

Differentiation for Gifted Learners



Compacting and Differentiating for Skill Work

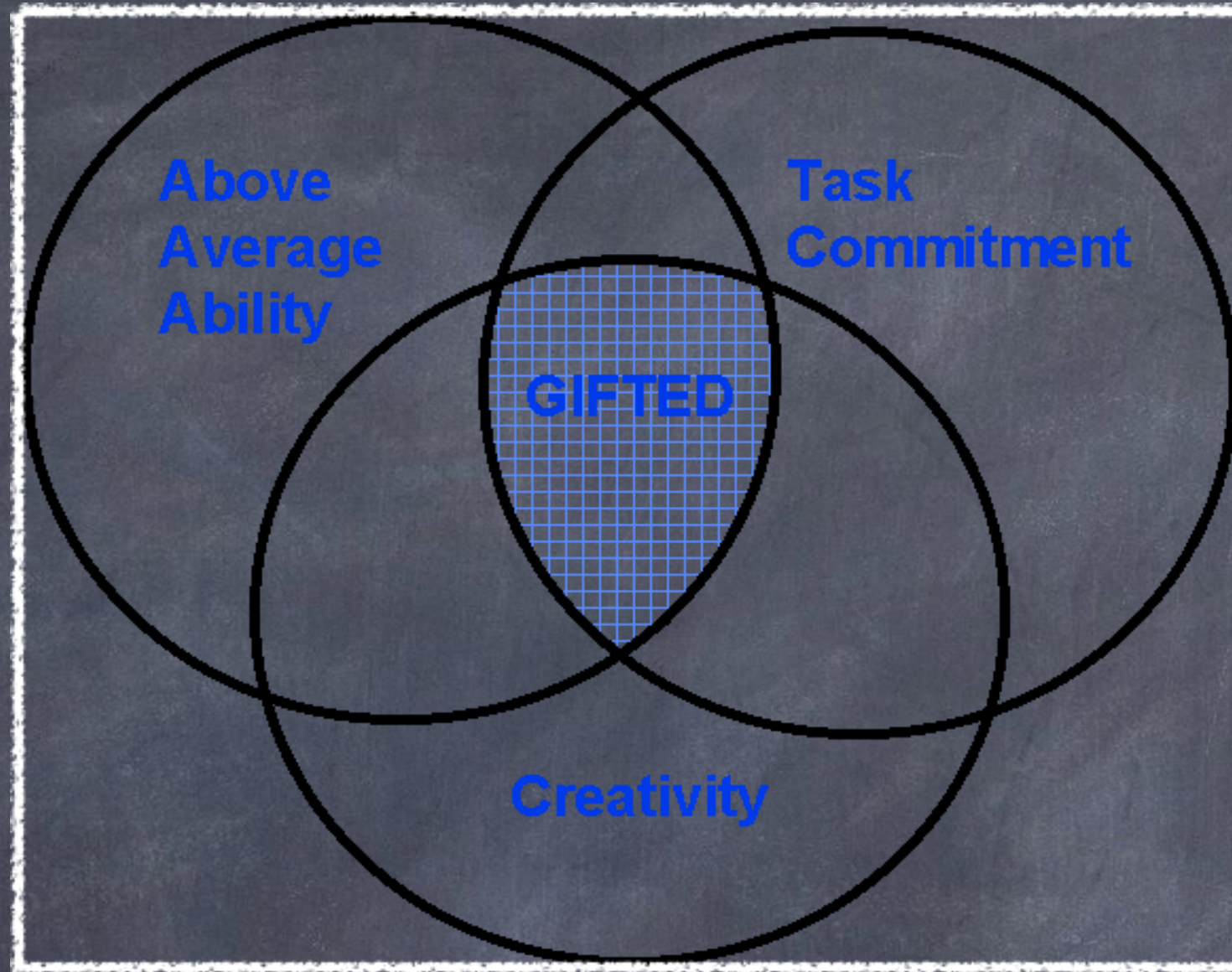
Agenda

1. Review of Giftedness
2. Compacting
3. Extension Activities
4. Learning Contract
5. Strategies



Advanced Cognitive Development and
Renzulli's Triad

Education Portal Video



Renzulli's Triad

What is Gifted?

