



# Oak Park Elementary School District 97

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TO: Board of Education Members  
Dr. Carol Kelley, Superintendent

FROM: Dr. Amy Warke, Chief Academic and Accountability Officer  
Dr. Carrie Kamm, Senior Director of Equity

DATE: January 23, 2018

RE: GTD Ad Hoc Committee Program Considerations

This report contains an overview of the GTD Ad Hoc Committee meeting agendas and process, as well as their considerations to Dr. Kelley and Teaching and Learning department as they consider how to refine the current GTD program.

On August 23, 2018, Dr. Kelley sent out all a call for interested community and staff members to apply for the GTD Ad Hoc Committee. The committee members were charged with assessing the alignment of the district's GTD program with our goals and vision. They will also deepen their understanding of instructional practices that are designed to enrich the learning experience for all students. Through their assessment and learning, committee members had an opportunity to share recommendations for the current GTD program.

The GTD Ad Hoc Committee had their first meeting on Monday, September 25th. At this meeting Dr. Kelley reviewed the District 97's Vision4ALL (specifically Pillar 1), Dr. Warke and Dr. Kamm provided an overview of the [history of the GTD program and current program status](#) as well as an overview of the current professional learning the 3rd grade teachers, GTD teachers, and instructional coaches are participating in to support differentiating math instruction for all learners. Dr. Yvette Jackson, the consultant we worked with and author of *Pedagogy of Confidence* lead the group in determining group norms and [learning on nurturing high intellectual performance in all students](#).

At the [October 16th meeting](#), norms were finalized and Dr. Jackson facilitated a conversation on committee members' perspectives on GTD program elements, along with their perspective regarding the district's vision to challenge all students and nurture their gifts and talents, while taking into consideration the unique needs of each students. The committee also established a Slack and Padlet space so that dialogue could occur in between meetings and articles and resources could be shared in a central location. At this meeting it was also discussed the time constraints inherent in this work and that the role of the committee will be to share GTD program considerations that will bring the district closer to having the GTD program reflect our district vision.

At the November 20th committee meeting, each committee member gave two recommendations that were informed by their reading of relevant articles, information provided by Dr. Yvette Jackson, analysis of current GTD program data, and their own perspective regarding the program. These recommendations were shared with our Administrative Leadership team and K-5 teachers for their feedback. At the December 18th committee meeting, committee members had an opportunity to discuss the feedback and summarize considerations that were to be presented to Dr. Kelley and the Board of Education.

The considerations are for:

- District 97 administration to assess and make necessary changes to the GTD service delivery model to insure differentiation and enrichment for all learners so that each student is challenged. This includes:
  - Clarifying terms such as differentiation and enrichment
  - Investing in teacher understanding of grading practices

- District 97 administration to evaluate and revise the GTD program criteria to be more equitable and inclusive. This includes:
  - Examining gifted programs, such as the one in Miami-Dade school district, to learn how their selection process resulted in a more inclusive program
- District 97 to provide the necessary staff and resources to differentiate for all students. This includes:
  - Providing professional learning for staff on how differentiate instruction and hold all students to high expectations for learning
- District 97 to continue challenging students who meet GTD criteria, while also creating entry points and paths for students who may not meet criteria but who demonstrate in other ways that they will potentially benefit from acceleration. This includes:
  - Making any necessary program revisions based on the IL Acceleration Act (the district is awaiting further guidance and language from the state)
  - Provide professional learning for teachers on culturally responsive teaching and instructional practices that nurture high intellectual performance in all students

The next steps are for the Teaching and Learning department to determine a process and timeline for program revisions that will take into account the considerations posed by the GTD Ad Hoc committee. We wish to thank the members of the GTD Ad Hoc committee for their commitment and engagement during this process.