DIGGING DEEPER:
Students with a History of Higher Achievement

Questions at the School Level

PVAAS Statewide Team for PDE
pdepvaas@iu13.org

June 2017

Sincere thank you to the following individuals who gave their time and expertise to review and provide feedback for this resource:

Tanya Morret, Educational Consultant/Gifted Liaison for PDE,
Capital Area Intermediate Unit

Dr. Cindy Goldsworthy, Consultant, Evidence to Action: K-12 Consulting Services

Note:

This document specifically addresses the needs of higher achieving students. While many of the examples referenced may address the needs of students with GIEPs, it is important to remember that there are many students with a history of higher achievement, including, but not limited to regular and special education students, students with IEPs, English Learners, and students who are economically disadvantaged.

Table of Contents

Digging Deeper: Students with a History of Higher Achievement

School Level Questions

This Digging Deeper Guide focuses on students with a history of higher achievement, including, but not limited to students with GIEPs. This may include regular and special education students, students with IEPs, English Learners, and students who are economically disadvantaged.

The purpose of this supplemental *Digging Deeper* guide is to provide data teams with specific variables in CIAO (curriculum, instruction, assessment and organization) relative to the needs of students with histories of higher achievement, for the purpose of determining root cause(s) to guide current planning strategies.

This document can be helpful when used in conjunction with the *Digging Deeper into Content Areas* documents, available in Math/Algebra I, ELA/Keystone Literature, and Science/Keystone Biology. These documents can be accessed here: https://sites.google.com/a/iu13.org/pvaas-pl-resources/home/digging-deeper-into-content-areas

Effective use of this guide requires collaborative reflection on the variables, and responses to the variables with evidence (rather than a "yes" or "no"). This guide is neither a checklist nor is it sequenced in any specific order. Rather, it a listing of issues to explore more deeply, and requires careful selection of where to start and how deeply to probe, discussion about evidence of practice, and honest reflection. The focus and starting point is dependent on the school's current status and needs. Each question is to be considered and answered with solid evidence.

Note: Each question indicates the related domain(s) from The Framework for Teaching:

PP= Planning and Preparation
CE=Classroom Environment
I= Instruction
PR= Professional Responsibility

Students with a History of Higher Achievement

CURRICULUM

C-1. Does the written curriculum address higher levels of cognition as described in Webb's Depth of Knowledge (Level 3 and 4)? Is it analyzed on an on-going basis to ensure rigor? (PP, I, PR)

C-2. Do all teachers, core and supplemental, have access to the written curriculum? (PP, PR)

C-3. Does the written curriculum include enrichment strategies? (PP, I)

C-4. Does the written curriculum allow for a vertical trace of skills to provide for acceleration (e.g., telescoping, continuous progress, subject acceleration)? (PP, I)

C-5. Is differentiated instruction an expectation, and is it specified in the written curriculum? (PP, I)

C-6. Is there enough stretch in the scope and sequence of courses to provide for higher achieving students who need enrichment or acceleration? (PP, I)

C-7. Does the curriculum allow for concurrent/dual enrollment? (PP, I)

C-8. Does the curriculum allow for credit by examination? (PP, I)

C-9. Is the curriculum written in a way that identifies how curriculum compacting may occur? (PP, I)

C-10. Is there a generally accessible pathway for any advanced learner to eventually access Advanced Placement Courses? (PP, I)

Students with a History of Higher Achievement

INSTRUCTION

I-1. Are enrichment opportunities provided, based on individual student strengths, interests, and needs? (PP, CE, I, PR)
Examples: curriculum compacting, tiered assignments, Socratic circles, study guides, Independent Learning Contracts, etc.

I-2. Is acceleration through grade levels and courses appropriate to the individual student or groups of advanced learners and implemented with consistency? (PP, I)

I-3. Are advanced learners engaged in continuous progress/self-paced instruction to progressively move forward as prior content is completed and mastered (acceleration)? (PP, CE, I)

I-4. Are students enriched though resource materials at higher/more complex reading levels? (PP, I)

I-5. Are students enriched through student-guided and/or self-selection of texts and genres that match academic strengths or interests on reading level? (PP, CE, I)

I-6. Are students enriched through practice in non-fiction reading and writing assignments aligned to content areas or beyond what is offered in grade level setting? (PP, I)

I-7. Is homework differentiated to provide meaningful and challenging work? (PP, CE, I)

I-8. Is within-class flexible grouping used as an instructional strategy to provide enrichment and/or acceleration? (PP, I)

Students with a History of Higher Achievement

ASSESSMENT

A-1. Are pre-assessments used to plan instruction for higher achieving students? (PP, I)

A-2. Are rubrics used, as appropriate to the task, for classroom assessments to encourage stretch for higher achieving students? (PP, I)

A-3. Do assessments for higher achieving students match the complexity level of the assigned task? (PP, I)

A-4. Are PVAAS projections used to identify individual student's projections to advanced on upcoming PSSA/Keystone? Based on results, are PVAAS projections used to plan instruction? (PP, I, PR)

A-5. Are PVAAS projections used in conferencing with students and parents relative to course selection, goal setting, career focus, etc.? (PP, I, PR)

A-6. Are projections to AP courses used to guide individual students and their families in AP course selections? (PP, I, PR)

A-7. Are projections to PSAT, SAT, and ACT used to inform students' likelihood of scoring above established targets? (PP, I, PR)

A-8. At the school level, are PVAAS projections used to plan for AP course scope and needs for alternate options for students, such as dual enrollment, online courses, etc.? (PP, I, PR)

A-9. Are formative assessments administered and analyzed to allow for adjusted pace and potential rapid movement through planned units of study? (PP, I)

A-10. Do summative tasks address higher levels of Webb's Depth of Knowledge? (PP, I)

A-11. Through strategic use of assessment, are advanced level learners able to access content earlier or faster than generally accessible? (PP, I)

Students with a History of Higher Achievement

ORGANIZATION

O-1. Does the school master schedule address the needs of higher achieving students? (PP, I)

Examples:

- Students who are higher achieving receive enrichment during intervention period
- Students who are higher achieving have opportunities for extension classes and/or acceleration
- Strategic grouping allows for advanced learners to have a peer group for learning

O-2. Are gifted services (enrichment, acceleration, or a combination of both) aligned to the curriculum and tailored to the academic strengths of each identified student? (PP, CE, I)

O-3. Are opportunities in place for collaboration between general education teacher and gifted support teacher? (PP, I, PR)

O-4. Are teachers provided ongoing support in understanding the characteristics of the gifted learner and how to address their needs? (PP, CE, I, PR)

O-5. Are teachers trained in how to compact the curriculum to meet the needs of higher achieving students? (I, PR)

0-6. Are materials and resources available to meet the needs of students receiving enrichment and/or accelerated instruction? (PP, I)

0-7. Are educators provided with professional learning opportunities on strategies for enrichment? (PR)

O-8. Are educators provided with professional learning opportunities on strategies for acceleration? (PR)

O-9. Is there an articulated acceleration protocol for advanced learners to maintain consistency among buildings? (PR)

0-10. Are multiple data sources analyzed to determine and communicate overall effectiveness of enrichment and/or acceleration? (PP, I)