

**Oak Park District 97  
Gifted, Talented and Differentiation (GTD) –Updates  
June 14, 2011**

**Current Program**

The current Gifted Talented & Differentiation (GTD) program framework has been in place since 2008. Each of the ten schools has a dedicated GTD teacher to support the program. We have spent considerable time this school year listening to parents at two parent forums (October and April) and in multiple meetings with the GTD staff about how our program might better meet the needs of our students.

Currently the administration has decided that there is a need to do further more in-depth research and involve not only GTDs, but also principals, classroom teachers and parents in the process. We are looking at creating this team and completing this work during the 2011/12 school year.

We also recognize the need to make some immediate changes for the upcoming school year that will involve the following:

- consistency of GTD programs across schools (both elementary and middle schools)
- clear identification criteria for GTD services
- a plan for both direct GTD service and differentiation support to classroom teachers
- creation of communication plan for parents, teachers and students

**GTD Program Recommendations for 2011-12**

**Philosophy**

Oak Park Elementary School District 97 recognizes that outstanding talents are present in children from all cultural groups, across all economic strata, and in all areas of human endeavors. Services for students who are academically talented must be part of an overall educational program. It is our responsibility to discover, nurture, and develop the potential of each student.

We encourage continuous staff development and collaboration among teachers, parents, and administrators, to better meet the needs of the academically gifted and talented students through the philosophy of differentiated instruction, strategies, and practices associated with differentiation.

**Goals**

- To identify outstanding intellectual potential in students and recognize that demonstrated exceptional abilities require differentiated educational services that match student needs.
- To offer a continuum of services designed to challenge academically gifted and talented students and to provide opportunities for the development of intellectual behaviors.
- To integrate differentiated services into the school environment through collaboration, implementation, and evaluation among all teachers, parents, and administrators.

- To support the district’s commitment to this program by providing educators with appropriate staff development and resources to meet the needs of academically talented students.
- To communicate the nature and needs of academically gifted and talented students within the school and community in order to build awareness and develop an understanding of talented students’ needs.

**Implementation**

Academically gifted and talented students must be given educational experiences appropriate to their level of ability if they are to reach their potential. Appropriate rigor and challenge in the curriculum may include, but not be limited to, acceleration, advanced content, a higher degree of complexity, flexible grouping, curriculum compacting, in-depth studies, enrichment opportunities, flexible pacing, and differentiated content, process, and / or products.

**Elementary Schools**

**K-2 Program – Differentiation Support**

The GTD will work with the classroom teacher to deliver a “flexible” model of academically gifted instructional programming. The GTD will not directly work with identified K-2 children. However, the GTD and the regular classroom teacher will have opportunities to provide fluid experiences for all children.

- Formal identification will not take place in K-2
- No direct service with GTD
- GTD will push-in to regular classrooms (math/reading)- approximately 5 hours week
- GTD will provide support and resources to address differentiation needs of high learners
  - 2 hours GTD planning per week

**Grades 3-5 GTD Direct Services**

The needs of these children are best met through a direct service model combining the GTD and the regular classroom teacher. The classroom teacher through differentiation will match the unique needs of each child with the curriculum. Additionally, the GTD will provide direct services through a pull out framework.

Students may qualify for direct services in fall of 3rd grade. Inclusive identification procedures using multiple criteria are used to ensure that all students are identified and nurtured in the program.

**Identification Criteria** --- students may enter in August/January (after MAP testing)

Language Arts and/or Math

Student must meet 2 of the 3 criteria from the chart below

<b>Measure</b>	<b>Criteria</b>
MAP Assessment	95% on past 2 of 3 most recent assessments
CoGAT	130-150
Report Cards	4s on past 2 out of 3 trimesters

## **Service Minutes**

### Math

- 5th grade - GTD math daily group
  - Set group of students, differentiation w/in group
- 3-4th grade math
  - 1-2x per week with GTD (60 minutes) &
  - 3-4th acceleration to be determined at school (daily)
    - walk to different grade level
    - within grade level, teacher at grade level could teach higher level math

### Reading/Language Arts

- 3<sup>rd</sup>-5th grade - (120 minutes) pull out

## **Progress reports/Grades**

- Progress reports for 3-4 math group
- Math grades for 5th grade
- No Language Arts grades-- collaboration with classroom teacher for grade
- Language Arts progress reports provided

## **Middle Schools**

The Middle School program is still in the review process. Both Middle Schools are currently in the process of hiring a new GTD. The current middle school math course matrix provides math placement of students based on ability and achievement. We will be working this summer with the new GTDs and middle school principals to develop a program that will provide support to our highest students in language arts and other integrated subjects.

## **Convocations/Competitions/Communication**

Throughout the school year the GTD teachers and district staff will coordinate several learning opportunities for students from all eight elementary schools to come together, as well as middle school events. We will also provide access to outside district academic competitions.

We will utilize technology for communication regarding our program and other educational resources and opportunities for gifted students.