

Cornelius Elementary

Talent Development Program



Talent Development (TD) Catalyst Teacher:

Mrs. Ashley Moore

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Talent Development Catalyst Team:

*TD Catalyst Teacher, Classroom teachers, Literacy Facilitator,
Assistant Principal, Principal*

CMS Talent Development



Mission:

- To provide gifted students the opportunity to maximize their potential, demonstrate their motivation, and realize their contributions to self and the global community.

Goal:

- To support the development of a content-rich educational experience for students from all cultural and socioeconomic backgrounds throughout CMS.

The Catalyst Model



Collaboration and Consultation in Gifted Education

Mary S. Landrum, PhD- University of Virginia

“Gifted learners are gifted all of the time.”

The Catalyst Model



Shared responsibility via collaboration

Classroom Teachers, TD Catalyst Teacher- *Mrs. Moore*,
Literacy Facilitator- *Mrs. Fitch*, and Administrators- *Ms. Holbrook & Mrs. Brammer*, Other members of the school's teaching staff who contribute to the academic progress of gifted learners

Indirect Services

Direct Services

The Catalyst Model: Indirect & Direct Services



Indirect services may include:

- Collaboration with regard to lessons and activities
 - The lessons and activities are used by the classroom teacher in the regular classroom
- Gifted identification
- Professional Development for teachers and staff
- Projects, Contracts

Direct services may include:

- Gifted identification
- Demonstration lessons
- Small group instruction
- Pull out for a set period of time (project)
- Activities related to classroom instruction

The Catalyst Model: *Essential Components*



To effectively implement the Catalyst model, certain essential components should be recognized:

Flexible pacing of instruction

Supplementary materials recommended by the TD specialist

Cluster grouping (5 or more)

Pull-out services employed only when absolutely necessary and after having ruled out collaborative efforts

The Catalyst Model: Essential Components continued



To effectively implement the Catalyst model, certain essential components should be recognized:

Planning time: Classroom & TD teachers

TD catalyst teacher participation in **professional development** (monthly meetings)

Daily planning time scheduled for the TD catalyst teacher to research, collect, and develop lessons and activities

Administrative support

Differentiated Education Plan (DEP)



Name: _____ Student ID: _____ Grade: _____
 School: _____ Support Staff Signature: _____

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

- All identified gifted learners have a **DEP**
- Student's needs determine differentiation
- **Differentiated Education Plan (DEP)** is with regard to:
 - *Environment*
 - *Curriculum*
 - *Extracurricular Activities*
 - *Instructional Strategies*
 - *Social and Emotional Needs*

Now what?



My child has been identified as TD. Now what?

- Some variation amongst grade-levels
- Modifications with regard to the:
 - **Environment** (cluster grouping)
 - **Curriculum** (William & Mary Units, Hands on Equations, Problem-Solver)
 - **Instructional Strategies** (Compacting, problem based learning, learning contracts, interest/choice projects, socratic seminar)

Frequently Asked Questions continued



My child has been identified as gifted. When will he/she be served by Mrs. Moore?

*Pull-out groups are used minimally. (...“Employed only when absolutely necessary and after having ruled out collaborative efforts.”) **Collaboration and planning between classroom teacher and TD teacher is the emphasis.***

Will Cornelius have a “TD class” for grades 3-5?

We implement the catalyst model, which indicates that our identified gifted students will be **clustered** together. A cluster is defined as *“a group of five or more identified gifted students, placed together in a heterogeneous classroom, who have the opportunity to work together for at least part of the school day.”*

Frequently Asked Questions



Who will provide updates and communication now that my child is TD?

Communication on student progress will come from the classroom teacher. The TD teacher will provide communication regarding specific events, opportunities, as well as provide a quarterly newsletter.

What are the learning standards for my child?

Common Core and Essential Standards

Questions: Index Cards



If you have a question or concern, please write your question on the index card along with:

- Your Child's Name
- Homeroom Teacher
- Parent's Name
- Contact Information (phone, email)
- Please give the card to me or leave it on the table.

THANK YOU FOR ATTENDING THIS SESSION!