

# *Kansas Effective Practices Instructional Toolkit*

*(<http://www.ksde.org/Default.aspx?tabid=3837>)*

## *An Overview of the Online Toolkit*

*Research and Evidence-based Strategies*

*Supporting Students With Advanced Learning Needs*

*Essential Components to Providing Excellence in Education*



*“Being fair to everyone means everyone getting  
what they need to personally excel or succeed...  
and this should be the focus of teaching.”*

*Robert Schultz*

*Overview: Online Contents*  
*Kansas Effective Practices Instructional Toolkit*  
*(insert actual web page link)*



The information presented within the *Kansas Effective Practices Instructional Toolkit* is based on an extensive body of research that spans 100 years in the field of gifted education. Although the synthesis of the research supports the instructional needs of the advanced learners, the information found inside the toolkit also provides support and opportunities for more meaningful student engagement for all students, especially those in systems that currently focus on the more traditional “at risk” student population.

The menu of the online toolkit displays specific content headings. Please review each section to discover the resources available to support administration, educators, community and families of students, including those students with advanced learning needs and/or identified students receiving gifted services via special education IEPs. Color coding is provided to assist navigation throughout the website. Look for the coding within the content of each section to represent information relevant to:

Administrators: **A**

Educators: **E**

Families/Parents/Guardians: **F**

***Menu Headings***

- Road Map: Using the Toolkit
- Gifted Facilitators: Day 1 and Beyond
- Data Collection Sources
- Student Case Scenarios
- Research Synthesis: 5 Key Lessons
- Essential Educational Components
- Sample Policies, Practices, Procedures
- Glossary of Terms
- Kansas Gifted Education History

***An Overview of the Online Toolkit***



## **Road Map: Using the Toolkit**

- Welcome to the *Kansas Effective Practices Toolkit*
- Acknowledgement of the individuals involved in the research, design and development of the resources
- Guiding Principles for Supporting Students with Advanced Learning Needs & Purpose for Creating the Online Instructional Toolkit
- Overview of the contents within the online toolkit
- Contact information related to this toolkit from a variety of sources servicing gifted education and students in Kansas
- FAQ - Frequently Asked Questions

## **Gifted Facilitator - Day 1 and Beyond**

- Things to Consider: Month by month facilitator responsibilities
- Finding Your Place within the school, culture and relationships
- IEP 101 - Resources regarding the development of an IEP
- In a Pinch: Strategies, links and references at your fingertips to get answers, ideas and/or direction
- Social/Emotional Needs - Understanding the uneven development of cognitive, social/emotional and physical abilities

## **Data Collection Sources**

- Data Collection Sources provides tools for the following areas: Cognitive Functioning, Learning Strengths, Personal Interests, Learning Preferences, and Personality Characteristics and Traits.

## Student Case Scenarios

- Individual student case study scenarios are presented that describe characteristics of different students with advanced learning needs and suggest strategies that could be considered for an individual education plan. The viewer will be able to click on a highlighted term to access further research-based information regarding each of the options:

Matching Curriculum to Academic Abilities  
Subject-Based Acceleration Considerations  
Grade-Based Acceleration Considerations  
Managing Instruction Through Grouping

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## Research Synthesis: 5 Key Lessons

- This synthesis of the research covering instructional management options, instructional delivery techniques, and curriculum adaptation strategies is an attempt to aid school system administrators and educators to identify which practices will best fit their respective settings rather than see the research as a more generalized set of “best practices” that every school should implement. There is no single practice or panacea that will work in every school setting and with every gifted or talented learner.

### Research Lesson 1 - Daily Challenge in Specific Areas of Talent

Good instruction stretches learners daily. The best tasks engage learners and require effort to complete successfully. *Carol Ann Tomlinson & Caroline Cunningham Eidon (ASCD, 2003)*

### Research Lesson 2 - Opportunities to be Unique and to Work Independently

In order for learning to occur for the full range of students, curriculum and instruction must fit each individual. To maximize learning and connect with experiences and interests of the individual, students should take part in setting learning goals that include making choices about what to learn and how. *Carol Ann Tomlinson*

### Research Lesson 3 - Subject/grade Based Acceleration as Needs Require

Addressing Need not Numbers: Individual differences in education are most pronounced at the extremes. The best way to maximize the academic performance of bright students is to maximize the pace and level of the curriculum.

Acceleration is about appropriate educational planning. It is about matching the level, complexity, and pace of the curriculum with the readiness and motivation of the student. *A Nation Deceived: How Schools Hold Back America's Brightest Students.*

### Research Lesson 4 - Opportunities to Socialize/Work With Like-Ability Peers

Research found very strong, positive academic gains for flexible cluster grouping: 'gifted students actually achieve approximately 60% more grade-equivalent knowledge and skills than equally gifted children who have not been clustered' ..(*Rogers, 2002, p. 227*).

### Research Lesson 5 - Differentiated Instructional Delivery

Practices such as pre-assessing students' skills and knowledge prior to instruction, flexible grouping, tiered learning activities, and a combination of enrichment and acceleration benefits all students' learning. For high ability/gifted students, there are additional positive effects on motivation, engagement, and self-regulation.



## ***Essential Educational Components***

- **Advocacy** - Administrators, educators, families, and students must be given the pertinent knowledge and skills to advocate for appropriate educational opportunities.
- **Brain Research** - Brain research and 21st century learning research dictates that it is not enough to provide only academic experiences for high ability/gifted learners. Teaching social competence, responsibility, ethical development, & emotional development will provide the tools for success.
- **Professional Development** - In order to understand, meet, and value the unique needs of high ability/gifted learners' gifts, talents, and individual strengths, educators need continuous professional development.
- **School Reform** - School reform models should include students with advanced learning needs based on 21st century learning principles. Key features of the models advocate structuring classrooms in such a way that novelty, complexity, problem-solving, and innovation opportunities are included in the students' complete school experience.
- **21<sup>st</sup> Century Learning Skills and Environment** - A classroom that is structured around the latest brain research helps students identify and articulate solutions to authentic problems. The classroom features the integration of technology to enhance collaboration and critical thinking with other students, community members, or people around the world. This model provides a structure that helps educators individualize and differentiate learning for all students, especially students with advanced learning needs

## ***Sample Policies, Practices, Procedures***

- This section provides access to both State and National sample policies, practices and procedures regarding gifted education.

## ***Glossary of Terms***

- Key terms and definitions

## ***Kansas Gifted Education History***

- Kansas has a long history of providing programs for advanced students whose learning styles and learning potential differ in many ways from those of regular students. This section provides a look back at the past perspectives, purposes, and principles that have laid the foundation for gifted education in Kansas.

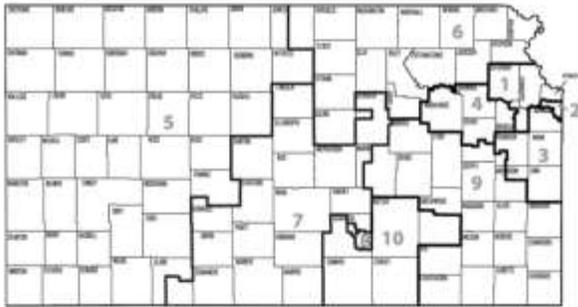


## Education Priorities of the Kansas State Board of Education

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post secondary education). To accomplish the mission of the Kansas State Board of Education, the Board has identified four goals. They are as follows:

- Redesign the delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure a visionary and effective leader in every school.
- Improve collaboration with families and communities, constituent groups and policy partners.

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Adopted 5/2009



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