## Theoretical Foundations: Personnel and Required Training

- ⦿ Primary Teachers of the Gifted
  - K-12 classroom teachers: Core, art, music, reading teachers, etc.
- ⦿ Gifted Services Teachers
  - Consulting teachers
  - Resource/pull-out room teachers
  - Endorsement or MA in gifted




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## On-Line training resources

- ⦿ **Case-nex** [www.casenex.com](http://www.casenex.com)
- ⦿ **James Madison University**  
<http://www.jmu.edu/outreach/gifted.shtml>
- ⦿ **William & Mary Center for Gifted Education**  
<http://cfge.wm.edu/>
- ⦿ **University of Connecticut**  
<http://www.gifted.uconn.edu/WebClasses/OnlineMasters.htm>
- ⦿ **Davidson Listing of other Professional Development:**  
[http://www.davidsongifted.org/db/browse\\_resources\\_286.aspx](http://www.davidsongifted.org/db/browse_resources_286.aspx)




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● ● ● Books for staff development

**DIFFERENTIATION STRATEGIES:**

- c **Differentiated Instruction: A Guide for Elementary School Teachers** by Amy Benjamin
- c **Differentiated Instruction: A Guide for Middle and High School Teachers** by Amy Benjamin
- c **Differentiating Instruction: A Practical Guide to Tiered Lessons in the Elementary Grades** by Cheryll M. Adams, Ph.D and Rebecca L. Pierce, Ph.D.
- c **Differentiating Instruction: Collaborative Planning and Teaching for Universally Designed Learning** by Jacqueline S. Thousand, Richard A. Villa and Ann I. Nevin
- c **Differentiating for the Young Child: Teaching Strategies Across the Content Areas (K-3)** by Joan Franklin Smutny and S.E. von Fremdee handout




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● ● ● Books for staff development

**Differentiation Strategies:**

- c **Differentiating Instruction in the Regular Classroom** by Diane Heacox
- c **Differentiating the Curriculum for Gifted Learners** by Wendy Concklin and Shelly Frei
- c **Differentiated Instructional Strategies: One Size Doesn't Fit All** by Gayle H Gregory and Carolyn Chapman
- c **Differentiated Instructional Strategies for Writing in the Content Areas** by Carolyn Chapman and Rita King
- c **Differentiated Literacy Strategies for Student Growth and Achievement in Grades K-6** by Gayle H. Gregory and Lin Kuzmich
- c **Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7-12** by Gayle H. Gregory and Lin Kuzmich
- c **Differentiation: Simplified, Realistic, and Effective: How to Challenge Advanced Potentials in Mixed-Ability Classrooms** by Bertie Kingore, Ph.D.




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● ● ● Books for staff development

**Differentiation Strategies:**

- c **Fulfilling the Promise of the Differentiated Classroom** by Carol Ann Tomlinson
- c **Handbook on Differentiated Instruction for Middle and High Schools** by Sheryn Spencer Northey or one of the two content books English/social studies or math/science by this author
- c **How to Differentiate Instruction in Mixed-Ability Classrooms** by Carol A. Tomlinson
- c **How the Gifted Brain Learns** by David A Sousa
- c **Strategies for Differentiating Instruction: Best Practices for the Classroom** by Julia L. Roberts & Tracy F. Inman
- c **Successful Teaching in the Differentiated Classroom** by Carolyn Coil
- c **The Differentiated Classroom: Responding to the Needs of All Learners** by Carol Ann Tomlinson




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## Theoretical Foundation: Assessment Strategies

- Regular and on-going assessment on student work resulting from differentiated curricula
  - | K-5 Parent/teacher conference
  - | 6-12 Assessment tools by curriculum area
  - | VPA county-wide enrollment, products/performances, student evaluations



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## Assessment of Student Achievement

- How can a school measure outcomes of learning for students who measure beyond standard levels?
  - | Some things are the same as for all students:
    - Report cards
    - Standardized testing
    - AP/IB/Cambridge Testing



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## Testing outside grade level

- Out of grade level testing:
  - | CTY
  - | EPGY
  - | TIP



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● ● ● **Secondary Set a 6 year plan:**

During grade 6, each student can have an individual academic plan that is responsive to the child's talents, interests, and challenges and builds toward postsecondary education, work, and other pursuits.

