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

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
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)

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

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

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
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.

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, 6-12
  - Summer Residential Governor’s School & Foreign Language Academies, 11 & 12
  - Independent Study for elective Credit, 10-12

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
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

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

Let’s look at program design based on differentiation

- Elementary (K-5)
- Middle school (grades 6-8)
- High School (grades 9-12)
Top Ten Myths of Gifted

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

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?
Break

Plus/Minus/Interesting (PMI)

Plus
POSITIVE

Minus
NEGATIVE

Interesting
WOW!

Compare Points of View, Evaluate and Reflect!

PMI - 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?
What is Differentiation?

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.

Student Characteristics Guide for Differentiation

- **Readiness** - tasks are a close match for their skills and understanding of a topic
  - [http://www.nwea.org](http://www.nwea.org)
- **Interest** - tasks ignite curiosity or passion
- **Learning Profile** - encourages student to work in a preferred manner
The success of education depends on adapting teaching to individual differences among leaders.

- Yueheng, 4th century BC, China

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

Content: varied complexity, depth, breadth

Sample Instructional Strategies:

- Varied texts and materials
- Learning Contracts
- Compacting
Process:
• language/skills of discipline, instructional activities
  
  Sample Instructional Strategies:
  • Multiple Intelligences
  • Varied Graphic Organizers
  • Independent Study
  • Resident Expert

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

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

• Tomlinson, 2000
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
Process:
Collaborative Work

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

Novice
- Flexible grouping
- Open-ended tasks
- Students as producers
- Thinking and Inquiry
Proficient
- Learning centers or stations
- Student-developed centers
- Pre-Assessment
- Product Options
- Research/independent study
- Students’ self-assessments

Advanced
- Tiered instruction
- Curriculum compacting

Secondary 6-12
Content & Process
- Accelerate content
- Accelerate access to Advanced course offerings: AP/IB or Cambridge
- Choice for students to specialize in their strengths, talents, interests
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?

www.tpsnva.org


- Elementary Copy on APS GS web site:

- Secondary copy on APS GS web site:

Who Are the Gifted?

- ID Simulation
  - 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.
How do we get started?

ASCVD 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.

How do we get started?

Non-negotiables of DI as per ASCVD DVD Leadership for Differentiating Instruction, 2007

Respectful Work (instruction/activities)
High-Quality Curriculum
Flexible Grouping
Ongoing Assessment to adjust instruction
Community Building
Guided Program Design Components

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: [Link](http://www.nagc.org/practiceguidelines)

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
Guiding Principle #2

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

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

A curriculum that is good for students pushes them a bit beyond what they find easy or comfortable
Curriculum available for gifted students

- Core Subjects – William and Mary Center for Gifted Education
  [http://cfge.wm.edu/Curr_listng.html](http://cfge.wm.edu/Curr_listng.html)

- Math – University of Connecticut NAEG Center for Gifted Education and Talent Development
  Project M3: Mentoring Mathematical Minds
  [http://www.gified.uconn.edu/projectm3/](http://www.gified.uconn.edu/projectm3/)

On-line courses available for gifted students

- Johns Hopkins University Center for Talented Youth
  CTYOnline Distance Education

- Stanford University Education Program for Gifted Youth

On-line courses available for gifted students

- Northwestern University
  [http://www.ctd.northwestern.edu/](http://www.ctd.northwestern.edu/)

- Duke University Talent Identification Program
  [http://www.tip.duke.edu/](http://www.tip.duke.edu/)
Independent Study for credit—high school

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

Think for a moment . . .

In a heterogeneous classroom, where one-size-fits-all assignments are used, what does the
- struggling student experience?
- grade-level student experience?
- advanced student experience?

