



EVESHAM TOWNSHIP SCHOOL DISTRICT

ENRICHMENT TRIAD MODEL PROGRAM GUIDE GRADES K-8

ADOPTED: December 18, 2015

EVESHAM TOWNSHIP SCHOOL DISTRICT MISSION STATEMENT

The mission of the Evesham Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, dedicated staff, families, and community, the district provides a strong educational foundation that will empower our students to:

- Achieve their unique potential
- Embrace self-directed, life-long learning
- Develop the skills necessary for appropriate risk-taking and responsible decision-making
- Respect themselves and others
- Problem-solve individually and collaboratively
- Become contributing members of a diverse, global society

**John Scavelli, Jr., Superintendent
Danielle T. Magulick, Director of Curriculum & Instruction**

*Making the world a better place,
one student at a time*



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Vision for Enrichment

The Evesham Township School District (ETSD) believes that meeting the needs of all students is paramount to providing a thorough and efficient education. Our goal is to empower students to reach their highest potential; physically, academically, emotionally and socially. Students will find the challenge and support needed to help them function in a world that requires:

- Competence in academics and the arts;
- Excellence in communications;
- Adaptability, creativity, and critical thinking;
- Valuing of diversity; and
- Development of character.

The content standards initiatives, Common Core State Standards (CCSS) in ELA and Mathematics and Next Generation Science Standards (NGSS), are intended to promote higher levels of learning for all students emphasizing analytical thinking, reasoning, and problem-solving skills. These standards provide a rigorous framework for instruction at each grade level in terms of content and progression of skills. As gifted and talented students typically grasp curriculum concepts more quickly and deeply than their age peers, they also need additional learning experiences that extend and enrich the standards and requires students to apply complex, creative, and innovative thinking to authentic problems.

In order to identify and provide for the many diverse talents of our students, we have developed an enrichment triad model for grades K-8. This model has been adapted from Joseph Renzulli's School-Wide Enrichment Program and is based upon the Enrichment Triad Model, which was developed and field tested over a ten year period throughout the United States and Canada (Renzulli, 1990). At the heart of the model is differentiation of instruction.

The Enrichment Triad Model is based upon the following four general goals:

- To improve the extent and quality of enrichment for all students and promote excellence throughout the school environment;
- To provide various types and levels of enrichment to a broader spectrum of the school population than usually served in traditional gifted programs;
- To integrate the program within the classroom, with opportunities to enhance learning experiences in a collaborative pull-out setting;
- To minimize concerns about elitism and the negative attitudes that are often expressed toward students participating in only special programs for the gifted.

Overview of Enrichment Triad Model

While differentiation is a hallmark of good instruction and expected in every class for all disciplines, the Enrichment Triad Model provides additional opportunities to enhance student learning. Evesham Township's Enrichment Triad Model provides for three tiers of enrichment:

- Tier I: Whole Group Curriculum Extensions
- Tier II: Individualized Curriculum Opportunities
- Tier III: Gifted and Talented Program

Tier I and II involve all students in enrichment opportunities. Tier III is designed for students identified as being gifted and talented in one or more academic areas.

In addition to differentiation through multi-dimensional curriculum offerings, opportunities for enrichment in related arts areas of talent are available through after-school clubs, enrichment courses, and electives. At the elementary and middle school level, a wide variety of clubs are offered after school and designed to address varying student needs and interests. Beginning in second grade, Saturday Enrichment clubs and activities are offered for part of the year. In grade five, half-year enrichment courses are included as part of the weekly schedule during the school day. In grades seven and eight, students self-select from a variety of elective courses offered each semester as part of their weekly schedule during the school day.

Tier I: Whole Group Curriculum Extensions

Tier I includes general exploratory experiences for all students designed to provide exposure to critical thinking and problem-solving opportunities within a variety of novel topics, ideas, and fields of knowledge. This type of enrichment is implemented into various planned activities throughout the school day. Enrichment is also built into multi-leveled tasks and projects within each discipline of our board-approved K-8 curriculum.

In addition to participation in open-ended, multi-leveled tasks within each of the disciplines, the following programs are also examples of Tier I enrichment:

- Assemblies
- Classroom interest centers
- Field trips
- Guest speakers
- Interdisciplinary instruction
- Projects
- Related arts units
- School-wide projects/activities
- Use of multimedia technology

Tier II: Individualized Curriculum Opportunities

Tier II enrichment enhances general classroom differentiation through individualized opportunities to explore curriculum concepts. It assists all students in refining and enriching their individual development of higher order thinking processes.

