

Strategy Implementation Planner

Name of Strategy to Use	How I Will Use It



Definition of “Gifted”

- With academic work, a student would be considered “gifted” if she had exceptional ability in any area of learning that *significantly exceeded age level expectations*.

Therefore, grade level expectations in that area could not possibly be challenging!



Characteristics of Exceptionally Capable Learners

- Highly Verbal
- Endlessly Curious
- Precocious Reasoning Ability
- Prodigious Memory; Must share What she knows
- Highly Intense and Sensitive
- Unusual Interest in Justice, Ethics, and Morality
- Advanced Sense of Humor; Class Clown
- May Prefer Older Friends; Social “Problems”
- May Appear Very “Quick” in Learning
- Perfectionistic Tendencies
- May be Creative or Non-Conforming



Gifted Learners Are Different

- Learn new material rapidly
- Operate at complex and abstract levels
- Remember what they've learned forever
 - Review and re-teaching unnecessary
 - Standards may already be mastered
- Operate on multiple brain channels simultaneously – can multi-task effectively
- Don't have to watch speaker to hear him
- Have passionate interests
- Have great fear of being imperfect
- Find school painful from being misunderstood

Gifted learners have a right to:



- * Learn something new every day in school
- * Enjoy high self esteem- feel accepted for who they are
- * Understand that it is OK to work hard and still be considered smart



Young Gifted Learners

Unexpected intellectual abilities – “surprises”

Adjusts vocabulary to match age group

Creative ability – songs, stories, plays, etc.

Learns new material rapidly

Excellent memory – needs very little re-teaching

Highly creative and energetic

Keen sense of humor

May be highly critical of self or others – needs reassurance that he is doing it “right”.

NOTE: Honor parent information and nomination – they are the only adults who see these kids at home and at school!



Twice Exceptional Students

Very strong in some subjects; very weak in others.

Significant discrepancies between subtests of ability or performance

Ineffective organizational/study skills

General lack of self confidence

May have distracting behaviors

Fluent in thought – great difficulty writing things down

May have significant strengths in outside-of-school areas

Allow them to experience compacting and differentiation in their strength areas

Never take time away from their strength areas to remediate their weaknesses

Provide choice of task and method to demonstrate what they know

Teach them to recognize and perform through their learning style strengths



Gifted English Language Learners

Demonstrate advanced ability in native language

Acquire English at rapid rate

Demonstrate evidence of advanced thinking

Are highly regarded by ethnic peers

Are often adaptable and flexible

Make connections between new and already learned ideas

Appreciate humor

Possess other general characteristics of gifted learners



Teaching strategies for ELL students

Teach from whole back to parts

Use visual/kinesthetic teaching methods

Allow learning with helpful partners fluent in English

Use picture dictionaries and “Language Master” programs

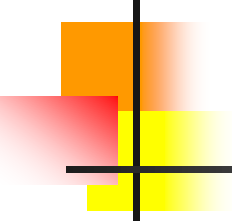


Motivation and productivity

Gifted students resist work that is repetitive and beneath their learning level.

They will stretch themselves to do challenging work if they are convinced:

**They will not have to do more work than their classmates
Advanced work will not lead to lower recorded grades.**



Easy success = underestimation of one's own abilities

- ❖ This makes kids adopt lower standards and self-expectations try to make all they do appear effortless
- ❖ When caring adults praise outcomes that were created by little or no effort, children try to maintain that situation for its praise.
- ❖ Giving kids the “smart” label may actually be causing their underachievement; if not presently, then later in life. (Bronson)



To praise or not to praise?

- ❖ In order for praise to be effective in leading to better learning outcomes, it must be specific and personal. Generalized praise is not only useless, it may lead to unintended outcomes.
- ❖ When children observe other children being given generalized praise, they conclude that those receiving the praise are not doing well because they need additional praise from the teacher or parent!
- ❖ (Wulf-Uwe Meyer)

CORRECT PRAISE = LIFETIME ACHIEVEMENT

From "Nurture Shock" by Bronson and Merryman
Or "How Not to Talk to Your Kids" www.nymag.com

- ❖ Praising innate intelligence produces fear of risk taking.
- ❖ **AVOID:** "You are so smart! You are so wonderful! You are the smartest kid I know!" Children may conclude that the ability is just 'there'; that the outcome has nothing to do with effort!
- ❖ Praising effort and hard work produces attitudes of capability and willingness to take risks.
- ❖ **CHOOSE INSTEAD** "I have noticed how carefully you thought through the problems. You obviously worked very hard to get the outcome you wanted." Children will then conclude that hard work and effort can bring a learning goal closer to realization.