A Different Kind of Timeline...

Compacting

“Gifted students differ from their age peers in how they learn, not merely the depth and complexity of what they learn.”

What is Compacting?

- Instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.
- It is not “free time.”
- Start small: 1-3 students; one subject

<http://www.gifted.uconn.edu/sem/semart08.html>

Steps of Compacting

1. Define the goals and outcomes of a particular unit
2. Give students time to examine the content to be tested
3. Offer a pretest opportunity to volunteers
4. Provide replacement strategies for material already mastered that provide a more challenging and productive use of the student's time

Steps of Compacting

5. Eliminate all standardized test drill, practice, and review for students who demonstrate mastery
6. Decide how to keep accurate records
7. Devise a method for storing compacting documents

Extension Activities

- When students document mastery, their first activity should be to engage with that material at a higher level
- Focus on depth and complexity
- How can a standard be extended in more challenging ways?
- Don't use extension work time to have students work on areas of weaknesses

Handwritten mathematical notes on lined paper, showing the derivation of the cubic formula. The notes are written in cursive and include the following text and equations:

$-a_2x + a_3 = 0$
the a_2x with respect to a_2
 $+qx + r = 0$ where $p = \frac{2a_1}{a_2}$, $q = \frac{a_0}{a_2}$
(b) into a solvable cubic by letting
 $z = u - \frac{p}{3}$ to the form
 $+ Qu + R = 0$ where
 $-\frac{1}{3}p^2$ and (f) $R = \frac{2}{27}p^3 -$
 $+ (q - \frac{1}{3}p^2)u + (\frac{2}{27}p^3 - \frac{1}{3}pq + r$
"reduced" cubic (d)
 $u = y + z$ and substituting it
 $z^3 + Q(y+z) + R = 0$
 $3yz^2 + 3y^2z + z^3 + Q(y+z) +$
 $3 + z^3 + (3yz + Q)(y+z) +$
letting $3yz + Q = 0$ so
 $-3 = -R$ and (1)

Extension Activities

- Monitoring it all
 - Handouts:
 - “How to work Independently on Extension Activities”
 - “The Essential Rules for Independent Work”
- Just for gifted?
 - It is beneficial for all students

Grading Extension Work

- You don't, most of the time
- Grades entered are the ones that document their mastery



Compacting Form

- Created by Joseph Renzulli and Linda Smith
- Guidelines:
 - Use a separate one for each student
 - Record all curriculum and independent study modifications
 - Store them in a specific place