Tier II opportunities vary by grade level both in and out of the classroom. Some Tier II activities are embedded in the specific components of the daily schedule for all students (e.g., Reader's Workshop, choice time). Other activities occur weekly or in quintiles for students, and are based on ability or interest (e.g., fifth grade enrichment courses, seventh and eighth grade elective courses). Additionally there are opportunities offered beyond the daily schedule (after school and Saturday Enrichment clubs). Tier II opportunities that are based on student ability, such as accelerated math classes, have separate entrance criteria.

In addition to participation in open-ended, problem-solving tasks within each of the disciplines, the following programs are also examples of Tier II enrichment:

- After school and Saturday enrichment clubs
- Level 1 math groups
- Eighth grade Spanish I and Geometry elective
- Fifth Grade Enrichment Program *
- Algebra I coursework
- Seventh and eighth grade elective courses (delineated by content area in corresponding curriculum document)
- State-wide math competitions
- Stock Market Game

** see Appendix E for descriptions of courses and curriculum offerings*

Tier II Program Criteria

The following goals have been developed for Tier II enrichment activities and/or courses of study. These goals represent characteristics of intelligent behaviors adapted from the work of Arthur Costa and focus on the development and extension of these characteristics over time. These include:

- persistence/persevering
- listening to others
- flexibility in thinking
- metacognition: awareness of own thinking
- checking for accuracy and precision
- ingenuity, originality, insightfulness: creativity
- depth of understanding/insight applying prior knowledge/making connections

These characteristics form the basis of course evaluation and student assessment in Tier II enrichment courses, clubs and activities.

Tier III: Gifted and Talented Program

Tier III enrichment involves students who have been identified as gifted and talented based on district criteria. This tier serves that small percentage of students (3-6%) who exhibit high levels of ability, creativity, and task commitment in school activities (Renzulli, 1978). The goal of this tier is to enable students to become more independent, self-directed learners, leaders, and contributors to local and global society. Individuals who participate in Tier III enrichment are offered individualized and/or small group opportunities to explore real world problems via self-identified tasks. Students may be offered individualized texts, resources, and/or curriculum compacting. This tier provides students with challenging and engaging instruction, materials, and collaboration to meet specific needs in varied academic curricula.

In addition to individualized topic explorations, students demonstrating an advanced level of proficiency will be considered for alternative grade level and subject area advanced placements, as appropriate to their needs.

All students who are identified as gifted and talented are also offered additional project-based learning opportunities through a Summer Enrichment Camp, which runs during the month of July.

TIER III ENRICHMENT ELABORATIONS

Standards for Gifted and Talented

The following standards are from the National Association for Gifted Children (NAGC). These standards provide a framework in which to develop opportunities for gifted and talented students.

Standard 1: Learning and Development

Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Standard 2: Assessment

Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

Standard 3: Curriculum & Instruction

Description: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Standard 4: Learning Environments

Description: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Standard 5: Programming

Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Standard 6: Professional Development

Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC/CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time,

funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

The complete standards may be found in the following link:

<http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf>

What is Giftedness?

Although interpretations of the word “gifted” seem limitless, there are a handful of foundational definitions that may be categorized from conservative (related to demonstrated high IQ) to liberal (a broadened conception that includes multiple criteria that might not be measured through an IQ test).

National Association for Gifted Children (NAGC)

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).

Federal Definition

This definition is taken from the Javits Act, which provides grants for education programs serving bright children from low-income families:

“The term ‘gifted and talented student’ means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully.”

U.S. Office of Educational Research and Improvement (OERI) (1993)

In the report titled *National Excellence and Developing Talent*, the term “gifted” was dropped. Their definition uses the term “outstanding talent” and concludes with the sentence:

“Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.”

State Definitions of Gifted and Talented

Each state has its own definition of gifted and talented.

- The New Jersey Administrative Code’s (N.J.A.C. 6A:8-3.1) definition of gifted and talented students states the following: “Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”
- Code N.J.A.C. 6A:8-3.1(a)5ii requires all district boards of education to provide appropriate K-12 educational services for gifted and talented students.

