

Matchbook Learning High Ability Program Model

Matchbook Learning offers high ability programming throughout its educational model. Through our personalized learning model we focus on differentiation for all students. This document provides specifics for how the Matchbook Learning education model serves high ability students through three areas of differentiation: Differentiation options are based on student readiness, interest, and learning styles, and can take place in three areas of classroom activity: content, process, and product.

Content can be differentiated by providing materials at varied ability or grade levels in one classroom. Reading materials that address course content below and above grade levels are common ways to differentiate content. Lessons in all subject areas can be differentiated by varying the levels of complexity and abstractness when presenting content. Differentiation of content offers students the chance to start at different places in the curriculum and/or proceed at different paces.

Process differentiation (how students go about making sense of what is learned) refers to the use of diverse activities that are varied to meet student needs. The same concept or skill is taught to each student; however, the manner in which each student makes sense of the topic or skill can vary. Examples of differentiating by process include, but are not limited to, tiered lessons, learning centers, jigsaw activities, and using manipulatives.

Product differentiation means that students have some choice in how they will demonstrate what they have learned to the teacher, class, or other audience. The use of project choices is a common way of differentiating products. It is used to meet the required learning objectives or outcomes sought by a teacher while allowing expression in students' areas of strength. Giving different assignments to different students increases motivation and results in an interesting variety of work products.

Service Options for High Ability Students

Elementary Grades

- Acceleration by grade level:
 - o Early entrance, considered on an individual basis by the child-study team. A child-study team is composed of a school administrator, a teacher, a social worker/counselor, a parent.
 - o Grade skipping: A referral for consideration for skipping a grade can come from any source familiar with the performance or development of the child. Such decisions will be considered on an individual basis by a child-study team.
- Service options for students identified as having high ability – general intellectual:
 - o Kindergarten & 1st grade: Identified students are placed in a general education classroom. Teachers will differentiate curriculum so that all identified students can receive an accelerated and enriched articulated education in math and language arts according to their identification.
 - o Grades 2-6: Students identified as having high ability in the general intellectual domain receive high ability services in a general education classroom.
- Service options for students identified as having high ability in one domain of math or language arts:
 - o Grades 3-6: Identified students are placed in a general education classroom. Teachers will differentiate curriculum so that all identified students can receive an accelerated and enriched articulated education in math or language arts according to their identification. Schools may also choose to cluster their high ability students.

Middle School

- · Students identified as having high ability in the general intellectual domain will receive high ability services in a general education classroom.

- Students identified as having high ability in one domain of math or language arts are placed in a cluster group in a general education classroom. Teachers will differentiate curriculum so that all identified students can receive an accelerated and enriched articulated education in math or language arts according to their identification.

Counseling & Guidance

Meeting Unique Needs

- Guiding Principles: Ideal practices for meeting the unique needs of high ability students must include: classroom and guidance efforts differentiated to meet the socio-emotional needs of students with high ability
- Standards
 - o Stakeholders are provided training on the characteristics of students with high abilities and their socio-emotional development.
 - o Teachers incorporate techniques to support effective learning of high ability students.
 - o Counselors with training in the socio-emotional needs of high ability students provide ongoing counseling and guidance services and referrals to community resources/professionals when necessary.
- Counselor Roles/Responsibilities
 - o Counselors are knowledgeable of common socio—emotional struggles and responses of high ability students.
 - o Counselors provide ongoing service to address the academic, career, and socio-emotional development of high ability students.
 - o Counselors are equipped to make necessary referrals to outside resources when necessary.
 - o K-8 counselors meet with grade level teachers to identify high ability students who need socio-emotional support.
 - o Academic and career guidance are provided.

- Teacher Roles/Responsibilities

- o Teachers are aware of common academic and socio-emotional needs of high ability students and recognize when a student is struggling and the academic impact of performance.
- o Open communication with parents and counselor to meet the individual needs of high ability students in their classroom
- o Referrals to school counselors when necessary.
- o Participate in construction of behavior plans and provide evidence for the MTSS team.

