

The Model for Gifted Education

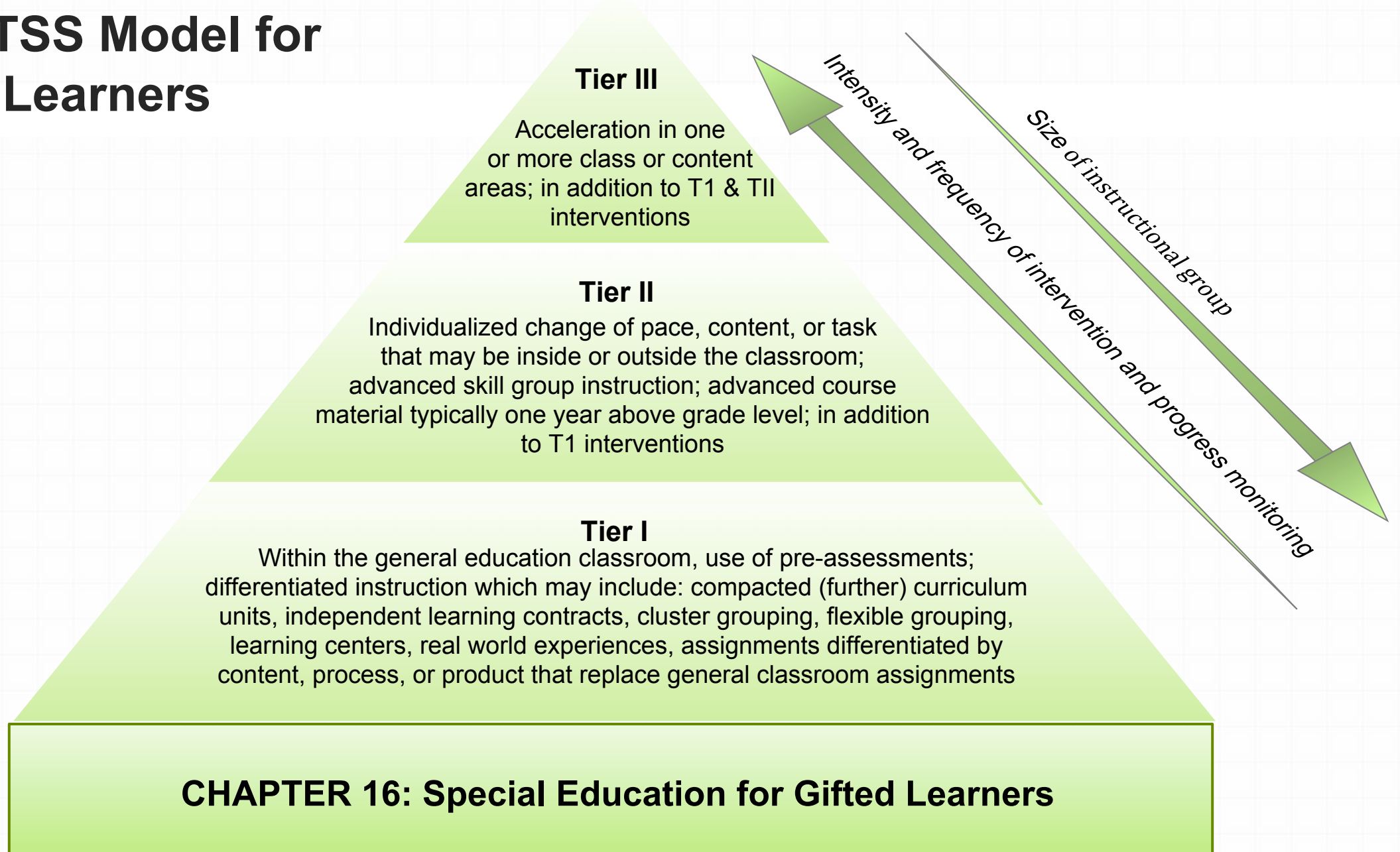


MTSS Model for Gifted Education

The Multi-Tiered System of Support MTSS model will be used for gifted education support services. This model provides a structured process for:

- Early recognition of academic strengths
- Data-informed decisions made about next instructional steps
- System of multiple tiers of instructional support
- Implementation of services for enrichment, acceleration, or both

