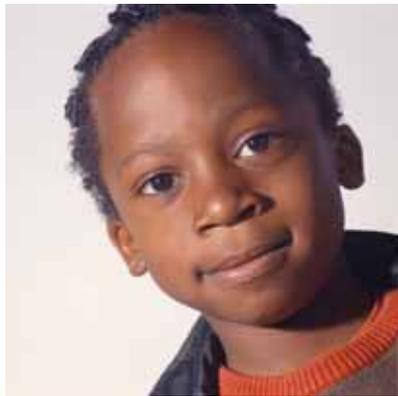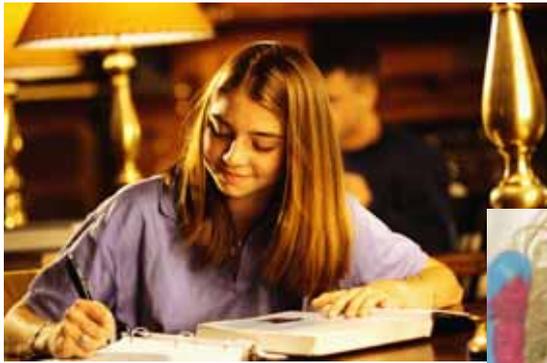# What happens when ACSIP and Gifted and Talented processes interact?

AGATE
Peabody
Little Rock, AR
February 17, 2011
3:00 p.m. to 3:50 p.m.
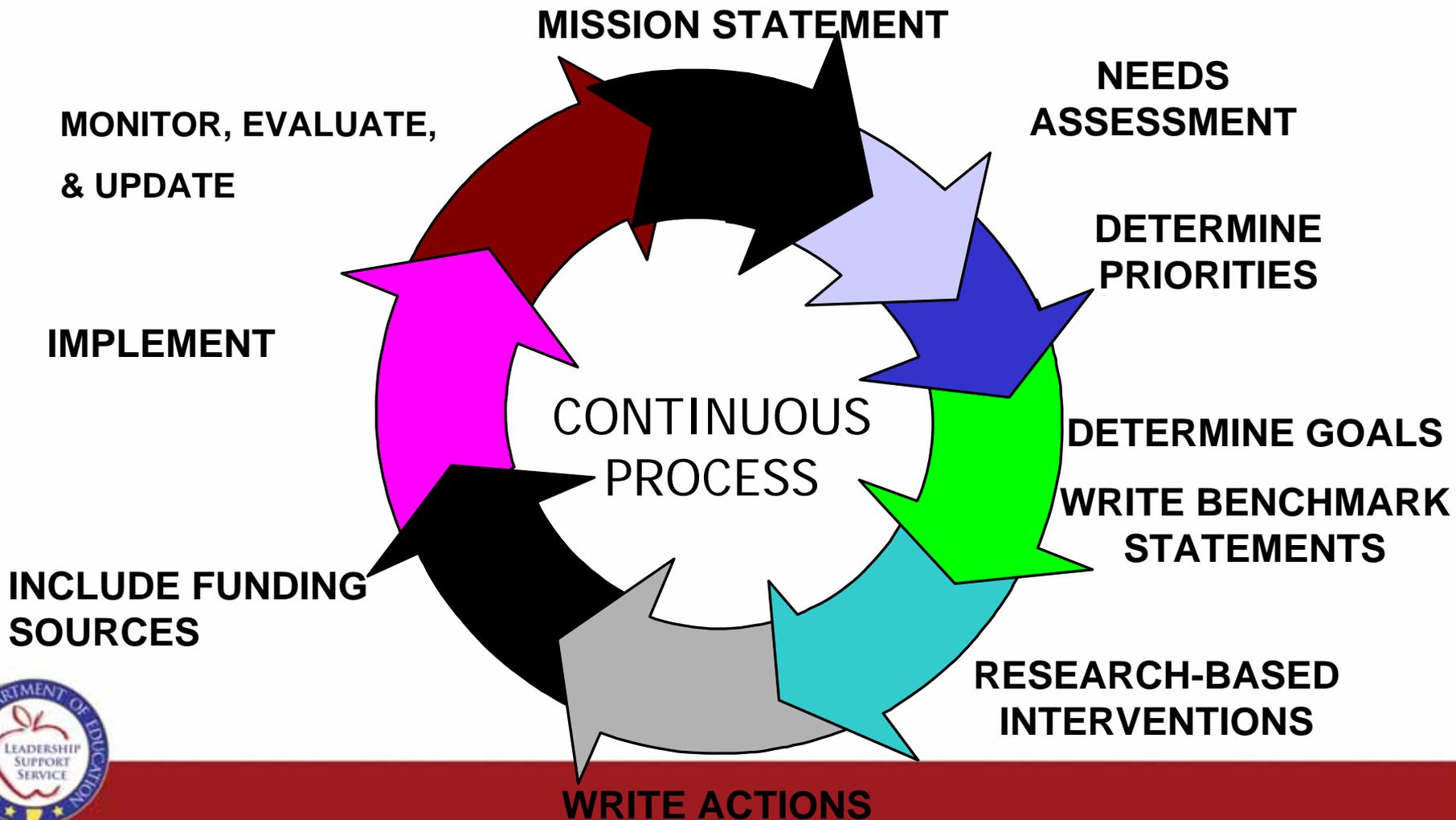
THE ACSIP MODEL

