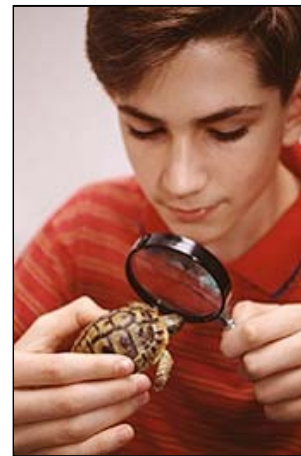


Strategies for Differentiation: Curriculum Compacting, Tiered Assignments, Independent Projects



Welcome



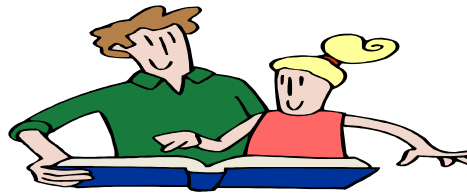
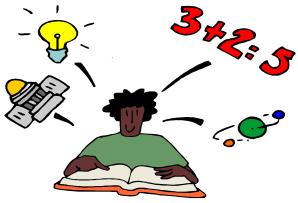
George Rislov
Senior Marketing Manager
CompassLearning



Dr. Janis Jordan
Assistant Superintendent for
Curriculum and Instruction
Corpus Christi ISD



Dr. Sally Reis
Board of Trustees
Distinguished Professor at
The University of
Connecticut

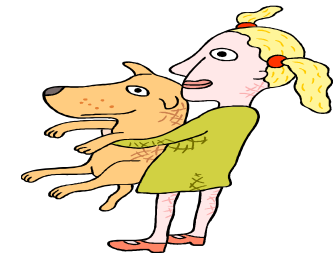
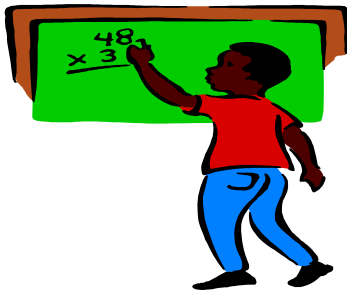


Students in our classes are all so different...

Some have learning differences, and as Susan Baum explained, the bright/LD student is a child who exhibits remarkable talents or strengths in some areas and disabling weaknesses in others.



Baum (1991)



Learning Differences in Children

- ◆ Aptitude and Ability
- ◆ Achievement
- ◆ Academic background—poor preparation and limited exposure
- ◆ Cultural—second language acquisition, interaction style differences
- ◆ Affect (enthusiasm level and personality)
- ◆ Effort (effort vs. ability issues)
- ◆ Styles of learning style
(visual, auditory, concrete, hands-on)
- ◆ Interests
- ◆ Product and processes
- ◆ Self-regulation and study skills



What is Differentiation?

Matching appropriately challenging curriculum and instruction with a student's abilities, interests, and learning styles through a variety of instructional strategies and challenging curriculum.

But.....

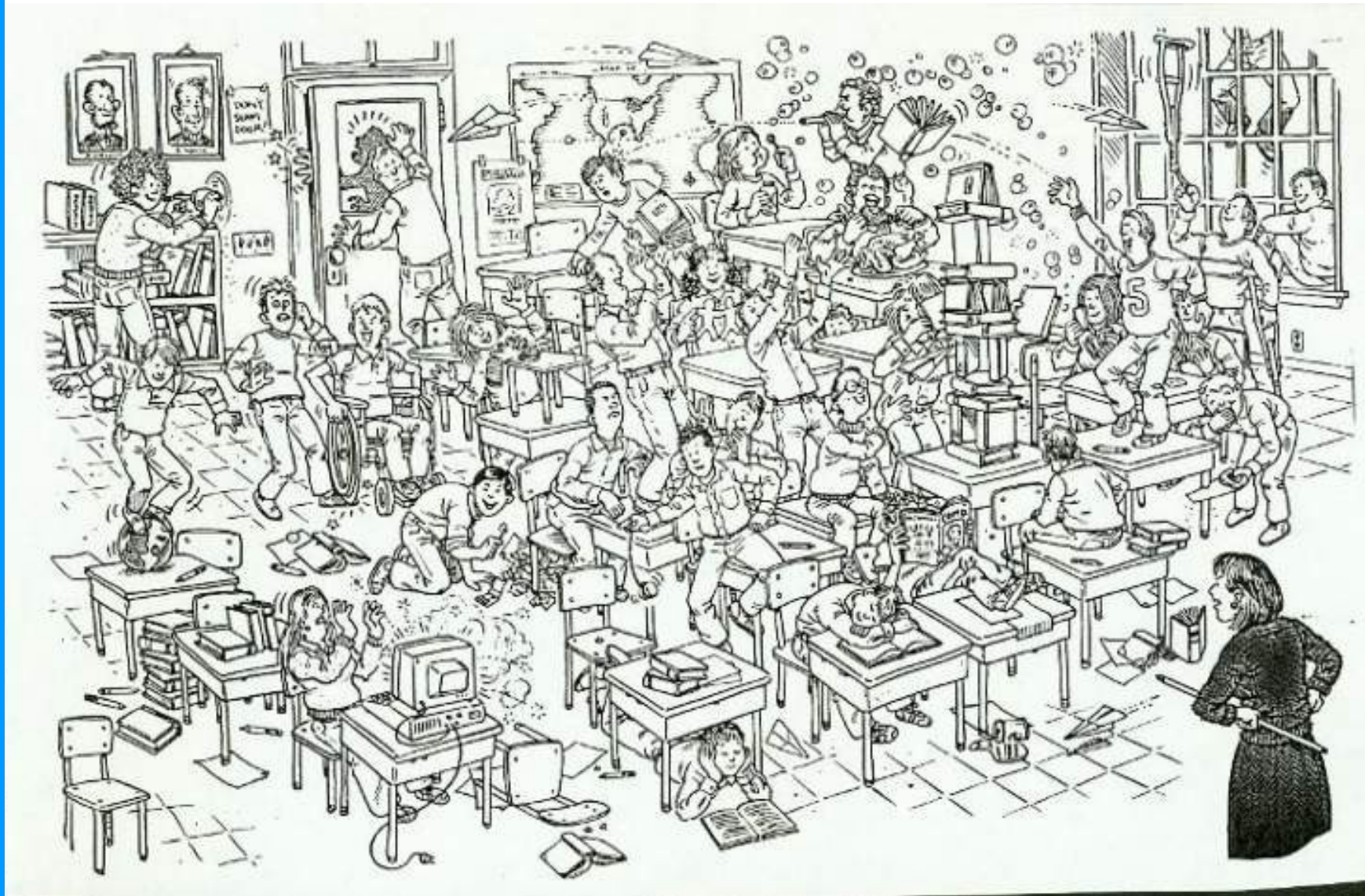
- ◆ Is it happening?
- ◆ Even with good teachers?
- ◆ Or is differentiation too hard for most teachers to do well and consistently?