Gifted and talented children are those who by virtue of outstanding abilities are capable of high performance and are identified by professionally qualified persons. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Characteristics of Giftedness
(Below are only some of the characteristics)

Note the Difference (Source: Janice Szabos, *Challenge Magazine*, 1989, Issue 34)

A Bright Child:	A Gifted Learner:
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Program Description

At the Tier I and II levels, differentiation within the classroom occurs on an ongoing basis in order to provide enrichment for all students. At the Tier III level, additional enrichment occurs tailored to meet the needs of students identified as gifted and talented. This tier serves that small percentage of students (3-6%) who exhibit high levels of ability, creativity, and task commitment in school activities and have been identified through the district's screening process.

At the primary grade levels (K-2), differentiation for the gifted learner is primarily the responsibility of the classroom teacher. There is a Tier III Coordinator and Tier III Gifted & Talented (G & T) teacher assigned to each elementary school in order to assist classroom teachers with screening, planning, implementation resources, and co-teaching upon request.

Beginning in grade three, in addition to the differentiation that occurs for the gifted learner in the classroom, a supplemental pull-out program is utilized to enhance program offerings. This consists of small group instruction provided by the school's G & T teacher. Small group instruction is provided one hour per week and can either be by grade level or multi-grades, based on individual student needs. The goal of this instruction is to bring together gifted students in order to collaborate and provide opportunities for project-based learning that extends beyond grade level expectations. The Gifted and Talented teacher will also be available as a resource at the elementary level on a weekly basis for consultation and co-teaching, upon request.

At the middle school level (6-8), differentiation for the gifted learner continues to occur throughout the school day by content area teachers. In addition, gifted students are pulled together for small group instruction by grade level one period a week during independent study. This instruction is performed by the G & T teacher, who is also available as a resource within each middle school on a daily basis for consultation and co-teaching upon request.

The curriculum for the pull-out program was developed to coincide with the three trimesters that occur throughout the school year. It offers students an accelerated understanding and application of knowledge in the following three areas of study:

1. STEM (Science, Technology, Engineering & Math)
2. Humanities (Literacy, Technology & Social Studies)
3. Self-Selected Learning (Choose Your Own Adventure)

Program goals are as follows:

- Promote academic risk-taking in a non-graded environment
- Develop and enhance critical thinking, creative thinking, and problem-solving skills
- Accommodate individual learning styles and interests, while challenging students' cognitive abilities
- Encourage local, national, and global awareness through inquiry-based research of real-world issues/concepts
- Promote effective communication skills through public speaking and writing
- Foster collaborative relationships through team investigations and challenges

APPENDICES

Appendix A: Differentiation Resources for All (Tier I & II)

Appendix B: Differentiation Resources for Gifted Learners (Tier III)

Appendix A

Differentiation Resources for All (Tier I & II)

The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way. -Howard Gardner

Differentiation of instruction is a teacher's response to children's learning needs (Tomlinson). In a differentiated classroom, teachers use their ongoing and evolving knowledge of all students as a basis for planning. In a traditional classroom, student differences are acted upon only when problematic. In a differentiated classroom, differences are studied as the basis for planning. Differentiated classrooms afford multiple options for taking in and making sense of content. They vary the processes by which students acquire knowledge and solve problems. Differentiated classrooms consider a myriad of ways for students to express what they learn. Teachers who differentiate take into account individual factors such as prior educational experiences, interests, learning styles, personal experience, motivators and readiness levels.

Differentiation is guided by the following principles:

- All students participate in meaningful, authentic and intellectually engaging work.
- The teacher and students work together to endure continual engagement and challenge for each learner.
- The teacher is responsible for purposeful planning of time, space, groupings and activities based on careful and ongoing assessment of individuals.
- Students are assessed in a variety of ways appropriate for demonstrating their own ideas and growth.

Evesham Township School District Curricula provide natural structures that support differentiation. Throughout the school day, teachers differentiate by planning for small, flexible groups, creating tiered assignments and providing academic choice.

Small, flexible groups, seen in a workshop model, support and encourage students' independence and increases enthusiasm for learning by giving students opportunities to make choices, work together, and talk constructively. When students work in small groups, they are more likely to explore different approaches to problem solving, question, take risks, explain things to each other, and have their ideas challenged.

Tiered assignments provide teachers with a means of assigning different tasks within the same lesson or unit. The tasks will vary according to the students' readiness levels, interests and learning styles. Students attain the same key concepts or skills, however, they draw upon different schema, practices and products to apply and demonstrate their learning. [Click for tiered lesson template.](#)

Academic choice addresses a range of strengths, interests and skill levels by supporting children's intrinsic motivation to learn. Choice boards, one typical structure for offering academic choice, give students a way to make decisions about what they will do in order to meet class requirements. A choice board could be for a single lesson, a week-long lesson, or even a month-long period of study.

