



Overview of Flexible Delivery Models for the Gifted/Talented



Illinois Advisory Council
on the education of
Gifted and Talented Children
Webinar

January 27, 2016



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Presenters

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Provided by the
Illinois State Board of Education

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Purpose

-  The purpose of today's webinar is to familiarize participants with low-cost models and strategies to provide acceleration and enrichment for advanced learners.
-  On the next slide you will see a list of the topics we will discuss today. In the chat box, please send us a message on what you need more training/information on related to models we discussed today.

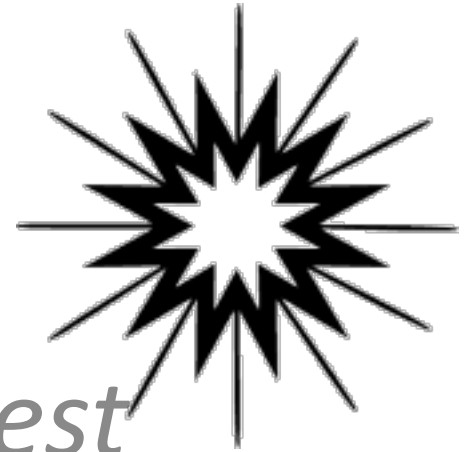




Topics

- Talent Search Model
- Early Entry
- Grade Skipping
- Advanced Placement Program
- Dual Enrollment
- Distance Learning
- Telescoping Curriculum
- Subject Matter Acceleration
- Total School Cluster Grouping
- Extracurricular Programs
- Mentoring & Apprenticeships
- Service Learning Model
- Schoolwide Enrichment Model
- Differentiation for Gifted Students
- Curriculum Compacting
- Flexible Grouping
- Response to Intervention
- Problem Based Learning
- Other areas not addressed





“Failure to help the gifted child reach his (or her) fullest potential is a societal tragedy, the extent (of which) is difficult to measure but is surely great.”

James J. Gallagher





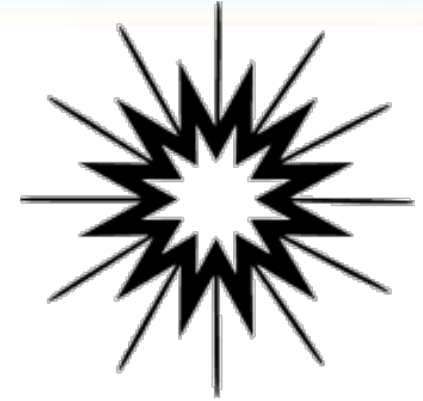
Diversity in Education



Learning is persons,
exploring and furthering knowledge
through understanding, embracing
and celebrating the rich dimensions
of diversity inherent within
each individual.

Rosina M. Gallagher, 2015





Acceleration is an educational intervention based on “progress through an educational program at rates faster, or at ages younger, than conventional.”

Sidney L. Pressey, 1949





Talent Search Model (TS)

Identify academically high-achieving middle school students through off-level testing





Early Entry

Parents are good judges of whether or not their pre-school children have advanced skills. General characteristics...

- Early verbal ability
- Long attention span
- Early interest in time
- Strong mathematical skills
- Early ability to reason abstractly

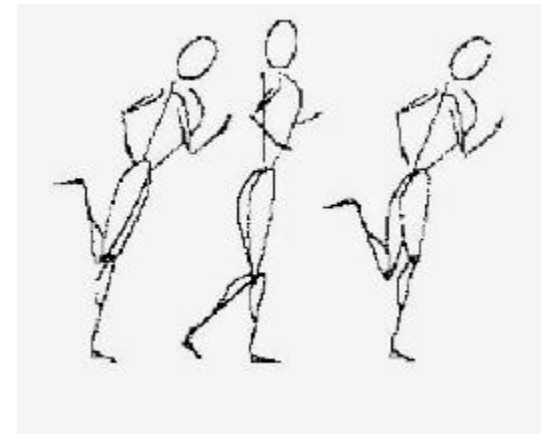




Grade Skipping

“No other arrangement for gifted children works as well as acceleration.” James Kulik

