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# Differentiated Education Plan (DEP) Meeting

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Polo Ridge  
2018-2019



*Challenging Students. Maximizing Potential.*

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# Our Meeting Goals:

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Explore how the needs of gifted and high-ability learners are met through the Catalyst Model.



Experience snapshots of gifted curriculum and resources and how we are integrating them into instruction at Polo Ridge.



Review the Differentiated Education Plan for 3rd-5th graders.

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# TD Catalyst Teacher Responsibilities

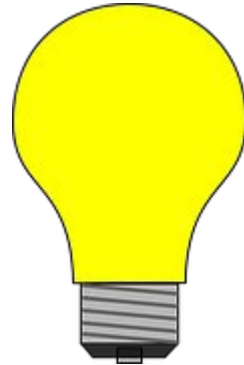
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- Provides professional development for staff on instructional best practices in gifted education
  - Models best teaching practices
  - Utilizes collaboration and consultation skills to implement the TD Catalyst Model
  - Provides assignments, activities, contracts, and other learning opportunities to assist teachers in differentiating curriculum
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# TD Catalyst Model

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An organizational delivery model in which the TD teacher and the classroom teacher(s) work **collaboratively** to meet the needs of gifted and high ability learners.



# The TD Catalyst Model....

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- Joint effort by TD Catalyst Teachers and Classroom Teachers
  - Allows classroom **and** TD teacher to design & implement frequent differentiated educational experiences for gifted and high-ability students
  - Includes a combination of push-in and pull-out services
  - Modeling of higher level strategies
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# Our TD Program

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- Focus on quality not quantity
- High expectations all day, every day
- Complex, challenging & real world
- Collaborative, integrated, and inclusive



# Who are the Collaborators?

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- TD Catalyst Teachers
- Classroom Teachers
- Administrators
- Academic Facilitators
- Parents & Community Members



# Benefits of Catalyst Model

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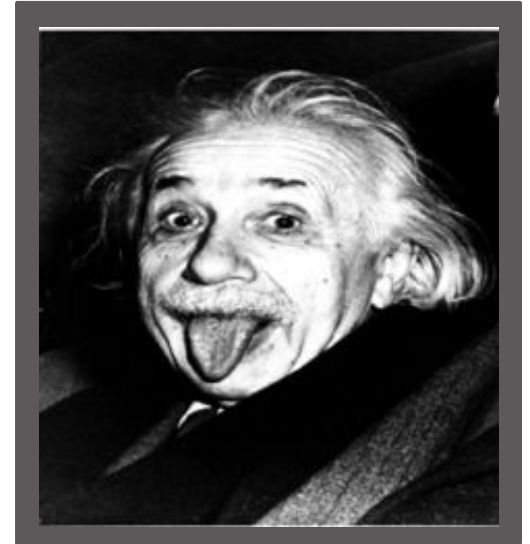
- Gifted education and general education are related, connected, and integrated.
  - The pace of learning is enhanced.
  - High achieving students receive more challenging tasks within the classroom.
  - Classroom and TD Teachers work together to maximize student learning.
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# The Catalyst Model recognizes that...

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Gifted education is **NOT** an add-on for 90 minutes a week because gifted learners are gifted *all* the time.



Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Support Staff Signature: \_\_\_\_\_

CHARLOTTE-MECKLENBURG ELEMENTARY SCHOOL DIFFERENTIATED EDUCATION PLAN									
Environment	Literacy	Math	Notes	Instructional Strategies	Literacy	Math	Notes		
Homogeneous Grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Differentiated Units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cluster Grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Curriculum Compacting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexible Grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Project Based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pull-Out ( _____ mins/per week)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Problem Based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Learning Contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Research Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Academic Enrichment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Curriculum	Literacy	Math	Notes	Acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
William and Mary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interest/Choice Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Music of the Hemispheres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Socratic Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Novel Units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tiered Lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Hands-On-Equations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Problem-Solver/Challenge Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Math Navigations Series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Building/Organizing Thinking Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
M3 (grades 3-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Extracurricular Activities	Participating			Social and Emotional (As needed by individual students/schools)					
Math Olympiad	<input type="checkbox"/>	<input type="checkbox"/>		Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Spectrum of the Arts (4 <sup>th</sup> & 5 <sup>th</sup> only)	<input type="checkbox"/>	<input type="checkbox"/>		Parent University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Duke TIP (4 <sup>th</sup> & 5 <sup>th</sup> only)	<input type="checkbox"/>	<input type="checkbox"/>		Extracurricular Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other (specific school-based offerings)	<input type="checkbox"/>	<input type="checkbox"/>		Mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		Other					
	<input type="checkbox"/>	<input type="checkbox"/>							
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# Differentiated Education Plan