Academic Choice Planning

Goal:	
What:	How:
Plan:	
Work:	
Reflect:	
Notes:	

From *Responsive Classroom Course Resource Book* by Center for Responsive Schools, Inc., p. 120.
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CHECKLIST OF SIX ESSENTIAL FEATURES OF DIFFERENTIATED CHOICE BOARDS

1. ____ Presents activities clearly focused on learning goals or academic standards
 2. ____ Presents activities involving a process or product that all students have previously experienced
 3. ____ Presents activities reflecting multiple learning preferences
 4. ____ Organizes tasks in ways that control choices to benefit students
 5. ____ Offers engaging, interesting choices for all students
 6. ____ Represents a variety of tasks purposefully differentiated by learning preference, readiness, and challenge and/or complexity (one board for all students)
- or*
- ____ Represents tasks specifically differentiated and prescribed to respond to the needs of a particular group of learners (several boards, each assigned to a group based on learning needs)

CRITERIA FOR WELL-DESIGNED TIERED ASSIGNMENTS

- Are used as necessary and appropriate to address the learning differences in a classroom.
- Are clearly focused on learning goals.
- Reflect work on critical content, processes, or skills.
- Are designed to respond to the immediate and specific learning needs of different groups of students (tiered by readiness, challenge and complexity, degree of structure, level of abstraction, learning preference, or need for support).
- Are equally active, engaging, and interesting.
- Reflect differences in purpose and are not simply more or less or redundant work.
- Require similar time commitments. Either all can be completed during the class period or all require homework.
- May be assigned to be completed individually, with a partner with like needs, or collaboratively in a small group of like learners.
- Offer an opportunity for students to learn from each other. Tiers should offer different but related experiences. Students should share their work.
- Are used as practice or daily work, not as an assessment task to be graded.

The resources that follow provide examples of ways teachers can plan for differentiation in the classroom.

Title	Author	Particularly Good For...
The Differentiated Classroom Responding to the Needs of All Learners	Carol Ann Tomlinson	<ul style="list-style-type: none"> • Explains the theoretical basis of differentiated instruction. • Explores the variables of curriculum and learning environment. • Shares dozens of instructional strategies. • Goes inside elementary and secondary classrooms in nearly all subject areas to illustrate how real teachers are applying differentiation principles and strategies to respond to the needs of all learners.
Differentiating Instruction for Students with Learning Disabilities	William Bender	<ul style="list-style-type: none"> • Specific strategies for differentiating instruction within an RTI framework and in the context of the Common Core State Standards • Strategies for using technology to instruct and assess students with learning disabilities • Teaching tips and concrete examples of brain-friendly instruction • Guidance on a range of supportive instructional techniques • Additional strategies based on the latest research in metacognition • Up-to-date techniques such as using Khan Academy, flipped classes, and wikis to enhance learning in general and special education settings
Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom	Rick Wormeli	<ul style="list-style-type: none"> • Grades 4-12 • Discussion on whether to incorporate effort, attendance, and behavior into academic grades; • Discussion about whether to grade homework;

		<ul style="list-style-type: none"> • Advice for setting up grade books and report cards to reflect differentiated practices; • Gives principles of successful assessment; • Explanation of how to create useful and fair test questions, including how to grade such prompts efficiently; • Discussion about whether to allow students to re-do assessments for full credit.
Differentiated Instruction Making it Work	Patti Drapeau	<ul style="list-style-type: none"> • Grades 3-5 • Ideas for tiered assignments, choice boards, extension activities • Content enrichment ideas
Advancing Differentiation	Richard Cash	<ul style="list-style-type: none"> • Up-to-date research base • More than 50 illustrative figures, diagrams • Sample lessons in all content areas
Differentiated Instructional Strategies: One Size Doesn't Fit All	Gayle Gregory and Carolyn Chapman	<ul style="list-style-type: none"> • Accessible examples aligned with current research • A start-to-finish six-step process, beginning with establishing a classroom climate, then getting to know students • An emphasis on formative assessment before, during, and after learning • More than 70 templates, tools, and questionnaires
Making Differentiation a Habit	Diane Heacox	<ul style="list-style-type: none"> • Cutting-edge research that connects differentiation and Response to Intervention • Easy-to-follow structure • Practical and specific tools, surveys, templates, and checklists • In-depth information on assessment, choice opportunities, tiered assignments, grouping methods, student independence, grading, differentiating for gifted students

