



# **Matching Student Learning Needs to School Opportunities**

...with

## **Differentiation and Challenge for All**

An ethical and defensible continuum of enrichment services  
to meet the needs of gifted and all learners

written by

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# • Types of Services:

## ➤ For Students

- Pull-out classes
  - Utilizes advanced differentiation
- Push-in classes
  - Topics
    - Creativity
    - Creative Problem Solving
    - Critical thinking
    - High order thinking
    -
- Acceleration
  - Within the classroom
  - Grade skipping for one subject
  - Grade skipping for one year
- Mentorships
  - Connecting students with teachers, parents, and other community members who share the same interest for the purpose of fulfilling a project/assignment contract
- In class differentiation
  - Including
    - By readiness
    - By interest – a Venn Diagram of what the content is and what the student is interested in
    - By process – any route to the desired end is acceptable
    - By product - students show what they know in ways that include all of Gardner's Multiple Intelligences
  - Takes into consideration not only all subject areas but also the Multiple Intelligences as per Howard Gardner
- Independent Investigations of real world problems
  - Open to all students
    - A. – independent study
    - B. - finding a problem in the student's area of interest and working to solve that problem
- Cluster Grouping classes



- Classes are grouped roughly by levels 1-2-3, 2-3-4, and 3-4-5
  - Allows for much more targeted teaching
  - Helps teachers with differentiation because there are only 3 levels instead of 5 or more
  - Requires less movement of students from class to class for appropriate levels of learning
  - Allows for less classroom disruption from pull-out programs
  - Allows for focus of in-class extra services

## ➤ For Classroom Teachers

- Professional Development on Differentiation
  - Curriculum
  - Instruction
    - Readiness
    - Interest
    - Process
    - Product
  - Classroom management
- Regular support and mentoring for Differentiation by G/T specialist



## ➤ For Gifted Education Teachers

- Professional development for all of the things they are expected to handle that they don't already know
- Regular support and mentoring for these things by administration, UConn, & UVA

## ➤ For Administration

- Overview of any of the ideas, methods, concepts, and processes that they need to support but don't already know
  - Schoolwide Enrichment Model
  - Differentiation a la Tomlinson
  - Multiple Intelligences a la Gardner
  - Advanced Differentiation for Depth and Complexity a la Kaplan
  - Updated facts about acceleration



# • Who does what:

## ○ Central Office Administration

- Strives to regularly make needed changes to support challenging all students
- Supports Building Administration, Gifted Education teachers, and classroom teachers in efforts to challenge all students, including working creatively with administration and faculty to achieve ideological and logistical arrangements

## ○ Building Administration

- Ensures implementation, integrity, and support for the programming and processes

## ○ Gifted Education Specialists

- Evaluate all students
  - 2nd
- Recommend
- Connect students with
  - Classes
    - Pull-out G/T classes
    - Accelerated subject area classes
  - Mentors
- Provide Professional Development for regular classroom teachers in classroom differentiation
- Provide information on the program for the public
  - Web site
  - Brochure
  - Community open house
  - Celebration of accomplishments



## ○ Classroom teachers

- Recommend evaluation for students exhibiting
  - Above average or in the B+ - A range in the class of a certain subject or subjects
  - Creative productivity or thinking
  - High levels of drive in one or more areas of interest
- Differentiate instruction as per Carol Ann Tomlinson
  - Readiness
    - Anchoring activities – long term projects managed differently