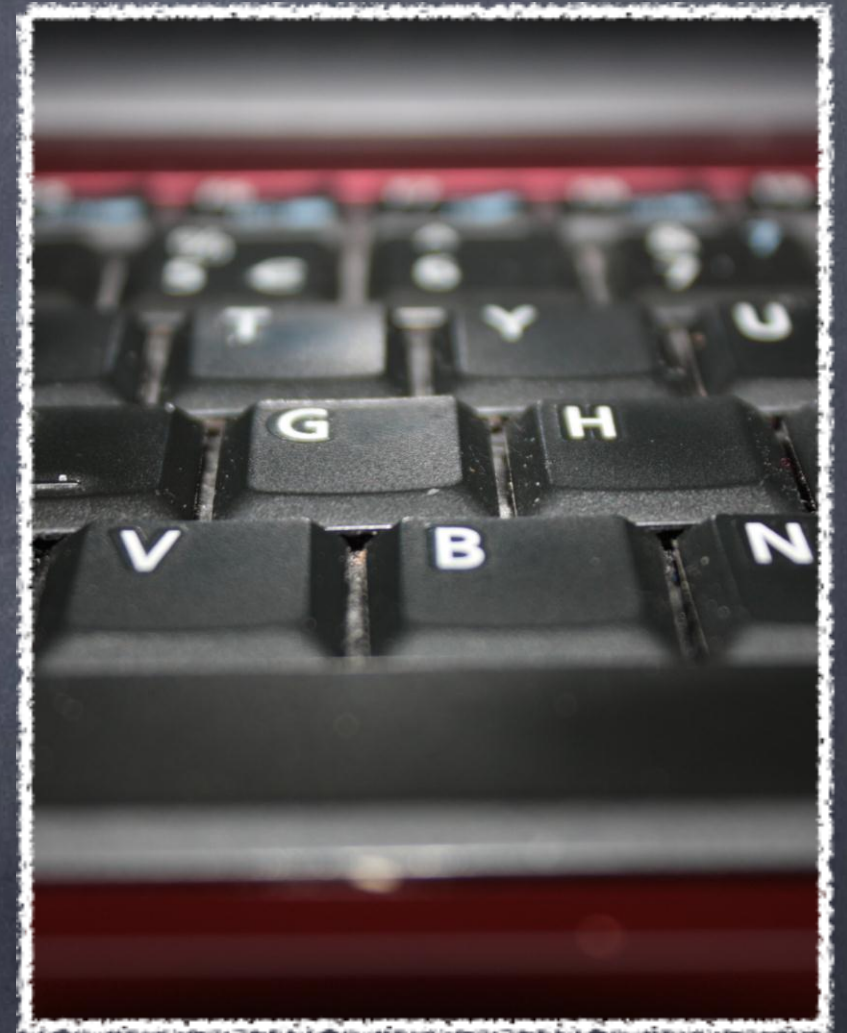
Strategies

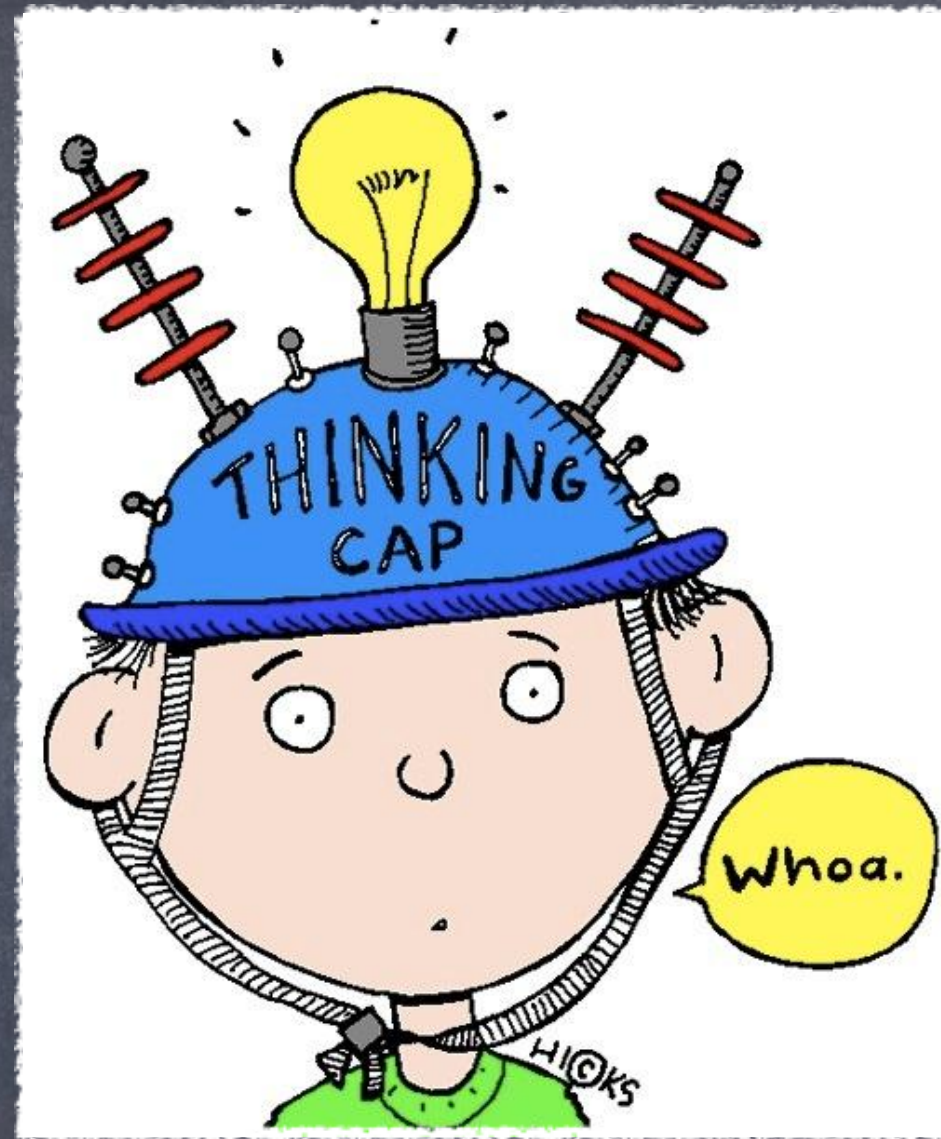
- Learning Contract
- **Week at a time:**
Pretest for
Volunteers
- Question Chip
Technique
- Tiered Learning
Experiences



