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Session 2

**Bored No More: Strategies for Managing
and Differentiating Instruction for
Gifted and Advanced Students
in the Regular Classroom – Part 1**

MELBOURNE

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Bored No More: Strategies for Managing and Differentiating Instruction for Gifted and Advanced Learners in the General Classroom

Who are Gifted Learners?

- Learns at a faster pace
- Makes connections within and across disciplines more quickly and at deeper levels
- May have asynchronous development
- Observant and inquisitive
- Intense

Common Myths

- Gifted students have more social-emotional issues than the general population.
- Acceleration is detrimental to the gifted child.
- Grouping gifted students together is detrimental to the gifted student and others in the classroom.
- All gifted students are self-motivated and will automatically excel regardless of instruction or services provided.

Considerations for Differentiation and the Gifted Learner:

- Accelerate FIRST and then enrich
- Provide content and thinking models to support learning
- Focus on developing talents and strengths - expertise
- Provide opportunities to work with advanced content and process models and content experts at earlier ages
- Allow for daily challenge in their areas of strength
- Create opportunities for interactions with like-ability peers on a regular basis

When Preparing Lessons Ask:

- Would all students want to do this at a given point of time?
- Could all students do this effectively at this given point in time?
- Should all students be doing this now?

–adapted from Harry Passow

Managing Differentiation in the General Classroom

- Pre-assess and target instruction by organising students into skill-based groups with activities targeted to their specific needs. (Goldilocks Curriculum)
- Set up classroom routines, systems, and anchor activities so that students know what is expected when they finish early or need support.
- Adjust the depth, complexity and abstractness of questions, assignments, and/or tasks based on a student's readiness level.
- Ensure the choices are tiered in a way that provides sufficient depth, complexity, and abstractness based on student readiness. All students need choices, pursuit of interest areas, a safe and conducive environment for learning, and instruction that is relevant to their needs and goals. The level of the choices, interest pursuits and relevance may vary.
- Remember the zone of proximal and actual development (Vygotsky, 1978). Students need a more knowledgeable other to support their learning. For students who are advanced this is usually the teacher or another content expert.

- Adjust the pacing. Curriculum compact skill-based lessons and other content to buy time for students to pursue deeper interests; excuse them from work that is already known or that they could learn quickly. To compact:
 - Pre test the beginning of lesson or unit. Ideas: 5 most difficult first, end of unit test, KWL, concept map, picture map, essay with rubric, etc. (Avoid multiple choice tasks as these may not showcase the knowledge base students may have.)
 - Provide a more advanced task for those who know or could learn more quickly with fewer repetitions. Don't expect a 100%. If a student scores 75-80% prior to a lesson or unit being taught, they know 75% of the information without the need for additional instruction. Make sure they fix what is missed (the other 20-25%) and then allow them to move on to more challenging tasks.
 - Provide an assignment that allows students to reach the next level of understanding. Set conditions for success and support. Consider a learning contract or set of criteria to support their learning and goal attainment.
- Be clear on what students should understand and be able to do, including what it takes to move them to the next level of understanding.
- Make sure the activities are respectful for all students involved.
- Different is not necessarily differentiated. More of the same is not the same as more complex, abstract, or in depth.
- Be clear on what a high mark or grade in your class means. If mastery of a grade level curriculum outcome is attained, assign that grade and then continue providing activities and feedback and that moves a student to the next level of understanding.
- Provide meaningful, specific, and targeted feedback.

Features of Differentiation for Gifted Learners

Adapted from VanTassel-Baska & Stambaugh, 2006

Acceleration – Adjust the Pace, Add an Advanced Resource, Add a More Challenging or Advanced Curriculum Standard

- Assign fewer tasks assigned to master a standard
- Assess advanced skills earlier or prior to teaching (compacting)
- Cluster and teach content by higher order thinking skills
- Provide advanced resources and materials

Complexity – Add a Variable

- Add more variables within a discipline to study
 - Ideas, concepts, factors
- Require multiple resources to adequately answer a question or task demand

Depth – Add an Issue

- Conduct original or issue-based research based on an appropriate question
- Defend a stance or idea with evidence
- Can be used to frame unit teaching

Abstractness – Add a Concept

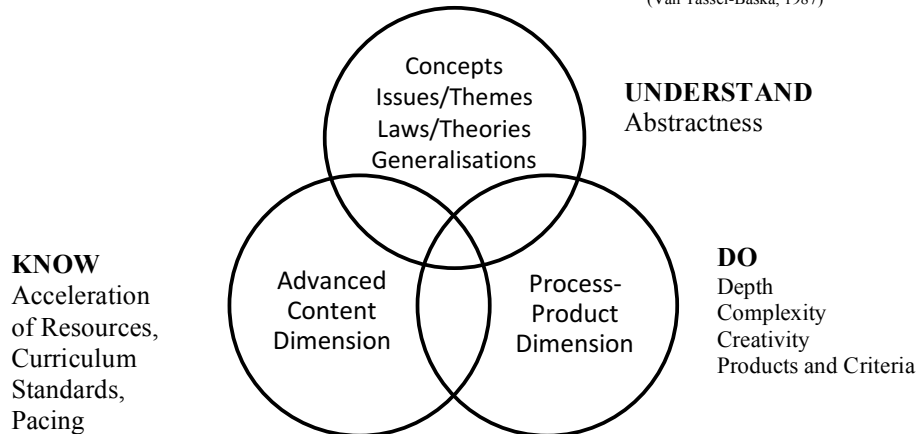
- Organize curriculum around higher order concepts
- Focus on abstract elements of subject matter
- Emphasize the creation of generalizations, themes, principles, laws, rules and concepts of the discipline