Gifted Program Design Components

Program Delivery via Differentiated Instruction
Content  Process  Product
Curriculum  Instruction  Assessment

Teacher Skills  Parent Involvement
Theoretical Foundations: Curriculum & Instruction

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

Instructional Tools for Advanced Learners

Differentiation in the Regular Classroom
- Cluster Grouping – Marcia Gentry
- Flexible Grouping

Text for information on clustering:

Pre-assessment for flexible grouping

We pre-assess for…
- Readiness
- Interest
- Learning profile

Use this information to plan groups for lessons!
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 truth, "high" students may have special strengths in a 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.*

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?

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?
“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

Break

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
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

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

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.
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

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

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
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

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

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
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)

Creating a Balance

- Small groups - exploration
- Small groups - processing
- Whole class introduction
- Class regroups for sharing, new information, whole-class activities
- Class regroups for closing activities

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?
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

Plus/Minus/Interesting (PMI)

<table>
<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting</th>
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<tbody>
<tr>
<td>POSITIVE</td>
<td>NEGATIVE</td>
<td>WOW!</td>
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Compare Points of View, Evaluate and Reflect!

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.
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

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

On-Line training resources
- Case-nex: [www.casenex.com](http://www.casenex.com)
- James Madison University: [http://www.jmu.edu/outreach/gifted.shtml](http://www.jmu.edu/outreach/gifted.shtml)
- William & Mary Center for Gifted Education: [http://cfge.wm.edu/](http://cfge.wm.edu/)
- University of Connecticut: [http://www.gifted.uconn.edu/WebClasses/Online Masters.htm](http://www.gifted.uconn.edu/WebClasses/OnlineMasters.htm)
- Davidson Listing of other Professional Development: [http://www.davidsongifted.org/db/browse_resources_288.aspx](http://www.davidsongifted.org/db/browse_resources_288.aspx)
Books for staff development

DIFFERENTIATION STRATEGIES:

- Differentiated Instruction: A Guide for Elementary School Teachers by Amy Benjamin
- Differentiated Instruction: A Guide for Middle and High School Teachers by Amy Benjamin
- Differentiating Instruction: A Practical Guide to Tiered Lessons in the Elementary Grades by Cheryl M. Adams, Ph.D and Rebecca L. Pierce, Ph.D.
- Differentiating for the Young Child: Teaching Strategies Across the Content Areas (K-3) by Joan Franklin Smutny and S. E. van Fremden Handout

Books for staff development

Differentiation Strategies:

- Differentiating Instruction in the Regular Classroom by Diane Hebert
- Differentiating the Curriculum for Gifted Learners by Wendy Combs and Sherry Nolte
- Differentiated Instructional Strategies: One Size Doesn’t Fit All by Gayle H. Gregory and Carolyn Chapman
- Differentiated Instructional Strategies for Writing in the Content Areas by Carolyn Chapman and Hua King
- Differentiated Literacy Strategies for Student Growth and Achievement in Grades K-4 by Gayle H. Gregory and Lin Kuzmich
- Differentiated Literacy Strategies for Student Growth and Achievement in Grades 5-8 by Gayle H. Gregory and Lin Kuzmich
- Differentiation: Simplified, Realistic, and Effective: How to Leverage Advanced Potential in Mixed-Ability Classrooms by Bethie Kegode, Ph.D.

Books for staff development

Differentiation Strategies:

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

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

Testing outside grade level

- Out of grade level testing:
  - CTY
  - EPGY
  - TIP
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.apawa.ca/540/108/1553851/000/site/default.asp

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

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
Parent & Community Involvement

- www.apsva.us/giftedservices

Theoretical Foundations of Program Design

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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)
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 plan in professional develop for the novice & the expert?
- What questions should leaders ask about the quality of the curriculum?

ASCD, 2007

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

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
Building Your Gifted Education Professional Library

Must have...

- Using the National Gifted Education Standards for PreK-12 Professional Development by Kitano, Montgomery, Vantassel-Baska, Johnsen. NAGC & CEC: Corwin Press, 2008

Building Your Gifted Education Professional Library

Good to have...


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.
Thank you

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