

APPENDIX SECTION III

MODELS OF SERVICE DELIVERY

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for Curriculum

Differentiated Instructional Practices

Differentiated learning experiences occur for students when educators modify the regular curriculum and select instructional strategies that are commensurate with students' readiness to learn as well as their identified academic and intellectual needs. Readiness as defined by Dr. Carol Tomlinson, includes "ability levels, achievement levels, interests and learning preferences". Teachers need to expand their concept of the curriculum to be able to address the various levels of need for the range of students in the classrooms. This change means accommodations in all aspects of the curriculum content, process and expected outcome or product.

The content that is presented to students includes the skills, attitudes, principles, ideas, concepts, and problems. When the teacher modifies the lesson, it changes the level of learning and for a gifted student that means it is elevated in complexity to match the expected learning ability. This can be an extension of what is happening in the classroom curriculum or something entirely new.

Sometimes designated concepts or themes guide the curriculum modification, thus allowing gifted learners to develop a deeper understanding of the content. If teachers are moving the students from one classroom to another, a theme approach can accommodate the instruction.

Another approach is to develop a multiple or interdisciplinary course of study for gifted learners. Students are then able to make connections between the various content areas. This can be challenging for any co-teaching situation due to the maintenance and planning of the curriculum.

When a teacher wants to address the mental process of content for gifted learners, critical and creative thinking can provide the necessary challenge. The higher order thinking skills infuse the curriculum with challenging and thought provoking activities and provide the gifted learners with an appropriate learning environment. Higher order questioning can also add challenge to the curriculum and instruction in the regular classroom. This can be as simple as adapting the existing questions during the instructional time.

Many gifted learners enjoy working independently and research and investigation can provide them with the tools to develop a highly specialized product or outcome. The gifted students are expected to hone and develop these skills as they conduct their own investigations or research projects.

With these strategies, a teacher can modify and accommodate the learning of the gifted students in the classroom. Teaching gifted students does not mean more of the same, but exposure to activities that challenge and engage them. Gifted students seek learning opportunities they haven't previously experienced.

Grouping Strategies Defined

Grouping Strategies	Benefits of grouping strategies
*Self-contained Classrooms	<ul style="list-style-type: none"> ▪ No group of students is completely homogeneous ▪ There are common needs and instructional outcomes ▪ Students stay together for the entire day ▪ Teacher can modify and adjust curriculum in all content areas
*Cluster Grouping	<ul style="list-style-type: none"> ▪ Students can interact with same ability students all day ▪ Cluster groups can be 8 to 12 students in one classroom ▪ Best to cluster students with like identified strengths
*Intra-classroom Grouping	<ul style="list-style-type: none"> ▪ Students move within a classroom for different group formations during instruction. ▪ Works best when students fit logically into specific instructional groups ▪ Flexibility for students to move in and out of instructional groups as needed. ▪ Pre-testing is important to flexibility and movement
*Inter-classroom Grouping	<ul style="list-style-type: none"> ▪ Students can interact with like ability peers in other classrooms ▪ Students can participate with a large classroom of peers when all the classrooms pool identified students. ▪ Draws on like ability students across several classrooms at a grade level. ▪ Students are grouped and re-grouped to match the talents and strengths of the teachers ▪ Groups remain flexible so students can be moved as assessments indicate need.

Source: Dr. Mary Landrum

Educational Models Responsive to the Needs of Highly Capable Children

Distinctions can be made between *models that provide fundamental changes* (i.e., substitute more appropriate for less appropriate activities during the school day) and *complementary models* that may enrich or extend the child’s experience but basically leave the regular school program in place. Distinctions are also made between those models providing *acceleration* (i.e., more advanced instruction) and those providing *enrichment* (additional coverage which may or may not be advanced). Finally, various kinds of student grouping are possible, from in-class (regular class) grouping to specialized pull-out or self-contained classes, or special schools.

It is important to recognize that simply *grouping* children with their mental-age peers is not effective unless a *differentiated* (or advanced) *curriculum* is also provided. The following are the major models available, but they cannot always be neatly characterized as accelerative or enriching, since so much depends upon the way in which curriculum issues are actually handled.

	<u>Acceleration</u>	<u>Enrichment</u>
<u>Early childhood</u>	Older preschool group (full- or part-day) Early kindergarten entrance	Excursions, activities
<u>Elementary school</u>	Diagnostic test-prescriptive teaching In-class compacting/acceleration; compacting/extension Grade-skipping Cross-grade grouping (Joplin Plan) Multi-age classrooms (child advances) Self-contained class (with acceleration.) Part-day placement with older class Cluster grouping with acceleration	Pull-out programs In-class Clubs, contests Junior Great Books All-school enrichment Summer programs In-class enrichment Cluster grouping with enrichment

Educational Models – continued (Nancy Robinson, PhD)

<u>Secondary school</u>	Grade-advanced courses Distance learning classes Math-science high schools Int'l Baccalaureate courses/exams Summer credit courses Advanced Placement courses/exams Dual high-school/college Early college entry	Honors courses Usually pre-IB courses Mentorships Selective boarding schools Special-interest clubs Contests Internships Foreign exchange year
<u>College</u>	AP or IB credits Credits earned through dual enrollment Taking exams to earn credit without taking course Graduate courses while undergraduate Co-terminal MA (BA + MA in 4 yrs)	Honors classes Degree with honors Double majors Research projects Mentorships Junior year abroad

Suggested Format for Curriculum Modification for Talented and Gifted

All Grades and Subject Areas

For Students:

- Pre-assessment in all content areas to determine skill mastery and/or deficit
 - Using district tools
 - Using state tools
 - Using tools from adopted materials
 - Using teacher developed tools and observation charts
- Student learning plans based on core skills, strengths and areas of interest
- Benchmarks for student learning (e.g. exceeds grade level expectation, extends learning in unique manner, exemplary learning outcomes)
- Cumulative portfolios for documentation of: best work, skill development, learning goals and objectives, outcomes or products

For Curriculum:

- Document basic/core skills of focus
- Differentiated strategies
- Grade level extensions and expected levels for accomplishment
- Instructional materials and resources
- Evaluation and assessment methods and tools
- Rubrics for levels of achievement
- Thematic strands by grade and/or subject
- Instructional strategies
- Thinking Skills and Processes
- Service learning/community service
- Research methods

Recommended resources should include, but not be limited to the work of:

Joyce VanTassle-Baska
Barbara Clark
Karen Rogers
Sheelagh Gallagher
Jim Webb

Carol Ann Tomlinson
Carolyn Callahan
Mary Ruth Coleman
George Betts
Jann Leppien