The Learning Contract

- Most effective way for compacting pre-testable content and skills with units lasting longer than a week
- Students complete extension activities, yet still receive direct instruction in areas they have not mastered
- Incorporates Most Difficult First and Pre-testing





Learning Contract

Scenario

Why it Matters

- Promotes classroom culture of comfortability in a differentiated class
- Values students' time and abilities
- Promotes greater learning for all
- Increases time management
- Greater buy-in to class procedures and assignments

Implementing the Learning Contract

1. Introduce the concept of a learning contract to the entire class.
 - Avoid win-lose words (qualify, eligible, deserve)
2. Offer a pretest on the unit to ALL students, regardless of perceived skill. Students can volunteer to take the pretest. (Achieving mastery is 80%)
 - Students can abandon the pretest at any time if they realize they will not achieve mastery



Implementing the Learning Contract

3. Communicate the following (regarding pretest) to students:
 - Avoid congratulating students for achieving mastery on the pretest
 - Use phrases such as, “You have shown you do not need more practice” or “You have shown you need more practice.”
 - Neither option (learning contract or planned unit) is better than the other



Implementing the Learning Contract

4. Have a meeting with students who have passed at 80% level or higher.
5. Inform students that with a contract they will be able to work through the unit more independently.



How does this apply to your subject?



Ideas for Application

- Humanities:
 - Grammar, geography skills, writing skills
- Math:
- Science:
- Other:

Things to Keep in Mind

- Start small
- Prepare extension work prior to offering the pretest/contract
- Create an extension center for students to access extension work (look for extension work in teacher's manuals, old texts, Day Books, online, etc.)

Things to Keep in Mind

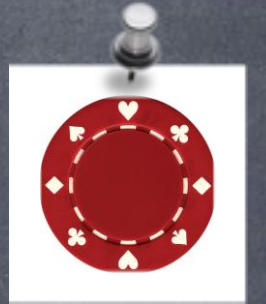
- Prepare the learning contract by separating the different skills/learning targets of the unit
- Extension activities should have task cards pre-created with the option for student-directed activities (with teacher approval)
- Refrain from directing students to work on a specific option (it's their choice)
- Do not expect them to complete certain activities within the time period; as long as they are working to the best of their ability, they are doing their job
- Caution students not to brag about being on contract

The Elephant in the Room???

How do I teach a class with some students on contract and others who are not?



The Question Chip Technique



- During direct instruction time, students may ask any related questions
- At the start of the period, give each group a token or poker chip
- Groups can use the chip to ask one question during the guided practice portion of the lesson
- Students will want to keep their chips at all cost and will work within their group to solve problems
- Lack of basic questioning will allow you more time to check in with students on contract/working on extension work
- Offer desirable perks for saved chips