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# Environment

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# Our Learning Environment- Grades 4-5

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- Grades 4-5 are departmentalized.
  - Math and Literacy classes are cluster grouped.
  - Ms. Vanderburg will push in to math classes with TD clusters.
    - Whole group
    - Small group instruction.
  - Ms. Kollar will work with all literacy classes.
    - Pull-out small groups
    - Push-in whole group for some units
    - Meet with book clubs.
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# Our Learning Environment- Grades 2-3

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- Grades 2-3 are heterogeneously grouped.
  - Math is flex-grouped.
  - Ms. Vanderburg will push in to math classes.
    - Whole group
    - Small group instruction
  - Ms. Kollar will pull out groups for literacy instruction.
    - Pull-out small groups
    - Meet with book clubs
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# Our Learning Environment- Instruction

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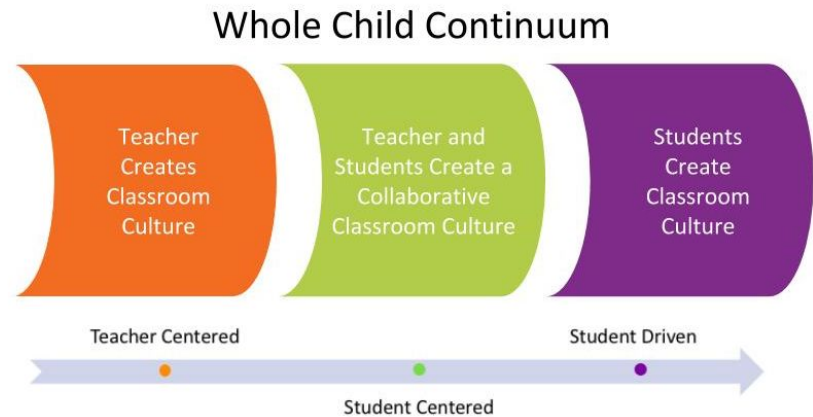
- TD teachers will meet with students once a week in literacy and math.
  - Plan with each team weekly to provide differentiated activities and resources for high-achieving students.
  - Model lessons in all classrooms that use strategies for high-achieving students.
  - Provide whole-group enrichment lessons for all students
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# Personal Digital Learning

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## Learning Environment

- Learning Spaces
- Morning Meetings
- Global Citizenship
- Learner Profiles



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# Curriculum

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# Our Curriculum

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- Differentiated Instruction
  - Greater depth of exploration
  - Subject integration
  - Standard curriculum extensively supplemented with research-based gifted resources & strategies
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# Literacy Resources

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- William and Mary
- Vanderbilt Units
- Jacob's Ladder
- Junior Great Books
- Novel Units
- Grammar Town and Caesar's English
- Organizing Thinking Skills
- National Paideia Center resources



# Math Resources

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- Math Olympiads
- M3 and M2 units
- Challenge Math books
- Hands on Equations
- Navigation Series
- Problem Solver



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# **Instructional Strategies**

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# What Types of Strategies are Used?

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- Problem-Based Learning
- Paideia Seminars
- Interest/Choice Boards
- Integrated Projects
- Research Projects
- Curriculum Compacting
- Independent Studies

...and so much more!

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# Examples of Strategies:

## Literacy

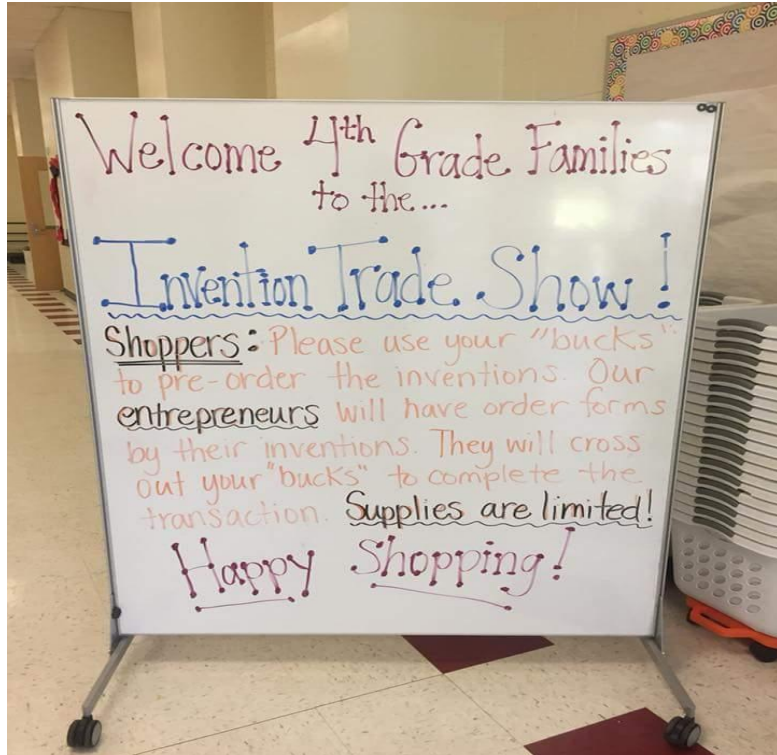
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- Projects suited for different abilities embedded in the curriculum.
- Focus on research, real-world application and concepts.



# Examples of Strategies:

## Literacy



# Examples of Strategies

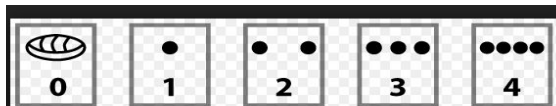
## Math

3rd Grade students work through these activities with myself. We study base 5, base 2 (binomial), Mayan and Babylonian number systems, and Roman numerals.

Roman Numerals- I II III IV V VI X IX

Base 5- We only use the digits 0, 1, 2, 3, 4  
Examples- 11 base 5 = 6 base 10

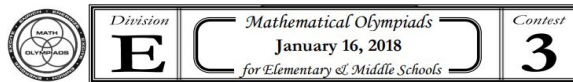
Mayan Numbers-



Babylonian Numbers:

𐎶 1    𐎶𐎵 11    𐎶𐎵𐎶 21    𐎶𐎵𐎶𐎵 31    𐎶𐎵𐎶𐎵𐎶 41    𐎶𐎵𐎶𐎵𐎶𐎵 51

4th and 5th grade students use the mathematical connections and problem solving to find the answer to very difficult and challenging math word problems.



*Directions to Students:* After all questions have been read by your PICO, you will have 30 minutes to complete this contest. You may not have a pen or pencil in your hand while the PICO reads the set of questions to the class. Calculators are not permitted. All work is to be done on the pages provided. No additional scrap paper is to be used. Answers must be placed in the corresponding boxes in the answer column.

Name: \_\_\_\_\_

**3A** Add:  $531 + 642 + 753 + 864 + 975$ .

**3B** The first 40 odd counting numbers are written. How many times does '3' appear as a digit?

**3C** Ashley has a rectangle made out of paper that is 8 cm by 12 cm. She folds it in half twice, first vertically and then horizontally. The new rectangle looks just like the original rectangle but smaller. What is the area of the new smaller rectangle in square cm?



# Personal Digital Learning-4/5 Math

## Learner Ownership

- Self-Directed Learner
- Voice and Choice
- Goal Setting and Reflection
- Interpersonal skills

### Personalized Learning: Learner Profile



Personalized Learning in Charlotte-Mecklenburg Schools aims to develop the whole child and empower them to take ownership of their learning by providing them with multiple pathways to demonstrate mastery learning in order to be successful and productive 21st century citizens in an ever-changing world.

Personalized Learning scholars strive to be...

 <b>Creative &amp; Critical Thinkers:</b> I think before I act. I routinely examine problems in new ways and seek to find creative solutions. My imagination allows me to express myself and develop new ideas. I use the design process to help guide my thinking.	 <b>Effective Communicators:</b> I clearly convey my thoughts, questions, solutions, and ideas in multiple ways, including verbally, written, and digitally.	 <b>Collaborators:</b> I effectively work with others to reach our goals—combining our talents, expertise, and smarts. I actively listen to others' ideas and contribute my own, which allows me to function as part of a team.
 <b>Entrepreneurs:</b> I think differently and am resilient in my quest to be innovative. I persevere through difficult tasks. I identify needs or challenges and proactively find solutions to address those needs.	 <b>Flexible &amp; Adaptable:</b> I can adapt to change. I am able to work effectively in a variety of environments. I value other people's strengths and learn from them.	 <b>Receptive &amp; Reflective to Feedback:</b> I value feedback to help myself improve and further develop my skills to achieve personal growth. Reflecting critically about past experiences helps me to inform my future progress. I am aware of my own strategies, feelings, actions and their effects on others.
 <b>Leaders:</b> I do the right thing, even when no one is looking. I empower and support those around me. I am constantly finding ways to improve myself. I maintain a positive attitude and a sense of humor.	 <b>Open-Minded:</b> I am willing to consider and listen to new ideas and understand my first assumptions might not be accurate. I am respectful, objective and am able to see things from multiple perspectives.	 <b>Academic Risk Takers:</b> I am driven, determined, and willingly accept new and difficult challenges. I am resourceful and learn mistakes and failures as opportunities to view and grow.
 <b>Self-Directed Learners:</b> I manage my goals and time, am able to work independently, and take initiative to advance my skill levels. I am committed to learning as a lifelong process. I take pride in my work.		



