



Parent Night



**Accelerated Program
Bloomington District 13
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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
and*

Accelerated Students with Support.

Working with Accelerated Students

- Set up a BLOG so I could communicate with students during a novel study even though I was not able to be with them at all times.
- Supported students during units of math study where differentiation was created through an extension menu, learning contract, and/or Webquest.
- Supplemented classroom novel studies with materials that elevated rigor and complexity.
- Created mini-lessons on target skills like mood/tone, irony, foreshadow based on data generated from MAP testing

Designing and Modifying Curriculum

- Math contracts for units of study where students demonstrated mastery of most of the skills on a pre-assessment.
- Extension of unit lesson (types of angles extended to reflex angles with computer simulation that emphasized visual spatial understanding of angles).
- Creating lists of vocabulary words along with their definitions so students spent more time “playing” with words to grasp meaning versus looking up definitions of words.

Collecting Information on Materials Used for Accelerated Students

- What novels are used and what are their corresponding lexile scores?
- Are different textbooks, chapters, or sections used?
- What basis is being used to support differentiation? Pre-assessment materials, MAP data, teacher observation, classroom performance?
- What differentiation strategies are being used: compacting, accelerating, learning contracts?

Attending Meetings and Conferences & Reading Various Types of Literature

- Network with other professionals in the surrounding area having a similar position and similar district responsibilities
- Revisit best practices being used to reach high end learners
- Learn more about resources and materials being used with positive results for this population of students

The Identification Process for Accelerated Placement

Illinois School Code – Article 14

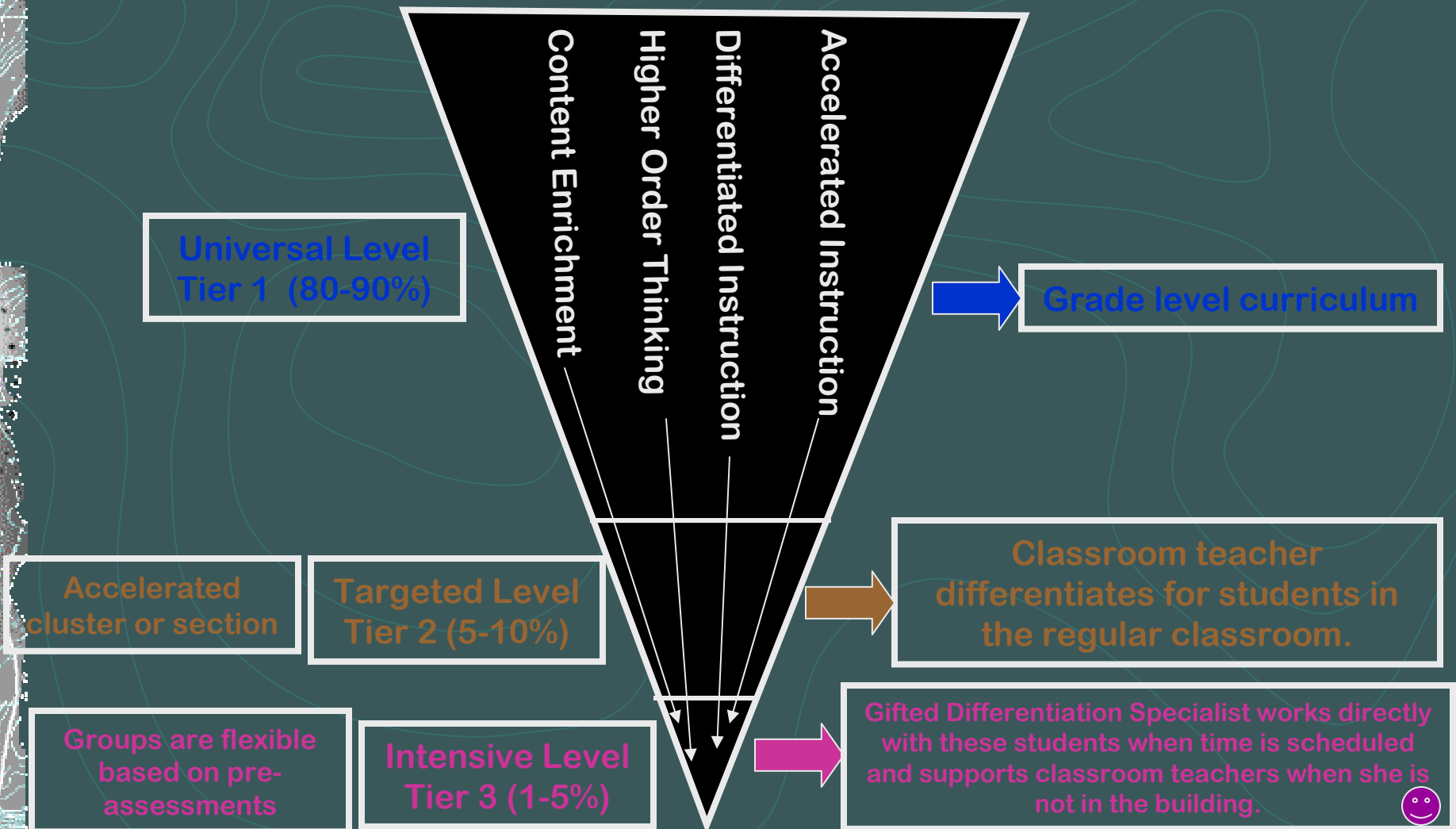
Sec 14A-20. Gifted and talented children. For purposes of this Article, “gifted and talented children” means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, 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.

