

Differentiation for the Gifted Learner Made Easy (?)

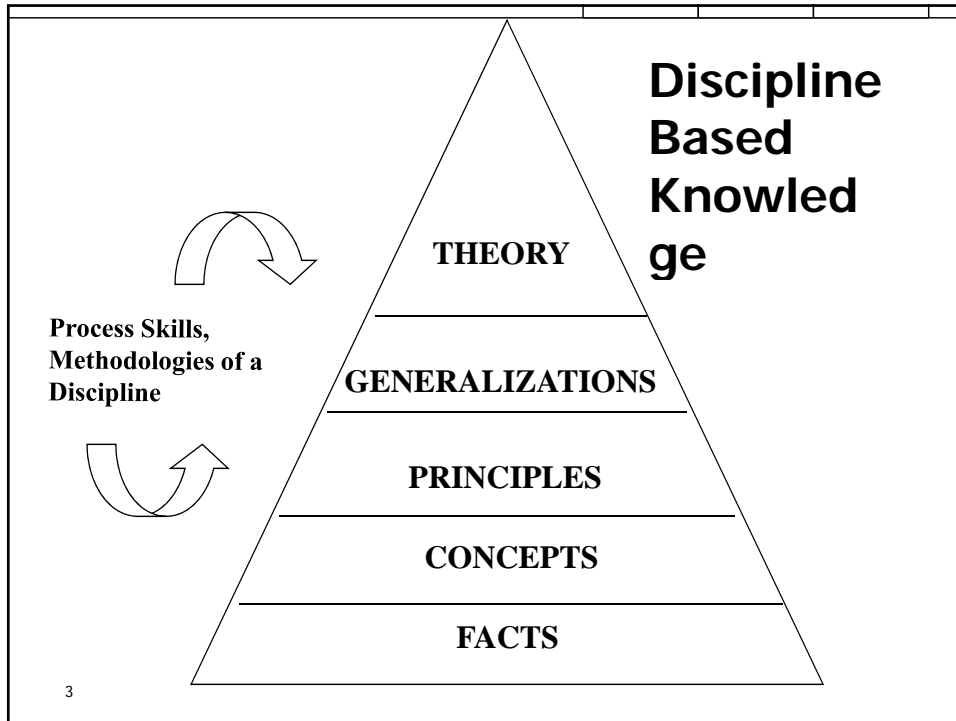
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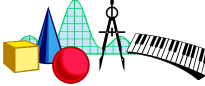






Federal Definition of Giftedness

- The federal Elementary and Secondary Education Act defines gifted and talented students as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor." [Title IX, Part A, Definition 22. (2002)]

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What are the ten components of a comprehensive curriculum unit, lesson, or task?

 Content	 Grouping Strategies
 Assessment	 Products
 Introduction	 Resources
 Teaching Strategies	 Extension Activities
 Learning Activities	 Differentiation


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Ways to Differentiate Teaching and Learning

◆ Cognitive Level	◆ Instructional Strategies
◆ Resources	◆ Group Size
◆ Products	◆ Homework
◆ Support or Guidance	◆ Depth
◆ Time Allocation	◆ Breadth

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The Teaching Strategies Continuum



<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 10px;">Direct</div> <ul style="list-style-type: none"> ▣ Lecture ▣ Drill and recitation ▣ Direct instruction ▣ Strategy-based instruction ▣ Coaching ▣ Concept attainment ▣ Synectics ▣ Demonstration ▣ <u>Socratic questioning</u> ▣ Visualization 	<ul style="list-style-type: none"> ▣ Role playing ▣ Cooperative learning ▣ Jurisprudence ▣ Simulations ▣ Inquiry-based instruction ▣ Constructivism ▣ <u>Problem-based learning</u> ▣ Internships ▣ Mentorships ▣ Independent study ▣ Research and investigations
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Indirect</div>	

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What's Your Criteria?

