

The Centerville City Schools' Differentiated Services Model

The *Centerville City Schools' Differentiated Services Model* was developed by the Gifted Service Plan Committee in response to Ohio Revised Code 3324.01-.07. Its development was a collaborative effort including district administrators, gifted and core classroom teachers and a parent representative. With the implementation of the *Policy and Plan for the Identification of Students who are Gifted*, our district is focusing on integrating a model of gifted services which intends to meet the needs of all students for talent development. According to the *Policy and Plan*, our students are identified as gifted in superior cognitive, creative thinking, specific academic (including reading or writing, math, social studies and science), and visual and performing arts.

Through this model, we are shifting from viewing the program as a single service option to an array of services to address student needs. Both Dr. Mary Ruth Coleman and Dr. Donald Treffinger have models for the design of these options that our district has used to guide us in the development of the Centerville City Schools' Differentiated Services Model. Much of our work is anchored in the research and examples of differentiation from Dr. Carol Ann Tomlinson.

The model is inclusive of grades K-12, and provides four levels of service. Level I lists opportunities for talent development appropriate for all students. Staff members are encouraged to implement strategies for students in order to motivate and stretch all learners. These strategies are *best practices* for metacognition and the development of gifted potential. Level II provides students with opportunities in areas of interest and or talent. Level III services are for those students who have been identified as gifted in multiple areas, have a written education plan, and their educational needs require a highly differentiated curriculum. Level IV experiences are designed for those students whose learning needs require a more individualized program approach.

It is important to note that services listed in Level I are basic for all classrooms and are foundational to Levels II, III and IV. Funding estimates for implementation of this plan will be developed and submitted to the state board of education.

For future reference:

Coleman, Mary Ruth, *Programming for Gifted Learners, Developing a system level plan for service delivery*. August 1997

Tomlinson, Carol A., *How to Differentiate Instruction in Mixed Ability Classrooms, 2nd edition*. ASCD, 2001

Tomlinson, Carol A. *Leadership for Differentiating Schools and Classrooms*. ASCD, 2000.
<http://www.ascd.org/pdi/demo/diffinstr/tomlinson2.html>

Treffinger, Donald, *From Gifted Education to Programming for Talent Development*. Phi Delta Kappan, June 1998.
<http://www.creativelearning.com>

CENTERVILLE CITY SCHOOLS' DIFFERENTIATED SERVICES MODEL

Gifted Service Plan Committee, Draft May 2001
Revised, Aug. 14, 2001, Aug. 16, 2005

	I ALL STUDENTS	II MANY STUDENTS	III SOME STUDENTS	IV FEW STUDENTS
		BASED ON HIGH INTERESTS AND EMERGING TALENTS	IDENTIFIED GIFTED IN SPECIFIC AREAS: REQUIRES MODIFICATIONS	IDENTIFIED GIFTED HIGHLY INDIVIDUALIZED NEEDS
	—————→	—————→	—————→	—————→
K - 2	1. In-class flexible groupings 2. Resource support (e.g. guidance, reading, GIS, art, music, PE, IMC) 3. Creative and critical thinking skills/strategies (e.g. questioning strategies, learning styles, metacognition) 4. Conceptual curriculum 5. Differentiated instructional units (e.g. tiered lessons, learning centers, content/ process/ product) 6. Student choice 7. Exploratory activities (e.g. Masterworks)	1. Cluster grouping 2. Technology-based opportunities 3. Continuous progress 4. In school/after school/ summer enrichment opportunities (e.g. Artist in Residence, visiting authors)	1. GIS resource support 2. Enrichment clusters 3. Counseling support 4. In-depth independent projects	1. Mentoring 2. Grade advancement 3. Early admission 4. Cross-grade grouping
3 - 5	1. In-class flexible groupings 2. Resource support (e.g. guidance, reading, GIS, art, music, PE, IMC) 3. Creative and critical thinking skills/strategies (e.g. questioning strategies, learning styles, metacognition) 4. Conceptual curriculum 5. Differentiated instructional units (e.g. tiered lessons, learning centers, content/ process/ product) 6. Student choice 7. School-wide exploratory opportunities (e.g. Masterworks, Philharmonic, science fair, speech contest, distance learning) 8. Technology- based opportunities	1. Cluster grouping 2. Continuous progress 3. Subject grouping (math) 4. In school/after school/ summer enrichment opportunities (e.g. Destination Imagination, art club, chorus)	1. GIS resource support 2. Enrichment clusters 3. In-depth/independent studies (e.g. web quests, mini courses, advanced products, authentic audiences) 4. Curriculum compacting 5. Counseling support 6. "Expert" field trips	1. Mentoring 2. Grade advancement 3. Cross grade grouping