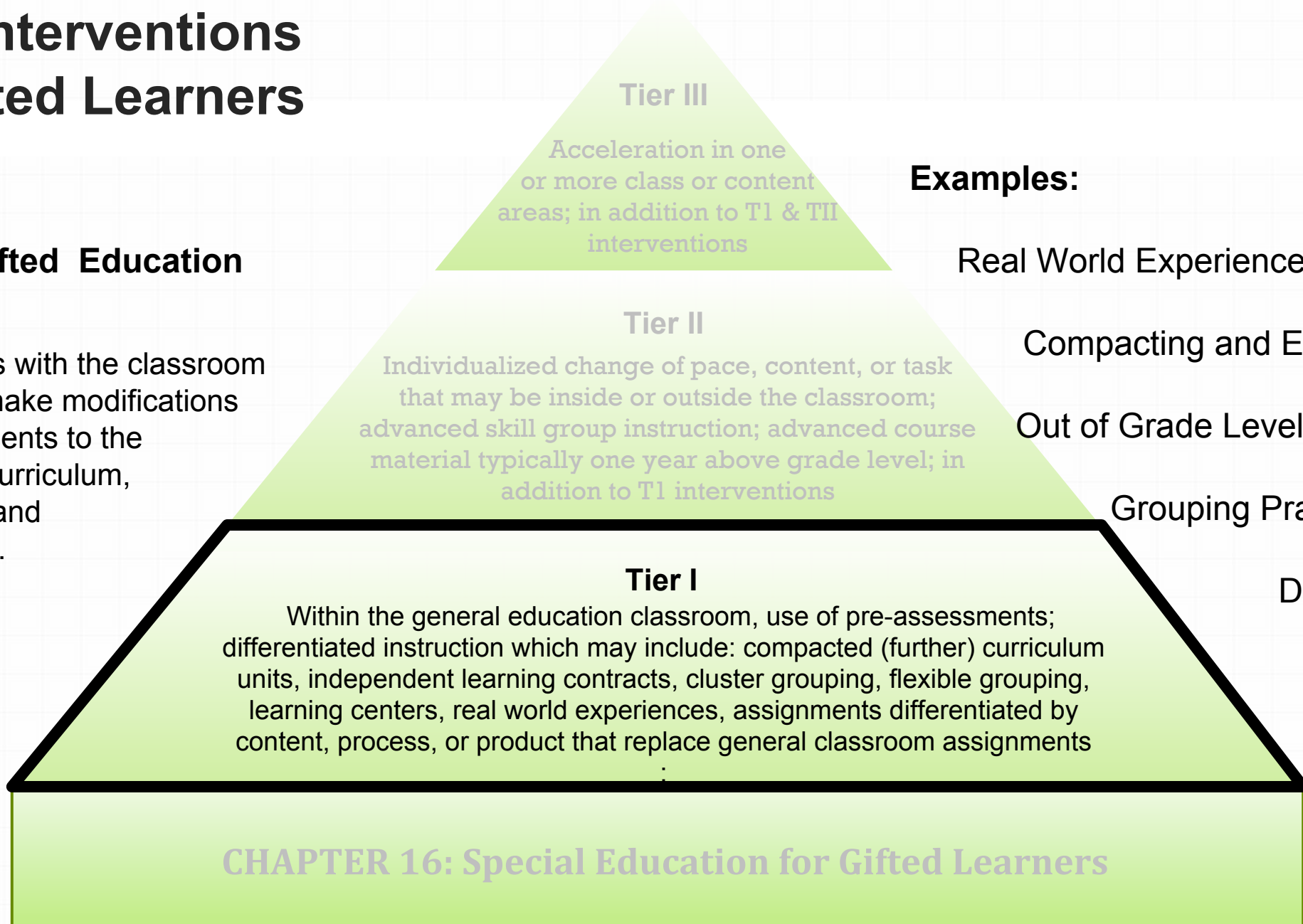
The MTSS Model for Gifted Learners



Tier I Interventions for Gifted Learners

Role of Gifted Education Teacher:

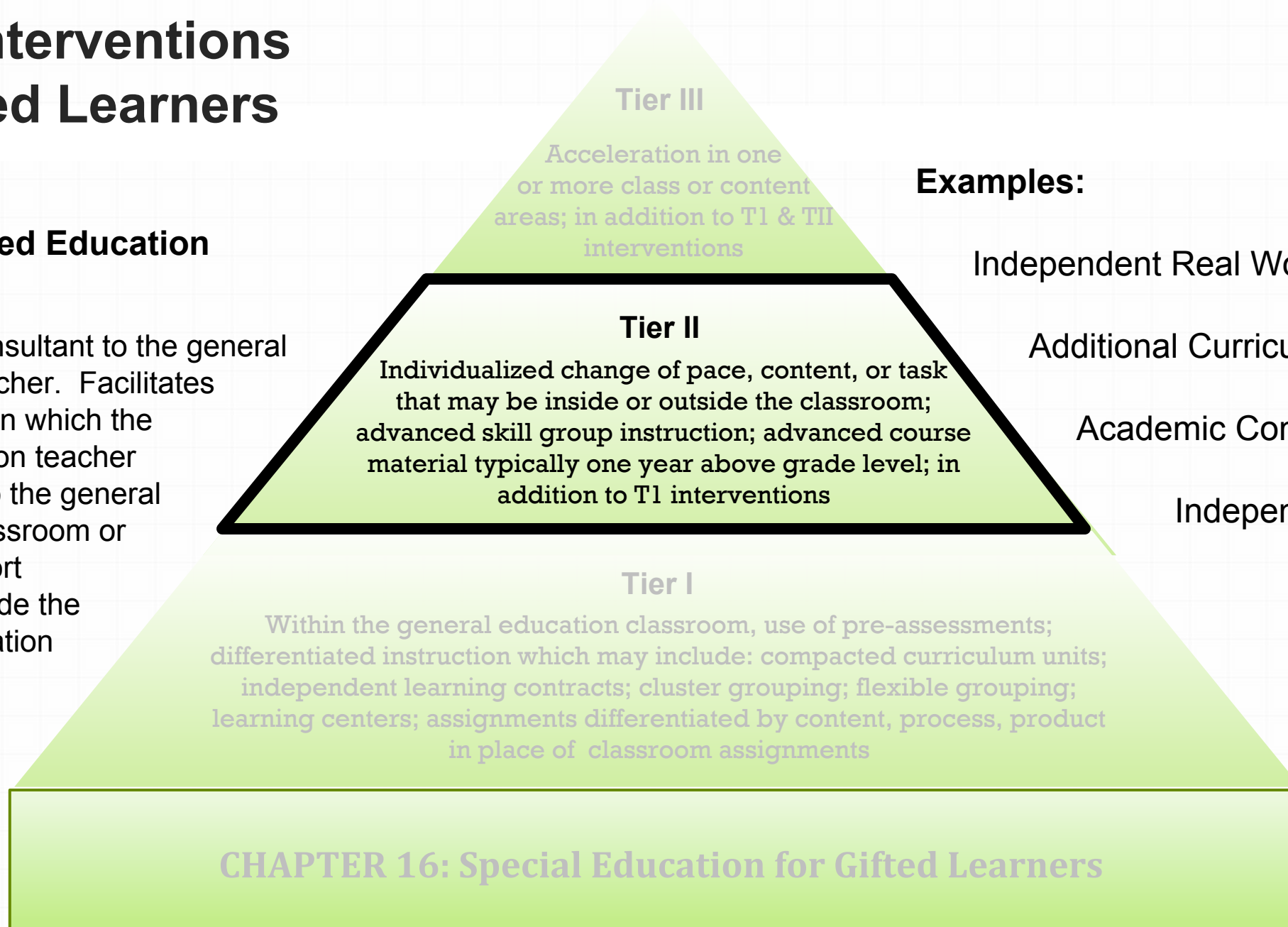
Collaborates with the classroom teacher to make modifications and adjustments to the classroom curriculum, instruction, and assessment.



