

Gifted Programs

A Look Ahead

October 23, 2014



Agenda

- K-1 Gifted Services
- Gifted Elementary School Program
- Gifted Secondary Scope and Sequence
- Enrollment Update
- Teacher Professional Development and Training
- Articulation
- Q & A



Objectives

- Provide an update on K-1 testing and services
- Share the GESP curriculum sequence
- Articulate the course sequence from GMSP to GHSP
- Share enrollment numbers
- Share plans for teacher professional development and training
- Questions/Feedback



K-1 Services

(This slide was updated on 11/17/2014)

- All Kindergarten and 1st Grade Students have completed the screening assessments in the classroom during September/October (Teacher observations and classroom assessments, TRC, and CogAT Screener)
- Results of the screening assessments were sent to parents by mid-November
- The following data was collected for every K-1 student:
 - Teacher observations and classroom assessments
 - TRC results
 - CogAT Screener results
- Based upon the above data, further assessment will be conducted as necessary to determine which students are in need of gifted services
 - A district level team will determine students in need of services
 - Students in need of gifted services will be notified via US Mail by December 19th, 2014
 - An education plan will be developed by a school level team in collaboration with the Gifted Programs Office
- 1st Grade students who do not qualify but score at or above the 85th percentile were invited for testing in January/February for GESP 2nd grade services



Gifted Elementary School Program

2014-2015 Enrollment

School	Total 2 nd grade	Total 3 rd grade	Total 4 th grade	Total 5 th grade	Total
CHERRY CREST	40	62	62	78	242
MEDINA	25	43	49	44	161
SOMERSET	39	46	54	39	178
SPIRITRIDGE	42	50	72	84	248
TOTAL STUDENTS	146	201	237	245	829



Gifted Elementary School Program

GESP	2 nd Grade GESP	3 rd Grade GESP
Literacy Reading and Writing	<ul style="list-style-type: none"> William and Mary: Beyond Words Michael Clay Thompson: <u>Level 1</u>: (Partial) Junior Great Books (2 and 3.1) Jacob’s Ladder Reading Comprehension Program; Primary Level 2 	<ul style="list-style-type: none"> William and Mary: Journey’s and Destinations Michael Clay Thompson: <u>Level 1</u> Junior Great Books (3.2 and 4.1) Jacob’s Ladder Reading Comprehension Program; Level 1
Mathematics Student placement is based on placement test performance	GESP Math 2: Math Expressions CCSS	GESP Math 3: Math Expressions CCSS
Social Studies	<u>TCI: Our Community and Beyond</u> Our Community and Beyond encourages student awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles. “Bellevue Then and Now” Curriculum	<u>TCI: Regions of Our Country</u> Social Studies Alive! Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history. “Bellevue Then and Now” Curriculum StoryPath: Understanding the Marketplace
Science FOSS Science Kits: One grade advanced	<ul style="list-style-type: none"> Measurement Human Body Rocks and Mineral 	<ul style="list-style-type: none"> Magnetism and Electricity Structures of Life Water



Gifted Elementary School Program

GESP	4 th Grade GESP	5 th Grade GESP
Literacy Reading and Writing	<ul style="list-style-type: none"> William and Mary: Literary Reflections Michael Clay Thompson: <u>Level 2</u> Junior Great Books (4.2 and 5.1) Jacob's Ladder Reading Comprehension Program; Level 2 	<ul style="list-style-type: none"> William and Mary: Patterns of Change Michael Clay Thompson: <u>Level 3</u> Junior Great Books (5.2) Jacob's Ladder Reading Comprehension Program; Level 3 Teacher Selected Novels
Mathematics GESP Math 4,5, GIMT2 Student placement is based on placement test performance	GESP Math 4: Math Expressions CCSS	GESP Math 5: Core Focus on Math
Social Studies	<u>The Westward Movement</u> StoryPath*: The Oregon Trail <u>Washington State History</u> StoryPath*: Early NW Coast Peoples	<u>American History</u> <ul style="list-style-type: none"> A History of US: Making 13 Colonies A History of US: From Colonies to Country We The People StoryPath*: Colonial Boston
Science FOSS Science Kits: One grade advanced	<ul style="list-style-type: none"> Environments Landforms Mixtures and Solutions 	<ul style="list-style-type: none"> Diversity of Life Populations Ecosystems Human Body Systems



