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
Dr. MaryGrace Stewart
2018
• **Types of Services:**

➢ **For Students**

  o Pull-out classes
    ▪ Utilizes advanced differentiation
  o 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
  o Mentorships
    ▪ Connecting students with teachers, parents, and other community members who share the same interest for the purpose of fulfilling a project/assignment contract
  o 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
  o 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
  o 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:
  o 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
  o Building Administration
    ▪ Ensures implementation, integrity, and support for the programming and processes
  o Gifted Education Specialists
    ▪ Evaluate all students
      • 2nd
    ▪ Recommend
    ▪ Connect students with
      • Classes
        o Pull-out G/T classes
        o 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
  o 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
        o Anchoring activities – long term projects managed differently
• Interest
  o Divide and concur content through use of Jig Saw planning
• Process
  o Multiple roots to the same end
• Product
  o 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)
  o 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
A Subject or Strength Area

Numbers of Students

Degree of student interest or proclivity

One
Few
Some
Most

Love it!
Stimulating
Interesting
O.K.
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/](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