Associated With Citizenship

Traits, Attitudes, and Behaviors

Adapted from: Fraser & Passow, 1994
Alternatives to the Regular Curriculum

1. **Enrichment in the regular classroom**
   - independent study
   - small group investigations
   - accelerated coverage of the regular curriculum
   - mini-courses
   - special interest groups
   - interest development centers

2. **Resource room**
   - same activities as above
   - resource teachers work with groups with similar interests
   - resource teachers teach process (how to) skills to groups
   - resource teachers coordinate individual investigations

3. **Acceleration**
   - move through curriculum in strength areas at appropriate pace
   - receive tutoring in strength area

4. **Out of school**
   - mentor relationships
   - classes offered in the community (Saturday courses, library/museum classes)
   - private lessons
covered in the regular curriculum. Topics, issues, and activities not ordinarily
designed to expose students to a wide variety of experiences and activities that are purposefully

Enrichment
nature center programs
field trips, displays, museum or

Other

newspapers, magazines, Internet, World Wide Web
films, slides, audio, videotapes, television, books

Media/Technology/Library Resources

performances, panel discussions
speakers, mini-courses, demonstrations, artistic

Resource Persons

Type I Enrichment
Students use of authentic, investigative methods in development of thinking skills and foster the that are purposely designed to promote the The use of instructional methods and materials

Type II Enrichment
Written Communication
Oral Communication
Visual Communication

Analyzing and Organizing Data
Interviews and Surveys
Note-taking and Outlining
Listening, Observing, and Perceiving Skills

Learning-How-to-Learn Skills

Electronic Research
Community Resources
Library Skills
Preparation for Type III Investigations

Advanced Research Skills

Effective Skills
Critical and Logical Thinking
Decision Making
Creative Problem Solving and
Creative Thinking Skills

Affirmative Training

Cognitive and
Enrichment

Whole and Small Group Type II
hand inquirer and a practicing professional. In which the learner assumes the role of a first
Investigative activities and artistic productions

Type III Enrichment
Sample Type III Individual or Small Group Products

HyperCard Stack
Comic Book
Illustrated Book
Science Fair Project
Literary Magazine
Ecological Study
Historical Walking Tour

Song Lyrics
Archaeological Dig
School Newspaper
Sculpture
Student-run Radio Station
Original Student Play
Editorial
THE THREE PHASES OF DEBRIEFING

WHAT

- Summarize
- Ask Questions to Check Understanding
- Clarify
- Discuss Sub-topics
- Concept Attainment

SO WHAT

- Tie to Previous Learning
- Tie to Prior Experience
- Tie to Related Disciplines
- Discuss Personal Values
- Discuss Personal Involvement

NOW WHAT

- Identify Real-World Problems
- Propose Related Resources
- Follow-Up Information Gathering
- Follow-Up Skills Acquisition
- Follow-Up Projects and Investigation
Institutional options available to students.
Keep records of this process and the
Offer enrichment or acceleration options.
Streamline instruction or assignments.
Eliminate practice or institutional time.
Knowledge.
Pretest students to determine prior
curriculum compatibility.
Identify students who may benefit from
Find or develop a pretesting format.
Identify the learning objective.

Curriculum Compatibility
Eight Steps for Implementing
Educational accountability for students.

Computing enables differentiation to occur and provides
the pace of instruction and practice time can be modified.

Classrooms.

The needs of high ability students are often not met in

The quality of textbooks has not drastically improved.

much of the regular curriculum content before learning it.

Students experience repetition of content each year and know

Textbooks have been "dumbed down."

Students already know most of their text's content.

Rationale for Curriculum

Compaqting
<table>
<thead>
<tr>
<th>CONTENT COMPREHENDING</th>
<th>BASIC SKILL COMPREHENDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the student already know the content?</td>
<td>1. Can certain skills be eliminated?</td>
</tr>
<tr>
<td>2. If the student already knows the content,</td>
<td>2. Can proficiency be documented?</td>
</tr>
<tr>
<td>3. If content mastery can be demonstrated,</td>
<td>3. Can the student display mastery?</td>
</tr>
<tr>
<td>4. Will the student be allowed and encouraged to master missing skills at his/her own pace?</td>
<td>4. Will the student be allowed and encouraged to master missing skills at his/her own pace?</td>
</tr>
<tr>
<td>5. If skills can be mastered at a pace proportionate with a student's ability,</td>
<td>5. If skills can be mastered at a pace proportionate with a student's ability,</td>
</tr>
<tr>
<td>6. If the student be able to help determine if the student have the opportunity to</td>
<td>6. If the student be able to help determine if the student have the opportunity to</td>
</tr>
<tr>
<td>7. If students do not already know the</td>
<td>7. If students do not already know the</td>
</tr>
<tr>
<td>given that opportunity?</td>
<td>given that opportunity?</td>
</tr>
<tr>
<td>8. If sophmore class asks if anyone has</td>
<td>8. If sophmore class asks if anyone has</td>
</tr>
<tr>
<td>select the work that will be substituted</td>
<td>select the work that will be substituted</td>
</tr>
<tr>
<td>9. For previously mastered content?</td>
<td>9. For previously mastered content?</td>
</tr>
</tbody>
</table>

Two Kinds of Curriculum Compaacting
RECOMMENDATIONS
FOR
IMPLEMENTATION

☑ START SMALL
Start the compacting process by targeting a small group of students for whom compacting seems especially appropriate.