Where are GT and AP in this process?

Activity

Directions:

In what ways are the Gifted and Talented and Advance Placement Programs and Processes currently aligned to the School Improvement Processes?

– Please write your answers on a post it note, one per action.

– One person from your group collect the post it notes and place them on the Current School Improvement poster.
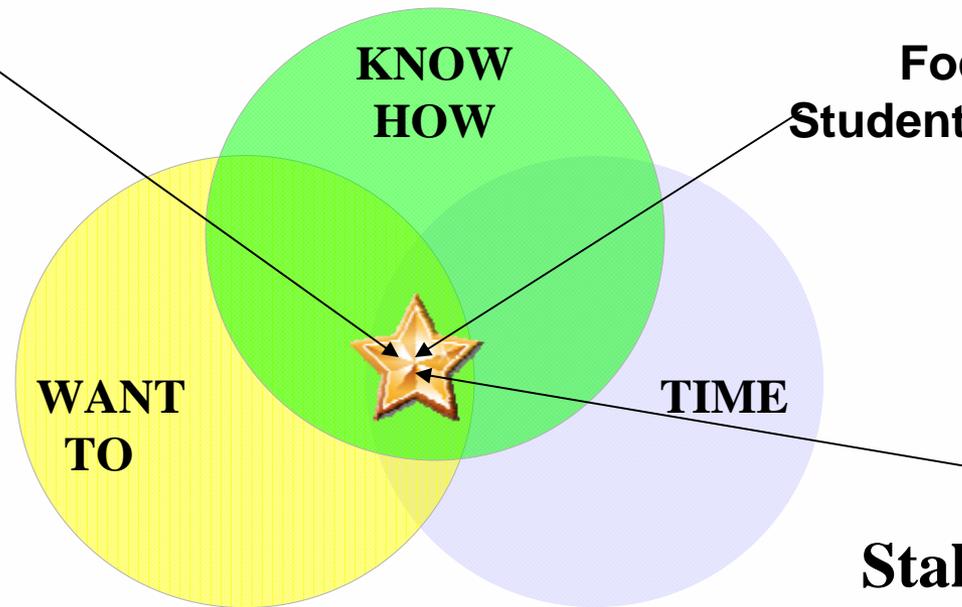
Stakeholder Variables for Good Decision-Making

Stakeholders

- Everyone is represented
    - Students
    - Certified /Classified Teachers
    - Parents
    - Community
    - Administrators
    - Etc…

KNOW HOW

WANT TO

TIME

Focused on Student Achievement

Stakeholders are actively engage in decision making.

Aligned Resources

Leadership

Since change is made by individuals, their personal satisfactions, frustrations, concerns, motivations, and perceptions all contribute to the success or failure of a change initiative.   ---Loucks-Horsley &Stiegelbauer, 1991,p.18 (Love, 2008)