- Enrichment may be an option but insufficient for advanced learners
- *Iowa Acceleration Scale (IAS)*





Grade Skipping – Other Findings

Karen B. Rogers

Grade skipping among gifted students

- Improves self-concept
- Promotes development of social skills



Miraca U.M. Gross

A 22-year comparison study found that students accelerated 1 or 2 years in elementary school had

- more positive self-concept
- better social relationships in adulthood





Advanced Placement Program(AP)

College level courses for motivated high school students

37 Courses in 20 subject areas

Scores of 3 to 5 in end-of-year exam may earn college credit

Teachers trained in rigorous content and process skills

Vertical Teams extend training to middle school teachers





Limitations and Benefits

- AP limited to generally a few rigorous courses offered in grades 11/12
- Content based on specific textbook
- Teachers generally not aware of gifted student traits, needs, or curriculum differentiation
- AP has been found to be a powerful tool to prepare minority and low-income students for college success
- Commitment to excellence & equity includes underserved populations





Dual Enrollment

Credit earned for advanced classwork

- Identical course taught by qualified content specialist
- Middle School student may earn High School graduation credit
- College courses offered within High School setting for college credit
- Students are enrolled simultaneously in current grade and advanced grade by virtue of course taken





Distance Learning

Illinois Virtual School

- Offers a wide range of courses not generally offered in small, rural settings
- Allows exploration of wide range of interests
- Individualized course and pace

<http://www.ilvirtual.org/home>



Other Opportunities

To extend the traditional school and broaden scholastic programs, visit

http://www.hoagiesgifted.org/distance_learning.htm

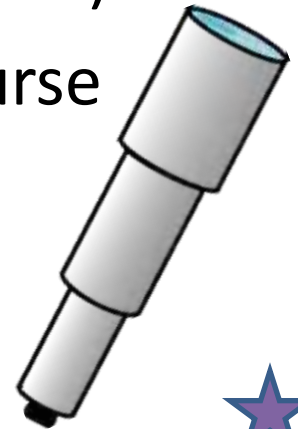
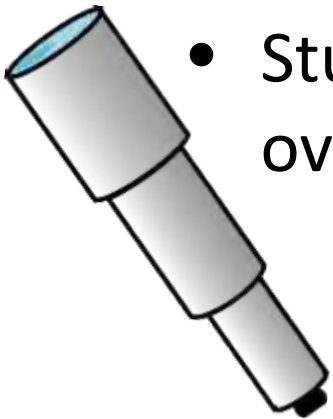
Includes great distance learning articles!





Telescoping Curriculum

- To cover the same amount of content or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students. (NAGC)
- Students may take a semester-long course over a 6 or 8-week summer session.





