

Parent Meeting for Students New to the Accelerated Program

Wednesday, August 31

Mrs. Gruzynski

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*The gifted program in
Bloomington District 13 is an...*

Accelerated Program

with...

*Accelerated Clusters
in the classrooms*

consisting of...

Accelerated Students with Support.

Accelerated Learning Team

- **Dr. Schoenberg:**
Assistant Superintendent of Learning
- **Mrs. Gruzynski:**
Differentiation Specialist
- **Mrs. Furst**
Accelerated Teacher
- **Mrs. Shah**
Paraprofessional/PETS program

Illinois School Code ~ Article 14

Sec 14A-20. Gifted and talented children. For purposes of this Article, “gifted and talented children” means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, experience, and environment. A child shall be considered gifted and talented in any area of aptitude, and, specifically, in language arts and mathematics, by scoring in the **TOP 5% LOCALLY** in that area of aptitude.

Accelerated Program

The School Board agreed to re-start our direct services to gifted students in the district three years ago with the assurance that we would target approximately 3-5% of our population for service.

Identification

We look at profiles of students that include multiple facets and criteria: data, learner characteristics, and classroom performance.

Formal identification occurs in May. Parents receive a letter indicating Accelerated placement for the following school year. A separate letter is sent for math and reading.

Identification Process

DATA:

- Fall and Spring MAP scores (achievement)
- OLSAT (cognitive ability)
 - reading (verbal score)
 - math (non-verbal score)

One score does not place a student in the Accelerated Program. We are looking for a consistent pattern of performance over time.

What to Use to Normalize Data for Placement in the Accelerated Program

Z-score Calculation

$$\frac{\text{Individual Score} - \text{Average Mean Score}}{\text{Standard Deviation}}$$

(Individual Score *minus* Average Mean Score *divided by* Standard Deviation)

So...the Z-Score...

- Shows who is most discrepant from his/her peers.
- Shows who is in strong need of something “different.”

Identification Process

Learner characteristics might include but are not limited to...

- exhibits quick mastery of skills with fewer repetitions necessary
- has the ability to see relationships and make connections
- displays creativeness, originality, putting things together in a novel way
- has a lot of information about one topic
- is inquisitive
- requires little direction
- has a questioning attitude
- adapts readily to new situations
- has a developed sense of humor

Identification Process

Classroom performance

- teacher observation
- patterns of learning
- academic performance

Accelerated Placement

- Once placed in the program, students will remain in the Accelerated program throughout the elementary years unless performance does not reflect appropriate placement. A conference may be held if we begin to see a discrepancy between data and classroom performance.
- Re-identification of all students does occur when entering 6th grade at the middle school. At this point, all 5th grade students from both elementary schools are combined as a new pool of students. Identification for placement at the middle school then occurs within this newly created population.

What does the Accelerated Program look like?

- Standards based
- Classroom aligned
- Differentiated instruction

Standards Based

- Standards outlined by the state of Illinois
- Taught with rigor and complexity

Standards Based

Students who are working on differentiated activities are assessed on the same grade level standards as the entire class, experience the same assessments of grade-level standards at the same time and in the same manner as the entire class, but their time between assessments is spent working on concepts that extend the required standards.

Extending the Required Standards through Rigor and Complexity

- Across disciplines
- Big Ideas (principles and generalizations)
- Details (attributes and uniqueness)
- Societal issues (considerations, dilemmas, and consequences)
- Over time (past, present, future)
- Patterns (recurring events, elements, and ideas)
- Perspectives (multiple viewpoints and what influenced them)
- Unanswered questions (unknowns and future explorations)

Classroom Aligned

Objectives and goals for the classroom are identified and then instruction differentiated to meet the needs of those students who may require more rigor and complexity for that particular concept/skill. Pace and level are adjusted.

Differentiated Instruction

What might that look like?

- Tiered lesson
- Extension menu
- Independent study
- Most difficult first
- Pull out/Push in by a member of the Accelerated Learning team

Differentiated Instruction

Differentiation Is...	Differentiation Is Not...
<ul style="list-style-type: none">•fair•flexible grouping•appropriate challenge•using preassessments to guide instruction•varied pacing for students•choices	<ul style="list-style-type: none">•always equal•whole group and rigid groups•easier•assuming everyone needs the same instruction•“more work” for students

Emphasis on Higher Level Thinking

- Higher level questioning on Bloom's Taxonomy of Thinking: application, analysis, evaluation, and synthesis
- Creative Taxonomy of Thinking: fluency, flexibility, originality, and elaboration (Torrance)
- Critical thinking skills

Accelerated Services

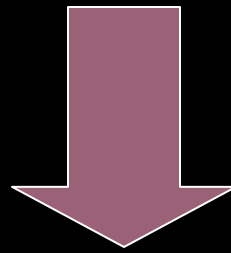
Contact time for direct services for the Accelerated cluster is a minimum of 75 minutes per week.