Page 316 Figure 7.2 Swingset Cartoon

As the Principal
Requested It

As the Secretary
Typed It

As the Committee
Designed It

As the Board
OK'd It

As the Teachers
Implemented It

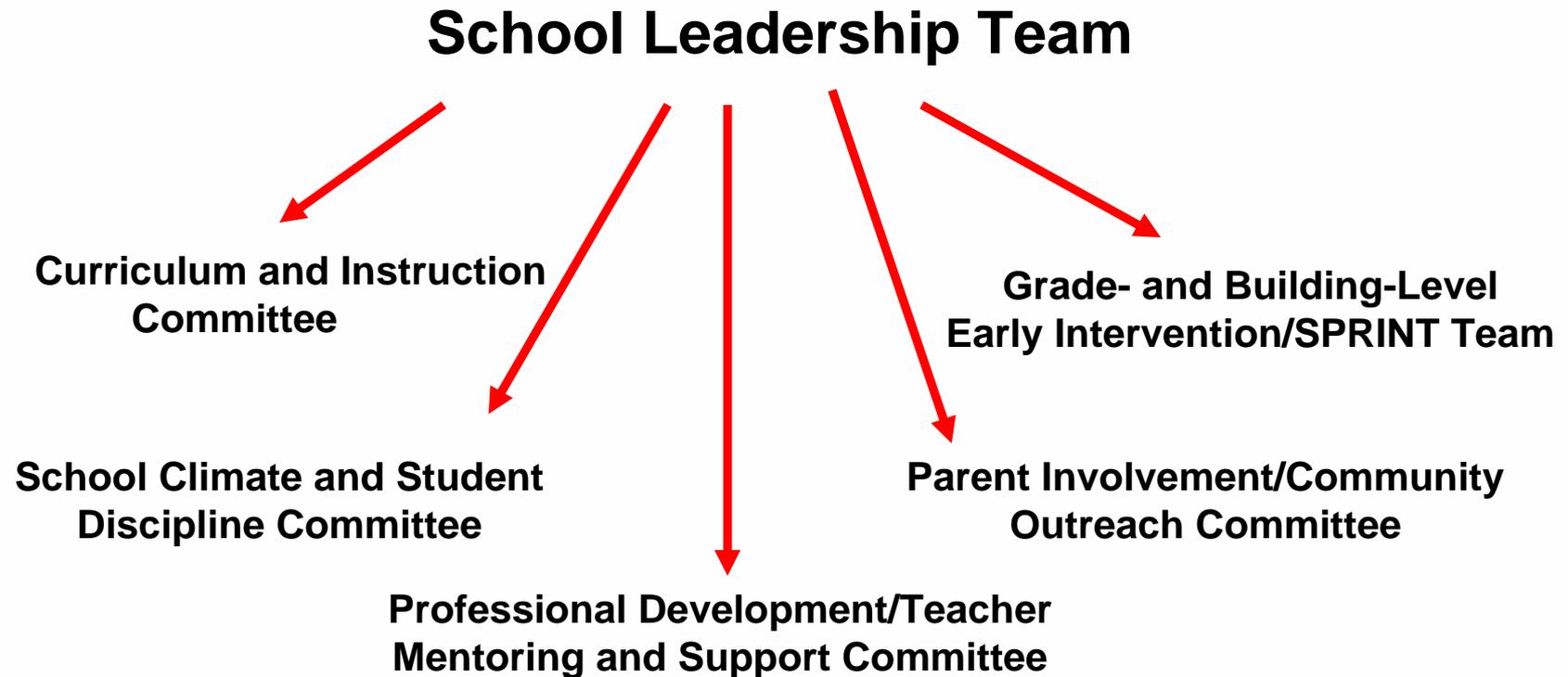What the Student
Needed