Tier II Interventions for Gifted Learners

Role of Gifted Education Teacher:

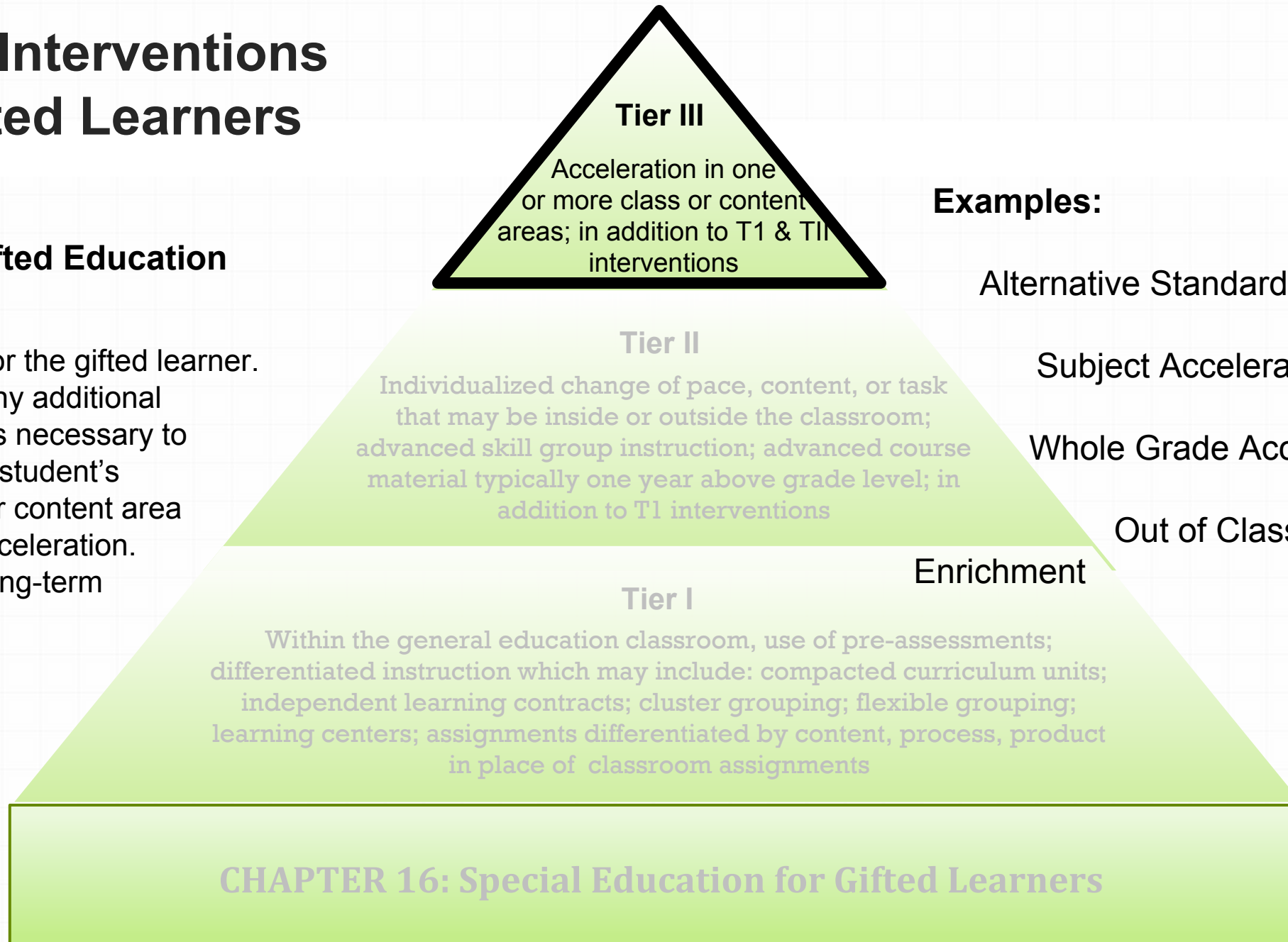
Serves as consultant to the general education teacher. Facilitates interventions in which the gifted education teacher may push into the general education classroom or provide support services outside the general education classroom.



Tier III Interventions for Gifted Learners

Role of Gifted Education Teacher:

Advocates for the gifted learner.
Facilitates any additional assessments necessary to determine a student's readiness for content area or course acceleration.
Facilitates long-term enrichment.