1. Nature of the Objective
2. Number of Students Needing Differentiation
3. Time for Teaching/Planning
4. Availability of Resources
5. Instructional Repertoire
6. Parental Support
7. Student Behavior
8. The Power of the Strategy to Enhance Learning

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Ways in Which Individuals Can Differ

- ⇄ Prior Knowledge or Skill Expertise
- ⇄ Learning Rate
- ⇄ Cognitive Ability
- ⇄ Learning Style Preference
- ⇄ Motivation, Attitudes, and Effort
- ⇄ Interest, Strength, or Talent



Finding the Best Fit: Various Strategies for Addressing Individual Differences

- ▣ Acceleration
- ▣ Curriculum Compacting
- ▣ Interest Based Enrichment and Talent Development
- ▣ Open-Ended Activities and Products
- ▣ Alternatives and Choices
- ▣ Tiered Questions/Assignments



The Compactor

Curriculum Areas to be Considered for Compacting	Procedures for Compacting Basic Material	Acceleration and/or Enrichment
<i><u>Name it.</u></i>	<i>Prove it.</i>	<i>Change it.</i>
<i>What material needs to be covered?</i>	<i>Exactly what material is to be excluded?</i>	<i>What enrichment and/or acceleration activities will be included?</i>
<i>What evidence shows a need for compacting?</i>	<i>How will you demonstrate mastery?</i>	<i>Independent study Acceleration Mini-courses Mentorships</i>
		<i>Small Group Investigations</i>

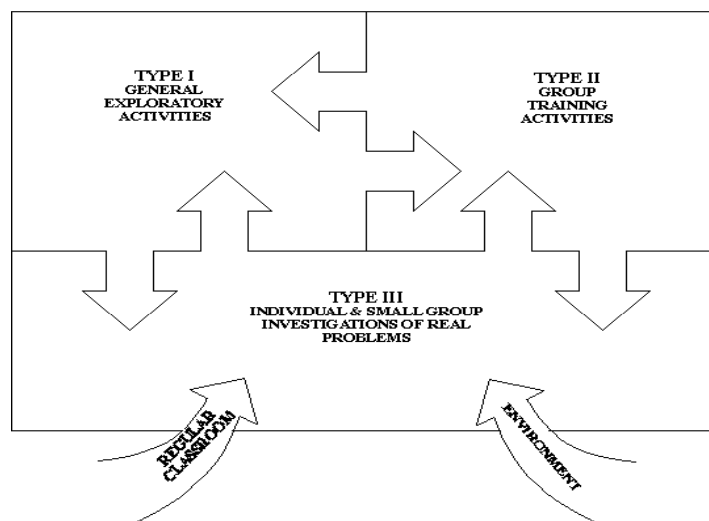
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An Example...SC Grade 3

Curriculum Areas to be Considered for Compacting	Procedures for Compacting Basic Material	Acceleration and/or Enrichment
<i>Name it.</i>	<i>Prove it.</i>	<i>Change it.</i>
<i>What material needs to be covered?</i>	<i>Exactly what material is to be excluded?</i>	<i>What enrichment and/or acceleration activities will be included?</i>
Science: Motion & Sound (Standards 3-5.3 & 3-5.4)	<i>How will you demonstrate mastery?</i>	<i>Small Group Investigations</i>
3-5.3 Explain how the motion of an object is affected by the strength of a push or pull and the mass of the object. 3-5.4 Explain the relationship between the motion of an object and the pull of gravity.	Jonathan, Wes, Kayla, Joel, Beau, and Jimmy scored 100% on a pretest of Motion & Sound (Standards 3-5.3 & 3-5.4)	They will work in two small groups to design, test, and evaluate a model to illustrate the relationship among mass, force, and velocity.

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The Enrichment Triad



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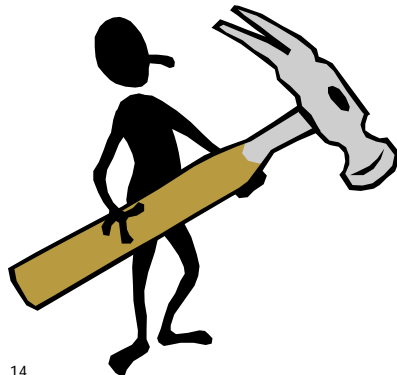
Examples of Various Skills and Methods



- ▣ Comparing and contrasting
- ▣ Reflective listening
- ▣ Note taking
- ▣ Using an index
- ▣ Controlling a variable
- ▣ Writing a business letter
- ▣ Taking a patient's temperature