☑ SELECT ONE AREA
Select one content area in which (1) the targeted student has demonstrated previous mastery or curriculum strengths, and (2) teachers have the most resources available to pretest for prior mastery and to enrich and accelerate the content.

☑ EXPERIMENT WITH PRETESTING
Try different methods of pretesting or assessment, and be flexible in accomplishing this by experimenting with different systems and asking for assistance from other faculty members, aides, or volunteers.

☑ COMPACT BY TOPIC
Compact by unit, chapter, or topic rather than by time (marking period or quarter).

☑ DECIDE HOW TO DOCUMENT
Decide how to document compacted material and define proficiency based on staff consensus and district policy.

☑ FIND A VARIETY OF ALTERNATIVES
Request help from all available resources in order to create a wide range of opportunities and alternatives to replace content that has been eliminated through compacting.

☑ EXPERIMENT
Keep trying, reflecting on what has worked, and field testing new ideas.

### Figure 2.2
Comparing Classrooms

<table>
<thead>
<tr>
<th>Traditional Classroom</th>
<th>Differentiated Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student differences are masked or acted upon when problematic</td>
<td>• Student differences are studied as a basis for planning</td>
</tr>
<tr>
<td>• Assessment is most common at the end of learning to see “who got it”</td>
<td>• Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need</td>
</tr>
<tr>
<td>• A relatively narrow sense of intelligence prevails</td>
<td>• Focus on multiple forms of intelligences is evident</td>
</tr>
<tr>
<td>• A single definition of excellence exists</td>
<td>• Excellence is defined in large measure by individual growth from a starting point</td>
</tr>
<tr>
<td>• Student interest is infrequently tapped</td>
<td>• Students are frequently guided in making interest-based learning choices</td>
</tr>
<tr>
<td>• Relatively few learning profile options are taken into account</td>
<td>• Many learning profile options are provided for</td>
</tr>
<tr>
<td>• Whole-class instruction dominates</td>
<td>• Many instructional arrangements are used</td>
</tr>
<tr>
<td>• Coverage of texts and curriculum guides drives instruction</td>
<td>• Student readiness, interest, and learning profile shape instruction</td>
</tr>
<tr>
<td>• Mastery of facts and skills out-of-context are the focus of learning</td>
<td>• Use of essential skills to make sense of and understand key concepts and principles is the focus of learning</td>
</tr>
<tr>
<td>• Single option assignments are the norm</td>
<td>• Multi-option assignments are frequently used</td>
</tr>
<tr>
<td>• Time is relatively inflexible</td>
<td>• Time is used flexibly in accordance with student need</td>
</tr>
<tr>
<td>• A single text prevails</td>
<td>• Multiple materials are provided</td>
</tr>
<tr>
<td>• Single interpretations of ideas and events may be sought</td>
<td>• Multiple perspectives on ideas and events are routinely sought</td>
</tr>
<tr>
<td>• The teacher directs student behavior</td>
<td>• The teacher facilitates students’ skills at becoming more self-reliant learners</td>
</tr>
<tr>
<td>• The teacher solves problems</td>
<td>• Students help other students and the teacher solve problems</td>
</tr>
<tr>
<td>• The teacher provides whole-class standards for grading</td>
<td>• Students work with the teacher to establish both whole-class and individual learning goals</td>
</tr>
<tr>
<td></td>
<td>• Students are assessed in multiple ways</td>
</tr>
</tbody>
</table>
Differentiation Strategies

1. What are the key elements/ideas of this instructional alternative?

2. What does it assume about children and the way they learn?

3. How does this method relate to your teaching style?

4. What parts of this alternative would you feel comfortable using? What would be easy/difficult for you?

5. In what ways would it make use of your strength as a teacher?

6. What changes would it require in your way of teaching?

7. What else?
When you thought it was implicit...

It is the teacher's job to make explicit that

7. Coach for success
   - Student learning profile
   - Student readiness
   - Assignment based on:
     - Differentiation of modified versions of the
     - AT this level of quality
     - In this format
     - Process: energize these steps/stages,
       - You should show you understand and
         says to the student:
     - Develop a product assignment that clearly
       - Revising/editing
       - Critiquing
       - Storyboarding
       - Planning/Goal-setting
       - Limitations
       - Development rubrics/criteria for success
       - Brainstorming for ideas

4. Decide on scaffolding you may need to build

3. Determine expectations for quality in:
   - Externally driven
   - Exploratory
   - Hook
   - Brainstorming chart
   - Required (e.g., poetry, an experiment,
     options for the product:
     - As a result of the unit/study:
     - able to do (skills)
     - understand (concepts, generalizations)
     - know (facts)

1. Identify the essentials of the unit/study

PRODUCT ASSIGNMENT
CREATING A POWERFUL
Below are some strategies that can be used to differentiate content, activities, and products in mixed-ability classrooms. As you read and think about them, add other strategies to the lists.

