



20 October 2014

Conclusions and Recommendations from CANDO as BPS101 Transitions to Mathematics Curriculum and Instruction That Aligns with Common Core State Standards and Illinois State Board of Education Recommendations

1. Gifted, and in some cases high-ability students are best served by Mathematics instruction that begins with pre-assessment and includes formative assessment to determine when students have gained mastery of new Math concepts.
2. Gifted students frequently grasp new concepts quickly and do not benefit from repetition. Pacing is very important to maintaining their interest and enthusiasm. Appropriate pacing can be accomplished through a combination of information provided by multiple assessment points, curriculum compacting and differentiation through enrichment, and acceleration when exposure and rapid mastery of new concepts is demonstrated.
3. Gifted students, in particular, flourish when given the opportunity to learn in a cluster with other gifted learners. Like other learners, they also benefit from a combination of instruction and individual or group work. Gifted learners should not be expected to learn independent of classroom instruction by a teacher or gifted coach.
4. Research focusing on Mathematics instruction for gifted students supports the use of acceleration. While this may not be recommended for students with typical learning styles, research continues to show the benefit of acceleration opportunities in Mathematics for gifted students. This is anecdotally supported by parents of Batavia's gifted Math students.
5. The process of choosing the most appropriate lesson plans and pacing at the elementary level for gifted and high-ability learners (as well as typical learners and students with special needs)

CANDO Recommendations for meeting the needs of gifted and high-ability learners within the CCSS framework

will have the most successful outcome if teachers' "pilot" experiences with the various lesson plans and instructional resources in use across the district are systematically shared, reviewed and compared with standardized test score data. Parents' and students' feedback and experience should be part of this decision-making process, and could take the form of parent representatives to building articulation meetings or district-level math leadership team meetings.

6. It would benefit understanding and reduce concern and anxiety if the Gifted Services Handbook could be expanded to include descriptions of the processes and procedures for gifted services at the middle school and the high school level in BPS. As part of that process of addition, it would be beneficial to review gifted services K-12 in BPS101 to ensure that all of the components of service delivery reflect a consistent philosophy of gifted service provision across a student's educational experience in BPS101.
7. Parents of gifted and high-ability learners would appreciate and benefit from more information from BPS101 and their classroom teacher and building principal about how the new CCSS and ISBE recommendations are being met in their child's Mathematics experience. This information could be shared in a variety of helpful formats:
 - written documents on the BPS101.net site
 - a webinar that describes the district's approach to piloting various instructional approaches and systems and how decisions about the best practices that will be adopted for Batavia's elementary and middle school students will be made
 - another curriculum night-type meeting with classroom teachers and their students' parents specifically about Math instruction.

CANDO parents are committed to being an active part of a successful transition to Mathematics instruction that meets the new Common Core State Standards and ISBE recommendations. Please call upon our members to work as volunteers in small group instruction opportunities, to help with the mechanics of reproducing homework packets or other instructional materials, or to represent the needs of gifted and high-ability students in building-level articulation meetings or Math leadership team meetings at the district level.