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The Various Kinds of Skills



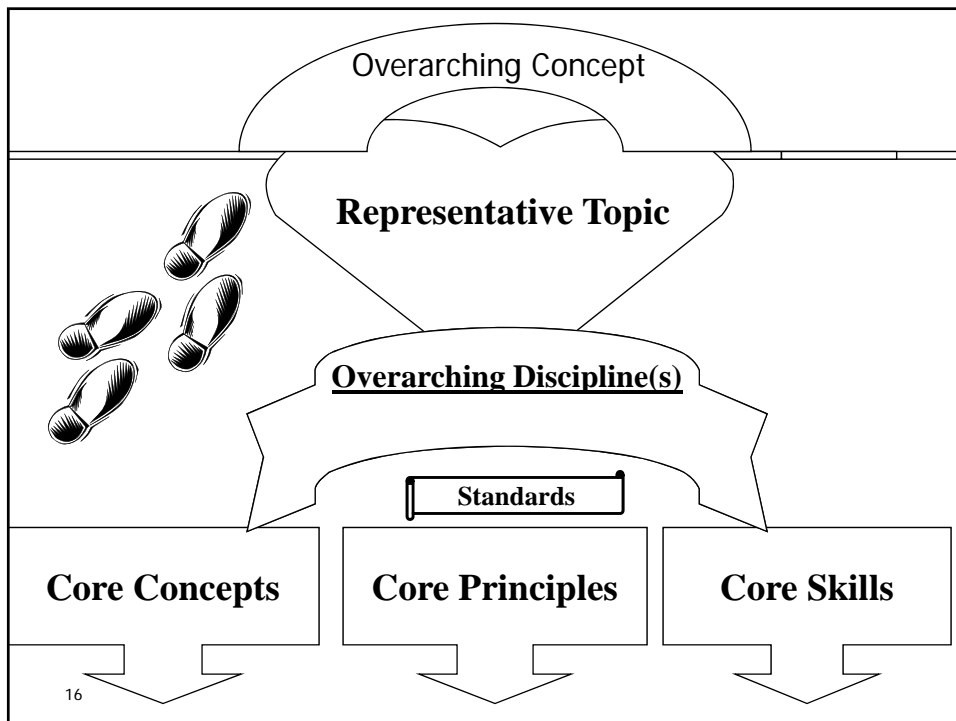
- ▣ Cognitive Skills
- ▣ Affective Skills
- ▣ Reading and Study Skills
- ▣ Reference Skills
- ▣ Research Skills
- ▣ Communication Skills
- ▣ Discipline-Based Methodological Skills

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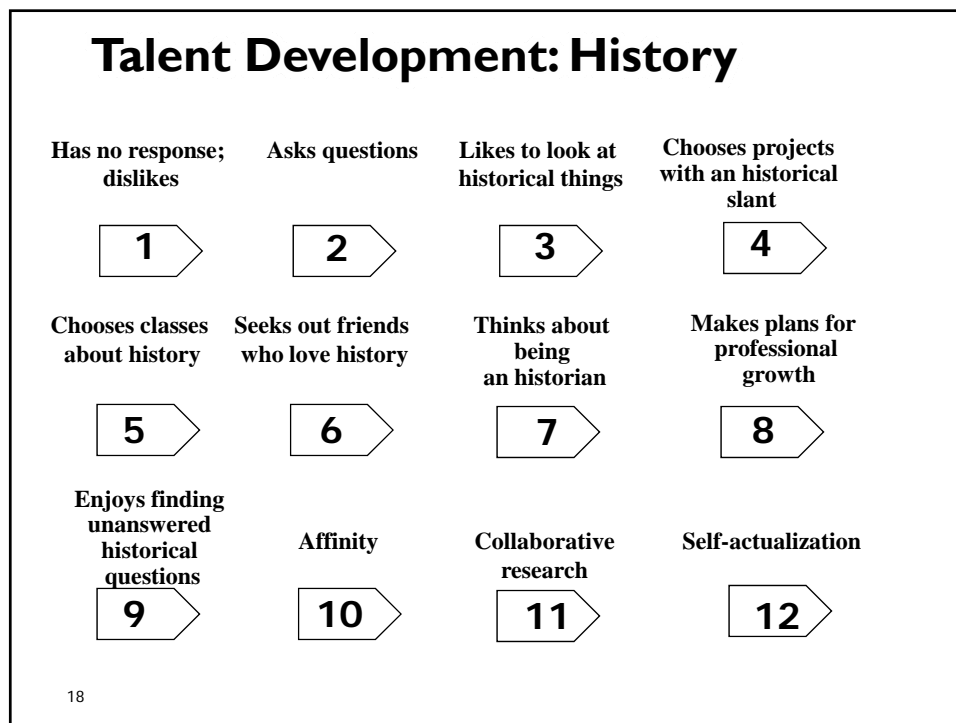
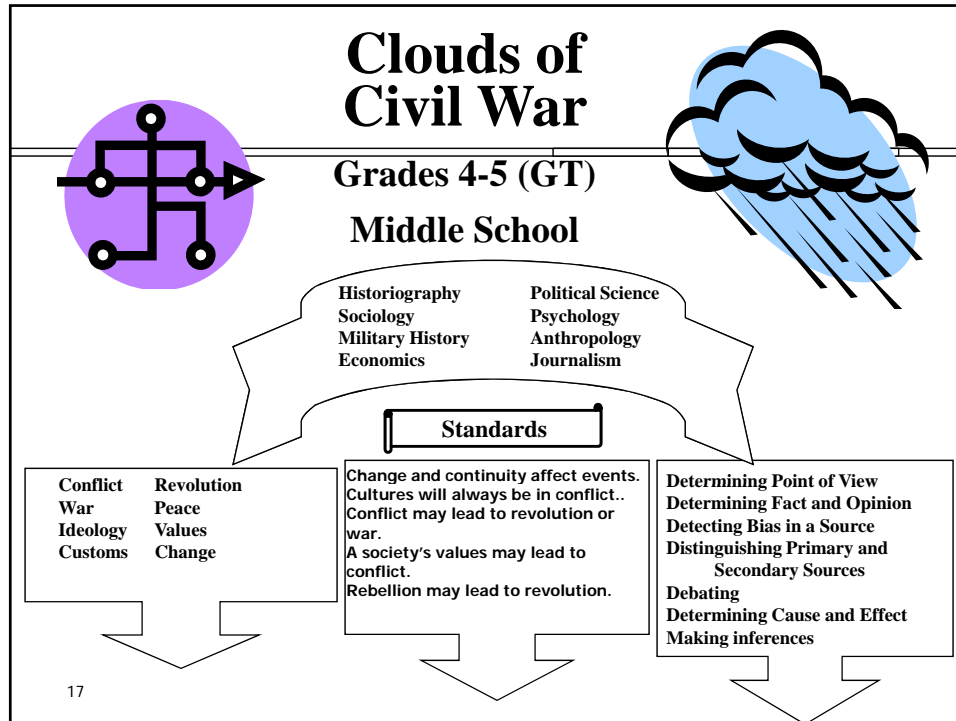
Creative Thinking Skills