Subject Matter Acceleration

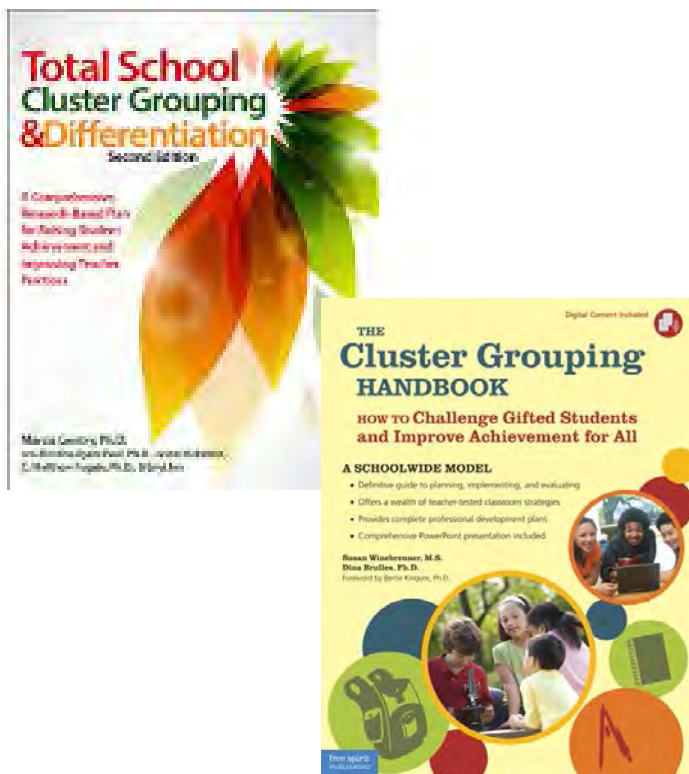


- Can easily be done at any grade level
- Is appropriate for students who demonstrate advanced skills or talent in one subject
- Requires students eager to participate
- Uses ongoing testing from the curriculum to guide the process
- Can work for any subject, but is most often done in skill-oriented subject matter





Total School Cluster Grouping (TSCG)



A growth model to improve elementary student achievement and teacher practices

*Gentry, M. 2014, Winebrenner & Brulles, 2008





TSCG Implementation

Identify
Achievement
Levels

Teachers
Develop Class
Lists

Teacher Choice
and Cyclical
Appointment

Differentiated
Instruction

Ongoing
Training for All
Teachers





Extracurricular Programs

- Students elect to enroll in coursework
- After school programs
- Summer programs
- Can confer advanced instruction and/or credit





Mentoring & Apprenticeships



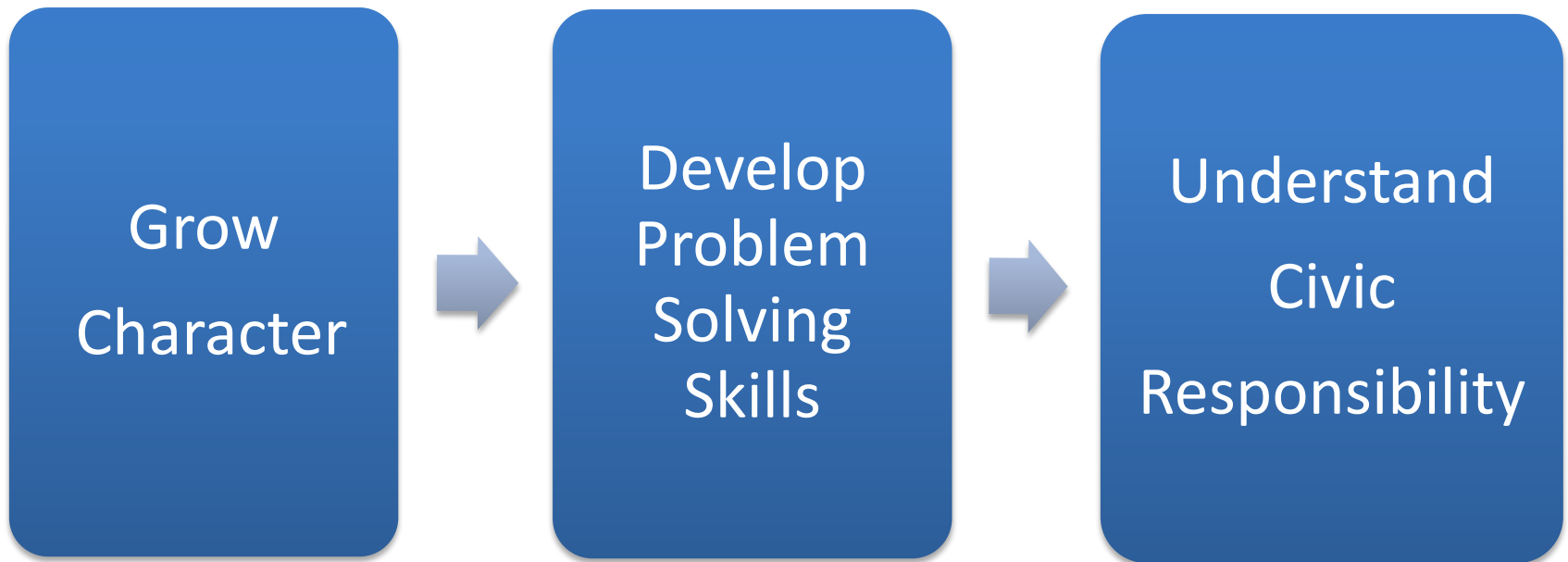
- Student & mentor paired according to interest
- Student paired with expert tutor who provides advanced content or more rapid pace of instruction
- Student assigned to an apprenticeship in area of interest