Gifted Middle School Program

2014-2015 Enrollment

School	Total 6 th grade	Total 7 th grade	Total 8 th grade	Total
ODLE GMSP	30	34		64
ODLE MS Prism	121	116	108	345
TYEE GMSP	51	48		99
Total Students	202	198	108	508



Gifted Middle School Program

Path A

6/7 Gifted Language Arts/Issues in US History

(alt. with 7th grade topics)

6/7 Gifted Language Arts/Long Term Effects of Colonization and Imperialism on World History

(alt. with 6th grade topics)

8th Grade Gifted Language Arts/ Foundations of Civilization and Human Geography

LA/SS

Path B

6/7 Gifted Language Arts/US Constitution and Judicial System

formerly 6/7/8

6/7 Gifted Language Arts/ Effects of Globalization, Trade, and Religion on the Early Development of World Powers

formerly 6/7/8

8th Grade Gifted Language Arts/ Foundations of Civilization and Philosophy

9th Grade

Gifted 9th Grade English
Gifted AP World History



Gifted Middle School Program

Language, Math, Science & Electives

Second Language
(with general ed)

Prepare to enter Interlake at Level 2 or higher in French, Spanish, Chinese OR no language.

Gifted Math

Prepare to enter Interlake at Gifted Algebra 2 or higher.

Gifted Science

6th Grade Gifted Science

Gifted Physics

Gifted Biology

Other Electives and Requirements (with general ed)