Learning Contract Q and A

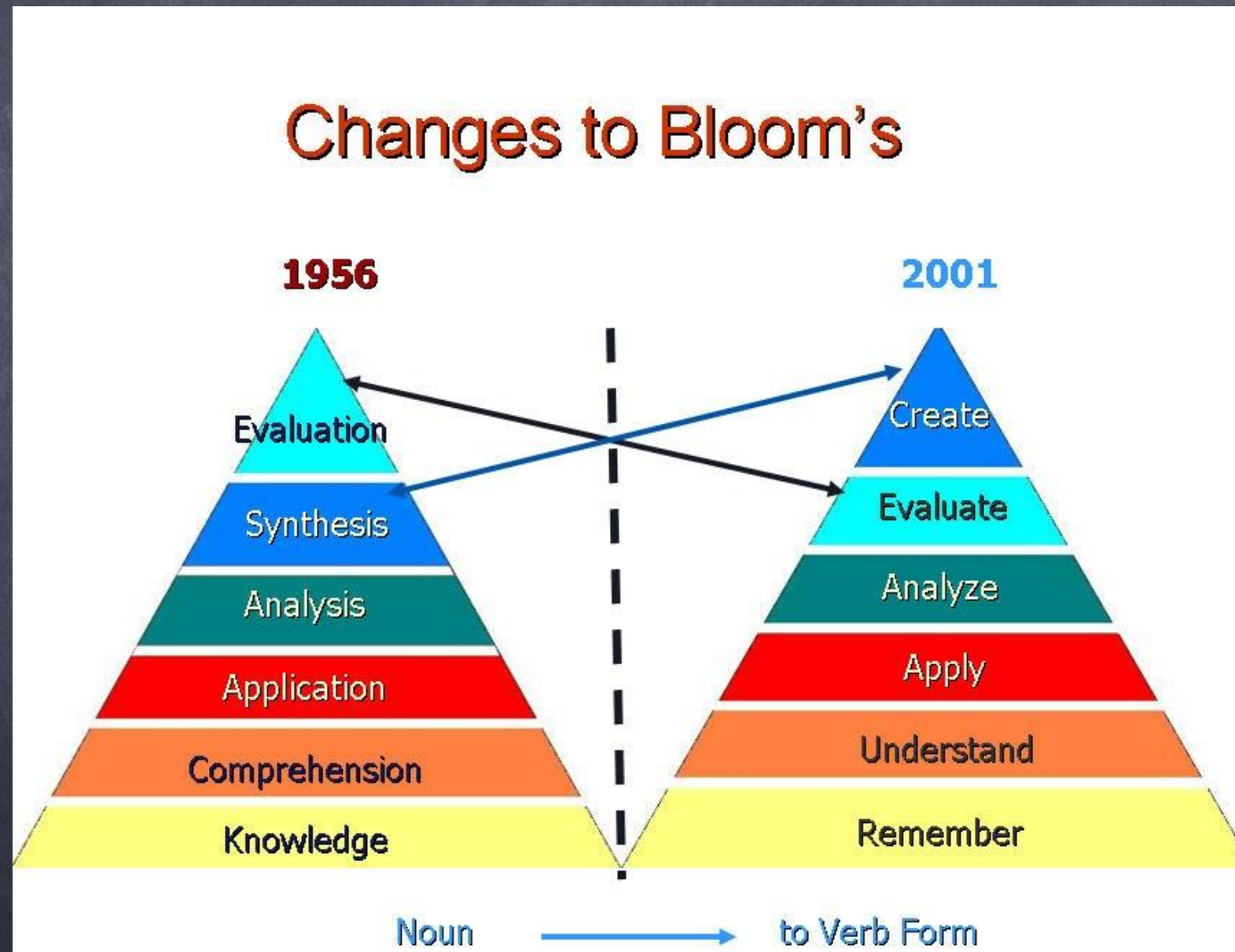
- Why not 100% accuracy?
- What if students waste their choice time?
- Won't students not on contract feel resentful?
- Shouldn't my gifted students spend time tutoring students who are having trouble learning?



Tiered Learning Experiences

- Method for differentiating for all students simultaneously
- Three levels: Entry, Advanced, Most Challenging
- Advanced and Most Challenging should not simply be more work; but a different kind of work (utilizing higher levels of blooms)

New Blooms Taxonomy



Work Time!

How did work time go?