Service Learning Model (SL)

Connects Classroom Learning & Community Service





SL Implementation

- Identify community need
 - Integrate learning outcomes into curriculum
 - Understand purpose and civic responsibility
 - Outline benefits for all stakeholders
 - Plan systematic reflection: before, during, after experience
- Developmental process
 - Foster responsibility
 - Ongoing evaluation

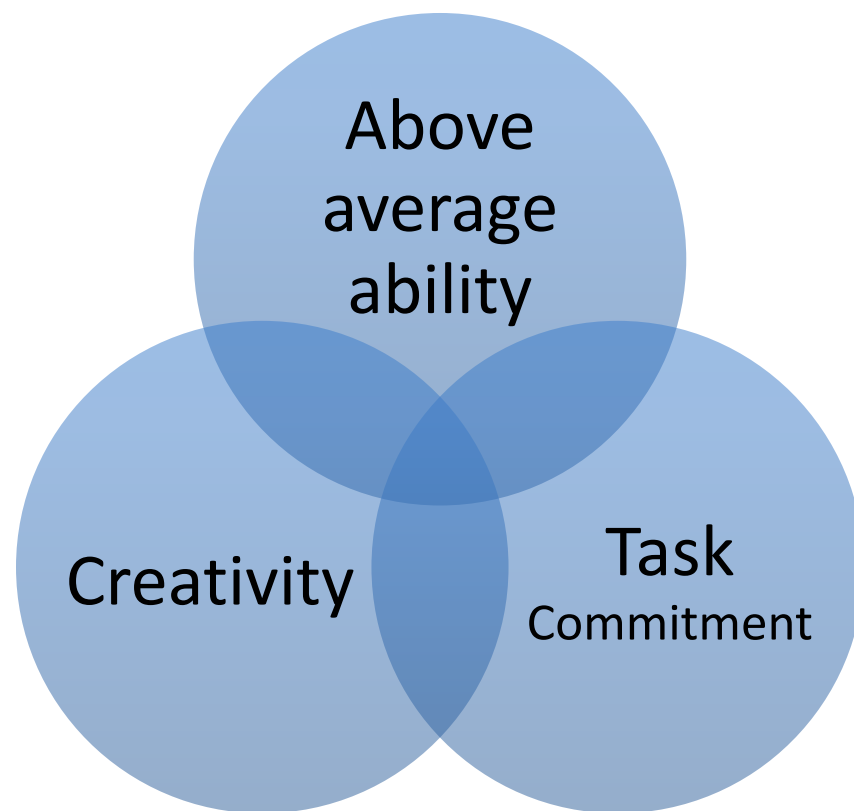




Schoolwide Enrichment Model (SEM)*

Developing Student Strengths and Interests

- Type I – exploratory activities for all
- Type II – specific group training
- Type III – individual and small group investigation of real problems and reporting



*Renzulli, J. & Reis, S. 1997





SEM Implementation

Identification

Total Talent
Portfolio

Curriculum
Modification
Differentiation

Enrichment
Clusters

Continuum of
Special
Services



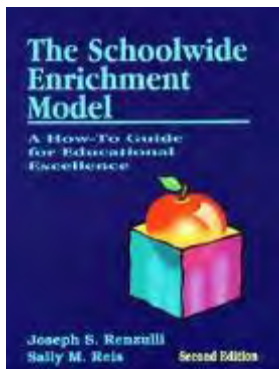


Sample SEM Research Findings

Type III participants:

- Increase self-efficacy
- Maintain interests and career aspirations
- Improve self-regulation
- Gain in self-esteem if diagnosed with a Specific Learning Disability

- **Compacting curriculum** for high-ability students does not result in decline in achievement test scores.
- Teachers trained to use enrichment clusters implement strategies in regular education classrooms.