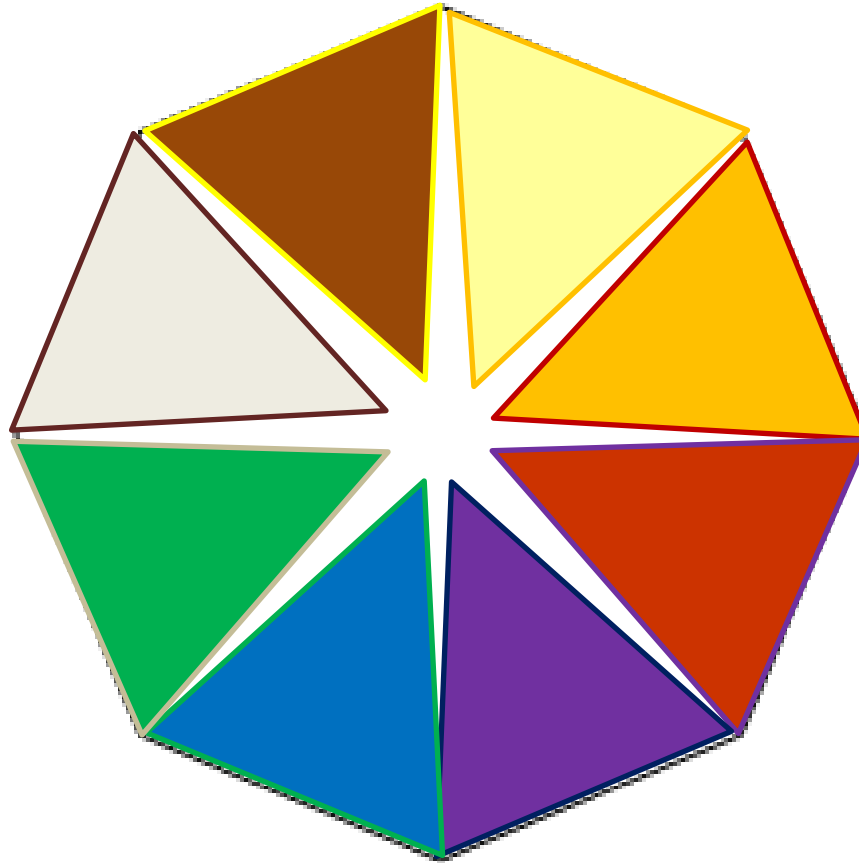
- Interest
  - Divide and concur content through use of Jig Saw planning
- Process
  - Multiple roots to the same end
- Product
  - Multiple ways to show what students know
    - Including at least one of each of Gardner's Multiple Intelligences
- Implement classroom management for a differentiated classroom
- Allow for acceleration
  - Students may come from different classes for subject(s)
    - Include the student(s) as any other member of the class