Differentiating Instruction in the Regular Classroom	Diane Heacox	<ul style="list-style-type: none"> • Tier I & II resources • Student inventory suggestions • Sample essential questions and skill lists • Types of groups and tiered samples
Math for All Differentiating Instruction	Linda Dacey & Jayne Bamford Lynch	<ul style="list-style-type: none"> • Resources and blackline masters for questionnaires, interest inventories, tiered assignments, and choice boards
How to Differentiate Your Math Instruction	Linda Dacy, Jayne Bamford Lynch & Rebeka Eston Salemi	<ul style="list-style-type: none"> • Video examples that illustrate how everything from menus and tiered tasks to math workshops and multiple intelligences centers can be carried out in the classroom • Support for the Common Core State Standards of Mathematics, including lesson examples that focus on certain standards and integrate mathematical practices • Take Action! callouts that highlight exceptional ideas for differentiation and allow a reader-friendly way to access the text; and reproducibles

Works cited

"[PDF] Differentiated Instruction PPT - Scf." 2011. 23 Jul. 2015

<<http://faculty.scf.edu/sharric/lesson8/diffinst8.pdf>>

"Differentiation Is a teacher's response to learner's - Carol ..." 2010. 23 Jul. 2015

<http://www.caroltomlinson.com/2010SpringASCD/Rex_SAstrategies.pdf>

Appendix B

Differentiation Resources for Gifted and Talented Learners (Tier III)

While it is important to differentiate for all students, it is equally important to note that there are significant differences between how we differentiate for all and how we need to differentiate for gifted learners. -Heacox

Differentiation is designed to meet students where they are in their learning and help them to access the content standards. For gifted students, differentiation will be an extension of the standards because the grade level standards will be the “floor” for these students rather than the “ceiling.”

Strategies to Differentiate for Gifted and Talented Learners:

Strategy 1: Differentiate Content, Process, and Product

Stretch gifted learners with deeper, more complex content (extensions of the standards); a process that requires them to think critically and creatively (open-ended tasks); and by allowing for real-world and authentic application opportunities.

Strategy 2: Go Beyond Grade Level Standards

Consider how you can extend or go deeper into the standards making the learning more cognitively complex for gifted students.

Strategy 3: Pose Questions

Planning reflective questioning can help teachers to evaluate the appropriateness of learning activities for gifted learners and/or to plan and extend activities. For example, asking, “Could/would/should all students do this?” allows you to determine whether or not this is relevant for the gifted learner. (See Guidelines to Develop Curriculum Depth and Complexity on the next page)

Strategy 4: Increase Complexity and Rigor in Tiered Assignments

Learning tasks should require effort and will tend to align with the pinnacle of Bloom’s Taxonomy incorporating creative and critical thinking skills. (See Template for Designing Tiered Assignments on page 28)

*See Chapter 10 in Making Differentiation a Habit (Heacox, 2009) for specific details on each strategy.

DIFFERENTIATION FOR ALL STUDENTS VS. DIFFERENTIATION FOR GIFTED LEARNERS

For All Students	For Gifted Learners
Applies state academic standards or provincial goals	Extends academic standards or goals into “next levels” of the curriculum area
Provides activities that reflect rigor and variety	Incorporates advanced, in-depth, and complex content and processes
Provides modeling, guided practice, and scaffolding as appropriate	Provides cognitively complex learning
Engages students in choices based on interest in topic, process, or product	Provides students opportunities to pursue interests that may be outside the school curriculum
Uses appropriate pacing; may remediate or accelerate	Accelerates learning as appropriate to the student’s talents
Provides opportunities for collaboration with like readiness, interest, or learning preference peers	Plans for associations with expert-level mentors to extend learning
Adjusts instruction in response to ongoing learning progress	Individualizes learning plans and experiences based on interests, need, and readiness
Selects, adapts, and plans for differences in readiness, interests, and learning preference	Selects, adapts, and/or creates materials and activities that respond to exceptional gifts and talents
Incorporates appropriate technologies to lead to mastery or enrichment	Uses technology to extend content, process, or product differentiation
Provides descriptive feedback on learning progress	Provides “expert” feedback on authentic tasks
Increases independence, responsibility, and self-management	Increases skills for autonomous learning to reach high levels of independence
Uses assessment tools to identify and plan for learning preferences, readiness, and interests	Uses assessment tools to identify mastery and then eliminates, replaces, or extends learning tasks
Uses multiple assessment methods to monitor learning progress	Uses assessment data to identify exceptional learning needs and prescribe appropriate academic interventions