Differentiation

is a teacher's proactive response to learners' needs

shaped by mindset

and guided by general principles of differentiation

Building
Community

High-Quality
Learning Goals

Ongoing
Assessment

Flexible
Grouping

Respectful
Tasks

Teaching
Up

Teachers can differentiate through

Content

Process

Product

Learning Environment

according to student

Readiness

Interest

Learning Profile

Through a variety of instructional strategies such as

*RAFTs...Graphic Organizers...Scaffolding Reading...Cubing/ThinkDots...Tic-Tac-Toe...Learning Contracts & Menus...Tiering...Learning/Interest Centers...
Stations Independent Studies...Intelligence Preferences...Orbitals...Complex Instruction...AMAT...WebQuests & Web Inquiry...and many more.*



Curriculum Compacting



- Reduces amount of introductory activities, drill, and practice
- Instruction may be based on fewer objectives
- Time gained may be used for more advanced content or participation in enrichment activities
- Instructional goals selected on basis of careful analyses for roles in content & hierarchies
- Activities and goals are based on pre-assessment
- Students are involved in decisions

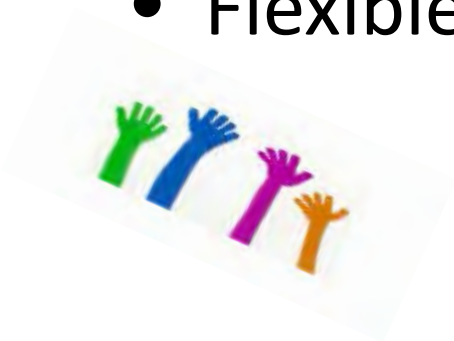




Flexible Grouping



- Pre-test to find student achievement levels
- Regroup students according to instructional objectives
- Regroup in response to student needs
- Students do not stagnate in a group
- Flexible movement between groups





Response to Intervention & The Gifted

Provide support as needed across tier levels.

- Use data to drive instruction
- Tier 2 to group gifted students with like needs
- Tier 3 for individualized instruction
- No right or wrong way of implementation
- Tier 3 to meet complex needs: 2e, ELL, health or behavioral conditions
- A talented math student with a reading disability may need Tier 2 reading support simultaneously with Tier 3 acceleration in math



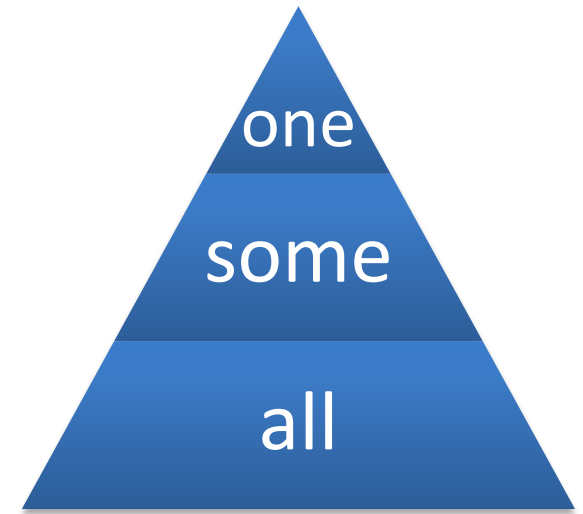


Response to Intervention-RTI

Policies should guide practice

Questions to ask:

1. Who shall receive the resources?
2. Who shall deliver the resources?
3. What are the resources to be delivered?
4. What are the conditions under which the resources are delivered?