Compacting definition

- ❖ To “compact” the curriculum is to give students full credit *before you teach the content* for what they already know.
- ❖ With new content, we compact by allowing advanced students to move at a faster pace.
- ❖ During the “choice time” created, students work on extension activities or projects.



Compacting for Elementary Students

Demonstrates that the teacher values respect for individual differences, so all students believe they are accepted just the way they are and do not have to pretend to be less capable to “fit in”.

Compacting Skill Work One Lesson at a Time

Most Difficult First

- Teach 10-15 minutes; give practice on what has just been taught. All students have the option to try **MOST DIFFICULT FIRST**:

If you can complete the MOST DIFFICULT FIRST, neatly, legibly, with no more than one wrong, you are done practicing

- With time they “buy”, they work on “choice” activities
- Help only those who begin at beginning of the assignment
- You correct work until model paper is found
- Appoint “CHECKER” to check work of other volunteers
 - Person can be the checker only once a week**
- Collect their work; enter all grades when other papers are collected

Pre-Test And Choose From Alternate Work

(One week at a time)

- Offer voluntary pretest at beginning of each unit
- Do NOT quickly review what will be tested
- Those who demonstrate 90% receive mastery grade
- They then do choice activities for the rest of the week

Favorite Activity

- With partner, choose alternate words; learn spelling and meaning
- Partners test each other; unmastered words go to next list

THE ESSENTIAL RULES



- ❖ Don't bother anyone
- ❖ Don't call attention to yourself
- ❖ Do the work you have selected
- ❖ Keep records of your extension activities

When you follow the rules, you get to choose what to do.

When you do not follow the rules, I get to choose for you.



Compacting for Primary Students

Do “kid watching” to find students who catch on quickly to new material, appear to already know much of the grade level standards, and/or have a wide storehouse of general knowledge. Always give students full credit for what they have already mastered. Do not expect them to finish the “regular work” before working on extension activities.



Differentiating for Primary Gifted Students

If gifted students want to participate in direct instruction, keep them there. However, plan practice work at 2 levels: grade level and advanced. Dismiss students from direct instruction by sending advanced students to tables that have the advanced tasks on them.



Differentiating for Primary Gifted Students

Use “Most Difficult First” whenever possible. Gifted students rarely need the same amount of practice as other students. Choose the most difficult items, instead of the entire amount. Offer this option to all students even though it’s designed for advanced kids.



Differentiating for Primary Gifted Students

- ❖ Use the Name Card or Name Stick method with the whole class.
- ❖ Allow plenty of time for students to read books of their own choosing.
- ❖ Provide opportunities for them to study topics in which they are passionately interested.



Differentiating for Primary Gifted Students

Explore the book “Teaching Young Gifted Children in the Regular Classroom” by Smutny, Walker, and Meckstroth. It contains many ideas for challenging gifted students, *ages 4-9*.

Order from Free Spirit at 1.800.735.7323.



Differentiating for ALL Gifted Students

- ❖ Allow gifted students to work with each other often; assign them as discussion buddies for each other too.
- ❖ Do not expect them to tutor or help weaker students – this postpones their own experience with challenging learning.



Compacting for Elementary Students

- ❖ Interview parents and students to find students' areas of passionate interest.
- ❖ Allow students to explore those topics in the classroom when they finish assigned work ahead of others.



Compacting for Elementary Students

Model and encourage respect for individual differences, so all students believe they are accepted just the way they are and that they do not have to pretend to be less capable to “fit in”.

★ Learning Contract – for one chapter★

Student's Name: _____ Chapter _____

X Page/Concept

X Page/Concept

X Page/Concept

Extension Options :

Students keep records or activities done on
each date they work on extensions.

_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

Your Idea

Working Conditions

Teacher's Signature:

Student's Signature:



EXTENSION MENU

	STUDENT CHOICE	



Primary Extension Menu

Write a different ending to the story

Learn the spelling words in another language

Learn to write and add number in Base 5

Insert a new character into one scene of the story – describe the character and what she or he does in that scene

STUDENT CHOICE

Use a catalog to make a list of things you would like for your next birthday. Compute the total price, including tax and shipping.

Make a long list of words that describe each character. Use a thesaurus for help.

Using all our spelling or vocabulary words, create as FEW sentences as possible that contain all the words.