Best Practice in Using Differentiation

- All students have the opportunity for differentiated instruction and rigor/complexity when the need arises as supported by the classroom teacher.
- The Gifted Differentiation Specialist can collaborate with any teacher when a specific need arises. Strategies and modifications can be discussed and implemented in the classroom by the classroom teacher. If the strategies/modifications work...GREAT, and they will be continued! If not, we will revisit and generate other options.

Accelerated Learning RtI Model “Upside Down”

Differentiated and Accelerated learning opportunities can occur throughout all three tiers.
The intensity differs as the intellectual demand becomes greater!



Opportunities for Accelerated Differentiation

Tier 2: (Grades K-8th)

Tier 2 services are delivered in the general education setting with classroom teachers providing differentiated instruction to students when necessary based on student need. Classroom teachers are supported through staff development opportunities and consultation with the district's Gifted Differentiation Specialist.

Opportunities for Accelerated Differentiation

Tier 3: (Grades 3rd-8th)

Tier 3 is the Accelerated Program where students are identified based on student data learning profiles. The Gifted Differentiation Specialist works directly with these identified students throughout the year and collaborates with the classroom teachers.

Identification for Accelerated Placement Is a Two Step Process

- **Screening of all students**

- Completed by the Gifted Differentiation Specialist

- Student data learning profiles will be created based on OLSAT (2 years) and MAP (fall and spring)

- “Pool” of students will be created

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)

Identification for Accelerated Placement Is a Two Step Process

● Selection:

- Teachers complete recommendation forms for students in the “pool”
- Data from the recommendation forms will be added to the student data learning profiles
- Accelerated students and Accelerated students with Support then will be identified

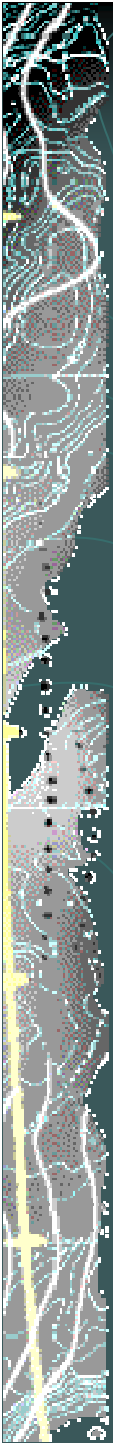
Placement Looks Like...

Literacy:

- Clusters, or groups, within the classroom for literacy grades 3-8.

Mathematics:

- Accelerated groups, or clusters, within the classroom for mathematics in the elementary grades 3-5.
- Accelerated sections for mathematics in the middle school grades 6-8.



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!