Universal Screeners for Use Beginning SY 17-18

Beginning in the fall of 2017,

- Grades 2 and 5:

Universal Screener for general intellectual abilities, **COGAT v. 7**, given to all students in the fall (**Cognitive Ability Test**)

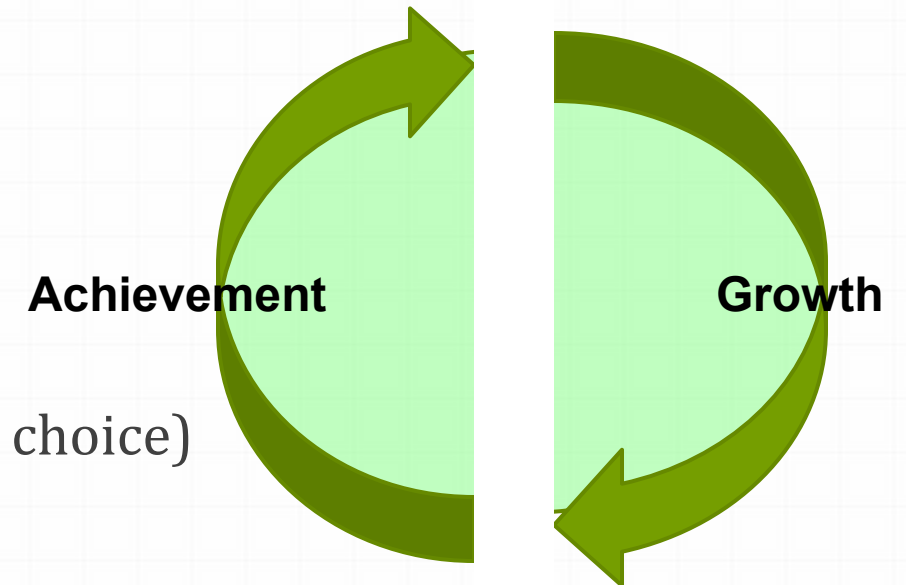
- Grades K-6

Universal Screeners for ELA and Math achievement, **STAR 360 ELA and Math**, given 3 x a year

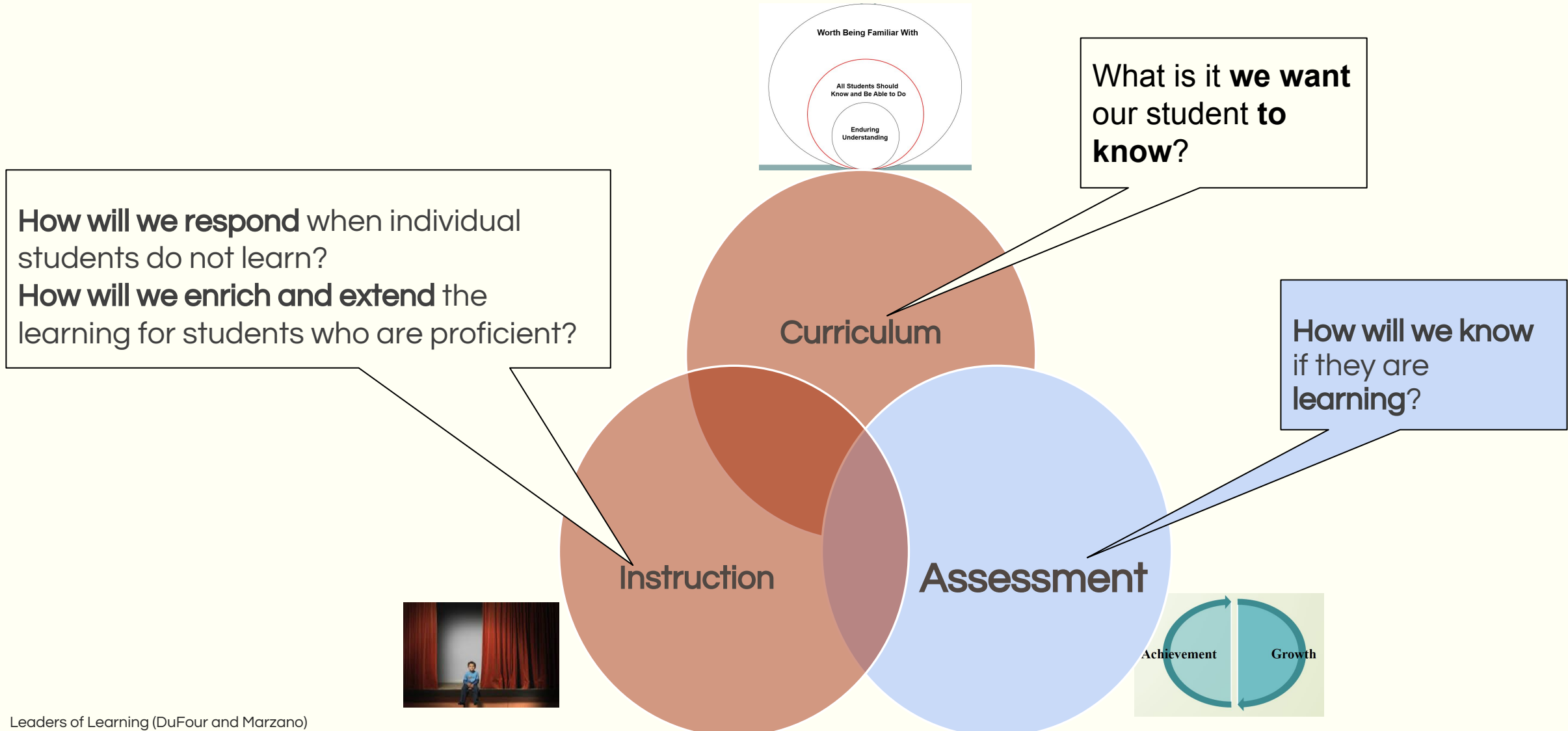
- Grades 7-12

CDT progress monitoring tools for ELA, Math, and Science

PSSAs, KEs, PSAT, APs (required) and ACT, SAT (student choice)