When students are not receiving direct services their classroom teachers are providing appropriate differentiation when students show the need. Collaboration between the classroom teacher and a member of the Accelerated Learning team is ongoing.

Goals of the Accelerated Program

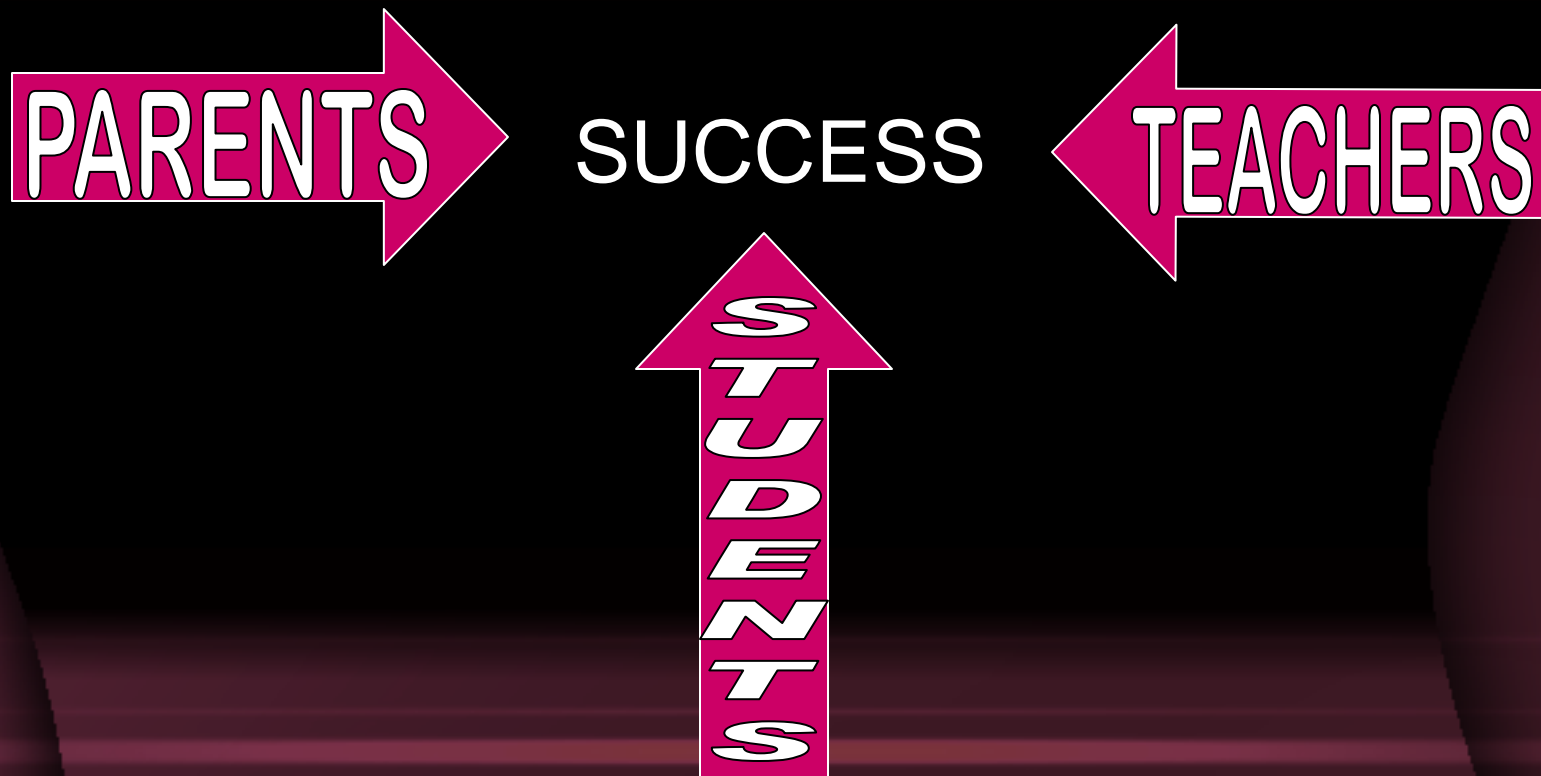
- To challenge students to a higher level of thinking and learning.
- To provide enriching opportunities in place of grade level material, not in addition to.
- To instill and foster a passion for learning.

***Students Learn Best When
They Feel Good about
Themselves***



When students are challenged, work hard to show their personal best, and experience success, their self-esteem can soar!

Together...
We Can Do Just That!



Be an advocate for your child!

Accelerated Website

- District website
- District Office
- Accelerated Program

Thank you for attending!