Affective Curriculum

- Affective curriculum reflects understanding of high ability needs, ie. Coping with anxiety, perfectionism, etc.
- Guiding Principles: Ideal practices for developing and implementing an effective curriculum for high ability students must include: A specific effective curriculum, differentiated guidance and counseling services, and college and career guidance services especially designed for their unique needs.
- Standards
 - o A complete written affective curriculum containing services in academic development, career development, and socio-emotional development is provided and documented.
 - o Students with high abilities are provided with college/career exploration and development experiences consistent with strengths and interests.
 - o Students with high abilities are provided guidance in college opportunities and financial aid that allows them to fully develop their academic potential.
- Counselor Roles/Responsibilities
 - o Counselors have knowledge of and access to curriculum that supports the social/personal, academic, and career development of high ability students.

- o Counselors are equipped to provide college and career guidance that meets the unique strengths and interests of high ability students.
 - o Counselors may coordinate and facilitate small group and/or individual counseling for students identified as needing additional guidance.
 - o Meet with teachers to identify high ability students who are underachieving or struggling with socio-emotional aspects of being high ability.
 - o Demonstrate examples of curriculum used to address the specific needs of high ability students.
- Teacher Roles/Responsibilities
 - o Help identify students who may benefit from specific counseling.
 - o Meet regularly with counselors to discuss socio-emotional needs and achievement of specific high ability students.
 - o Maintain open communication with parents of high ability students.

Professional Development

When designing professional development related to students with high ability all facets of the program must be considered. A well thought out plan for professional development will move the district services forward.

Targeted Groups:

- Matchbook Learning High Ability Coordinator
- K-12 teachers
- Building principals and other administrators
- Counselors/Social Workers
- Teachers not specifically assigned to High Ability
- Parents

Order of Priority and Implementation		
Group	Type of Professional Development	Notes
District High Ability Coordinator	<ul style="list-style-type: none"> · Attend NAGC and IAG yearly · Assistance from an expert in gifted education as needed 	

<p>Teachers of High Ability students</p>	<ul style="list-style-type: none"> · District PD on: <ul style="list-style-type: none"> o Use of particular models for developing critical and creative thinking o Developing assessments of learning for high ability students o Writing curricular units for high ability students o Evaluating material for use with high ability students o Development of vertical articulation through mapping or scope and sequence documents · A few teachers attend IAG each year 	<ul style="list-style-type: none"> · The IDOE sometimes provides some support for licensure in terms of tuition or reimbursement for completion of the license. If support is available, the application will be in the IDOE Teachers of Students with High Abilities Community on the Learning Connection. · Teachers benefit from continuing education. An outside expert in gifted education will assist in more advanced development as needed. · The annual conference of the Indiana Association for the Gifted may be addressing some of these topics.
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<p>Teachers of High Ability students</p> <p>Building principals and other administrators</p>	<p>PD on the following topics:</p> <ul style="list-style-type: none"> · Characteristics and possible behavior manifestations of students with high ability · Issues and needed supports for student with high ability · Indiana Code and Rules related to High Ability identification and services · Recognizing traditionally underrepresented populations of high ability students · Basics of gifted education, including curriculum and instruction 	<ul style="list-style-type: none"> · This will be done onsite by the Coordinator or by an outside consultant knowledgeable about gifted education and Indiana Code and Rules. · The IDOE has modules for professional development on these topics available on the Moodle.
<p>Counselors</p>	<p>District PD on the development of an Affective Curriculum</p>	<p>The result of this should be the development of the Guidance & Counseling Plan for the district.</p>

<p>Counselors</p> <p>Teachers not specifically assigned to High Ability students</p>	<p>District PD on:</p> <ul style="list-style-type: none"> · Characteristics and possible behavior manifestations of students with high ability · Issues and needed supports for student with high ability · Indiana Code and Rules related to High Ability identification and services 	<ul style="list-style-type: none"> · This will be done onsite by the Coordinator or by an outside consultant knowledgeable about gifted education and Indiana Code and Rules. · The IDOE has modules for professional development on these topics available on the Moodle.
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Program Evaluation

The Matchbook Learning provides on-going high ability program evaluation and assessment reporting. Formative assessments will be completed annually by the Broad Based Planning Committee and a summative assessment from an outside group will be completed every five (5) years. Data will be provided to the Indiana Department of Education as requested for program effectiveness.

Program evaluations will include but not be limited to:

- Monitoring of student referrals and identification to ensure equity.
- Opportunities for professional development in high ability for staff members involved with high ability students.
- Monitoring of service delivery options at each school to ensure that needs of high ability students are being met.
- Data reflecting growth of high ability students