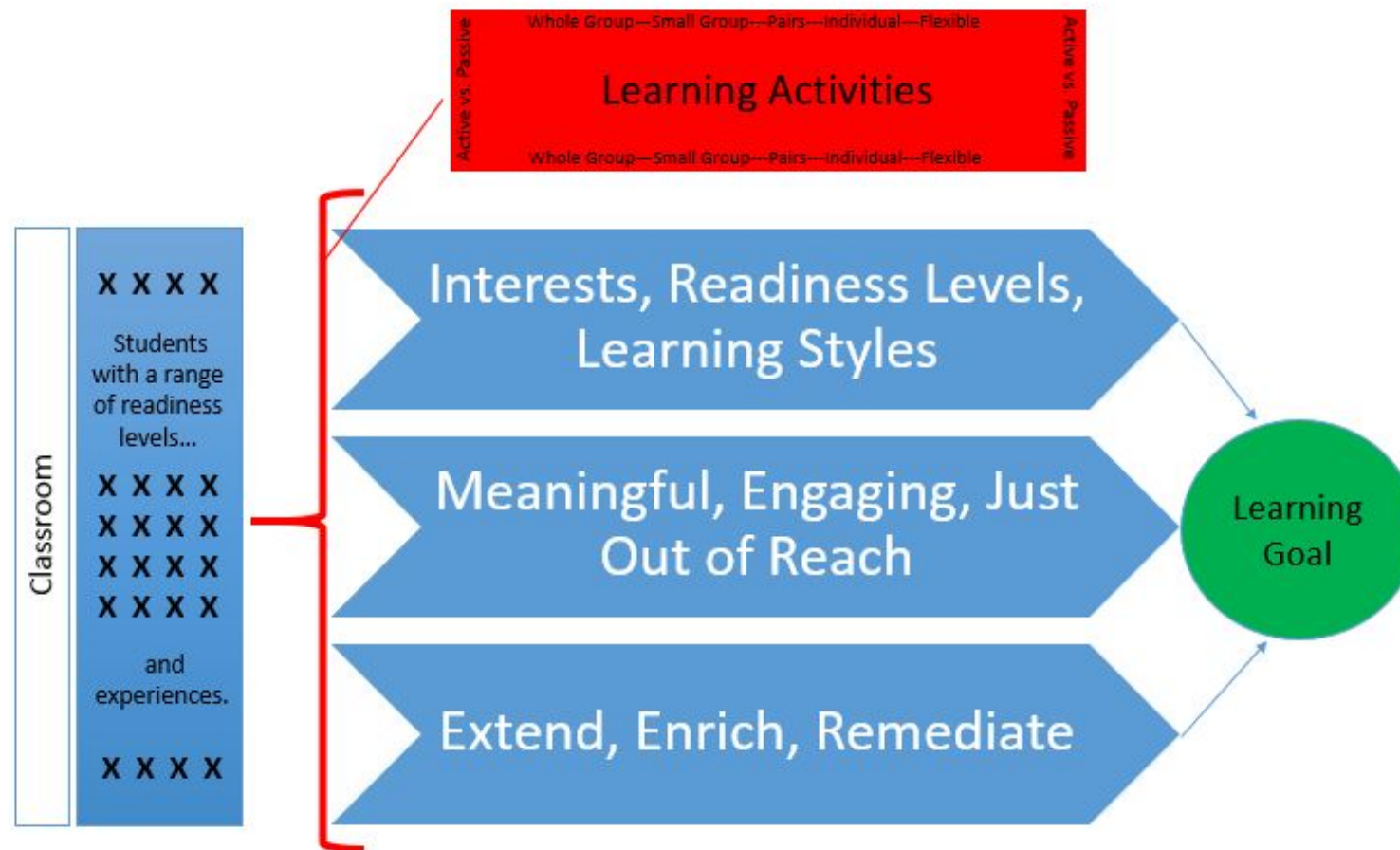
Model for Teaching and Learning



Use of Effective Instructional Strategies

How will we respond when individual students do not learn? **How will we enrich and extend** the learning for students who are proficient? **(Instruction)**

- Differentiate Between **Learning Goals** and **Learning Activities/Assignments**