Developing Products – Add Criteria

- Create a _____ that _____ and _____.
- Evaluate among two differing ideas using evidence from the discipline.
- Create something new or different based on specific criteria.

Unit and Lesson Planning for Gifted Learners: The Integrated Curriculum Model

(Van Tassel-Baska, 1987)



Effect Size Research: Strategies for Gifted Learners

General Lesson Learned:

<http://www.k12.wa.us/HighlyCapable/Workgroup/pubdocs/EducatingGiftedandTalented-Rogers.pdf>

Acceleration:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1011.6217&rep=rep1&type=pdf>
http://www.accelerationinstitute.org/nation_empowered/

Grouping:

https://tip.duke.edu/sites/default/files/atoms/files/TIP%20Acceleration%20and%20Ability-Grouping%20Summary_Dec%206_2016.pdf

Other Resources

National Association for Gifted Children in the United States

<https://www.nagc.org/resources-publications/resources-parents>

<https://www.nagc.org/resources-publications/resources-educators>

<https://www.nagc.org/resources-publications/resources-administrators/administrator-toolbox>

Australian Association for Gifted

<http://www.aaegt.net.au>

http://www.aaegt.net.au/?page_id=780

Differentiation: Depth, Complexity, and Abstractness

Standard	Typical Activity	Advanced Activity
Science		
Earth's rotation on its axis causes regular changes including night and day. (Y3: ACSSUO48)	Students create a "play" to model how the earth's rotation and its position in the universe create day and night.	Abstractness: Students show how patterns repeat themselves by creating a model or "play" that identifies at least three different patterns noticed (including night and day) based on the Earth's rotation and revolution and its position in the universe.
Changes on Earth's surface over time as a result of natural processes and human activity (Y4: ACSSU075)	Students sort provided examples of man-made and natural changes in the earth's environment over time and provide at least two examples of each in their local area.	Depth: Students answer the question <i>Should we stop natural erosion?</i> by examining and providing examples of man-made and natural changes over time in their environment and the impacts of each.
Social Sciences and Geography		
Reasons (economic, political, and social) for the establishment of the British colonies in Australia after 1800 (Y5: ACHASSK106)	Students create a table that lists at least two economic, political, and social reasons for the establishment of the British colonies in Australia after 1800.	Complexity: Students create a infographic to illustrate the influence and interaction of key world events on the economic, political, and social reasons for establishing British colonies in Australia through the perspectives of at least three different stakeholders. Abstractness/Depth: Students defend whether or not change can happen without conflict as illustrated through reasons for the establishment of British colonies in Australia after 1800.
Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia.. (Y3: ACHASSK065)	Students select a holiday from around the world and research its origins, rationale, and purpose.	Abstractness: Students research a variety of celebrations from around the world and create at least three true statements about the commemoration of events across multiple cultures. Depth: Students examine the positive and negative implications of celebrations and commemorations over time and write a position statement that justifies the purpose.

Math		
Investigate and calculate percentage discounts of 10%, 25%, and 50% on sale items with and without digital technologies (Y6: ACMNA132)	Given an advertisement or catalog of items for sale, students determine the costs of desired items at 10, 25, and 50% off.	Depth: Students select an item in a catalog that is expensive enough to make payments over two years. They determine and explain whether it is better to have 50% off in year one and 10% off in year two OR 25% off of the price for both years.
Describe and draw two-dimensional shapes with and without digital technologies (Y2: ACMMG043)	Students sort a variety of two dimensional shapes into different categories and explain the features of each shape for a given category.	Complexity: Students compare similarities and differences in 2 and 3 dimensional shapes using set categories such as number of sides, corners, angles, etc. and write two statements about the differences between the two.
English and Literacy		
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways. (Y2: ACELT 1591)	Students compare two different texts and the figurate language that is used in each by creating a Venn diagram that outlines character, setting, and language features.	Abstractness: Students compare and contrast how two different authors develop the theme of “change is cyclic” through characterization, structure, and setting using a Venn diagram. Complexity: Students explain how the interaction of characters, setting, and language are incorporated in different ways to create a common theme using examples from multiple texts.
Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (Y9: ACELY1746)	Students write an original, persuasive essay arguing for or against the use of standardised testing for college entrance using a variety of sources for evidence to support their claim.	Complexity: Students write an original, persuasive essay arguing for or against the use of standardised testing for college entrance using a variety of sources for evidence to support their claim, including counterpoints from the opposing perspective.

