



2017-18 Gifted Program Review

Worthington Board of Education Meeting

Monday, April 23, 2018

Gifted Services in Worthington Schools



Supporting High Achieving and Gifted Learners in Worthington

A tiered approach to serving gifted students in Worthington Schools

Tier 1



Support for high achieving and high ability learners within regular classroom setting. The use of instructional strategies such as differentiation, enrichment, and extension incorporated in all classrooms. These interventions are for all students.

(No Written Education Plan)

Tier 2



Purposeful planning & grouping of students to meet their needs as gifted learners. Cluster grouping, self-contained, single subject courses and accelerated coursework are components of more direct support service. Represents 5-15% of our student population identified as gifted.

(Written Education Plan)

Tier 3



Change of course or grade level placement through acceleration. Utilized when a student's needs as a high ability, high achieving learner cannot be met within Tier 1 or Tier 2 support. This intervention is intended for a small percent of population.

(Written Education Plan and/or
Written Acceleration Plan)

Worthington offers a three-level continuum of services for identified gifted learners



Gifted Program Review Process



Who: A task force of internal representative stakeholders **along with the community** provided **input** to review current gifted services plan and new operating standards to make recommendation on best service options for Worthington students.

Why: Current gifted service model in effect for almost 10 years since adoption of past standards in 2008. Newly revised Gifted Operating Standards adopted by Ohio Department of Education in July 2017.



Gifted Program Review Process



Step 1: Gifted Coordinator reviewed current gifted service model and other local models w/similar demographics and newly adopted Ohio Gifted Operating Standards (Ohio Administrative Code 3301-51-15)

Timeline: July – December



Surrounding Districts

Gifted Service Plans

		Grade Level											
	ID	1	2	3	4	5	6	7	8	9	10	11	12
Worthington (Current)	Superior Cognitive Ability (SCA) and/or Specific Academic Achievement	No Service		Single-subject, self-contained math w/gifted intervention specialist as teacher of record w/compacting				Enriched English Language Arts Cluster Reading Groups (reading ID only - no SCA)		No Service			
Worthington (Proposed)	Superior Cognitive Ability (SCA) and/or Specific Academic Achievement	No Service		Single-subject, self-contained math w/gifted intervention specialist as teacher of record w/enrichment of curriculum, Cluster Grouping in Language Arts			Enriched English Language Arts, Cluster Grouping (reading ID only - no SCA) , Accelerated Math 6, Accelerated Math 7 (compact grades 6-8), beginning 2021-22			Honors, AP, IB, and College Credit Plus			
Dublin	SCA	No Service			Resource Room Pull-Out		Cog. Ed: an elective trimester course supporting social-emotional growth of cognitively gifted learners			Honors, AP, IB, and College Credit Plus			
Hilliard	SCA and/or Specific Academic Achievement	No Service	Cluster Grouping, Full time, self-contained program (4th & 5th grade) - beginning 2018-19				Language Arts Cluster grouping (Grade 6); Honors Language Arts, Math, Science (Grade 7) beginning 2018-19			AP, Visual & Performing Arts			
Olentangy	SCA and Specific Academic Achievement	No Service		Cluster groupings, general education teacher is teacher of record (Gifted Intervention Specialist provides a variety of instructional extensions in various settings)			Cluster grouping, general education teacher is teacher of record (Gifted Intervention Specialist provides a variety of instructional extensions in various settings)			AP, College Credit Plus			
Upper Arlington	SCA and Specific Academic Achievement	No Service			Single-subject, self-contained math w/gifted intervention specialist as teacher of record w/compacting of curriculum		Single-subject, self-contained language arts w/gifted intervention specialist as teacher of record			AP and IB			
Westerville	SCA and/or Specific Academic Achievement	No Service		Full-time Self-contained, Cluster Grouping			Honors Courses			Honors, AP, IB, and College Credit Plus			