If your family takes a newspaper, count up all the pages in one full week of papers, computer the total pages, and the average number



Differentiation for content that is NEW and unfamiliar

- ❖ Topic Planner
- ❖ Study Guide
- ❖ Extension Menu
- ❖ Agreement for behavior and productivity
- ❖ Evaluation Contract
- ❖ Daily Log

Topic Development Sheet

Required Standards	Related Topics



Mythology Study Guide

BE PREPARED TO:

1. Name at least 6 deities from this culture and explain their powers.
2. Understand and describe the elements common to all myths.

CHECKPOINT: _____: **Assessment for 1–2** *

Date

3. Explain the meanings of all designated vocabulary words.
4. Describe the dwelling places of the deities as well as other locations for the myths.
5. Share one myth with your classmates in its entirety in an interesting manner

CHECKPOINT: _____: **Assessment for 1–5** *

6. Study several heroic figures from a specific religion. Compare and contrast their powers and abilities with several mythological deities.
7. Compare and contrast the heroes from popular fantasy literature, such as *The Hobbit*, *Lord of the Rings*, or *Star Wars*, with several mythological heroes.
8. Compare and contrast the elements of myths to the elements of two of the following: fairy tales, folk tales, fables, or legends.
9. Create a myth about an event that occurred in history during the last 100 years.
10. Investigate an heroic story written by someone in the same culture for which we are studying myths. Note similarities and differences.

CHECKPOINT: _____: **Final Assessment for 1–10** *

MYTHOLOGY EXTENSION MENU

<p>Create a myth using all the essential elements to explain a contemporary event.</p>	<p>Hypothesize reasons why myths from ancient cultures have remained popular over time. Find a way to explain your findings.</p>	<p>Compare and contrast the myths of aboriginal people with those of the ancient civilizations of the world.</p>
<p>Compare and contrast religions in which multiple deities are honored with religions that honor one deity only. Analyze the effects of these religions on its members.</p>	<h1>Student Choice</h1>	<p>Investigate words, expressions, and ideas from mythology that have become commonly used in your language.</p>
<p>Create your own mythological family of humans or other creatures. Establish the order of power, and create stories that describe the characters' powers, emotions, and conflicts.</p>	<p>Visit a local art museum and observe how topics from ancient myths have been represented in the collected works of art</p>	<p>Assume the role of storyteller and communicate a myth to younger children in a manner they can understand and appreciate.</p>

Independent Study Agreement for Study Guide/Extensions

Read each condition as your teacher reads it aloud. Write your initials beside it to show I agree.

Learning Conditions

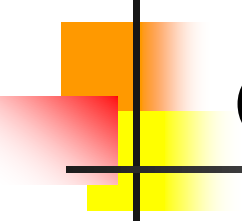
- _____ I will learn independently all the key concepts described on the Study Guide. I will not have to complete the actual assigned activities as long as I am working on an independent project.
- _____ I will demonstrate competency with the assessments for the Study Guide content at the same time as the rest of the class.
- _____ I will participate in designated whole-class activities as the teacher indicates them—without arguing.
- _____ I will keep a Daily Log of my progress.
- _____ I will work on an independent project and complete an Evaluation Contract to describe the grade I will choose to earn.
- _____ I will share a progress report about my independent project with the class or other audience by _____ (date), My report will be 5–7 minutes long and will include a visual aid.

Working Conditions

- _____ I will be present in the classroom at the beginning and end of each class period.
- _____ I will not bother anyone or call attention to the fact that I am doing different work.
- _____ I will work on my project for the entire class period on designated days.
- _____ I will carry this paper with me to any room in which I am working on my project, and I will have it with me when I return it to my classroom

Student's Signature: _____

Teacher's Signature: _____



Required Standard	Typical Learning Activity	Alternate Learning Activity	Extension Activity
Following nutritional guidelines is a healthy way to eat.	Describe the foods you would choose for a healthy day of eating	Find or draw pictures of food that would represent a balanced day of eating.	Investigate how some eating plans that don't recommend balanced diets would impact your health.
Junk food is high in calories and low in nutrition.	Watch TV ads about junk food and compute the percentage of time in an hour that is devoted to junk food.	Separate your home groceries into Junk and Nutritional Foods. Compare also the cost per ounce.	Present a lesson to a class to help them understand the facts about junk food.
A lack of energy may be present in people who do not eat a balanced diet.	Use the Internet to find documentation of how health and energy are impacted in Third World countries.	Prepare and perform a skit that shows how poor food choices can affect one's health and energy.	Predict what would happen to your body if you eliminated one specific food group for a month.



The 4C Project Planner

C1 COLLECT facts, words, ideas, and pictures

C2: Compare your topic to other things – which is better, more useful, less expensive, etc.