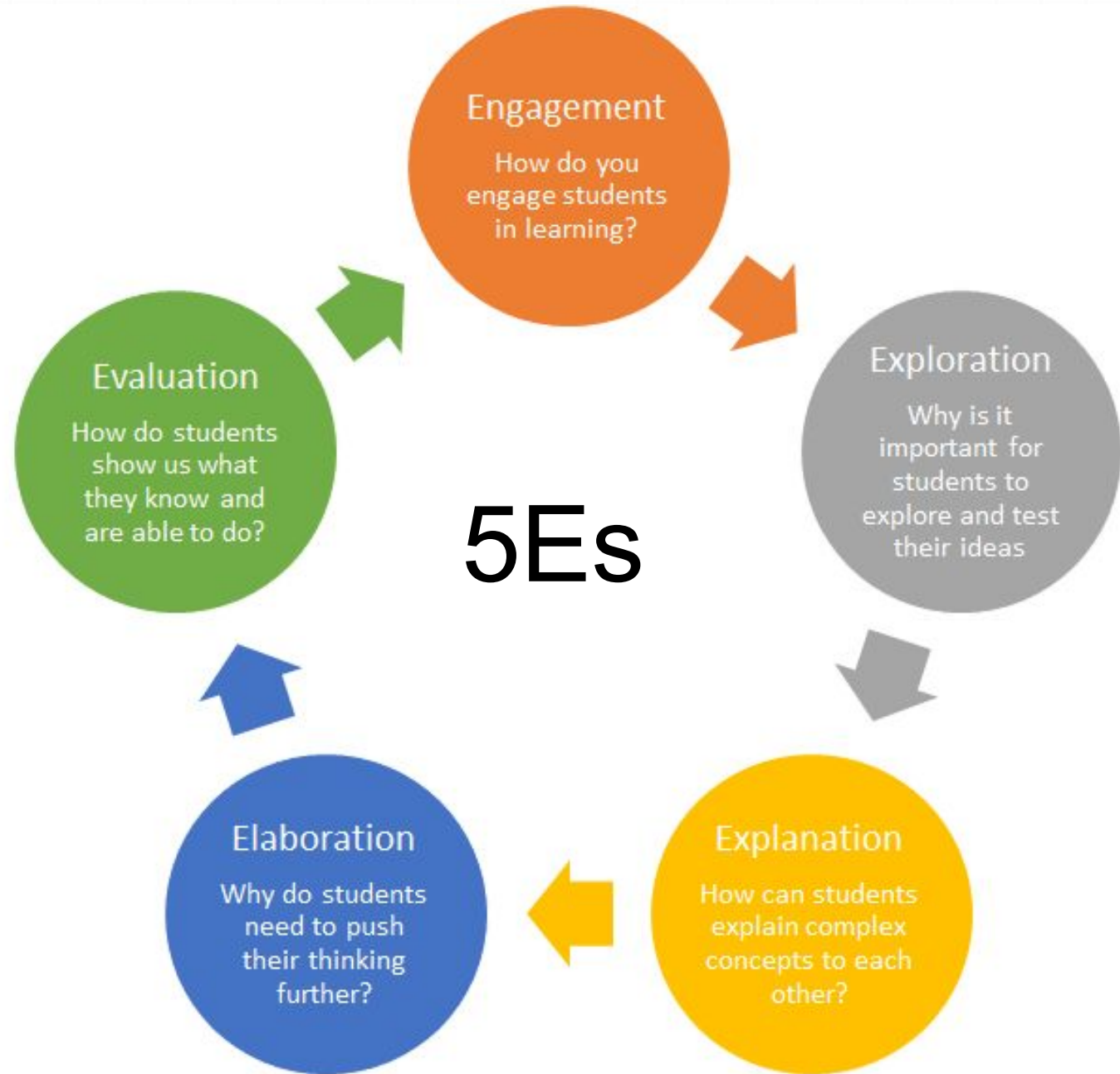
Deep Analysis

Tell the story. Support your story with evidence from the picture.

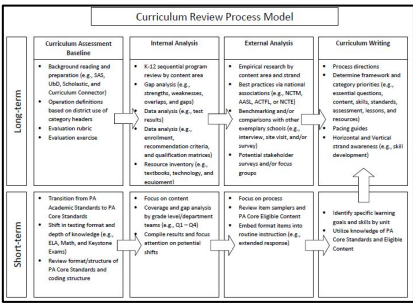
An answer to a question that is based on evidence, but also includes **interpretation of that evidence** and **justification of the evidence** within the response.



Inquiry-Based Instruction

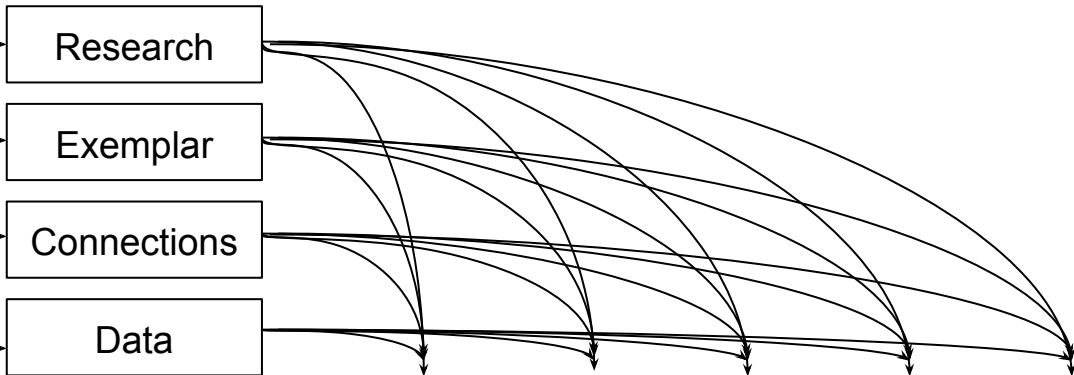


Program Review Process Model



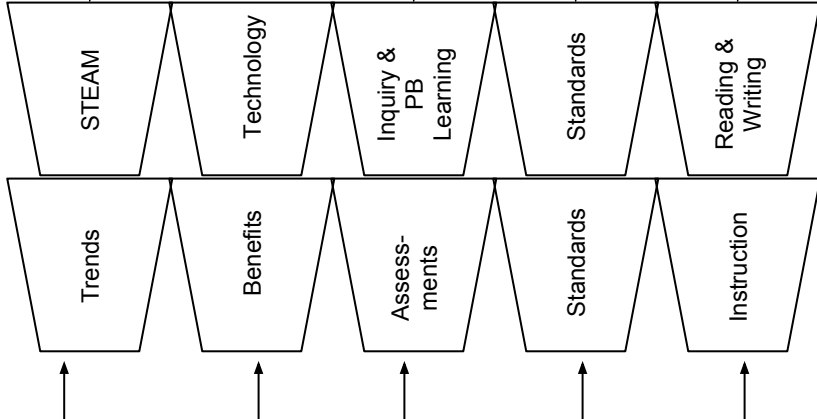
Curriculum Writing to "Deep Dive" Review

Interdependent Committees



Science

Health/PE



Interconnected Research "Buckets"