GUIDELINES TO DEVELOP CURRICULUM DEPTH AND COMPLEXITY

1. Use the language of the discipline.

Ask:

- What is the specialized vocabulary of _____?
- What specific skills and processes are used by professionals in _____?
- What typical tasks do these professionals engage in?

2. Explore specific details.

Ask:

- What are the essential attributes of _____?
- What are the factors or variables that affect it?
- What are its basic elements?

3. Identify patterns.

Ask:

- What recurring events, activities, or actions characterize _____?
- Is there a particular order or sequence to these patterns?
- What are we able to depend on or predict will occur?
- What can we hypothesize, prove, or defend about _____?

4. Identify trends.

Ask:

- Are there particular courses of action or trends related to _____?
- What factors influence these trends?
- What might be the social, political, or ethical affects of these trends?

5. Consider unanswered questions.

Ask:

- What is still not known or understood about _____?
- What factors influence our understandings of _____?

6. Identify rules.

Ask:

- What structures exist in _____?
- What orders or hierarchies are represented in it?
- What stated or unstated assumptions relate to _____?

7. Explore ethics.

Ask:

- What dilemmas or controversies are involved in _____?
- How does _____ impact people?
- How might elements such as bias, prejudice, and discrimination affect _____?

8. Identify the “big ideas.”

Ask:

- What are the theories or principles represented in _____?
- What connections or interrelationships are evident in _____?

9. Examine concepts over time.

Ask:

- How has the past, the present, and the future affected _____?
- How has it changed over the past ____ years?

10. Identify different points of view.

Ask:

- What are the different perspectives on _____?
- What are the opposing viewpoints related to it?

11. Make interdisciplinary connections.

Ask:

- What connections are there between _____ and other disciplines or subjects?

TEMPLATE FOR DESIGNING TIERED ASSIGNMENTS

Sample Complexity Trigger Words

	Critical Thinking	Creative Thinking	Problem Solving
Compare/Contrast	Cause/Effect	Elaborate	Hypothesize
Point of view	Analyze arguments	Ambiguity	Monitor
Relevance/Irrelevance	Fact/Opinion	Imagination	Summarize
	Assumptions	Innovate	Verify/Check
	Generalizations	Abstract	Decide/Plan
	Sequence & Prioritize	Metaphorical	Put into practice

Unit/Theme:

KUDs:

Advancing Rigor

	Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
Bloom's verbs: tell, list, define, label, rectify, memorize, repeat, find, name, record, fill in, recall, relate	Bloom's verbs: locate, explain, summarize, identify, describe, report, discuss, review, paraphrase, restate, retell, show, outline, rewrite	Bloom's verbs: demonstrate, construct, record, use, diagram, revise, reformat, illustrate, interpret, dramatize, practice, organize, translate, manipulate, convert, adapt, research, calculate, operate, model, order, display, implement, sequence, integrate, incorporate	Bloom's verbs: compare, contrast, classify, critique, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, categorize, infer	Bloom's verbs: judge, predict, verify, assess, justify, rate, prioritize, determine, select, decide, value, choose, forecast, estimate	Bloom's verbs: compose, hypothesize, design, formulate, create, invent, develop, refine, produce, transform	
Extended, Advanced Task						
On-Target Task						
Adapted, Modified Task						

Raising Complexity

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Project-Based Learning

Project based learning (PBL) is designed to allow students to develop a deeper understanding, practice new skills, and engage with real-world problems through investigation and response. PBL can be independent or collaborative, can be student driven, and can vary in length and depth. For Tier III students, PBL is an essential component of their learning experience.

In the Tier III program, students will participate in PBL consistently both in the classroom and as a part of their supplemental pull-out experience (this will be documented on the project based learning plan). At all grade levels, PBL will be implemented by the classroom teacher. The gifted and talented teachers, as well as the Tier III Coordinators will support the classroom teachers in the planning and implementation of PBL. Additionally, in the upper elementary and middle grades, PBL will consistently be implemented by the Gifted and Talented teacher. At times, ongoing PBL from the pull-out class may continue in other academic settings.