C3: Create a way to share what you have learned

C4: Communicate information to an audience

Evaluation Contract

Unit Name _____

Student's Name _____

I am choosing a grade for my project based on these criteria.

For a grade of B:

1. I will use secondary sources to locate what information I can from several existing sources
2. I will prepare a traditional product and present it using a traditional reporting format.
3. I will be learning on the entry levels of Recall, Knowledge and Comprehension.

For a grade of A:

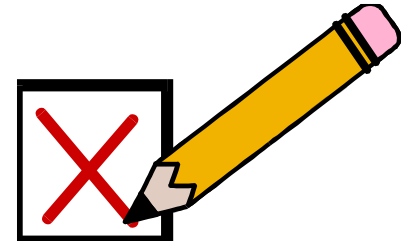
1. I will use primary sources. This means that I will gather first-hand information myself through interviews, original documents, and similar methods.
2. I will produce an original type of product. I will present it to an appropriate audience using a unique format.
3. I will be learning on the higher levels of thinking such as Application, Analysis, Evaluation, and/or Synthesis.

This is the project I will do:

This is the grade I intend to earn:

Student's Signature: _____

Teacher's Signature: _____

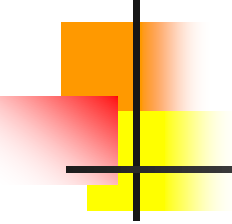


The Compactor

Joseph Renzulli and Linda Smith

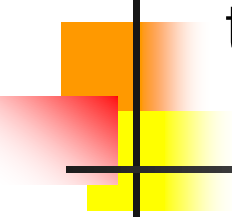
Student's Name: _____

Area of Strength	Documenting Mastery	Alternate Activities



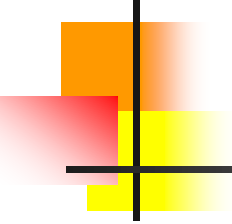
Connecting Learning in Regular Classroom with Pull-out Program

- ❖ Students who attend the Pull-out class should not have to make up work that was taught when they were with the teacher of the gifted.
- ❖ If the teacher feels uneasy about this, Most Difficult First should be used to document students have mastered the material that was taught.
- ❖ Many classroom teachers use the “pull-out” time to reinforce standards that need re-teaching and most often, the gifted students are at a mastery level with these standards, so there is no need for make-up.



Pull-out and cluster teachers should meet regularly to decide WHICH of the following practices work for them

1. Students should spend some of their regular class time working on tasks assigned by the pull-out teacher during time that has been designated for extension activities.
2. The pull-out teacher should not provide any work which students should do in the regular classroom; rather the regular classroom or cluster teacher manages the extension activities related to TPSP suggestions.
3. The pull-out teacher can provide assistance to the classroom teacher in finding content for extension menus and/or in strategies that motivate gifted students to be highly productive

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4. Students' passionate interests can be incorporated into their schoolwork

 5. Both pullout, regular and gifted cluster teachers should share information about the students needs and/or parental expectations



Compacting and Differentiation Benefits

LESS PRESSURE ON PERFECTION: CONSISTENT OPPORTUNITIES FOR STRUGGLE AND CHALLENGE

Students must:

- Know that intelligence is not diminished by struggle
- Value individual differences
- Have access to the teacher as they work on extended curriculum



Compacting and Differentiation Benefits

PRE-TEST WHERE CONTENT MAY BE ALREADY MASTERED

- Spelling, vocabulary, handwriting, basic skills in any subject
- “Compact” regular curriculum into shorter time periods
- Extension activities available; grades come from regular work
- Some misbehaviors or careless work may indicate lack of sufficient learning challenge



Compacting and Differentiation Benefits

FASTER PACING THROUGH NEW CONTENT

- Use of study guides and extension menus
- Assessments more important than daily work
- Ongoing projects that connect to content and student's interest



Compacting and Differentiation Benefits

ALTERNATE ACTIVITIES FOR THOSE WHO NEED THEM

- Extensions of regular curriculum
- Opportunities for independent study
- Connection to personal interest



Compacting and Differentiation Benefits

COOPERATIVE LEARNING

- Students experiencing differentiation work together
- Tutoring or helping others learn should be voluntary
- Avoid group grades; find other evaluation methods



IMPLEMENTING COMPACTING AND DIFFERENTIATION

One: Teacher identifies key concepts all students are expected to master.

Two: Teacher prepares pre-assessment and extension materials.

Three: Students are allowed to briefly examine the upcoming content.