Emerging Recommendations

1. Eden Hall 6th Grade
2. CHS vs. AP Physics
3. K-7 Health Instruction
4. Healthy Schools/Community
5. etc.

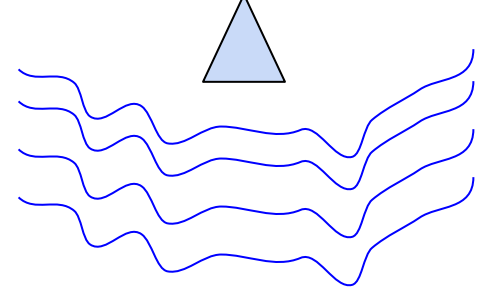
Final Report

1. Executive Summary
2. Process
3. Findings
4. Recommendations
5. Implications

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Priorities



Resource Evaluation and Selection

- **Mathematics K-8**
- **Social Studies 6-8 + AP Psychology and AP Government**
- **English 10-12**

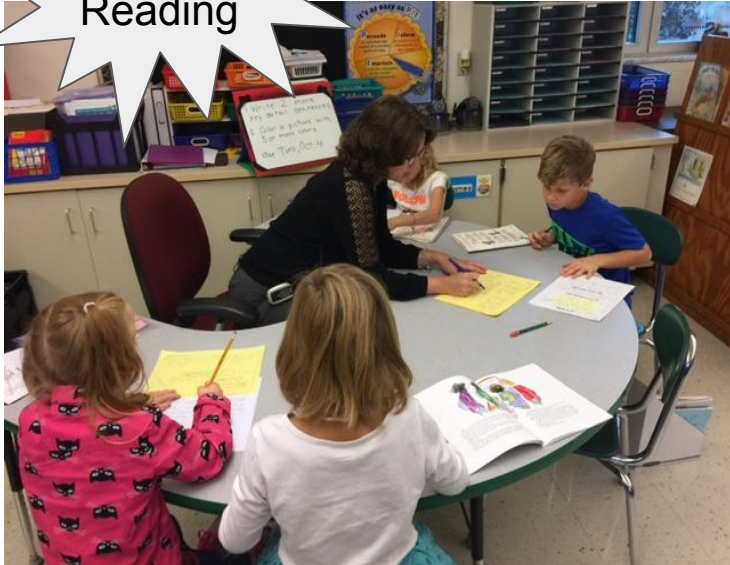
Pine-Richland School District's Curriculum Framework

	Big Ideas	Learning Goals	Assessments	Standards	Resources
Category Description	“Big Ideas” are written in sentence format. Plan for 3 - 5 in the unit. Big Ideas should focus on the high level concept that students need to see the big picture. A Big Idea can be an answer to an essential question. It is an enduring understanding	Start with a verb. 10 - 15 learning goals should be a mix of content (“know” or declarative) and skill (“do” or procedural). Include enough detail that the learning goal is clear and use language that makes sense to a teacher, student, or parent. Reference Bloom/Webb for varying levels of rigor. If appropriate, this may include “descriptors” from the Assessment Anchors.	A variety of formative, diagnostic, and benchmark assessments used "for" learning. A refined number of summative assessments as indicators "of" learning. Common assessments used to identify instructional and curricular needs.	Select “fewer” standards that are well aligned to the the learning goals identified.	Citations to the course textbook (i.e., chapter or section), novels, primary source documents, or critical

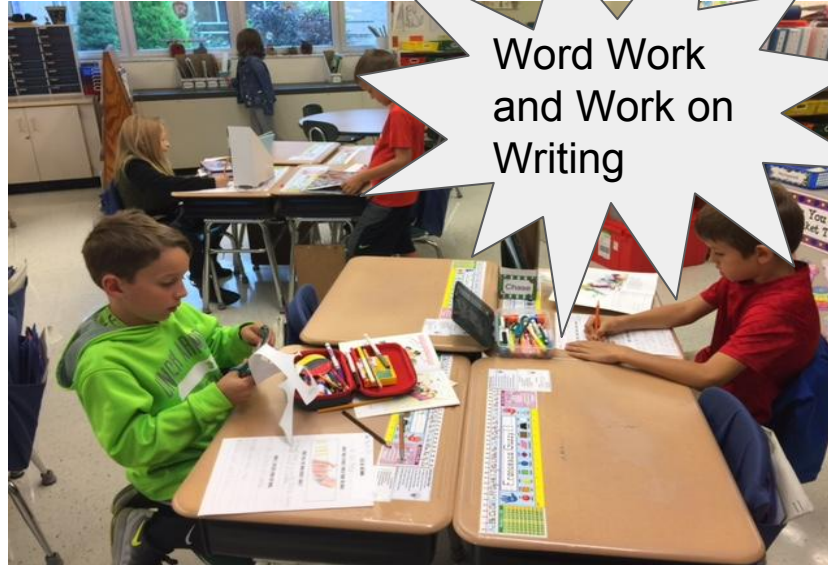
1. PRSD Identified **Learning Goals** and **Big Ideas**
2. **Key standards** and **all eligible content** embedded in the learning goals and big ideas
3. Assessments used “**for**” and “**of**” learning
4. **Engaging learning activities** using a variety of **relevant resources** to achieve goals for all learners