Too many teachers feel like this on a regular basis;

Differentiation is a Challenging Task.



Why aren't you differentiating?



Purpose of Differentiation

- 1. Enhance learning match between student and curriculum;**
- 2. Change depth or breadth of student learning;**
- 3. Use varied learning strategies, groupings and management;**
- 4. Enable all students to make continuous progress in all areas.**



Teachers differentiate in five dimensions:

- ◆ **Curriculum and content**
- ◆ **Process skills and instruction**
- ◆ **Classroom organization and management**
- ◆ **Student products**
- ◆ **Teacher (personal choices and preferences in how one teaches)**

Renzulli's Five Dimensions of Differentiation

Content
(Knowledge)

Process
(Pedagogy)

You, the teacher

Classroom
Organization and
Management

Products
(Expression Styles)

Why Differentiate?



- ◆ Standard-based classrooms
- ◆ No Child Left Behind
- ◆ Student diversity in all areas
- ◆ New research on human learning
- ◆ Rapid societal and technological change
- ◆ The amount of repetitive content for some students

Various Strategies Used to Differentiate

- Curriculum Compacting
- Tiered Assignments
- Alternate Choice Assignments
- Enrichment
- Acceleration
- Using Higher Order Questions
- Grouping Options
- Independent Study and Research Studies

Why Not Let High Ability Students Start School in January? The Curriculum Compacting Study

*Sally M. Reis
Karen L. Westberg
Jonna Kulikowich
Florence Caillard
Thomas Hébert
Jonathan Plucker
Jeanne H. Purcell
John B. Rogers
Julianne M. Smist*

The National Research Center on
the Gifted and Talented

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

The Compactor

Prepared by: Joseph S. Renzulli
Linda M. Smith

NAME _____ AGE _____ TEACHER(S) _____ Individual Conference Dates And Persons
Participating in Planning Of IEP _____

SCHOOL _____ GRADE _____ PARENT(S) _____

CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.

PROCEDURES FOR COMPACTING BASIC MATERIAL Describe activities that will be used to guarantee proficiency in basic curricular areas.

ACCELERATION AND/OR ENRICHMENT ACTIVITIES Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.

Name it.

Prove it.

Change it.

What material needs to be covered?

Exactly what material is to be excluded?

What enrichment and/or acceleration activities will be included?

What evidence shows a need for compacting?

How will you prove mastery?

Independent Study Acceleration
Mini-courses Honors Courses
College Courses Mentorships
Small Group Investigations
Work Study

Check here if additional information is recorded on the reverse side.

In this national study,
we learned that:

**Approximately 40-50% of traditional
classroom material could be
eliminated for academically talented
students.**



Campbell

"First grade would be all right if it weren't for the 11 sequels."

Additional findings:

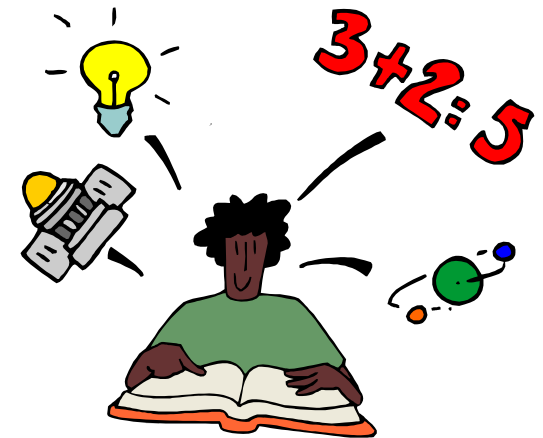
When teachers eliminated as much as 50% of the curriculum, no differences were found between treatment and control groups in most content areas.

In fact, students whose curriculum was compacted scored higher than control group students in some areas.

Classroom teachers can use differentiated instruction to enable all students to make continuous progress in learning.

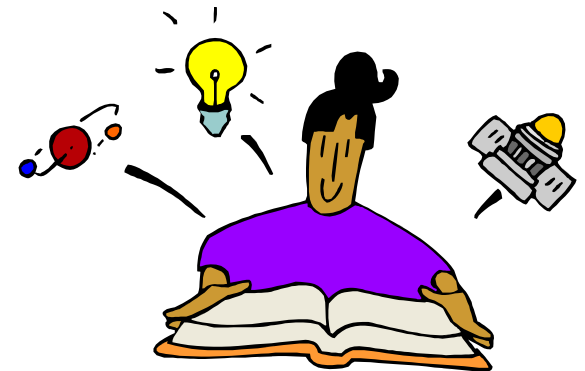
Student Behaviors Suggesting that Compacting May Be Necessary

- Consistently finishes tasks quickly
- Finishes reading assignments first
- Appears bored during instruction time
- Brings in outside reading material
- Creates own puzzles, games, or diversions in class
- Consistently daydreams
- Uses vocabulary and verbal expression advance of grade level



Student Behaviors Suggesting that Compacting May Be Necessary

- Has consistently high performance in one or more academic areas
- Tests scores consistently excellent
- Asks questions that indicate advanced familiarity with material
- Is sought after by other students for assistance
- Expresses interest in pursuing alternate or advanced topics.



INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

The Compactor

Prepared by: Joseph S. Renzulli
Linda M. Smith

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Work Study

Check here if additional information is recorded on the reverse side.

Goals of Compacting

- ◆ Create a challenging learning environment for all children!
- ◆ Define objectives and guarantee proficiency in basic curriculum.
- ◆ Find time for alternative learning activities based on advanced content **and** individual student interest.

Individual Educational Programming Guide— The Compactor

Name _____ Age _____ Teacher _____

Individual Conference
Dates and Persons
Participating in Planning
of IEP

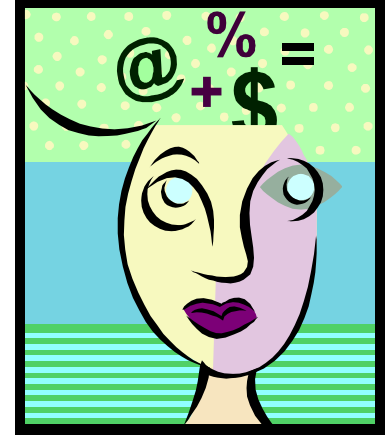
School _____ Grade _____ Parent(s) _____

**Curriculum
Areas to Be
Considered
for
Compacting**

**Procedures
for
Compacting
Basic
Materials**

**Acceleration
and/or
Enrichment
Activities**

Types of Compacting



Basic Skills Compacting:

- Eliminates specific skills that students have already acquired.
- Spelling, mathematics, or grammar.
- Pre-testing is easier to accomplish.
- Mastery can be documented more easily /objectively.

Content Compacting

- Social studies, science, and literature
- Students may already know the objectives or may be able to read the material and master the objectives in a fraction of the time.
- More flexible—students can absorb the material at their own speed.
- Evaluation may be less formal— essays, interviews, or open ended tasks

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

The Compactor

Prepared by: Joseph S. Renzulli
Linda M. Smith

NAME _____ AGE _____ TEACHER(S) _____ Individual Conference Dates And Persons
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Work Study

Check here if additional information is recorded on the reverse side.

Column One:

- Identify the objectives in a given subject area.
- Eliminate instructional time for students who show mastery of the objectives.
- Streamline instruction of those objectives students have not yet mastered but are capable of mastering more quickly than classmates.
- Offer challenging alternatives for time provided by compacting.

- ◆ Individual or small group projects using contracts or management plans
- ◆ Interest or learning centers
- ◆ Opportunities for self-directed learning or decision making
- ◆ Mini-courses on research topics or other high interest areas

Replacement activities must be based on:

- ◆ The needs of the students
- ◆ Time
- ◆ Space
- ◆ Resources
- ◆ School policy
- ◆ Support personnel

Keep records of this process and the instructional options available to compacted students



How to get started:

Start Small: Start the compacting process by targeting a small group of students for whom compacting seems especially appropriate.

Select One Content Area: The targeted student has demonstrated previous mastery or curriculum strengths. Teachers have the most resources available to pretest for prior mastery and to enrich and accelerate the content.

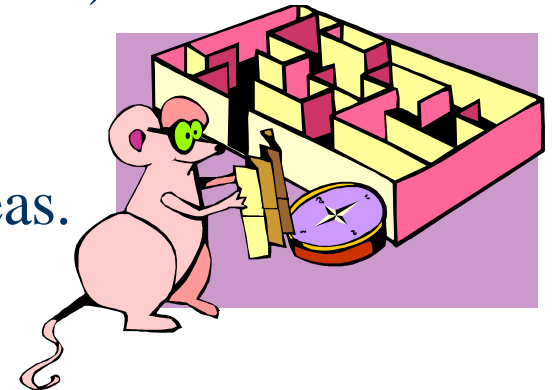
How to get started:

Experiment with Pretesting or Pre-assessment:

- Try different methods of pretesting or assessment.
- Be flexible in accomplishing this by experimenting with different systems.
- Ask for assistance from other faculty members, aides, or volunteers.
- Decide in advance what score constitutes a pass.

Compact by Topic: Compact by unit, chapter, or topic rather than by time (marking period or quarter).

Experiment: Keep trying, reflecting on what has worked, and field testing new ideas.



One thing is clear. We don't have the option of turning away from the future. No one gets to vote on whether technology is going to change our lives.

Bill Gates, *The Road Ahead*



Renzulli™

LEARNING

AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

Renzulli Profiler™

MY Enrichment Activities

MY Notebook

[Search Enrichment Activities](#)

MY ENRICHMENT ACTIVITIES:

Here are some enrichment activities that might interest you. Click any of the icons below to view the activities:

Check this box to view only your favorites!



virtual field trips

105 Activities



real field trips

448 Activities



creativity training

107 Activities



critical thinking

88 Activities



projects & independent study

211 Activities



contests & competitions

36 Activities



websites

195 Activities



books (fiction)

137 Activities



books (non-fiction)

191 Activities



books (how-to)

47 Activities



summer programs

37 Activities



on-line classes & activities

131 Activities



research sites

37 Activities



videos & dvd's

89 Activities

Ways to Differentiate Content:

Learning Centers

Acceleration

Independent or Group Type III Projects

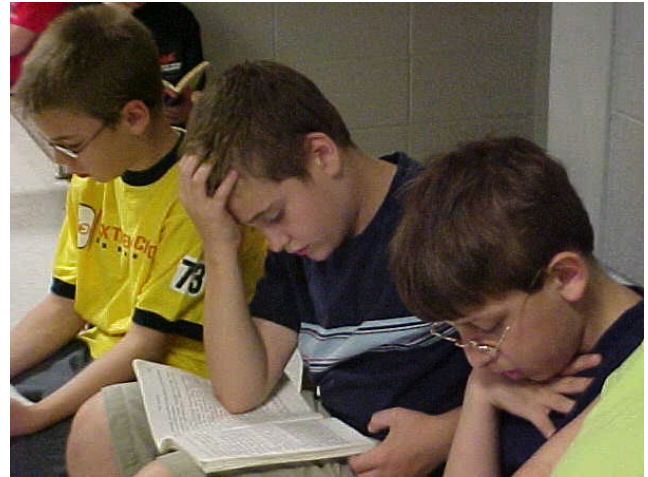
Grouping

Renzulli Learning

Other Strategies for Differentiation

- ◆ Compacting

- ◆ Independent Study



- ◆ Tiered Assignments

- Ensures that students with different learning needs work with the same essential ideas and use the same key skills but at different levels of:
 - complexity
 - abstractness
 - open-endedness



What can be tiered?