Content	<ul style="list-style-type: none">• What expertise does the content address? Who? (historian, writer, analyst, etc)• Who already knows the content? What content is necessary to teach so that students can access the next level of understanding and expertise?
Process	<ul style="list-style-type: none">• How would a _____ think about this?• What thinking processes, tools, models, or resources would a _____ use? How?• What would an expert do in this situation?
Product	<ul style="list-style-type: none">• What types of products might an expert create?• What criteria would be valid for measuring the importance of the product?
Concept	<ul style="list-style-type: none">• What rules, or theories are necessary to understand this? How do these transfer into patterns, generalizations or key understandings that I can clearly state or readily apply? In what situations might these key understandings need to be modified?• How can I organize what I know into two or three key ideas that would be true in multiple situations?• What patterns have I surmised about my content and processes that are true or applied in most situations? (Generalizations)

Stambaugh, 2018

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	PRU6727	Finding Freedom: ELA Lessons for Gifted and Advanced Learners	\$55.95
	PRU7330	I, Me, You, We: Individuality Versus Conformity: English Lessons for Gifted and Advanced Learners in Years 6–8	\$42.95
	PRU7309	In the Mind's Eye: Truth Versus Perception: English Lessons for Gifted and Advanced Learners in Years 6–8	\$49.95
	PRU7217	Interactions in Ecology and Literature: Integrated Science and ELA Lessons for Gifted and Advanced Learners in Grades 2-3	\$55.95
	PRU8004	Leading Change in Gifted Education: The Festschrift of Dr. Joyce Van Tassel-Baska	\$90.00
	PRU6729	Perspectives of Power: ELA Lessons for Gifted and Advanced Learners in Grades 6-8	\$55.95
	PRU6730	Space, Structure, and Story: Integrated Science and ELA Lessons for Gifted and Advanced Learners in Grades 4-6	\$55.95
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	PRU6906	Jacob's Ladder Gifted Reading Comprehension Program: Early Primary Years, 1–2	\$24.95
	PRU6890	Jacob's Ladder Gifted Reading Comprehension Program: Early Primary Years, F–1	\$24.95
Jacob's Ladder Gifted Reading Comprehension Program: Primary Years			
	PRU6913	Jacob's Ladder Gifted Reading Comprehension Program: Primary Years, 2–3	\$29.95
	PRU6968	Jacob's Ladder Gifted Reading Comprehension Program: Student Workbook Years 2–3	\$15.00
	PRU6920	Jacob's Ladder Gifted Reading Comprehension Program: Primary Years, 4–5	\$29.95
	PRU6999	Jacob's Ladder Gifted Reading Comprehension Program: Student Workbook Years 4–5	\$15.00
	PRU6937	Jacob's Ladder Gifted Reading Comprehension Program: Primary Years, 5–6	\$29.95
	PRU7026	Jacob's Ladder Gifted Reading Comprehension Program: Student Workbook Years 5–6	\$15.00
Jacob's Ladder Gifted Reading Comprehension Program: Secondary Years,			
	PRU6944	Jacob's Ladder Gifted Reading Comprehension Program: Secondary Years, 7–8	\$39.95
	PRU6951	Jacob's Ladder Gifted Reading Comprehension Program: Secondary Years, 8–9	\$39.95
Jacob's Ladder Gifted Reading Comprehension Program: Nonfiction			
	PRU3573	Jacob's Ladder Gifted Reading Comprehension Program: Nonfiction Year 3	\$29.95
	PRU3603	Jacob's Ladder Gifted Reading Comprehension Program: Nonfiction Year 4	\$29.95
	PRU3610	Jacob's Ladder Gifted Reading Comprehension Program: Nonfiction Year 5	\$29.95
Jacob's Ladder Gifted Reading Comprehension Program: SETS			
	PRU6969	Jacob's Ladder Gifted Reading Comprehension Program: Student Workbook Years 2–3, Set of 5	\$50.00
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	PRU7000	Jacob's Ladder Gifted Reading Comprehension Program: Student Workbook Years 4–5, Set of 5	\$50.00
	PRU6801	Jacob's Ladder Gifted Reading Comprehension Program: Primary Years, 4–5 + Student Workbook	\$39.95
	PRU7027	Jacob's Ladder Gifted Reading Comprehension Program: Student Workbook Years 5–6, Set of 5	\$50.00
	PRU6802	Jacob's Ladder Gifted Reading Comprehension Program: Primary Years, 5–6 + Student Workbook	\$39.95
Total (plus freight) \$			



PRU7330
\$42.95



PRU7309
\$49.95



PRU7217
\$55.95



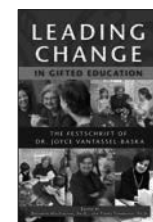
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