Access to Advanced Curriculum Project

# Aim:

The aim of this project is to allow you to think about ways to provide access to advanced curriculum through self-paced instruction. It has four specific learning outcomes, which are keyed to the Operating Standards for Identifying and Serving Students Who are Gifted, as indicated in the table below. This project will have you develop a self-paced instructional plan for an advanced learner in your classroom. ***While you may choose to implement the plan, it is not a requirement for this project.***

# Standards and Project Outcomes:

|  |  |  |
| --- | --- | --- |
| Standard | Outcome One | Outcome Two |
| Gifted services must include instruction that is differentiated from the standard curriculum for that course in depth, breadth, complexity, pace, and/or where content is above-grade level. | The teacher will specify and implement self-paced instruction for advanced learners. | The teacher will facilitate and assess self-paced instruction for advanced learners. |
| Services shall occur during the typical instructional day with flexibility allowed for the scheduling of district-approved internships or mentorships and higher education coursework, including credit flexibility.  | The teacher will work with colleagues to promote and plan self-paced instruction for advanced learners. | The teacher will work with colleagues to arrange appropriate credit related to completion of a self-paced instructional sequence. |

## Background Information

Before completing the project, review the OLAC foundational concept, *Access to Advanced Curriculum.*

## Estimated Completion Time

Five hours

# Procedures

**Step 1.** Select an advanced learner in your classroom who you think would benefit from self-paced instruction. Consider their current level of performance in a content area of strength and the student’s interests, learning styles, and preferences. If the student has a Written Education Plan, review this document.

**Step 2.** Design a self-paced study plan for the student. The goal of the plan is to give the student access to advanced curriculum. To develop the plan, collaborate with a gifted intervention specialist and/or a teacher at your school (or in your district) who has content area expertise and a lot of experience working with advanced learners. Use the Plan for Self-Paced Instruction Template below when developing the student’s plan. Instructions for how to complete this template are provided.

**Step 3.** Write a one-page justification of the plan. Be sure to explain why this plan is appropriate for this student and how it will meet his or her need for access to advanced curriculum.

Once you complete the plan and one-page justification, submit these to the person in your district who is supervising the Gifted Education PD.

## Plan for Self-Paced Instruction Template

Student’s current grade placement:

Projected grade level of instruction (if provided above level):

Selected subject:

Ohio learning standards:

Anticipated learning outcomes:

Resources (use as many as needed):

Operational plan:

Assessment plan:

## Instructions

The student’s instructional plan must include the following:

* Student’s current grade placement.
* Projected grade level (if content or curriculum is provided above-grade level).
* Selected Subject: This should be in the student’s area of strength, or in the case of students with multiple areas of strength, in an area of interest.
* Ohio’s learning standards.
* Anticipated learning outcomes. Determine overall and benchmark learning targets to guide the self-paced instructional plan. Learning targets should be specific and measurable. Review the OLAC Foundational Concept, Monitoring Growth of Advanced Learners for more information on setting measurable goals for student learning.
* Resources. List the resources and curriculum materials you intend to use with the student.
* Operational plan: Determine the length of time for the self-paced instructional plan. It can be for one reporting period, one semester, or one year. Describe the progression that will guide the student’s learning. Include strategies to ensure the student’s engagement, scaffolds to support learning, and a description of how curriculum materials and resources will be used. Provide the schedule for implementation, including how the self-paced plan will be incorporated into the student’s current schedule.
* Assessment plan: Your assessment plan should include a pre-assessment (a way to determine where students are entering the learning), a plan for gathering formative evidence of current achievement levels at multiple points in the learning, and summative assessment that will provide an opportunity for students to demonstrate mastery of the learning target. Review the OLAC Foundational Concept, Monitoring Growth of Advanced Learners for more information on assessing student learning.

## Rubric: Access to Advanced Curriculum Project

Participants in the Gifted Education PD might review the “distinguished” column of the rubric below as a guide to what a complete and well-executed project would look like. The person who is supervising the Gifted Education PD can use the rubric to evaluate participants’ projects. Total rubric scores of **10 or higher** are sufficient for receiving credit for the project.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criterion | Distinguished (Four points for each criterion at this level) | Accomplished (Three points for each criterion at this level) | Competent (Two points for each criterion at this level) | Emerging (One point for each criterion at this level) |
| Relevance and appropriateness of the outcomes and standards |  |  | Outcomes and standards are relevant and appropriate to student needs. | Outcomes, standards, and appropriateness to student needs are not clear. |
| Specificity and coherence of the operational plan | The operational plan is clear, complete, coherent, and seems sure to work. | The operational plan is complete, specifics are clear, and it makes sense as a whole. | The operational plan is complete and makes sense as a whole; specifics are vague. | The operational plan is not fully developed. |
| Specificity and coherence of the assessment plan | The assessment plan is clear, complete, coherent, and seems sure to work. | The assessment plan is complete, specifics are clear, and it makes sense as a whole. | The assessment plan is complete and makes sense as a whole; specifics are vague. | The assessment plan is not fully developed. |
| Reasoning and explanation used to justify the self-paced instructional plan | The justification is complete, very logical, and compelling. | The justification is very logical and explained in detail. | The justification is logical and explained well. | The justification includes reasons and explanations but is not fully developed. |
| Clarity of the writing |  | The writing is clear, concise, and well- organized; it uses correct grammar and spelling. | Coherent overall; writing is clear; few grammar or spelling errors; writing is repetitive. | The writing is not coherent; errors in spelling and grammar are too numerous. |