Four: Students may volunteer to take a pre-test to demonstrate their previous mastery of upcoming content.



IMPLEMENTING COMPACTING AND DIFFERENTIATION

Five: Eliminate practice, drill, and instructional time for students when teaching concepts students have already mastered. Allow students to work on extension activities during the time other students are experiencing direct instruction.

Six: Expect students to participate in direct instruction when concepts they have not mastered are being taught.

Seven: If pre-testing is not possible because content is new, streamline instruction of key concepts so eligible students can still spend part of their learning time on extension activities.



IMPLEMENTING COMPACTING AND DIFFERENTIATION

Eight: Expect all students in the class to participate in content assessment activities at the same time.

Nine: Keep records of this process and of which extension activities students choose. Teach students how to keep careful records of their own progress.

Ten: Meet regularly with students who are experiencing compacting to help them locate resources, to develop the confidence to choose challenging work, and learn to follow the behavioral expectations for working independently.



Name Cards or Sticks

- Each student's name is on an index card or craft stick.
- Create discussion buddies
- Ask question; allow think time
- Allow partners to discuss their answers.
- Call on students using the cards. Raised hands are only for adding ideas later.



The SCGM

*Implementing and
Supporting*

*The Schoolwide Cluster
Grouping Model
(SCGM)*



Cluster grouping gifted students

- ❖ Gifted students should be clustered together in groups of 4-8 in otherwise heterogeneous groups instead of being purposefully separated.
- ❖ Their teacher should have some gifted education training.
- ❖ Use the SCGM model to group all students correctly for optimum achievement results.

What is The SCGM

and why should we consider it?

The SCGM is a method for providing full-time gifted services without major budget implications, and with potential to raise achievement for all students. With the SCGM, *all* students are purposely placed into classrooms based on their abilities and potential.



The Schoolwide Cluster Grouping Model

from The Cluster Grouping Handbook www.freespirit.com

30 students in 3 classes	Group 1 Gifted	Group 2 High achievers	Group 3 Average	Group 4 Below average	Group 5 Far Below Average
Classroom A	6	0	12	12	0
Classroom B	0	6	12	6	6
Classroom C	0	6	12	6	6

Why should gifted students be placed in a cluster group instead of being assigned to all classes?

Gifted students...

- need to spend time learning with others of like ability to experience challenge and make academic progress
- better understand their learning differences when they are with learning peers



- ✓ *Teachers are more likely to differentiate curriculum when there is a group of gifted students*

Won't the creation of a cluster group rob the other classes of academic leadership?

- With either gifted or high achieving students in every class, all classes have academic leaders
- Gifted students do not make the best academic leaders because they make intuitive leaps, and therefore do not always appear to have to work as hard as others
- High average students have new opportunities to become academic leaders



V *Including CLD gifted students*



Begins with identification...

- Use “non-verbal” tests of general ability that do not rely on language
- Use multiple measures that examine cognitive abilities, achievement, classroom performance, and teacher observations
- Evaluate learning behaviors, motivation, social abilities, leadership, creativity, and problem-solving abilities

Including twice-exceptional gifted students



Twice-exceptional gifted students:

- have a learning disability or attention deficit disorder
and are gifted!
- deserve similar gifted services as other gifted identified students

Gifted Cluster Teachers should:

- teach to the areas of strength
- teach appropriate compensation strategies when needed
- allow for student-directed learning

Including non-productive gifted students

Non-productive students may:

- not see the need to complete assignments
- feel unmotivated by required work
 - that does not hold their interest or challenge them
- be afraid to fail, so they never *begin*

Gifted Cluster Teachers can:

- give credit for previously mastered content
- allow students to do more challenging work
- teach students to set their own goals
- acknowledge and show appreciation for effort
- allow student-directed learning based on interests and strengths

What are some advantages of cluster grouping?



- Grouping all gifted children in a regular classroom provides social, emotional, and academic advantages to students
- Teachers can focus instruction to better meet all students academic needs
- Schools provide full-time gifted services with few additional costs
- Achievement levels increase for most students

What are possible challenges when cluster grouping?

- Parental pressure to place children who have not been identified as gifted into the gifted cluster classroom
- Placing students who enroll during the school year
- Making sure that compacting and differentiation are consistently occurring in the gifted cluster classes



In summary...

Either alone or with a partner, review your notes from today and use the format on Slide 3 to record at least 4 concepts from today's workshop you want to remember to use with your students.

June 21st 2011

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- Good luck with your differentiation implementation efforts.

Thank you for sharing this day with me. I hope you feel it has been worthwhile.