<http://www.apsva.us/15401081151831300/site/default.asp?>




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● ● ● **Outcomes for 6 year plan**

- ⦿ Plans will set a course of studies that match the student's postsecondary interests
- ⦿ Improved student achievement
- ⦿ Parents will be more engaged in the academic planning process
- ⦿ AP/IB/Cambridge course sequence




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● ● ● **Theoretical Foundation:**  
**Parent & Community Involvement**

- ⦿ Advisory Committee
- ⦿ Annual Gifted Night – explain model
- ⦿ Parent Institute
- ⦿ Web Pages
- ⦿ Newsletters to families of identified students or articles in the local paper
- ⦿ Cable or web broadcast of Fine Arts events or other Gifted Events




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## Parent & Community Involvement

- [www.apsva.us/giftedservices](http://www.apsva.us/giftedservices)
- <http://www.apsva.us/15401081151138413/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=54410&15401081151138413Nav=&NodeID=150> Parent Resources Page



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## Theoretical Foundations of Program Design

- Guiding Principles from Program Design Section of the NAGC PreK-12 Gifted Program Standards
  - | Continuum of services
  - | Services integral part of school day
  - | Flexible grouping to facilitate differentiated instruction and curriculum



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## Reflection: To what extent is our school differentiated?

- Use the chart to think about how your school presently displays the *Characteristics of Differentiated Schools*

- ASCD, 2007 pages 64-65
- (Handout page 31a & b)



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**Questions for Reflection for Instructional Leaders**

- ⌚ How much should leaders expect from a teacher in the first year of DI? What are the most compelling needs of the novice teacher? What role might mentoring play in professional develop for the novice & the expert?
- ⌚ What questions should leaders ask about the quality of the curriculum?

ASCD, 2007




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**Questions for Reflection for Instructional Leaders**

- ⌚ What skills & resources can leaders bring to the DI classroom?
- ⌚ How do leaders determine where teachers are along the continuum? How can leaders make initial tasks low prep and low threat?
- ⌚ How do leaders ensure that each teacher continues to grow in expertise in DI? How do leaders balance expectations and incentives?

ASCD, 2007




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**Building Your Gifted Education Professional Library**  
 Must have – if you only buy one

- ⌚ *Designing Services and Programs for High-Ability Learners: A Guidebook for Gifted Education.* Jeanne H. Purcell and Rebecca D Eckert, editors. NAGC & Corwin Press, 2006




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**Building Your Gifted Education Professional Library**  
Must have. . .

- ☉ *Aiming for Excellence: Gifted Program Standards*. Editors: Mary S. Landrum, Carolyn M. Callahan, Beverly D. Shaklee. NAGC: Prufrock Press, 2001.
- ☉ *Using the National Gifted Education Standards for PreK-12 Professional Development* by Kitano, Montgomery, Vantassel-Baska, Johnsen. NAGC & CEC: Corwin Press, 2008




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**Building Your Gifted Education Professional Library**  
Good to have. . .

- ☉ *Designing and Developing Programs for Gifted Students*, by Joan Franklin Smutny, Editor. NAGC: Corwin Press, 2003.
- ☉ *The Differentiated School: Making Revolutionary Changes in Teaching and Learning*. Carol Ann Tomlinson, Kay Brimijoin, and Lane Narvaez. ASCD, 2008
- ☉ *Your Road Map for Supporting Gifted Children*. CD-Rom. NAGC, 2009.




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**Building Your Gifted Education Professional Library**  
Nice to have. . .

- ☉ *Staff Development: The Key to Effective Gifted Education Programs*. Peggy Dettmer and Mary Landrum, editors. NAGC: Prufrock Press, 1998.
- ☉ *Leadership for Differentiating Schools and Classrooms*. Tomlinson and Allan. ASCD, 2000.




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## Thank you



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