Students choose from a variety of CTE, Arts, PE/Health



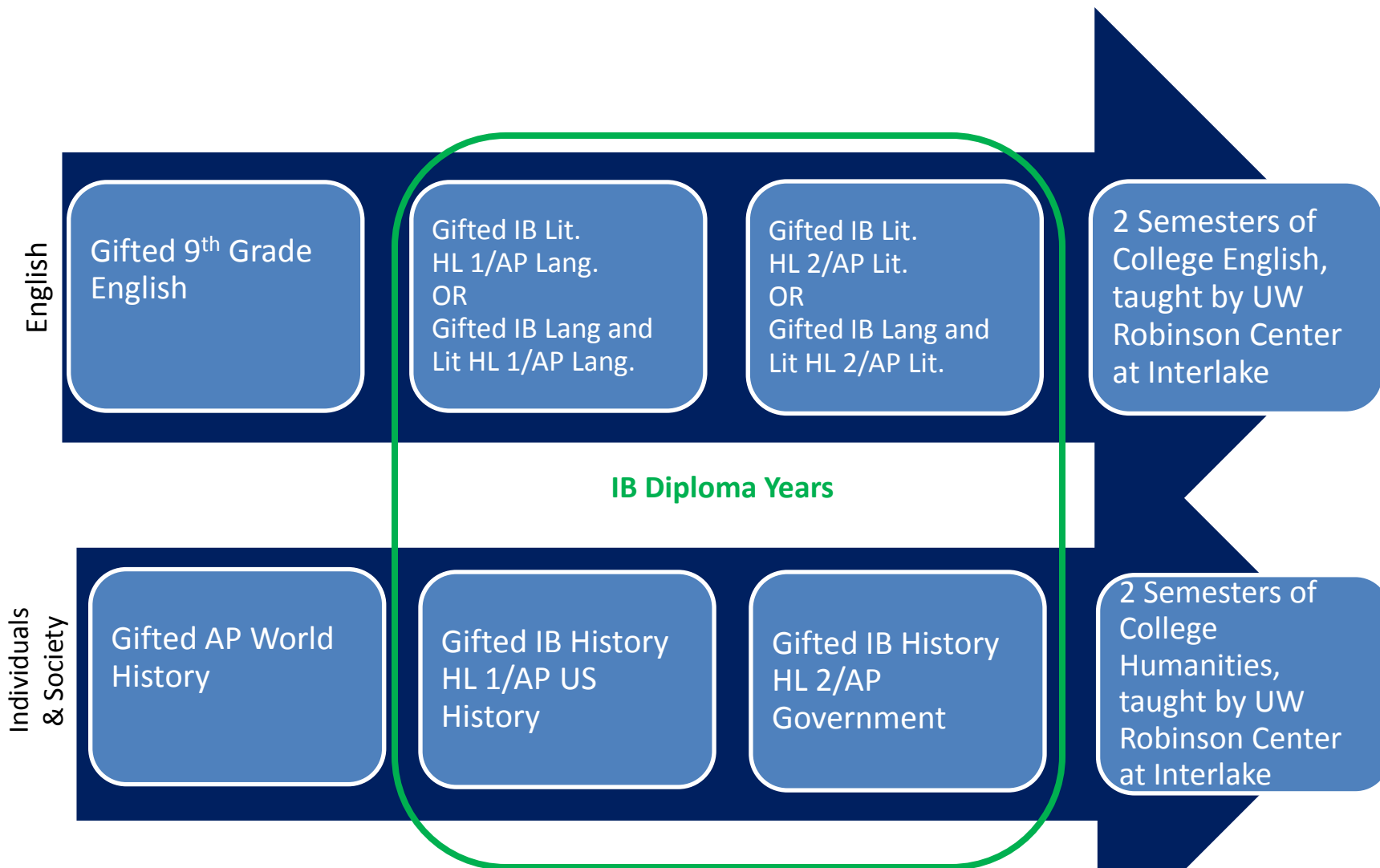
Gifted High School Program

2014-2015 Enrollment

School	9 th grade	10 th grade	11 th grade	12 th grade	Total
INTERLAKE	96	87	78	80	341

