

CHALLENGING GIFTED STUDENTS IN THE REGULAR CLASSROOM

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Human Bingo

Directions: Play **cover all**. Find someone who can do each of the following and write his/her name in the square. You may write one “free” wherever you choose.

Likes to read several books at a time	Sings	Since I am smart, others expect me to be perfect all the time	Can learn without paying direct or visual attention to the teacher
Remembers names	Found school to be too easy	Watches movies more than once	Likes to read only one book at a time
Remembers faces	Fidgets	Keeps piles on the desk	Was teased about being smart
Worried about world problems and felt helpless to do anything about them	Finds that few people really understand me	Found school to be too boring	Exercises regularly

GIFTED STUDENTS NEED AN EDUCATION, TOO

Gifted Students learn new material in much less time.

Gifted Students tend to remember what they have learned, making spiral curriculums and reviewing previously mastered concepts a painful experience.

Gifted Students perceive ideas and concepts at more abstract and complex levels than do their peers.

Gifted Students become passionately interested in specific topics and have difficulty moving on to other learning tasks until they feel satisfied that they have learned as much as they possibly can about their passionate interest.

Gifted students are able to operate on many levels of concentration simultaneously, so they can monitor classroom activities without paying direct or visual attention to them.

Gifted students have already mastered much of the grade-level work; so they should have opportunities to function at more advanced levels of complexity and depth and to tie their own passionate interests into their schoolwork.

Gifted students often resist doing their assigned work because it is designed for age-appropriate learners and usually cannot provide the challenge and sense of accomplishment that would keep gifted learners motivated to work.

Compact the Curriculum. The most important needs of gifted students are to have regular opportunities to demonstrate what they already know, to receive full credit for content they have already mastered, and to spend their own learning time on challenging activities that accelerate and enrich the regular curriculum. Compacting the curriculum can answer these needs.

Teachers need to provide interested students with pre-assessment opportunities for all learning activities.

Design alternative learning experiences. These provide differentiation opportunities in terms of *content, learning processes, products, learning environment, and assessment.*

Assessment: grades for each unit are earned at the time of the pretest rather than at the end of the unit, with an overall grade including an evaluation of on-task behavior and project grade.

Allow differentiated pacing. Gifted students work at their own pace to learn the required concepts and spend more time developing an expertise on a related topic of their choice.

Agree on expectations. Teachers and students work together to set up standards for evaluating productivity, behavior, and differentiated products and then agree to these standards in writing.

Allow students to get credit for an entire assignment by correctly answering at least four of the five most difficult problems first.

Susan Winebrenner. "Gifted Students Need an Education, Too." Educational Leadership. Association for Supervision and Curriculum Development. September 2000.

IDENTIFYING KEY COMPONENTS OF EFFECTIVE INSTRUCTION

1. The brain needs _____ and _____ to learn effectively.
2. The first principle of instruction is to _____ with the _____ in mind.
3. The teacher's first task is to develop a _____ of _____.
4. The three modalities or thinking languages of the brain are _____, _____, and _____.

Differentiated Learning

Curriculum tells us what to teach; differentiation tells us how.

Differentiation is a teaching and learning philosophy based on this set of beliefs:

- Students who are the same age differ in their readiness to learn, their interests, styles of learning, experiences and life circumstances.
- The differences in students are significant enough to make a major impact on what students need to learn, the pace at which they need to learn it and the support they need from teachers and others to learn it well.
- Students will learn best when supportive adults push them slightly beyond where they can work without assistance.
- Students will learn best when they can make a connection between the curriculum and their interests and life experiences.
- Students will learn best when learning opportunities are natural.
- Students are more effective learners when classrooms and schools create a sense of community in which students feel significant and respected.
- The central job of schools is to maximize the capacity of each student.

Carol Ann Tomlinson

**Curriculum can be differentiated through
content,
process,
product,
learning environment,
assessment.**

Teacher skills: preassessing, building community, compacting the curriculum and designing learning contracts

Delineate the key facts, concepts, principles and skills by identifying core knowledge, skills, attitudes, and thinking habits students should develop.

Use backward design: identify desired results and determine acceptable evidence before planning learning experiences and instruction.

Learning contracts or “negotiated agreements” provide for a variety of:

- Assignments
- Readings
- Projects

Key elements of differentiated classrooms:

- *Modify the content*
- *Use sense-making activities*
- *Students develop products based on student learning*

Model classrooms

1. rich and rigorous content
2. challenging process
3. open-ended products and assessments
4. student choice and teacher options
5. supportive learning environment
6. program development and support

Tic-Tac-Toe Menu

Collect Facts or ideas Which are Important to you	Dramatize What you have learned	Compare two things from your study. Identify ways they are alike and different.
Photograph Videotape or film Part of your presentation	Graph Part of your study to show what you learned	Demonstrate What you have learned
Survey Others to learn their opinions about some fact Idea or part of your study	Teach A lesson about your topic. Use at least one visual aid.	Forecast How your topic will change in ten years

Levels of Thinking

Tell
Describe
Recall
Name
Locate
List

Compare
Contrast
Example
Explain
Define
Write

Connect
Make
Design
Produce
Develop

Review
Discuss
Prepare
Diagram
Cartoon

Propose
Suggest
Finish
Prescribe
Devise

Debate
Formulate
Choose
Support
In your opinion

MENU

WRITE TO THINK; WRITE TO LEARN

“Clear writing leads to clear thinking; clear thinking is the basis of clear writing. Writing holds us responsible for our words and ultimately makes us more thoughtful human beings.”

Ernest Boyer, Carnegie Foundation

“Big Idea”	Important Details
Personal Connection	Ask a Question

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- www.ests.org/disability.html testing accommodations
- www.help4teachers.com. Dr. Kathy Nunley Layered Curriculum
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