
Advanced Academic Services

— Levels of service options within —
MTSS framework

The Shift: Current model is considered the “traditional gifted model”

- **What:** Inherent quality most reliably measured by IQ
- **Who:** top 3-5%
- **Why:** To develop high potential and accommodate special needs
- **How:** Pull-out/self-contained model of service to increase higher order thinking skills, creativity, leadership
- **Limitations**
 - Equity concerns in identification
 - Rigid programming for diverse district needs
 - Not connected to essential learnings
 - Once a week not sufficient
 - Time spent testing relative to service time

The Shift: The upcoming model is considered, “differentiation” model

- **What:** Needs identified and met in on-going and flexible manner, domain specific, avoids gifted vs. non-gifted label, focuses on more immediate and specific needs
- **Who:** Students identified by PLC teacher groups for services during WIN time
- **Why:** More specific than vague notions of aptitude, more immediate goals than talent development or gifted paradigm, theoretically offers more continuity between what is offered in regular classroom and pullout program
- **How:** Identification can be vis-a vis curriculum tests, high ceiling tests (FAST) and/or MTSS protocol, dynamically responsive

Mission/Vision/Goals

Mission:

Duluth Public Schools will provide appropriate learning experiences and academic challenge that results in continuous academic growth for all students.

Vision:

Equitable identification and a continuum of services across K-12 that provide enrichment and acceleration for students achieving significantly beyond the grade level norms.

Goals:

1. Transparency of identification and services
2. Ensuring all students have a right to learn everyday
3. Equitable, flexible and responsive services across the district
4. Offering classroom teachers options and support for when students’ “already know it”.
5. Community collaboration in the form of enrichment opportunities and parent/family groups

Tier 2- Challenge Courses

- **Challenge Courses in ELA** in grades 4-5 provide a curriculum that extends learning in breadth, depth and complexity. Have students work on the inquiry process-questioning, the writing process, research skills. Students check in with Gifted Ed/ Differentiation Spec weekly, and can work on project independently if they “already know it” in class.
- **Challenge Courses in Math** in grades 3-5 provides advanced curriculum that extends learning and culminates with an interdisciplinary project

Tier 3-Individualized Services

Case manage, individual inquiry projects, acceleration option, collaborated with classroom teacher, focus on needs not met by levels 1 and 2

Additional service/support goals

- Collaboration with teachers to support differentiation in the classroom
- Address achievement gap with programs to teach critical thinking skills in grades 1 and 2
- Support enrichment opportunities for all (Math Masters, Destination Imagination, Geography Bee, Scripps Spelling Bee, Knowledge Bowl, Lego Robotics)