Gifted Program Review Process



Step 2: Task force of educators created to review:

- current gifted service model
- gifted identification and achievement data
- new gifted operating standard elements: identification, screening, services
- Best practice research on gifted services (National Association of Gifted Children)
- provide feedback on draft gifted service model for each grade band; elementary, middle, and high school

Timeline: December – February

Gifted Program Review Task Force Participants



Jordan Beck, *Phoenix, 8th Grade ELA*

Patrick Callaghan, *AAPD, Director of Elementary Education*

Shelley Charity, *Worthingway, 7th Grade ELA, Gifted Intervention Specialist*

Marti Corna, *McCord, 7th Grade ELA, Gifted Intervention Specialist*

Kevin Damanti, *Worthington Hills, 6th Grade*

Angela Evans, *Evening Street, 3rd Grade*

Mary Foley, *Granby, 1st Grade*

Vicki Gnezda, *District, Director of Communications*

Neil Gupta, *AAPD, Director of Secondary Education*

Tierney Hankenhof, *Liberty, 5th Grade*

Taylor Lawwell, *KMS & Worthingway, Math*

Rachel Henry, *Wilson Hill, 6th Grade*

Kevin Johnson, *WKHS, Assist. Principal*

Tom Kaczmarek, *AAPD, Math Curriculum Specialist*

Nathan Kellenberger, *Worthingway, Principal*

Dawn Mack, *Liberty, Gifted Intervention Specialist*

Tricia Merenda, *AAPD, Coordinator of ELA & SS*

Alicia Otto, *Worthington Park, 4th Grade*

Julie Payne, *Evening Street & Liberty, Instructional Coach*

Amanda Rosemeier, *Slate Hill, 4th Grade*

Mary Rykowski, *Evening Street, Principal*

Carla Saunders, *TWHS, ELA*

Amy Scragg, *Colonial Hills, Gifted Intervention Specialist*

Nancy Stohs, *TWHS & WKHS, Computer Science*

Kate Turner, *Slate Hill, Gifted Intervention Specialist*

Jenny Wielinski, *Brookside, Principal*

Gifted Program Review Process



Step 3: Draft of proposed gifted services plan from work of task force shared with the administrative team to provide additional feedback.

Timeline: mid-February



Gifted Program Review Process



Step 4: Three community focus groups were held to share and collect feedback on the draft gifted services model. The following was shared at these meetings:

- current state of gifted services
- summary of the new gifted operating standards
- draft gifted services plan

Questions were answered and additional clarifying language was added to draft.

Timeline: March

Gifted Program Review Process



Feedback from Community Meetings and on-line

“Current EPP students are now lacking the opportunity to in depth and have enrichment going forward on old path.”

“The new plan makes it easier to join in the 4th or 5th grade.”

“I approve expansion of opportunities to students identified as gifted learners. Elementary school years are ideal to recognize one’s potential and introduce learning strategies”

“The math program as it is in elementary is very effective for my daughter.”

“I am so happy that finally there will be services for gifted learning around reading and language arts.”

“I think it would be great for the children to have an opportunity to receive gifted services in the area of language arts but still in the classroom setting.”

Gifted Program Review Process



Step 5: Draft of proposed gifted services model was shared electronically to allow additional opportunity to provide feedback on the draft.

Timeline: March



Gifted Program Review Process



Step 6: Final draft following consideration of feedback will be shared with Dr. Bowers and Board of Education.

Timeline: April 23, 2018



Proposed Gifted Service Plan



Current Elementary Gifted Services

Single-subject, self-contained math for students, identified as gifted in areas of superior cognitive ability and math, w/gifted intervention specialist as teacher of record w/compacting of curriculum

Proposed Elementary Gifted Services

1. Single-subject self-contained math w/gifted intervention specialist as teacher of record w/enrichment and extension
2. ***Cluster Grouping – 5–8 students identified as gifted in superior cognitive ability and reading, clustered into 1 or more classrooms with general education teacher receiving high quality professional development in meeting needs of students identified as gifted***

Implementation Timeline: August 2018

Proposed Gifted Service Plan



What is compacting (and telescoping) the Curriculum:

Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or the activities.