Assignments Experiments

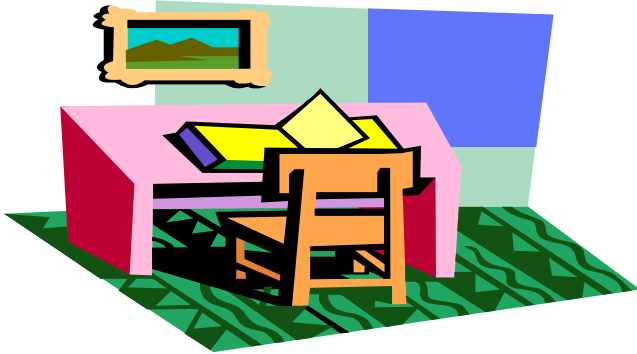
Activities Materials

Homework Assessments

Learning Writing Prompts

Centers Projects

Independent Projects




- ◆ Builds student interest
- ◆ Satisfies curiosity
- ◆ Planning and research skills at advanced levels
- ◆ Encourages independence
- ◆ Enables work with complex & abstract ideas
- ◆ Allows long-term and in-depth work on topics of interest
- ◆ Taps into high motivation



The Wizard Project Maker™ Step-by-Step Tool

★ Everything about Einstein

Basic Info | Dates | Description | Getting Started | Resources | Intended Product | Audience | Self Assessment

 **Basic Info:**

Project:

Names(s):

Grade:


Teacher:

School:

W
I
Z

★ Everything about Einstein

Basic Info | **Dates** | Description | Getting Started | Resources | Intended Product | Audience | Self Assessment

 **Dates:**

Start Date:
(mm/dd/yyyy)

Completion Date:
(mm/dd/yyyy)

Dates for Progress Meetings with My Teacher:
(mm/dd/yyyy)


<input type="text" value="2/14/2004"/>	<input type="text" value="3/10/2006"/>	<input type="text"/>	<input type="text"/>
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W
I
Z

The Wizard Project Maker™ Step-by-Step Tool

★ **Everything about Einstein**

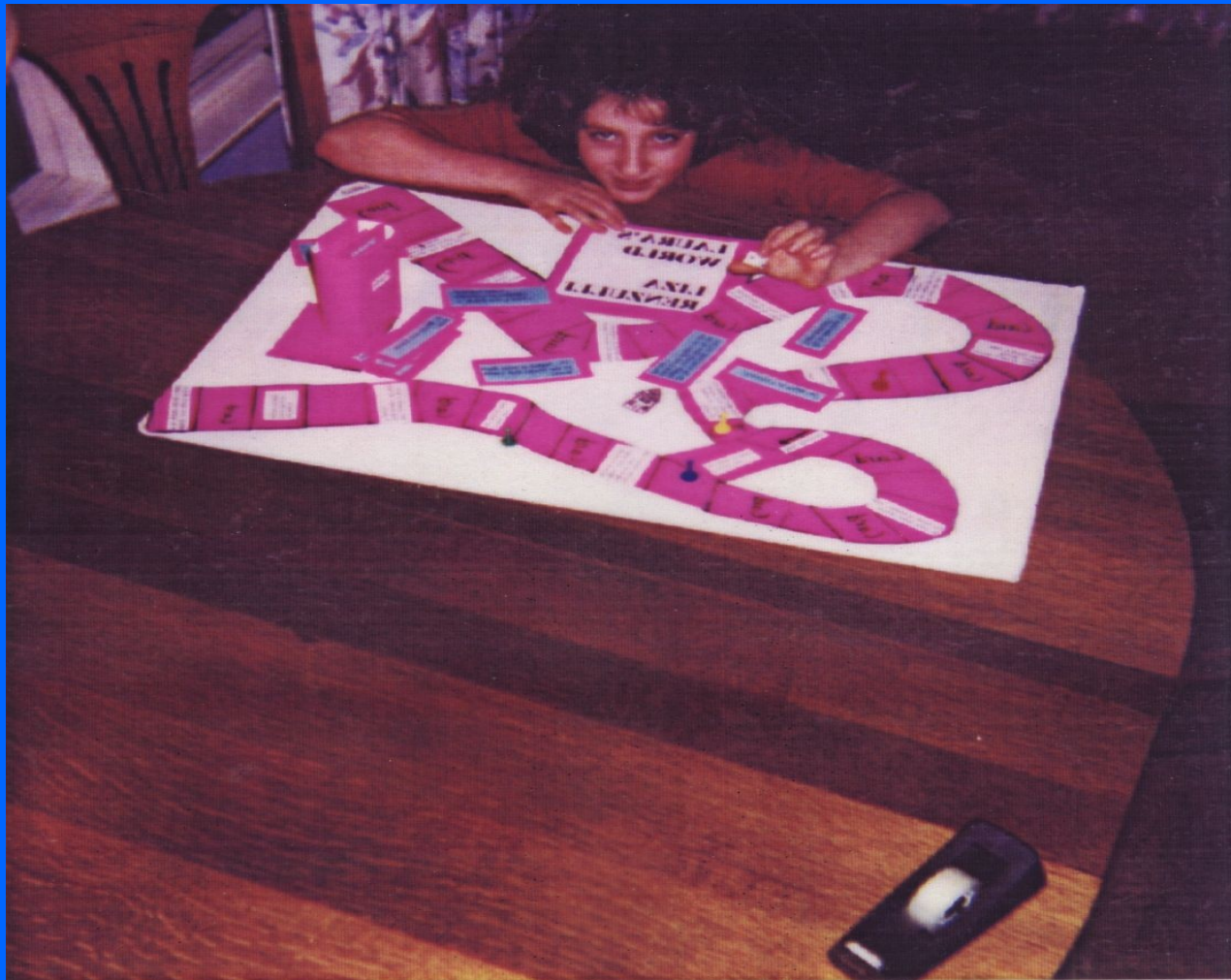
Basic Info | Dates | **Description** | Getting Started | Resources | Intended Product | Audience | Self Assessment

 **Project Description:** Write a brief description of the project, problem, topic, or interest area that you want to learn about and study. What do you hope to find out or learn.