### Differentiating Content, Activities, and Products

<table>
<thead>
<tr>
<th>Content</th>
<th>Activities</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>• tape-recorded text material</td>
<td>• activity choice boards</td>
<td>• tiered products</td>
</tr>
<tr>
<td>• reading buddies</td>
<td>• varied journal prompts</td>
<td>• student choice of mode of demonstrating learning</td>
</tr>
<tr>
<td>• multiple texts</td>
<td>• tiered activities</td>
<td>• interest-based investigations</td>
</tr>
<tr>
<td>• multiple supplementary materials</td>
<td>• multilevel learning center tasks</td>
<td>• independent study</td>
</tr>
<tr>
<td>• small-group direct instruction</td>
<td>• similar readiness groups</td>
<td>• varied rubrics</td>
</tr>
<tr>
<td>• varied graphic organizers to support reading comprehension</td>
<td>• mixed readiness groups with targeted roles for students</td>
<td>• criteria for success generated by or for individuals</td>
</tr>
<tr>
<td>• interest-based minilessons</td>
<td>• student choice of work arrangement (e.g., work alone or with partner, sit on floor or at a desk)</td>
<td>• mentorships</td>
</tr>
<tr>
<td>• compacting</td>
<td>• learning contracts</td>
<td></td>
</tr>
<tr>
<td>• multilevel computer programs</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>
### Analyzing A Differentiated Lesson

#### Strategy Illustrated

<table>
<thead>
<tr>
<th>WHAT</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is being differentiated here? Content, process or product? Why do you say so?</td>
<td>How is it being differentiated? In response to student readiness, interest learning profile or combination? Why do you say so?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHY</th>
<th>POSITIVES OF THE LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you think the teacher has planned the lesson this way? What's he/she hoping to accomplish</td>
<td>What seems good here for the students and the teacher?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVES OF THE LESSON</th>
<th>MANAGEMENT QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What seems troubling or perhaps uncertain to you in the lesson?</td>
<td>What questions about environment directions, etc. occur to you?</td>
</tr>
</tbody>
</table>
Reading List- Gifted Education, Differentiation, Creativity...
(This reading list is extremely limited. For more resources go to Creative Learning Press-
http://www.creativelearningpress.com/ This site will suggest many other excellent materials)

The Schoolwide Enrichment Model: A Comprehensive Plan for Educational Excellence
by Joseph S. Renzulli, Sally M. Reis

The Multiple Menu Model: A Practical Guide for Developing Differentiated Curriculum
by Joseph S. Renzulli, et al


Revolving Door Identification Model by Joseph S. Renzulli, et al

Schools for Talent Development: A Practical Plan for Total School Improvement
by Joseph S. Renzulli

Enrichment Clusters... Joseph S. Renzulli et al

Work Left Undone: Choices and Compromises of Talented Women by Sally M. Reis

The Social and Emotional Development of Gifted Children: What Do We Know?
by Maureen Neihart (Editor), et al

Thinking Styles by Robert J. Sternberg

Teaching for Thinking (Psychology in the Classroom) by Robert J. Sternberg, Louise C. Spear-Swerling

Handbook of Creativity by Robert J. Sternberg

Conceptions of Giftedness by Robert J. Sternberg (Editor), Janet E. Davidson (Editor)

Frames of Mind: The Theory of Multiple Intelligences by Howard Gardner

Multiple Intelligences: The Theory in Practice by Howard E. Gardner

Creating Minds: An Anatomy of Creativity Seen Through the Lives of Freud, Einstein,
Picasso, Stravinsky, Elliot, Graham, and Gandhi by Howard Gardner

How to Differentiate Instruction in Mixed-Ability Classrooms by Carol Ann Tomlinson

The Differentiated Classroom: Responding to the Needs of All Learners by Carol Ann
Tomlinson

The Parallel Curriculum by Carol Ann Tomlinson

Lessons From the Middle: High-End Learning for Middle School Students by Sandra Kaplan,
Michael W. Cannon

Flow: The Psychology of Optimal Experience Mihaly Czikszentmihalyi

Creativity Is Forever 5th edition Gary A. Davis