– National Association for Gifted Children

Time saved from curriculum compacting resulting in advanced grade placement is **telescoping**.

Proposed Gifted Service Plan



Cluster Grouping – what it is and what it is not?

It is:

- a group of 5–8 gifted identified students clustered into a mixed–ability classroom
- a teacher who has training in teaching and understanding gifted learners
- a focus on grade level standards with extension and enrichment for students demonstrating mastery of grade level standards
- an opportunity for gifted learners to learn together while avoiding permanent grouping arrangements for students other abilities

It is NOT tracking. In a tracking system, all students are grouped by ability and remain in the track throughout school experience – typically having different curriculum assigned to different tracks.

Proposed Gifted Service Plan



Current Middle School Gifted Services

1. Single-subject, self-contained course (Enriched English Language Arts) w/gifted intervention specialist as teacher of record
2. Cluster Grouping – students identified as gifted in reading clustered into one or more classrooms



Proposed Gifted Service Plan



Proposed Middle School Gifted Services

1. Single-subject, self-contained course (Enriched English Language Arts) w/gifted intervention specialist as teacher of record w/compacting of curriculum*
2. Cluster Grouping – students identified as gifted in reading clustered into 1 or more classroom*
3. ***Honors Classroom (Accelerated Math 6/7/8) –compacting three years of curriculum into two. General education math teacher is teacher of record receiving high quality professional development in meeting needs of gifted learners. Eligible students – gifted identification in superior cognitive ability and/or math (also option for students who obtaining pre-determined score on placement assessment)*****

**Implementation Timeline: August 2018*

***Implementation Timeline: August 2021*

Proposed Gifted Service Plan



Proposed Worthington Math Progression

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Current													
Math Conventional (no M ID)	K	1	2	3	4	5	6	7	8	M1	M2	M3	Post Core Math
Math ACC 7 (M ID/Teacher Rec/Parent Place)	K	1	2	3	4	5	6	ACC7/8	8/M1	H/M2	H/M3	H/PCalc	Calc BC/CalcAB
Math Served (M & SCA ID)	K	1	2	3, 4, 5		6	7	8	M1	H/M2	H/M3	H/PCalc	Calc BC/CalcAB
Proposed													
Math Conventional (no M ID)	K	1	2	3	4	5	6	7	8	M1	M2	M3	Post Core Math
Math Placement Process (no M ID)	K	1	2	3	4	5	ACC6/7	ACC7/8	M1	H/M2	H/M3	H/PCalc	Calc BC/CalcAB
Math ACC 6/7 (M or SCA ID)	K	1	2	3	4	5	ACC6/7	ACC7/8	M1	H/M2	H/M3	H/PCalc	Calc BC/CalcAB
Math Served (M & SCA ID)	K	1	2	3	4	5	ACC6/7	ACC7/8	M1	H/M2	H/M3	H/PCalc	Calc BC/CalcAB
		Key:		Choice Acceleration				Post Core Math Options:		Financial Algebra			
				Acceleration						Transitions to College Math			
				Enrichment						Computer Science			
										Pre-Calculus			
										Honors Pre-Calculus			

Proposed Gifted Service Plan



	MS Math Service
Worthington (Current)	EPP Math Students - compacting of grades 3-5 in grades 3 & 4; Students ID'd in math or other qualifying data - Accelerated Math 7 & 8
Worthington (Proposed)	<i>Accelerated Math 6 & 7 (compact grades 6-8) beginning 2021-22</i>
Dublin	Accelerated Math 5/6, Accelerated 7/8
Hilliard	Advanced Math 6, Accelerated Math 7, Algebra 1
Olentangy	Enriched Math 5 and Math 6 Accelerated 7/8
Upper Arlington	Acceleration in math, beginning Grade 5
Westerville	Advanced Math 6, Algebra 1