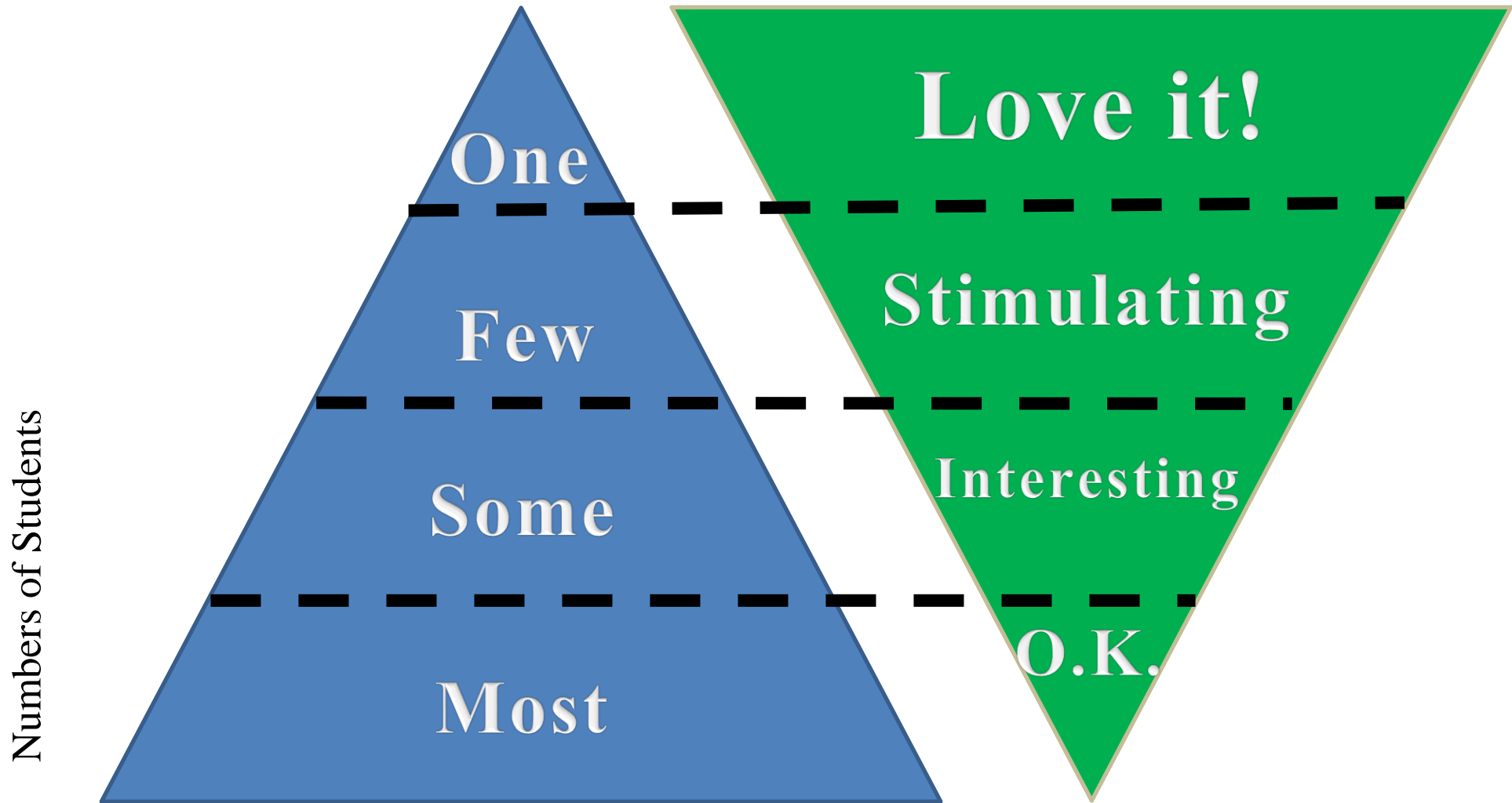
All Students in  
Your District's Schools