CENTERVILLE CITY SCHOOLS' DIFFERENTIATED SERVICES MODEL

Gifted Service Plan Committee, Draft May 2001
Revised, Aug. 14, 2001, Aug. 16, 2005

	I ALL STUDENTS	II MANY STUDENTS	III SOME STUDENTS	IV FEW STUDENTS
		BASED ON HIGH INTERESTS AND EMERGING TALENTS	IDENTIFIED GIFTED IN SPECIFIC AREAS: REQUIRES MODIFICATIONS	IDENTIFIED GIFTED HIGHLY INDIVIDUALIZED NEEDS
	→	→	→	→
6 - 8	<ol style="list-style-type: none"> 1. In-class flexible groupings (across family/teams) 2. Resource support (e.g. guidance, reading, GIS, art, music, PE, IMC) 3. Creative and critical thinking skills/strategies (e.g. questioning strategies, learning styles, metacognition) 4. Conceptual curriculum 5. Differentiated instructional units (e.g. tiered lessons, learning centers, content/process/product) 6. Student choice 7. School-wide exploratory opportunities (e.g. science fair, speech contest, distance learning) 8. Technology-based opportunities 9. Career exploration 10. Co-curricular opportunities 	<ol style="list-style-type: none"> 1. Cluster grouping 2. Leadership skills 3. In school/after school/summer enrichment opportunities (e.g. Destination Imagination, art club, chorus, Power of the Pen, Math Counts, Muse Machine) 4. Subject grouping (Math) 	<ol style="list-style-type: none"> 1. GIS resource support 2. Enrichment clusters 3. In-depth/independent investigations (e.g. web quests, mini courses, advanced products, authentic audiences) 4. Curriculum compacting 5. Counseling support 6. "Expert" field trips 	<ol style="list-style-type: none"> 1. Mentoring 2. Grade advancement 3. Shadowing 4. Subject acceleration 5. On-line learning and other alternative opportunities
9 - 12	<ol style="list-style-type: none"> 1. In-class flexible groupings 2. Resource support (e.g. guidance, GIS, art, music, PE, IMC) 3. Creative and critical thinking skills/strategies (e.g. questioning strategies, learning styles, metacognition) 4. Conceptual curriculum 5. Differentiated instructional units (e.g. tiered lessons, learning centers, content/process/product) 6. Student choice 7. Enriched/advanced courses 8. Career exploration 9. Co-curricular opportunities 	<ol style="list-style-type: none"> 1. Advanced placement program (e.g. honors and advanced placement courses) 2. In School/after school/summer enrichment opportunities (e.g. Destination Imagination, Summer Honors Institutes) 3. Continuous progress 4. Educational options program (e.g. service learning-PSEO, career portfolio, summer enrichment, field studies) 5. On-line coursework 	<ol style="list-style-type: none"> 1. GIS resource support 2. Counseling support 3. Curriculum compacting, summer school 4. "Expert" field trips 5. Job Shadowing, internship 6. Dual Enrollment 	<ol style="list-style-type: none"> 1. Mentorship 2. Flexible scheduling for individual opportunities 3. National, regional and state opportunities (e.g. Martin Essex, Merit Scholar program) 4. Subject Acceleration 5. Dual Enrollment

CENTERVILLE CITY SCHOOLS' DIFFERENTIATED SERVICES MODEL

Glossary:

Cluster grouping- Groups of 2-10 identified students assigned to the same heterogeneous class on grade level to facilitate differentiated instruction.

Conceptual curriculum- Learning opportunities designed and presented to students which place the focus on broad -based ideas and concepts as opposed to topics or isolated facts.

Content/ process/ product- Three key components of curriculum which can be differentiated in response to student needs.

Continuous progress- Opportunities for students to progress beyond prescribed curriculum.

Cross-grade grouping- A variation of grade acceleration would be to place students for part of their day in the next higher grade, usually for reading, math or science.

Curriculum compacting- adapts the regular curriculum to meet the needs of advanced students by elimination of work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level.

"Expert" field trip- Opportunity for students to utilize resources and experts beyond the traditional school environment in order to carry out in depth/ independent studies and investigations.