Problem-Based Learning

- Constructivist, inquiry-based
- Provides real-world application and relevance during learning
- Incorporates many content areas
- Works well at any grade level
- Provides better retention of curricular concepts
- Teaches problem-solving skills and cooperative skills along with content





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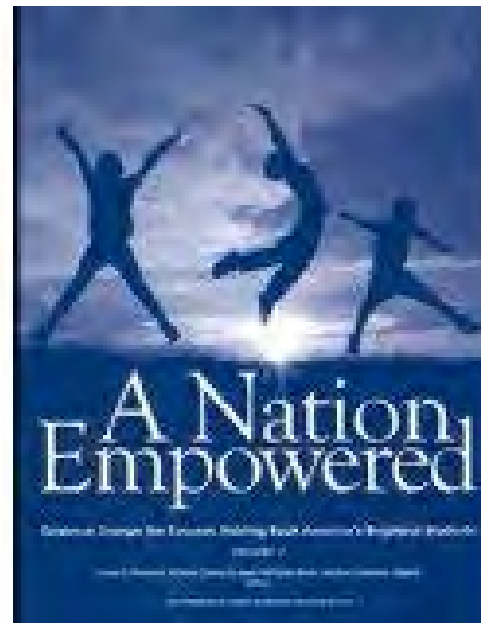
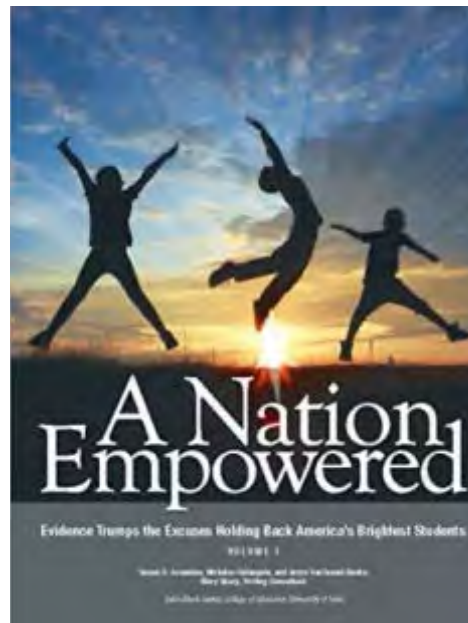
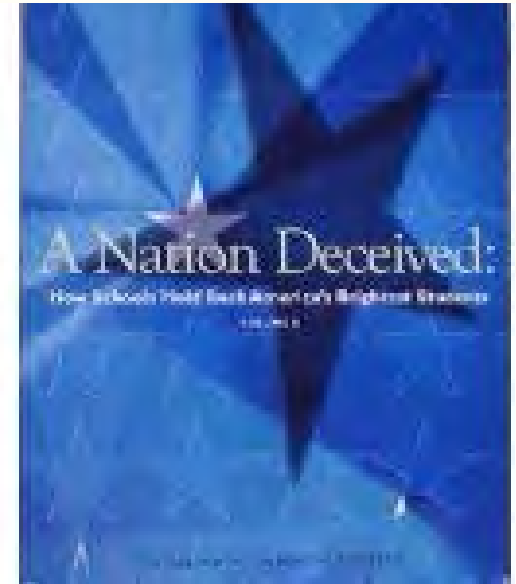
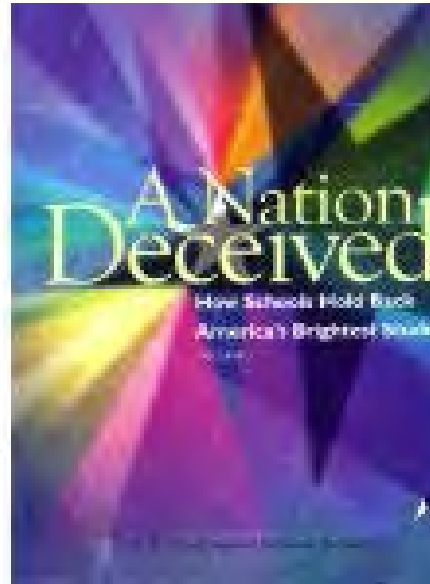
Please send a message in the chat box on topics you want professional development or more information.





Must Read

2004



2015