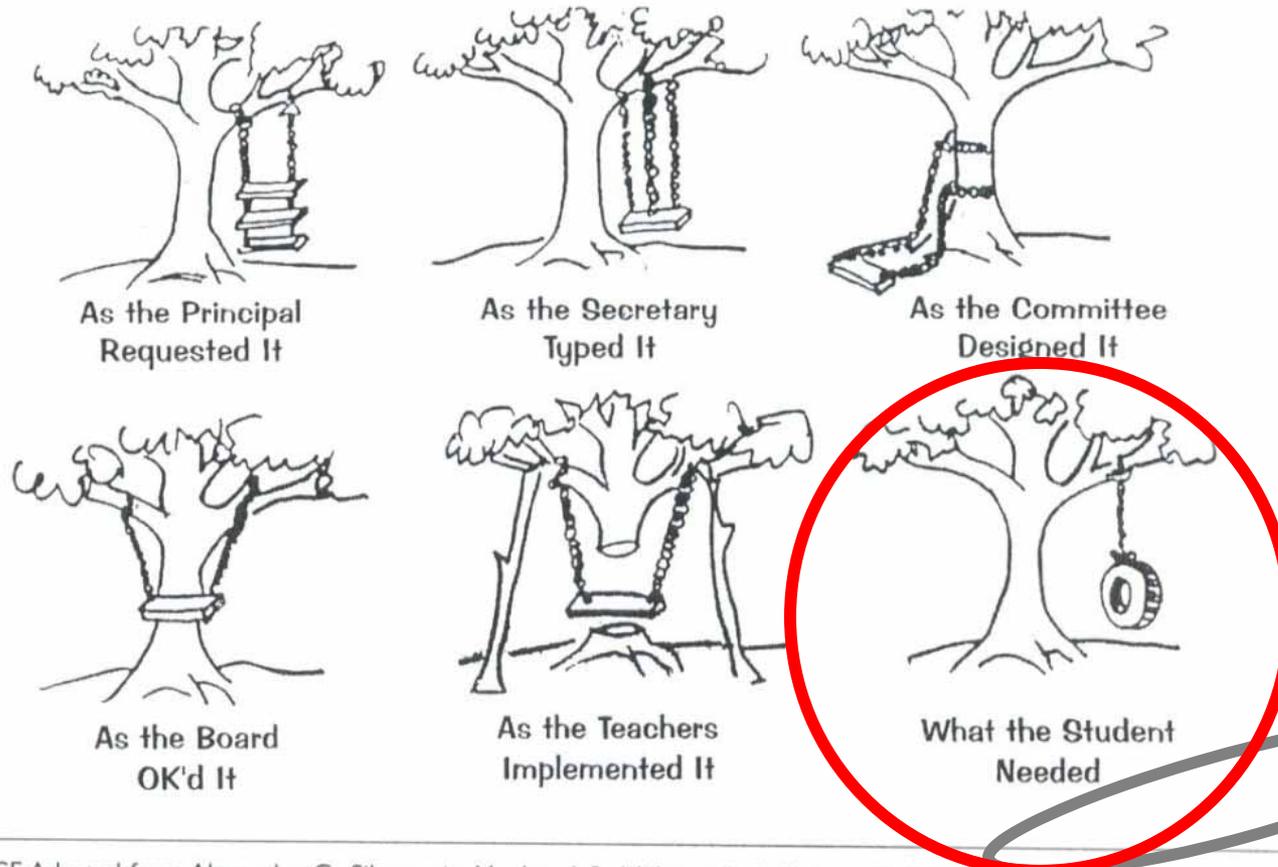
SOURCE Adapted from Alexander, C., Silverstein, M., Angel, S., Ishikawa, S., & Abrams, D. (1975). *The Oregon Experiment*, p. 44. New York: Oxford University Press. Reprinted and adapted with permission of Oxford University Press, Inc.

