Multiple Pathways and Differentiated Services

Topic Overview Video (link) 🎥

Why:

Students need different learning pathways, especially when it pertains to aligning learning challenges or advanced / accelerated learning. We don't presume that students with special education needs require the same accommodations. Similarly, students with advanced learning needs do not all need the same interventions delivered with the same frequency, intensity, or duration.

Instructional Implications:

- ⊘ Align instructional intervention with instructional need
- ⊘ **Reduce attrition** in gifted services and secondary advanced instruction
- ⊘ **Propel student growth** in proximal areas of relative strength as well as areas of relative weakness

Guiding Questions:

- How do we identify for gifted or advanced learning services? Does it include multiple measures, both quantitative and qualitative?
- What is our gifted service model? What are our current interventions for frequency, intensity, and/or duration of the services?
- Have we ensured the assessments do not function as gatekeepers to any student groups?
- Do all who qualify receive the same intervention/treatment or is it differentiated by instructional need?
- How can each pathway to identification be matched with an aligned service?
- Will the services be isolated or build on one another?
- How will the interventions be differentiated? Frequency, intensity, and/or duration?
- What strategies for differentiation will be the focus to ensure teacher efficacy?

3 Best Practices:

1
Use multiple indicators and data points with localized norming from universal screening to identify students for gifted and advanced services

2
Align differentiated strategies to student needs. Suggestions for strategies include Depth and Complexity, acceleration, curriculum compacting, and problem or inquiry-based instruction

3
Differentiate services with advanced interventions based on frequency (how often), intensity (how challenging), and/or duration of the services (how long each time)

Resources:

Gentry, M., Gray, A., Whiting, G.W., Maeda, Y., & Pereira, N. (2019). Gifted Education in the United States: Laws, access, equity, and missingness across the country by locale, Title I schools status, and race. Authors. https://education.purdue.edu/geri/new-publications/gifted-education-in-the-united-states/

Herald, B. (2019). What is personalized learning? *Education Week*. https://www.edweek.org/technology/what-is-personalized-learning/2019/11?authuser=1

The National Working Group on Advanced Education. (2023). Building a wider, more diverse pipeline of advanced learners. *Thomas B. Fordham Institute*. https://fordhaminstitute.org/national/research/building-wider-more-diverse-pipeline-advanced-learners

Vargo, J. (2022). SIx examples of what personalized learning looks like. *Education Elements*. https://www.edelements.com/blog/six-examples-of-what-personalized-learning-looks-like?authuser=1

Multiple Pathways and Differentiated Services Worksheet

Directions: Use these guiding questions to align differentiation with instructional needs.

1

Consider your current Gifted & Talented or Advanced Academic model.

What are the state requirements for Gifted?

What is our identification model for gifted? What data do we use in the identification process (achievement, ability, qualitative information)? How do we norm?

What is our gifted service model at elementary schools? Think about frequency, duration, and intensity of services. What type of services do we use (i.e., pullout, enrichment, cluster, combination)?

What is our gifted service model in our secondary schools?

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2

Do all students who qualify for gifted services receive the same intervention and differentiation, or is it unique based on student need?

3

What training can we provide teachers to better differentiate within the gifted programs?