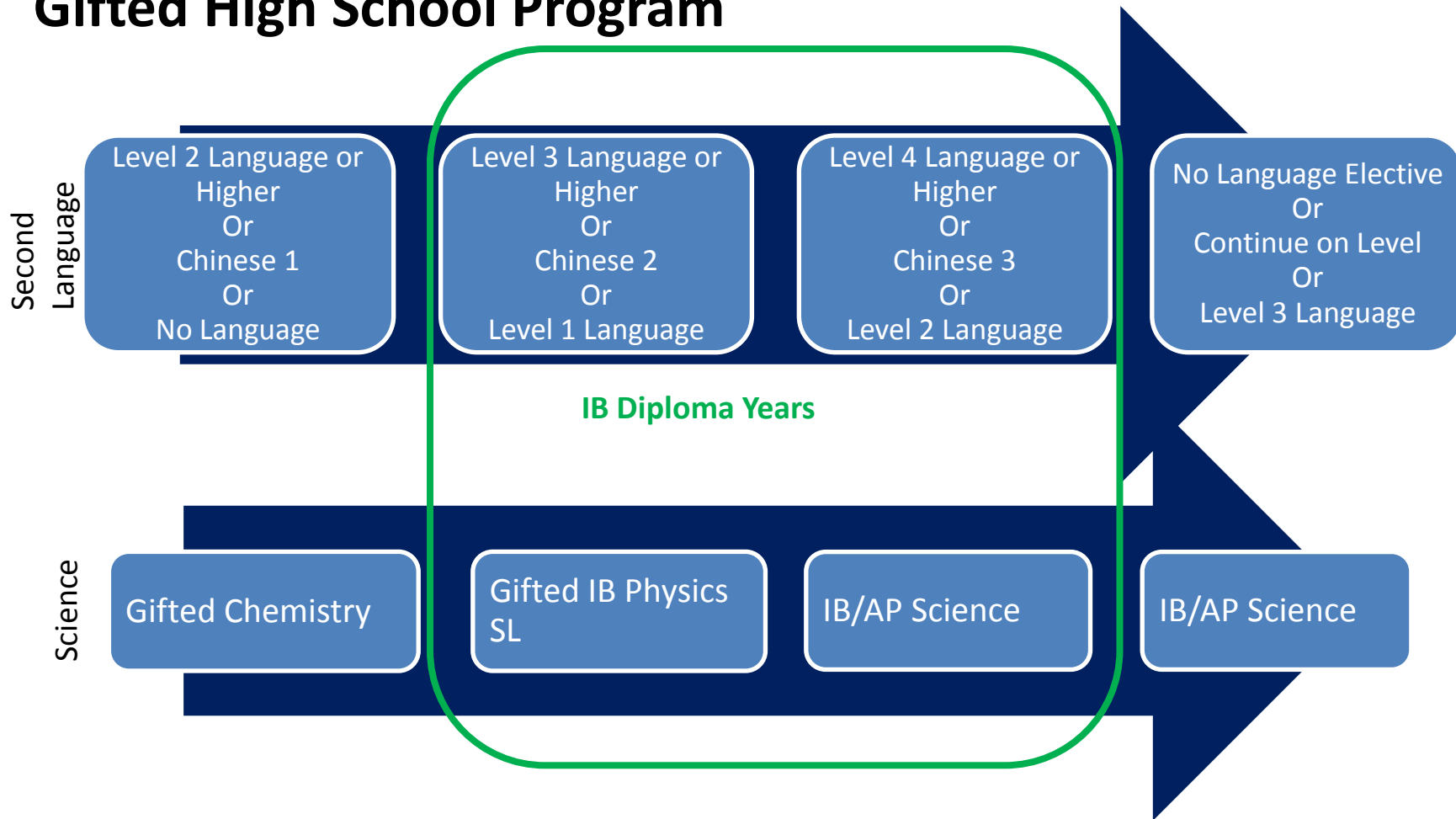


Gifted High School Program



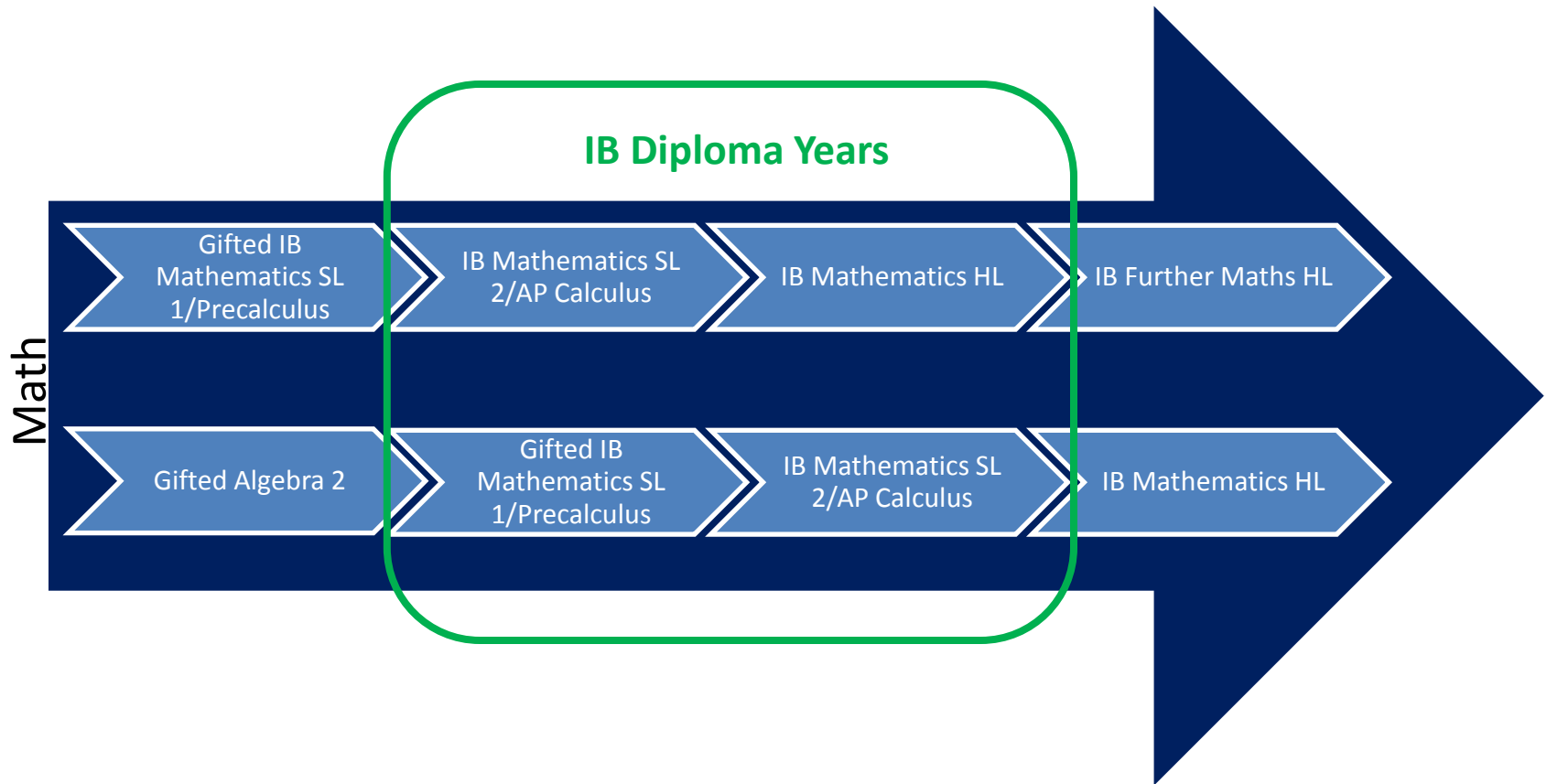


Gifted High School Program



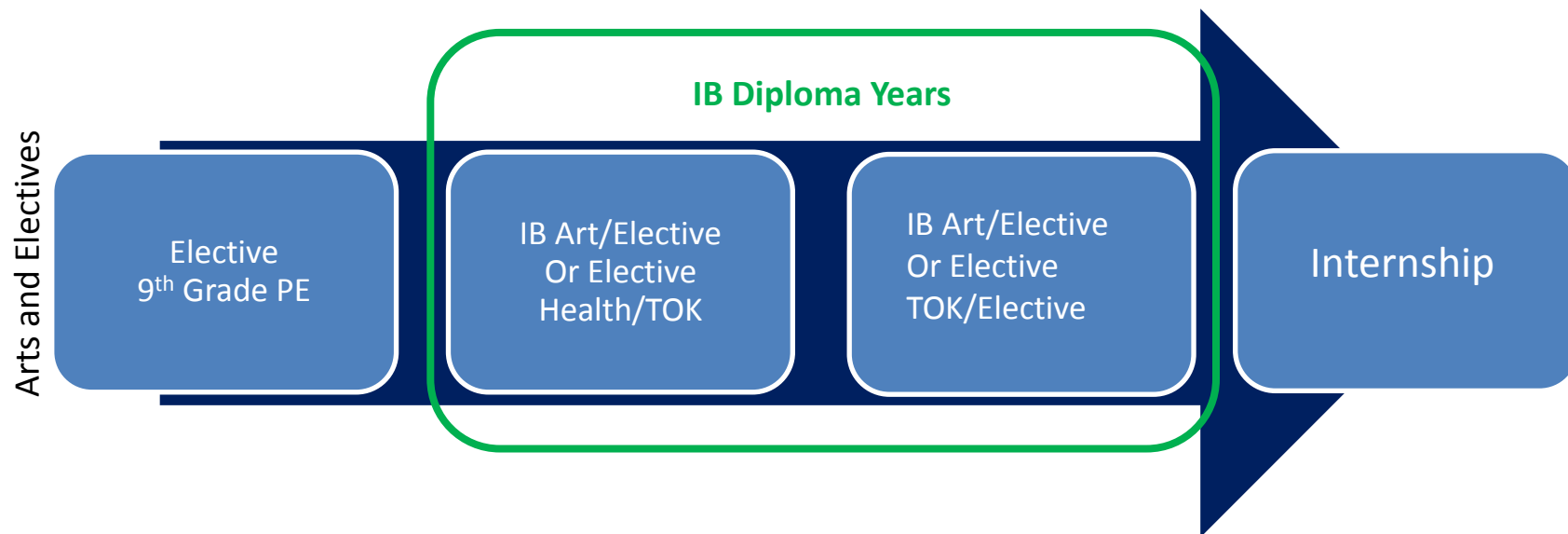


Gifted High School Program





Gifted High School Program





Progress toward 2011 Program Recommendations

Identification and Selection

- Recommendation:

The district protocols for identifying gifted students should be revised to establish cut-off score ranges at the screening level and to consider a broader range of testing data in selecting students who should be placed for services. Teacher recommendations should be sought, using a technically adequate checklist of behaviors linked to characteristics of gifted learners in content areas.