Educational Opportunities at  
Already in your Schools



Degree of student interest or proclivity



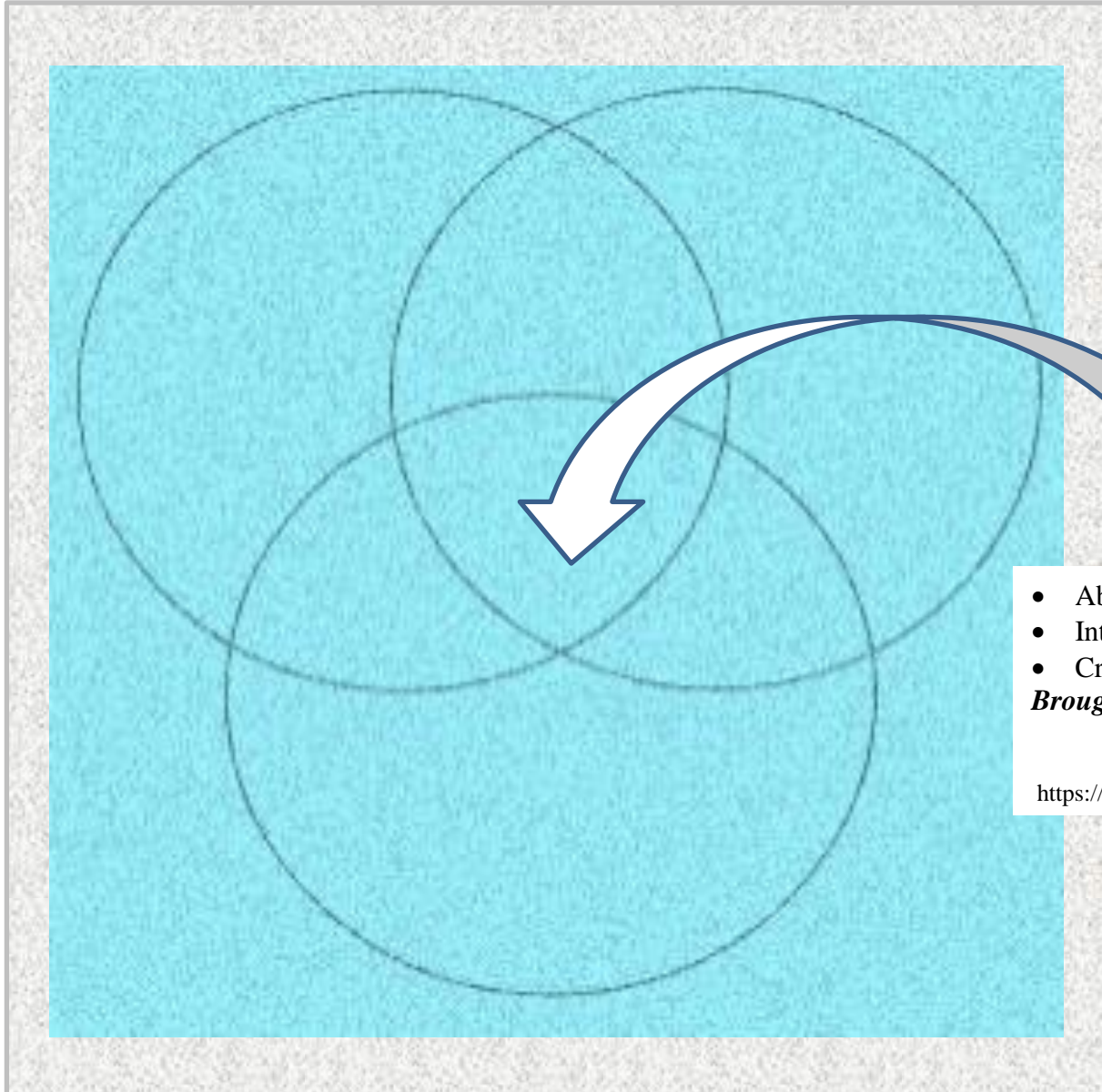
A Subject or Strength Area



# The Pool

Determined by considering multiple indicators including but not limited to such things as:

- Standardized tests
- Student portfolio
- Student projects
- Grades
- Recommendations by
  - Self
  - Peer
  - Parent
  - Teacher
  - Coach
  - Counselor
  - other adult



- Above Average Ability
  - Internal Drive in student's strength area
  - Creative productivity or thinking
- Brought to bear on any area of human endeavor***

J.S. Renzulli 1978

<https://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>



# More about Evidence for the Pool

- Student portfolio – a body of work in any field or discipline including but not limited to:
  - Math, Science, Social Studies, Language Arts, Visual or Performing Arts, Music, Nature,
  - Examples:
    - Pieces of art work
    - Written works
    - Several or extraordinary experiments
    - Exceptional service to a community of others
    - Unique functioning creation
    - exceptional problem solving
- Gifted education pull-out or push-in teacher recommendation
- Any grade classroom teacher
- Any adult who knows the student well
- Any student who wishes to strive

## This presentation is primarily based on

- **The Schoolwide Enrichment Model** by Drs. Renzulli & Reis, University of CT but is also supported by...
- A Nation Deceived and A Nation Empowered, Volumes 1 & 2
  - Dr. Susan G. Assouline, - University of Iowa
  - Dr. Nicholas Colangelo, - University of Iowa
  - Dr. Joyce VanTassel-Baska, - College of William and Mary
  - Dr. Ann Lupkowski-Shoplik, - University of Iowa
- Concept-based Curriculum – Dr. H. Lynn Erickson
- Increasing Depth and Complexity – Dr. Sandra Kaplan - University of Southern California
- Managing a Differentiated Classroom – Dr. Carol Ann Tomlinson, - University of Virginia
- Meeting the Needs of all Students in the Regular Classroom – Dr. Carol Ann Tomlinson, University of Virginia
- Multiple Intelligences – Dr. Howard Gardner, Harvard