Extensions in the Classroom

In addition to project-based learning, gifted students will require extensions to the content within the curriculum that is taught throughout the school year. It is important to clarify that extensions mean replacement of tasks, not simply additions to regular work that is assigned. It is critical that the tasks designed for the gifted learner *replace, deepen, or broaden* the existing content implementation. The following section includes a description by subject area of opportunities and modifications embedded within the enriched curriculum framework.

Language Arts/Literacy

In the area of Language Arts, all students receive an individualized program within the context of a five-block literacy program.

In Reader's Workshop, students work with instructional materials at their individual independent reading level. During this time, advanced readers are given the opportunity to self-select from texts that have been identified at their independent reading level. Following reading, students may be assigned related tasks to demonstrate comprehension and application of complex skills. Individual student-teacher conferences then provide an environment for setting individual challenges at the appropriate level of difficulty.

During Core Literature Study and/or Book Club, advanced readers can participate in whole class or small study of trade books. Companion texts have been identified for grade level novels and provide students with more challenging texts at their appropriate instructional level. A companion text shares some connection with the core novel and can replace or be used in conjunction with it. Gifted students will apply mini-lessons, strategies and protocol activities to the to the companion text. (While they may read the core novel independently, they will not repeat the activities with both novels.) In some instances, the core novel, while below the gifted learner's reading level, will present complex concepts, and it will therefore be appropriate to use in lieu of a companion text. When a companion text is not used, another differentiation strategy, such as tiered assignments, could be employed.

During the Guided Reading block, advanced readers engage in reading of text at their individual instructional level. Students at this time work in small groups to read text with a challenge level that allows for opportunities to work on individual strategies to advance comprehension and language development. Frequent monitoring of strategy development and continuous re-grouping for need allow students to advance and accelerate at a pace commensurate with their skill level.

In Writer's Workshop, students work on self-selected and theme-generated writing pieces. Instruction is provided in appropriate modes of discourse identified for each grade level. Whole class, small group and individual mini-lessons are provided to meet individual student needs through small group and individual student-teacher conferences. Advanced students are given appropriate levels of challenge in assignment of structure, format and publishing tasks. Frequent monitoring of individual writing development and continuous regrouping for need allow students to advance and accelerate at a pace commensurate with their skill level.

During Word Study, students participate in whole class and small group study of grade-level-identified words. Students' strengths and needs in Word Study are assessed twice a year through the use of the Developmental Spelling Inventory. Results are analyzed and used by teachers to group students according to their strengths and weaknesses. Structural analysis of patterns and vocabulary study are included. Frequent opportunities for extensions, elaborations and enrichment of concepts are provided within the instructional framework of this literacy block.

Mathematics

In the area of Mathematics, advanced students are given opportunities for individual challenges corresponding with their abilities.

In grades Kindergarten through eight, students participate in a multi-dimensional program, ***Math in Focus***. This program provides a rigorous curriculum which builds a rich, conceptual foundation to meet the Core Content Curriculum Standards. Program design includes frequent opportunities for extension and enrichment of concepts, as well as increased levels of complexity.

Beginning in grade four and continuing through grade eight, advanced students are grouped for math instruction and provided an enriched curriculum designed to extend understanding and application of key math concepts. In grades four through seven, accelerated/level one courses explore mathematical concepts at an advanced pace, often introducing content from a "next grade" unit or investigation. In grade eight, students meeting the identified criteria are recommended for Algebra I and/or Geometry, which is a high school level course.

The curriculum in Algebra I and Geometry I are aligned with the curriculum of Cherokee High School.

Social Sciences

Project tasks embedded in Social Studies and Science interdisciplinary units provide opportunities for higher-level thinking.

Social Studies

The Social Studies program in Kindergarten through eighth grade includes district-developed units of study reflecting conceptual themes and grade-specific content. Units provide advanced students opportunities for understanding and using complex concepts through application-oriented tasks. These units of study offer a unique opportunity for project-based learning and companion texts to be utilized throughout.

Science

The Science program provides an experiment-rich curriculum with inquiry kits at the elementary level and full-range lab facilities in middle school. Modules and units of study include open-ended and guided discovery of scientific concepts, providing opportunities for enrichment for advanced students. Science topics/units will lend themselves to project-based and tiered learning activities.