Interest Areas for this project
-----Check all that apply-----

W I Z A R D	<input type="checkbox"/> Architecture	<input type="checkbox"/> Drama/Performing	<input checked="" type="checkbox"/> Mathematics
	<input type="checkbox"/> Arts (drawing & painting)	<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Music
	<input type="checkbox"/> Athletics/Sports/Fitness	<input type="checkbox"/> Graphic Design/Animation	<input type="checkbox"/> Photography/Video
	<input type="checkbox"/> Business/Management	<input type="checkbox"/> Geography	<input type="checkbox"/> Reading/Literature
	<input type="checkbox"/> Building Things (robots, models)	<input type="checkbox"/> Helping in the Community	<input checked="" type="checkbox"/> Science
	<input type="checkbox"/> Creative Writing	<input checked="" type="checkbox"/> History	<input type="checkbox"/> Social Action
	<input type="checkbox"/> Computers/Technology/Gaming	<input type="checkbox"/> Journalism	
	<input type="checkbox"/> Other:	<input type="text"/>	

I want to learn everything there is to know about Albert Einstein.

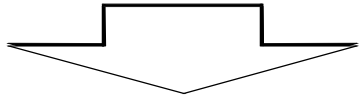


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Check the boxes below of all the ways you intend to get new information to complete your project and list the specific sources:

- Viewing TV, videos, films, etc. (which?) _____
- Interviewing people (who?) _____
- Observing/collecting data (what?) _____
- Surveying (who?) _____
- Taking a class or working with a mentor (specify) _____
- Attending a performance (specify) _____
- Other (specify) _____

List all materials and equipment needed:

TASKS: List in order

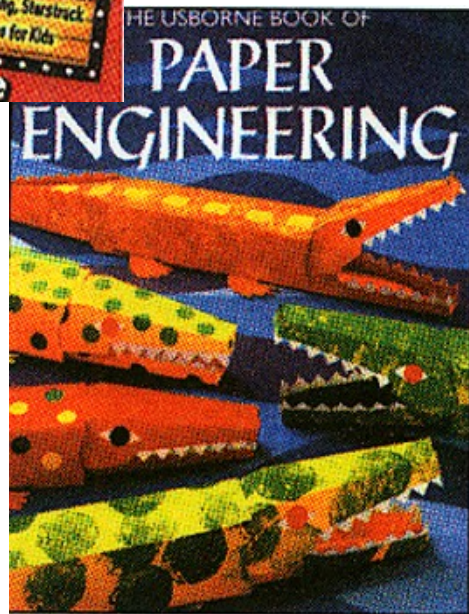
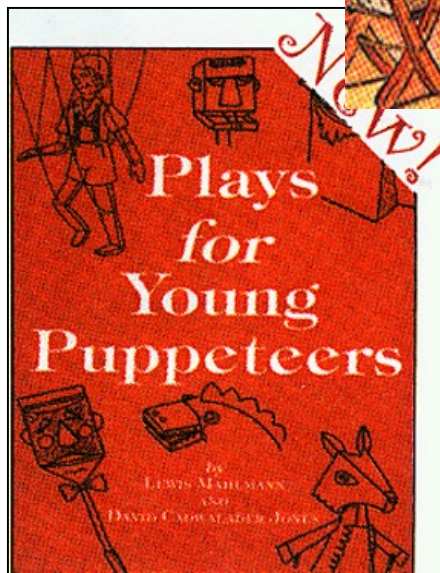
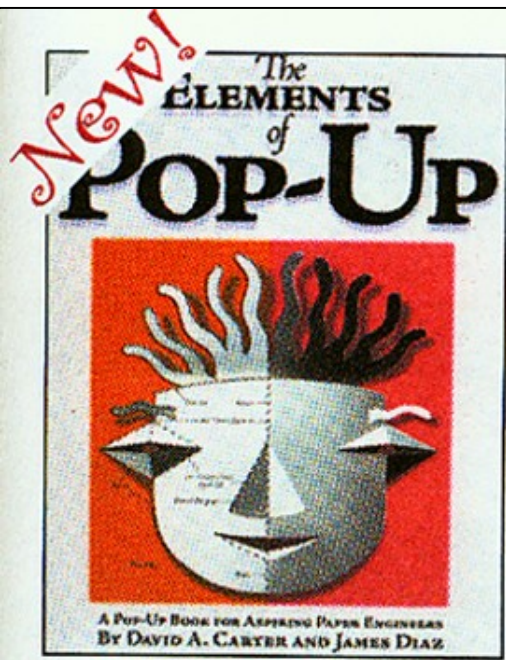
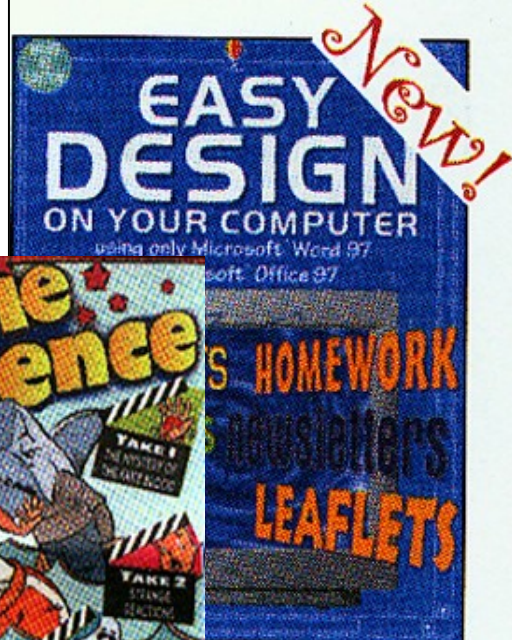
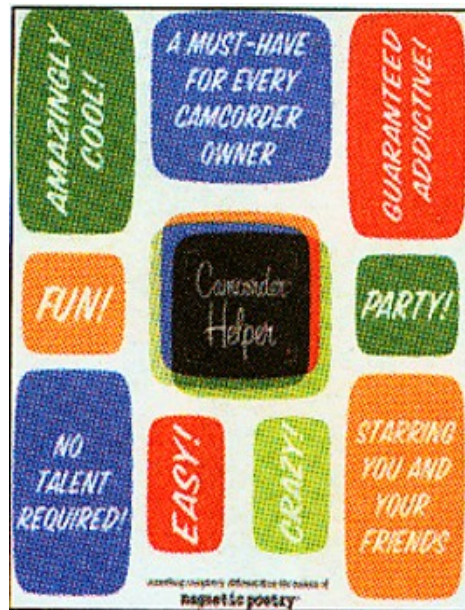
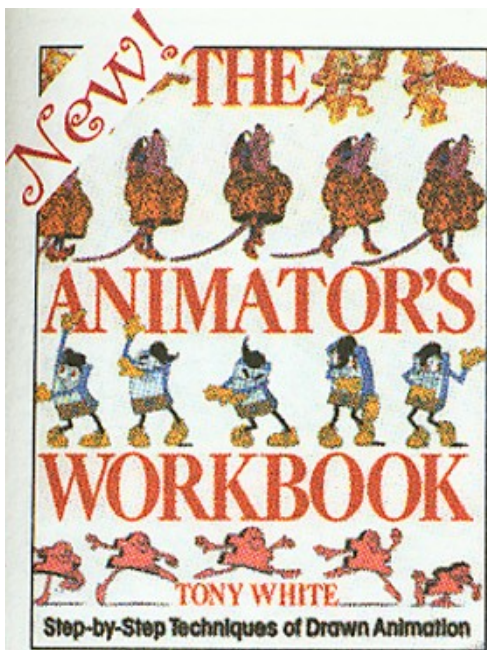
To be completed by:

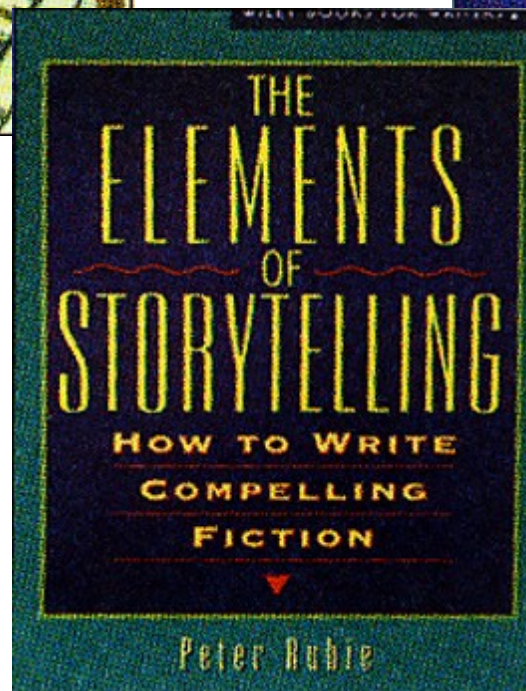
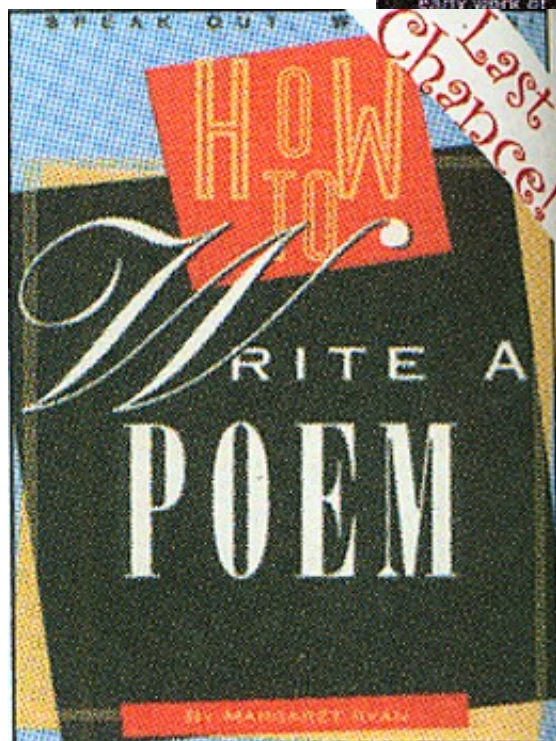
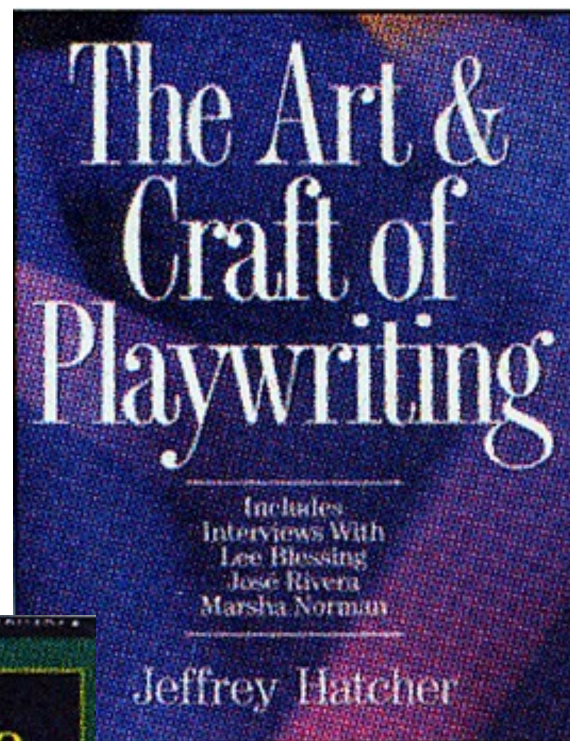
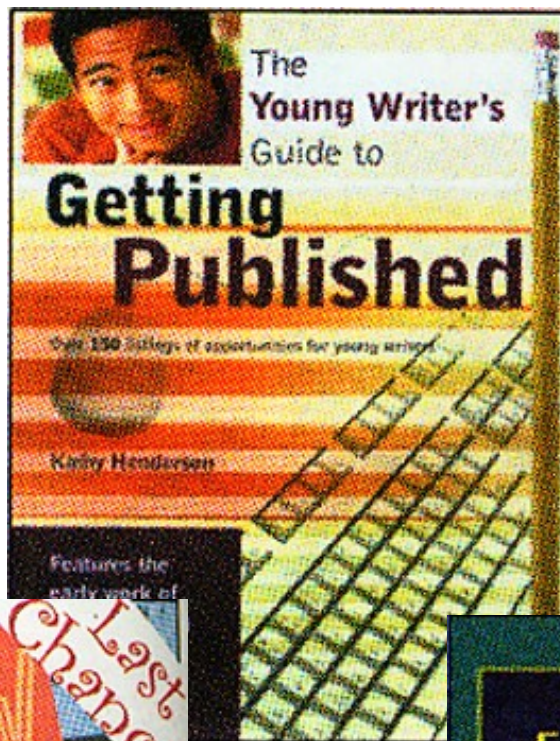
- | | | |
|-----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
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| 10. | _____ | _____ |
| 11. | _____ | _____ |