ELA - Wonders, StudySync, Guided Reading, Writing, Daily 5

Guided Reading



Word Work and Work on Writing



Read to Self



Read to Someone and Listen to Reading

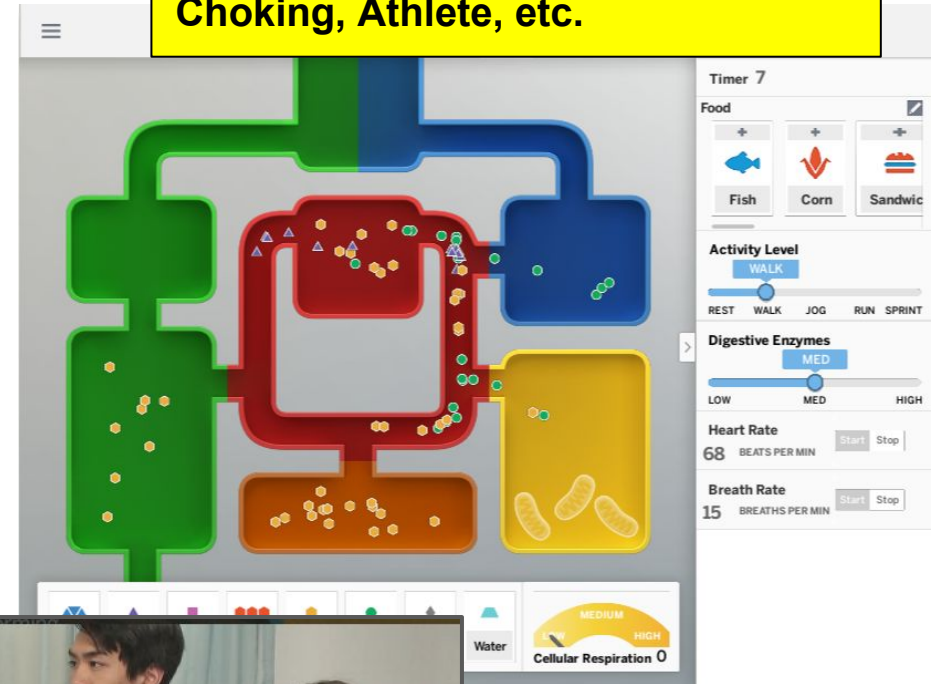
The English Language Arts program encompasses the areas of reading, writing, language, spelling, and speaking. It involves activities beginning in Kindergarten that are designed to help them explore their interests, share their ideas, and develop a lifelong love of reading. Through guided reading the teacher meets several times a week with small, flexible groups of students with similar reading levels and skills. The goal of guided reading is to provide research based reading strategies to enhance the students' fluency and comprehension. Students are assessed throughout the school year to assure proper instructional grouping and reading level. Instruction includes, but is not limited to, development of phonetic skills, phonemic awareness, word attack skills, vocabulary fluency skills, comprehension skills, writing process skills, and research.

Science Grade 7

Amplify

- Partnered with Lawrence Hall of Science
- Based on real-world problems
- Hands-on experiments, digital simulations

Metabolism Simulation Healthy, Anemia, Asthma, Diabetes, Choking, Athlete, etc.



Molecules Cells Need

1 When your body is healthy, you probably don't even notice it: water, oxygen, and glucose are essential molecules that your cells need to stay healthy, and your body systems use these molecules to produce energy. Metabolism is the process by which your body uses these molecules to produce energy.

Evidence-Based Problem Solving
Collect evidence through various resources - online and interactive

up next

"Elisa's Condition"

Real-World Role Playing
Problem identified, students placed in a role to help problem solve.

Science Grades 3-8

McGraw Hill

- Student textbook with online and digital resources
- Leveled readers for students below grade, at grade, and above grade
- Virtual labs, 3-D models, Mr. Weber tutor, Brain POP
- eAssessment program



Videos & Podcasts



Science Probes

Explore misconceptions

The diagram shows two cars, one white and one grey, colliding. The white car is on the left and the grey car is on the right. They are shown in a side-on collision.

Three friends were playing with their toy cars. Bert crashed his car into Alonso's car. They each had different ideas about what was transferred during the crash. This is what they said:

Bert: I think the force from my car was transferred to your car.
Alonso: I think the energy from your car was transferred to my car.
Gus: I think both the force and energy from Bert's car was transferred to Alonso's car.

Who do you agree with the most? _____
Explain why you agree.

Brain POP



Grade 9 **collections**

Videos From **A&E** **HISTORY** **bio**

History/A&E Videos

America: The Story of Us: March on Washington

Biography: William Shakespeare

The Gettysburg Address: A New Declaration of...

The Holocaust

Odysseus: Curse of the Sea

Space Shuttle: The Last Mission

collections **△SOHMH**

Level Up Tutorials **△SOHMH** Houghton Mifflin Harcourt

Level-up Tutorials

Tutorials & Practice

Use Level Up to practice key skills covering literature and informational text, reading skills and strategies, vocabulary skills and strategies, writing and revision, and conventions.

Start

Stream to Start Video

Video Title - Stream to Start Video: Grade 10, Collection 1

Close Read Screencast

This is a nation founded on a conundrum, what Mario Cuomo^o has characterized as "community added to individualism." These two are our defining ideals; they are also in constant conflict. Historians today bemoan the ascendancy of a kind of prideful apartheid^d in America, saying that the clinging to ethnicity, in background and custom, has undermined the concept of unity. These historians must have forgotten the past, or have gilded it.

**Harcourt - Collections
Grades 7-9**

△SOHMH

Video Title - Collections Introduction

My Write Smart

Resources **Collections - Grade 6**

- Student Resources
- Program Assessments
- Continuum Assessments
- Professional Development
- FYI Site
- myNotebook
- myWriteSmart

Assignments **COMPLETED** **IN PROGRESS** **NOT SUBMITTED**

Due: 09/13/2017

Assessment

40 Science 2nd Period 1/2 Completed ✓

Reports **SCORES** **OVER 70%** **60% - 70%** **UNDER 60%**

Module 1 - Post-Test

2.8 in need of help Not submitted 1

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