School-Level Committee Infrastructure

School Leadership Team

Curriculum and Instruction Committee

School Climate and Student Discipline Committee

Professional Development/Teacher Mentoring and Support Committee

Grade- and Building-Level Early Intervention/SPRINT Team

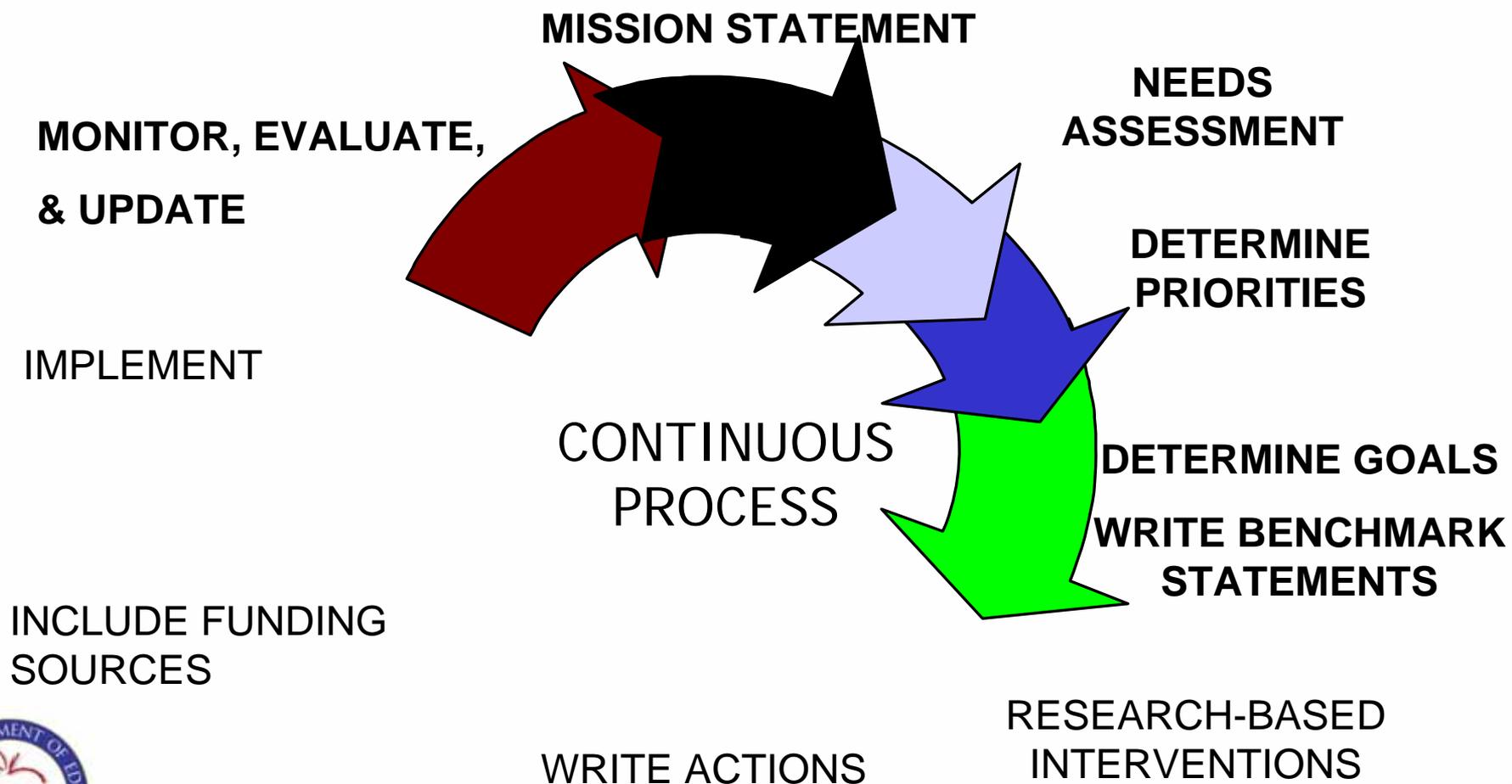**Parent Involvement/Community Outreach Committee**

Howard M. Knoff, Ph.D., Director, State Personnel Development Grant
Arkansas Department of Education E-mail: howard.knoff@arkansas.gov 501-835-3330

ACSIP
Needs Assessments and Supporting Data

What <u>Data</u> supports Gifted and Talented needs in the ACSIP process?

<u>**Data** that may support interventions and actions</u>

- Benchmark, EOC Algebra, EOC Geometry,11th Grade Literacy, and Biology
- HIVE
- Target Test
- Landmark Assessments (TLI)
- Pre and Post Assessments
- Surveys (PI, Stud., Teach., PD, etc…)
- Demographic data
- Behavioral data
- Attendance and Graduation Rate
- CWT
- SAI
- AIP or IAIPs (The Gifted Teacher is a member of the team developing AIPs for GT students.)

- Student Progress Assessments
- Curriculum needs
- Student Process data
- Individual Growth Plans- Identification of specific GT needs – self-knowledge (Lambert, 2003 p. 7) (Aspergers Syndrome; Savants, Twice Exceptional students, etc…) (Colangelo and Davis, 2003)
- Use multiple measures of development and performance (Lambert, 2003 p. 7)
- Identification of GT students and their specific needs (Growth plan?)
- Portfolios (Lambert, 2003 p. 7)
- Exhibits (Lambert, 2003 p. 7)
- Social maturity (Lambert, 2003 p. 7)

Root Cause Analysis

Cure Don't Cover

- Use Multiple Measures:

Demographics	Perceptions
School Processes	Student Learning

Student Culture; Sequential Process	**School Culture; not sequential**
Problem Finding: **Use 4Fs**	School Culture: **Use 4Es**
Failure to Attend *i.e.,*	Equity (impartial and fair)
Failure to Engage	Engagement (meaningful, tied to objective)
Failure to Perform	Efficacy (useful, valuable, worthy)
Failure to Persist	Expectations (hope, potential)

Root Cause Analysis Paul G. Preuss; **Data Analysis** Victoria L. Bernhardt, Ph.D.;

Assessing Impact, Joellen Killion; **The Data Coach's Guide**, Nancy Love

Powerful Designs for Professional Development Lois Brown Easton; PD Toolkit, etc...

