

Advanced Learning in CPS

July 29, 2014

Our K-8 model for meeting the needs of advanced learners has three tiers:

Tier 1 - A standards based, rigorous curriculum

Tier 2 - Differentiated Instruction within heterogenous classrooms (*including ELP*)

Tier 3 - Subject acceleration for students significantly above grade level

We have this model for several reasons....

- Separate programs for generically identified academically advanced learners raise non-defensible issues
- We want all of our students to be exposed to enriched learning opportunities and leverage advanced learning services to raise the level of rigor for everyone
- We have a lot of “gifted programming” if you consider the range of giftedness -

What is Advanced Learning?

Academically advanced can mean....

- * Knows the content OR
- * Can learn faster

Our model leaves us flexible - we are looking for creative productivity not generic "giftedness"



The success of our model relies on....

- Rigorous curriculum instruction with high expectations for each student
- Detailed and frequent data collection to identify students, set goals, and monitor growth
- Instructors trained in meaningful differentiation of content and supported in instructional strategies necessary to implement enriched curricula
- Planning to support acceleration of students in terms of placement and scheduling
- Personnel qualified in the necessary range of grade level content
- High levels of family engagement.

1) Rigorous Curriculum

- o Curriculum Review Cycle - MIF implementation
- o UbD initiative - Unit Template - Lesson Plan Template
- o Curriculum Writing Committees - my role
- o Accelerated Math Pathway
- o Program Evaluation - protocol in process for summer program, designing protocol for accelerated math pathway and RtI pilot

2) Identification through data collection

- o Identification is determined by the program
- o Classroom differentiation - identified by teachers/coaches
- o ELP - mostly Parent ID, need to increase teacher ID
- o Pretesting and frequent formative assessment => cultural shift for all students
- o Accelerated Pathway => developing consistent ID protocol
- o Minority/low SES student identification for advanced learning services - addressing the "potential gap"
- o Summer bridge math program o After school program
- o Creating a "pipeline" to Algebra by reaching down to 6th, 5th, etc.

3) Training & Support in meaningful content Differentiation

- o Specialized teacher training needed in techniques to meaningfully differentiate - what do you do after you identify?
 - o PD Committee - work on teacher induction and 5 year plan
 - o Courses planned for this year in teaching math, compacting, blended learning (*including EdGenuity training*)
 - o Implementing within the RtI model - Tier II interventions at both ends
 - o Goal setting and progress monitoring - goal = 1 yr of growth for every student
 - o 21st Century Skills - 4 C's

3) Training & Support in meaningful content Differentiation

- o Support

- o Amigos Rtl pilot

- o Classroom cooperation

- o Electives at Upper Schools - NHD, Generation Citizen, NaNoWriMo

- o My role as consultant - Steak and Shake phenomenon

4) Implementation of Subject Acceleration

- o Placing students in classrooms of higher grade
 - § Happening mostly in math at middle school level
 - § Schedules are very complicated - students succeed despite apprehension
 - § Significant space issues at all upper schools and at CRLS
 - § Increased reticence at Elementary level due to grade 5 "cap"
- o Bringing higher level curriculum to students in their classroom
 - § EdGenuity Pilot in elementary, SEI classes, and con implementation
 - § Issues: time/materials/equipment/teacher

5) Personnel qualified in the necessary range of grade level content

- o When students are operating at advanced levels, we need to make sure that instructors are available who are qualified in the curriculum needed by those students.
- o Ex. Third grader operating at 6th grade level - who is the teacher of record?
- o District wide Capacity study

6) Family Engagement

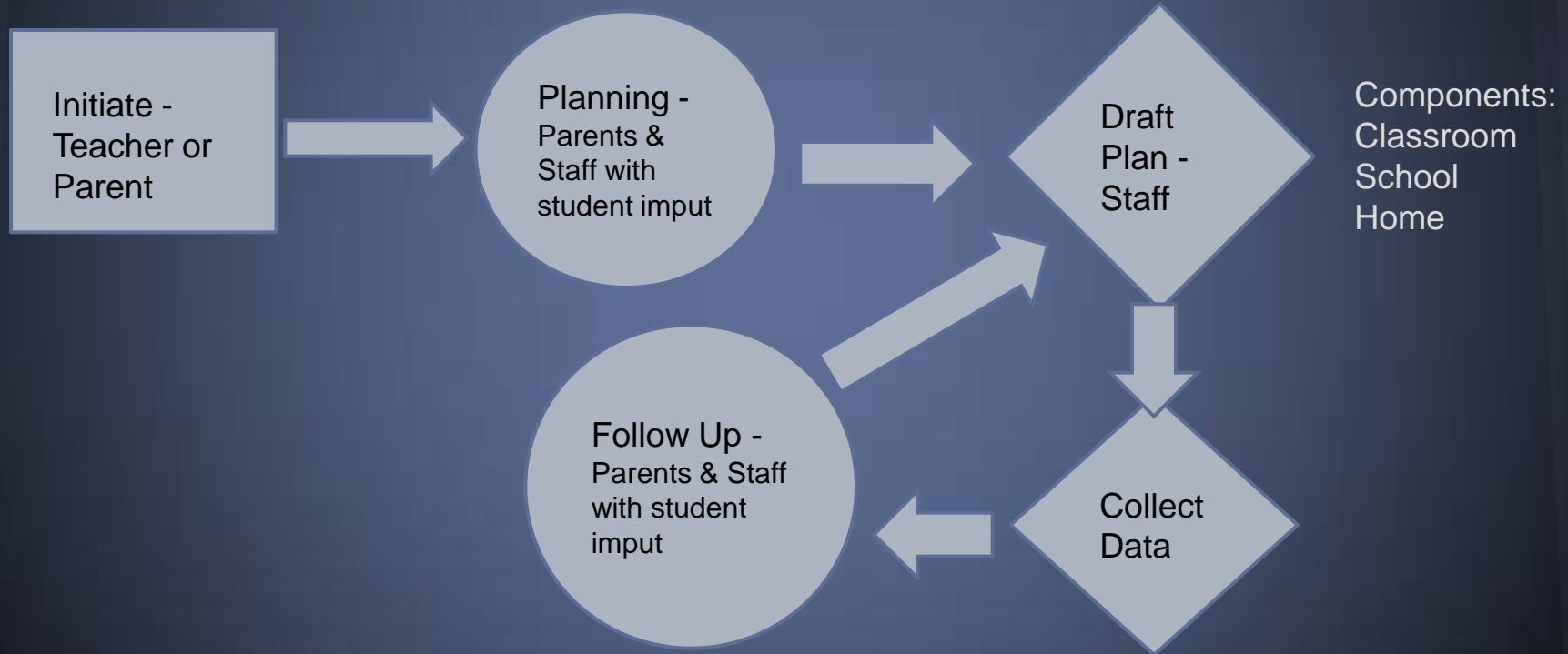
- Parent Advisory Group Monthly meetings with CALA connection
- Building on successful joint model with Special Education Parent Group and CSAG
- Addressing digital divide
- Translation/Family Communication
- Homework

Conclusion

- Are we there yet? No
- Are we making progress?

Yes – moving from separate pieces to a vision of advanced learning services that coordinates with other departments and advances the strategic mission of the district.

Enriched Learning Plan (ELP)



Components of ELP

Math Investigation Centers

Individual Reading vs SSR or DEAR

Learning Portfolios