- Actions taken:

- Cut-off level has been established for screening
- Broader range of testing data to include TRC, Star, MSP, 3 batteries of the CogAT and 2 batteries of the IOWA are utilized to make placement decisions
- Teacher and parent recommendation forms will be utilized to provide additional information in regard to gifted characteristics and behaviors



Progress toward 2011 Program Recommendations

Organizational Arrangements

- Recommendation:

While the Enrichment Program has made a strong contribution to the lives of gifted students for a number of years in Bellevue, this model at the elementary level should be changed in respect to its organizational delivery. The curriculum for these students should be both content-based and connected to the regular district curriculum, extending beyond minimum expectations to optimal levels of learning in the common core areas of reading and math.

- Actions taken:

- A full-time Gifted Elementary School Program was established
- Research-based curriculum was adopted that extends beyond minimum expectations and aligns with content and the Common Core State Standards
- M³ supplemental curriculum is being purchased to provide extensions to Math content



Progress toward 2011 Program Recommendations

Curriculum, Instruction, and Assessment

- Recommendation:

A scope and sequence of curriculum offerings should be developed that highlights the alignment to the district curriculum and also shows the ways that the gifted curriculum extends beyond proficiency levels expected for all learners. The organization model for service delivery should facilitate vertical articulation of the curriculum across the system

- Actions taken:

- Scope and sequence of elementary curriculum offerings has been developed
- Secondary teachers have worked collaboratively for the last couple of years and throughout this school year to establish scope and sequence documents such that instruction follows an articulated path that leads to the IB Diploma Program



Progress toward 2011 Program Recommendations

Personnel, Preparation, and Professional Development

- Recommendation:

Teachers hired for the gifted programs in the district should be recruited as broadly as possible to ensure a background in gifted education, experience in working with gifted learners in relevant models of delivery that mirror the district models employed, and strong general classroom practices. Professional development needs as they relate to this population of learners should be recognized and addressed.

- Actions taken:

- Efforts to hire teachers experienced in gifted education from various parts of the country
- Upon opening programs at new sites, experienced teachers were moved from previous sites to ensure a balance of experience
- Professional development in critical thinking, differentiation and curriculum delivery have been provided and will continue to be expanded
- Novice teachers are provided professional development regarding academic and social/emotional needs of the gifted



Progress toward 2011 Program Recommendations

Administration and Accountability

- Recommendation:

The district should create a position for a full-time coordinator of the gifted program, with comparable reporting approaches as used now in ELL and Title I. This position would be responsible for the creation of written policies and procedures, creation and coordination of a professional development plan, quality assurance that the curriculum delivered at all levels is meeting appropriate standards for content and challenge for gifted learners and that differentiation is occurring where appropriate even in these settings, creation and management of a data base tied to pre-set expectations for program operation and effectiveness with annual reporting to district administration of results, and creation and chairing of the district Advisory Committee.

- Actions taken:

- Full-time Supervisor position was created
- Written policies and procedures can be found in the Gifted Programs brochure and on the BSD website
- Professional development plans are created for each level and for collaboration/articulation between levels
- Regular site visits are made to observe delivery of instruction
- Gifted Programs database has been established
- Gifted Advisory Committee



Next Steps

- Teacher Professional Development and Training
 - Teaching Gifted Teachers
 - Critical Thinking
 - Differentiation
 - Social/Emotional Needs of the Gifted
 - Consultation and training with national experts: Nancy Hertzog and Richard Cash
- Teacher Articulation/Collaboration Meetings
 - Scope and Sequence
 - Common Assessments
 - Calibration
 - Written Curriculum



Questions/Feedback