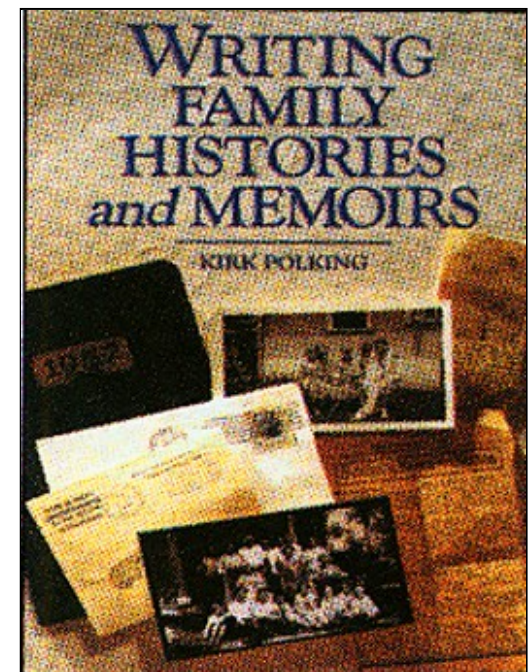
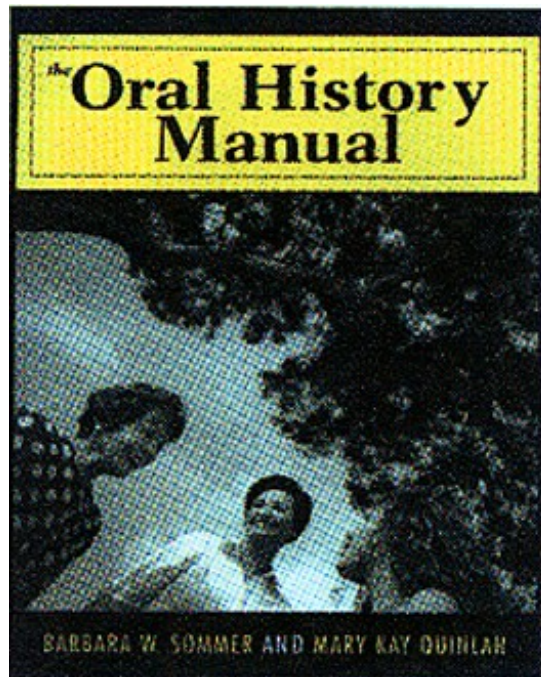
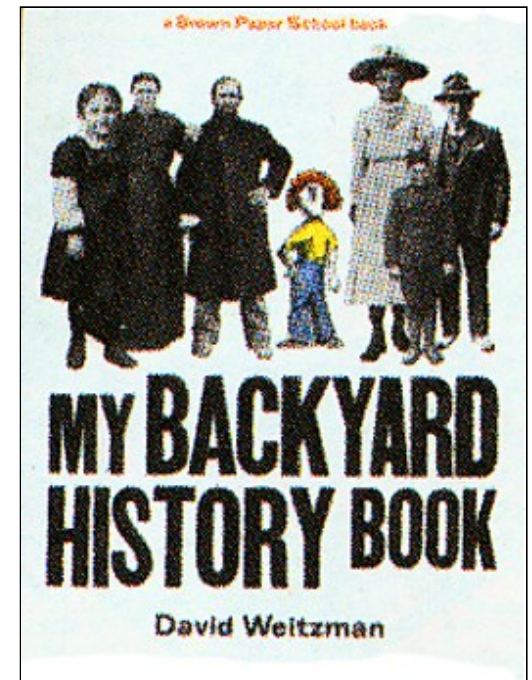
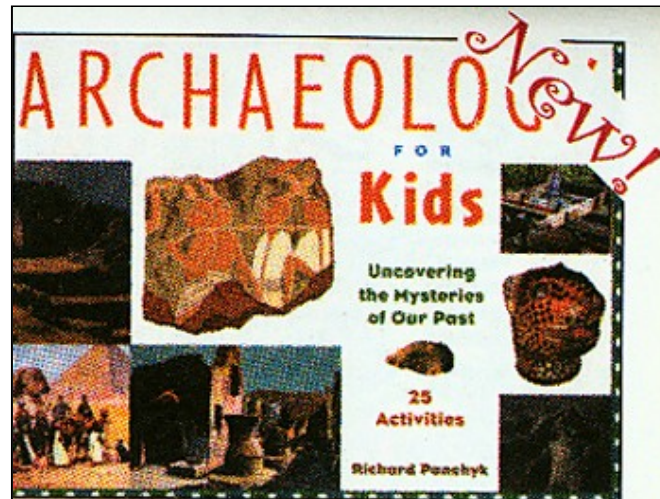
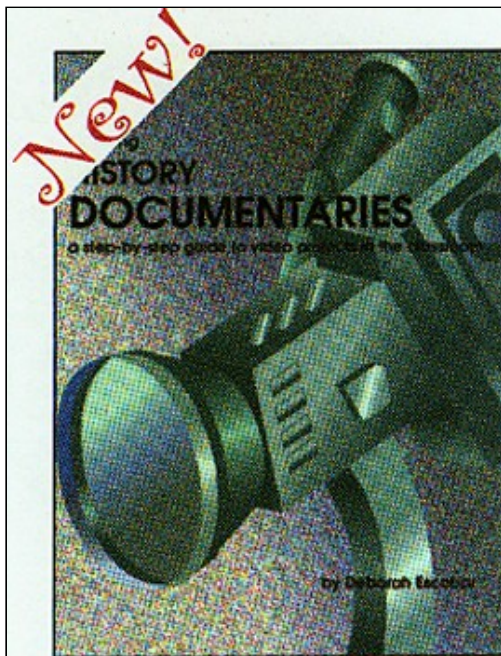
I realize that it is my responsibility to have the appropriate resource materials to work with in class everyday.