Every Child. Every Day. For a Better Tomorrow.

In compliance with federal law, Charlotte-Mecklenburg Schools administrators all educational programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.



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# Examples of Strategies:

## Enrichment

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- Breakout EDU
- Paideia Seminar
- Concept Development
- Number Talks



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# **Extracurricular Activities**

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# Polo Ridge Extracurriculars

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- Student Council (3-5)
  - Spectrum of the Arts(4-5)- by nomination only
  - Duke Tip (4-5)- test score eligibility requirements
  - Chess (2-5)
  - Science Olympiad (3-5)
  - Robotics?? (4-5)
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# **Social and Emotional**

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# Growth Mindset

## FIXED vs. GROWTH MINDSET



# Whole Gifted Child

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- Social-emotional section in quarterly newsletter.
  - SENG website and resources on TD Weebly.
  - Work with teachers, counselors and support staff.
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# Performance Review: Math and Reading

- Communication and Collaboration
- Critical Thinking and Problem Solving
- Creativity and Innovation
- Personal Growth

## TD Performance Reviews

Charlotte-Mecklenburg Schools  
Elementary Talent Development Performance Review

8008

Student Name: \_\_\_\_\_ Grade: 2 3 4 5 Identification\*: AG AR AM IG Year: \_\_\_\_\_  
TD Teacher: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_

This Performance Review reflects student performance in comparison to age peers as evidenced through learning experiences offered in the Talent Development program.

Areas of Performance	Math	English Language Arts
<b>Communication and Collaboration Skills (written, spoken, and nonverbal)</b> <ul style="list-style-type: none"><li>Conveys thoughts and ideas clearly and effectively in a variety of forms and contexts</li><li>Actively participates and contributes in an academic setting (discussions, group work, individual, etc.)</li></ul>		
<b>Critical Thinking and Problem Solving (analyzing, evaluating, and reasoning)</b> <ul style="list-style-type: none"><li>Applies various strategies in a variety of contexts to develop a deeper understanding of subject matter/concepts and solves problems</li><li>Demonstrates inquiry skills through the use of questioning</li><li>Evaluates and synthesizes information and perspectives from various sources to arrive at an enduring understanding of concepts and ideas</li></ul>		
<b>Creativity and Innovation (innovative thinking, new solutions, originality, products)</b> <ul style="list-style-type: none"><li>Creates unique and relevant ideas, solutions, questions, processes and/or products in response to a problem</li><li>Applies, adapts, and refines ideas based on the creative thought and problem solving processes</li></ul>		
<b>Personal Growth (motivation, social/emotional awareness)</b> <ul style="list-style-type: none"><li>Gives and receives feedback in a constructive manner</li><li>Demonstrates a willingness to take risks and engage in challenge (work, ideas, etc.)</li><li>Embraces self-reflection and continuous growth (academically, personally, socially, etc.)</li><li>Demonstrates that learning is an ongoing, cyclical process that involves failure and success through perseverance</li></ul>		

Comments:

Level 4 - **Independently Demonstrates** - Student is a role model and independently seeks opportunities to utilize skills consistently.

Level 3 - **Consistently Demonstrates** - Student consistently demonstrates skill at all opportunities given.

Level 2 - **Sometimes Demonstrates** - Student sometimes demonstrates skill at all opportunities given.

Level 1 - **Rarely Demonstrates** - Student rarely demonstrates skill at opportunities given.

\*AG- Academically Gifted (Math & Reading) AR- Academically Gifted- Reading Only AM- Academically Gifted- Math Only IG- Intellectually Gifted





**Questions?**

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# Contact Information

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