- SCAMPER
- Talents Unlimited
- Creative Problem Solving
- DeBono's Six Thinking Hats
- Synectics
- Creative Dramatics
- What else???

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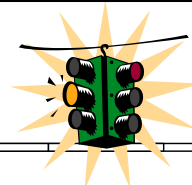


Forwarding Talent Development in History

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| <p>1 Find an entrée through the student's current interests</p> <p>2 Read books, etc. about historical people and events</p> <p>3 Investigate local and historical sites</p> <p>4 Enlist the support of the library media specialist to get additional resources</p> <p>5 Provide extension activities on projects that the student enjoys</p> <p>6 Discuss the discipline with the student; explore course offerings; select appropriate courses</p> | <p>7 Engage the support of local resources</p> <p>8 Locate shadowing and internship experiences</p> <p>9 Locate a mentor; help the students become involved as a member in related organizations</p> <p>10 Support student's intense work; locate resources; solicit professionals to give the student feedback</p> <p>11 Locate grants and fellowships</p> <p>12 Nurture the student's research; encourage publishing</p> |
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Ascending Levels of Intellectual Demand



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|---|--|
| <ul style="list-style-type: none"> ❑ Vary the depth ❑ Adjust the abstraction ❑ Change the complexity ❑ Make contexts and examples more or less novel or familiar ❑ Adjust the pace ❑ <u>Use more/less advanced materials and text</u> ❑ Provide more/less scaffolding ❑ Provide frequent/intermittent feedback ❑ Provide/let students infer related strategies ❑ Infer concepts from applications and problem solving | <ul style="list-style-type: none"> ❑ Provide more/fewer examples ❑ Be more/less explicit/inductive ❑ Provide simpler/more complex problems and applications ❑ <u>Vary the sophistication level</u> ❑ Provide lengthier/briefer texts ❑ Provide more/less text support ❑ Require more/less independence or collaboration ❑ Require more/less evidence ❑ Ask for/provide analogies ❑ Teach to concepts before/after examples ❑ Teach principles before/after examples or concepts |
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Moving Toward Differentiation

Simple	↔	Complex
Concrete	↔	Abstract
Single-faceted	↔	Multi-faceted
Small leap	↔	Great Leap
Closed	↔	Open
Less Independence	↔	Greater Independence
Foundational	↔	Transformational
Slow	↔	Quick

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One Last Thought...

“Instruction is good only when it precedes ahead of development, when it awakens and rouses to life those functions which are in the process of maturing...it is in this way that instruction plays an extremely important role in development.”

▪ *Vygotsky, 1956*

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