LEADERSHIP SUPPORT SERVICE

What <u>Professional Development</u> may support Gifted and Talented needs in the ACSIP process?

- CWT
- Differentiation of Instruction
- Co-teaching (GT teacher and regular classroom teacher partnerships)
- Parent and Community Involvement
- Instructional Strategies (Pre AP and AP practices)
- Inclusion of GT/AP questions in surveys provided to students, teachers, parents, community, etc…
- Professional Development offered to the regular classroom teacher focused on findings related to school improvement needs
- Gifted and Talented and Advance Placement Professional Development Strategies shared with the Classroom Teachers

ACSIP
Interventions and Actions

MISSION STATEMENT

NEEDS ASSESSMENT

MONITOR, EVALUATE,

DETERMINE PRIORITIES

& UPDATE

IMPLEMENT

CONTINUOUS PROCESS

DETERMINE GOALS

WRITE BENCHMARK STATEMENTS

INCLUDE FUNDING SOURCES

RESEARCH-BASED INTERVENTIONS

WRITE ACTIONS

Activity

Directions:

The next two slides will contain ACSIP Action samples.

– Please stand up if the following action refers to you.

– Then return to your seat for the next action to be read.

Sample ACSIP
Action Steps

1. The Gifted and Talented/ Advanced Placement Coordinator is an active participant of the District Leadership Team.
2. The Building Gifted and Talented Teacher is an active member of the Building Leadership Team.
3. The Gifted and Talented Teacher/Coordinator is trained in CWT.
4. Computers and/or software is available to students that are above grade level/SLEs and need a challenge to explore various opportunities to research topics of discussion further.
5. Classroom Libraries include nonfiction texts including Biographies.
6. Professional Development opportunities are provided by the GT or AP teachers to regular classroom teachers i.e., differentiation of instruction, High Yield Strategies, etc...
7. Engage in opportunities for instructional programs to result in improvements of student attitudes/behavior toward school, a subject, or a classroom.

Sample ACSIP
Action Steps (Continued)

8. SPRINT Team, PLCs or Advocacy systems are in place for underachieving students including Gifted students with achievement or behavior concerns.

9. Technology in general is used to enhance learning opportunities.

10. Provide PD on High Yield Instructional Strategies.

11. Provide PD on affective needs of students and/or rigor and relevance of curriculum.

12. Provide staff with results of data collected

 – during the identification process.

 – of the identification of GT as a subpopulation (Benchmark, HIVE, Target Test, TLI, PSAT, AP Exam, etc…).

 – of your Pre Advance Placement students.

 – of your Advance Placement Students.

Tips on Evaluation

Make informed decisions about a Gifted education program, process, activity, approach, etc…

Through the use of Evaluation in two ways:

- To Prove (Program Evaluation)
- To Improve (Progress monitoring)

•(Callahan, 1997)

ACSIP Program Evaluation:

- Ensure the program/process is **implemented as designed**
- Identify protocol for evaluating and **adjusting program/process**
- At the end of each school year, provide evidence of the **impact on student achievement**. **Include the results from the previous year in the current year's ACSIP plan**.

•(ACT 807, 2007)

ACSIP plans are <u>public documents</u> available on District and School Websites

1. **Go to the ADE Website at http://arkansased.org**
2. **Select About ADE**
3. **Under About ADE, select <u>Schools</u>**
4. **Select <u>School District Web Sites</u>**

THE ACSIP MODEL

MISSION STATEMENT

NEEDS ASSESSMENT

MONITOR, EVALUATE, & UPDATE

DETERMINE PRIORITIES

IMPLEMENT

CONTINUOUS PROCESS

DETERMINE GOALS

WRITE BENCHMARK STATEMENTS

RESEARCH-BASED INTERVENTIONS

INCLUDE FUNDING SOURCES

WRITE ACTIONS

How will you utilize ACSIP Processes
to affect the future of
"ALL" students
including Gifted and Talented
and
Advanced Placement students?