Proposed Gifted Service Plan



Current High School Gifted Services

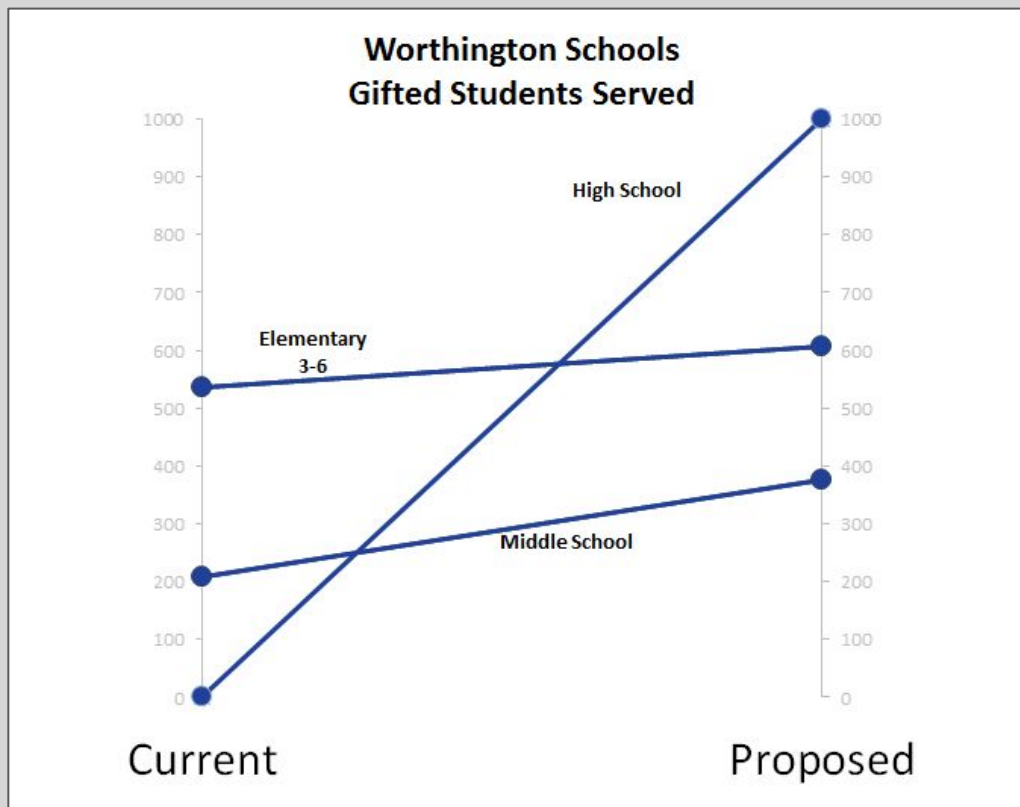
No reported gifted services for 2017–18

Proposed High School Gifted Services

- 1. Advanced Placement (AP) and International Baccalaureate (IB) – general education teacher is teacher of record receiving high quality professional development in meeting the needs of students identified as gifted enrolled in AP and/or IB courses***
- 2. College Credit Plus – students identified as gifted participating in College Credit Plus course(s) will receive a Written Education Plan to address learning needs of students identified as gifted***

Implementation Timeline: August 2018

Proposed Gifted Service Plan



Teacher Professional Development



Any general education teacher providing gifted services must receive high quality professional development [OAC 3301-51-15 (D)(8)(b)].

Professional Development Options:

- On-line (Schoology Courses, GT Ignite)
- Attendance at professional conferences/workshops
- Summer PD (eg. Learning Leaders Academy, Central Ohio ESC, Otterbein Gifted Institute, OAGC PD)
- After school
- Job-embedded
- Release time

Questions