Student Signature

Resource Teacher







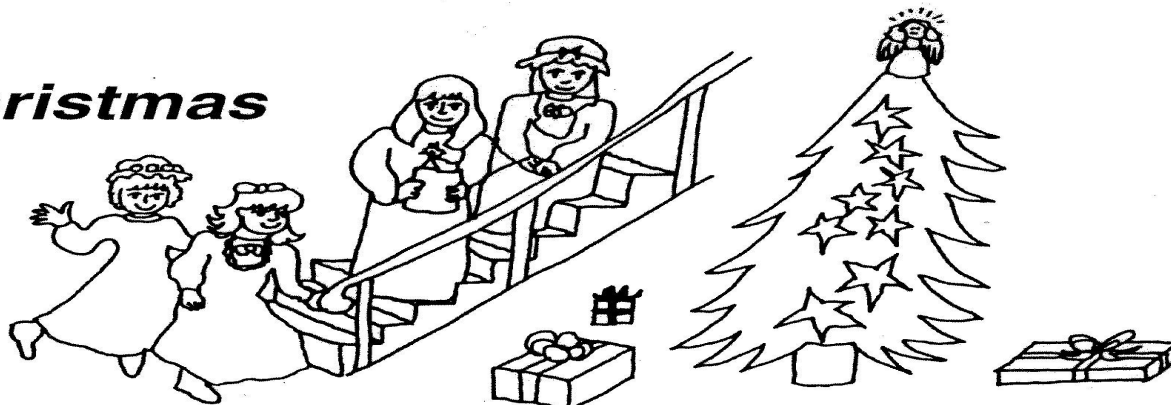
THE
Louisa May Alcott
COOKBOOK

COMPILED BY
GRETCHEN ANDERSON

ILLUSTRATED BY
KAREN MILONE



Christmas



It looked like a merry Christmas after all. Jo awoke on this special morning to find a lovely crimson book of the story of Christmas. But, when the girls went downstairs, their dear Marmee had gone. Hannah, the cook, informed them that she had gone to help a poor family. When Marmee returned, the Marches celebrated by giving the poor family their breakfasts.

When the Marches arrived at the poor family's house how the big eyes stared and blue lips smiled.

'Ach, mein Gott! It is good angels come to us!' said the poor woman, crying for joy.

'Funny angels in hoods and mittens,' said Jo, and set them all laughing.

Little Women, p. 26

Anyone would be pleased to be served this lovely breakfast, even if it weren't Christmas.

BUCKWHEAT CAKES

Difficulty = **

Ingredients:

1/3 cup of fine bread crumbs
2 cups of very hot milk (scalded)
1/2 tsp. of salt
1 tablespoon of molasses
1/4 yeast cake
1/2 cup of lukewarm water
Buckwheat flour

Materials:

Measuring cup
Measuring spoons
Griddle or frying pan
Ladle
Spatula

Method:

1. Pour the milk over the bread crumbs.
2. Let them soak for thirty minutes.



Figure 74. Type III enrichment sample—Louisa May Alcott cookbook (continued).

Grouping for differentiation!

Flexible grouping within classrooms
Cluster grouping within and across classrooms
Separate classes for gifted and high achieving students

BUT: IT IS NOT THE GROUPING THAT MATTERS, IT IS WHAT HAPPENS WITHIN THE GROUPS!

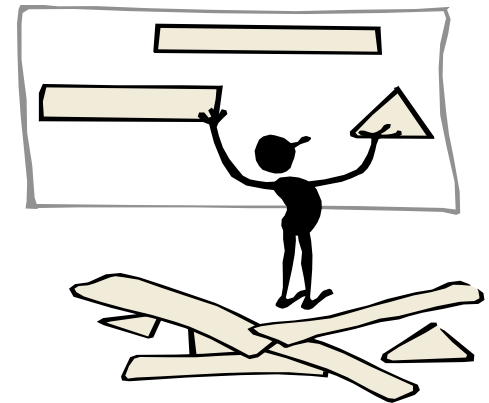
What is Differentiation?

Matching appropriately challenging curriculum and instruction with a student's abilities, interests, and learning styles through a variety of instructional strategies and challenging curriculum.

It Begins with Good Instruction

How will you start to
differentiate?

Questions?



Extended Learning Opportunities

**2012 Southwest Building Learning Communities
Curriculum and Technology Conference
June 19-22
Frisco, Texas**

Registration information at <http://txascd.org>

CompassLearning White Paper on Differentiation

Written by Dr. Sally Reis and Dr. Joseph Renzulli

Available on the tab below the slides and also at
<http://www.compasslearning.biz/forms/differentiation>