

Differentiation to Meet the Needs of Accelerated Learners

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BLOOMINGDALE, IL

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Enduring Understandings



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Enduring Understandings:

- (1) Curriculum differentiation is one strategy Bloomingdale teachers use to meet the needs of students who require changes to curriculum and instruction to meet their needs
- (2) Parents can support and extend their children's learning at home by using some of the same principles and practices of differentiation we'll discuss tonight

Essential Questions

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- What is differentiation?
- How does differentiation work?
- Why is it effective?
- What can parents do to extend the learning at home?

What is Differentiation?

Have you provided any flexibility in...

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Content (what the student is learning)

Process (how the student learns it)

Product (what the student does to show he/she has learned)

Evaluation (the method used to document perceptions of understanding of the content/process/product)

Bloom's Taxonomy & Torrance's Taxonomy of Creative Thinking

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Bloom's Taxonomy

- **Knowledge:** "What do I remember about the concept?"
- **Comprehension:** "What do I understand about the concept?"
- **Application:** "How can I use what I know and understand about the concept?"
- **Analysis:** "How can I separate and compare aspects of the concept?"
- **Evaluation:** "How can I prioritize what I am learning?"
- **Synthesis:** "How can I re-imagine the concept, integrating my understanding?"

Torrance's Taxonomy

- **Fluency:** "How many _____ can I think of?"
- **Flexibility:** "How many different ways can I consider the problem or solution?"
- **Originality:** "What is a new way of approaching the task?"
- **Elaboration:** "How might details enhance what I create or envision?"

How Does Differentiation Work in District 13?

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Strategies include, but are **not** limited to:

- ◆ Instruction based on critical and creative thinking
- ◆ Pre-Assessments based on specific standards
- ◆ Tiered instruction
- ◆ Contracts

Why is differentiation effective?

Sylvia Rimm's⁴ Quadrant Model of Student (dis)engagement

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I

Higher Grades + High Effort

Sustained Effort + Appropriate Challenge = High Self Esteem.

Curriculum for learners here is slightly beyond their grasp & requires effort to master

II

High Grades + Little Effort

Learners resist challenging work; they have had inadequate experience with challenge; no opportunities to develop a problem solving disposition.

Many gifted students are here: names?

They have learned that smart=easy

III

Low Grades + High Effort

Learners here haven't learned that by using appropriate strategies, learning success will noticeably improve

May become discouraged & move into quadrant IV

IV

Low Grades + Low Effort

Unsuccessful Use of Strategies + Repeated Poor Performance = Low Self Esteem

Effort they extend commensurate with their past experience with success

What is the impact of consistent low effort?

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Ss who exert low effort over time are vulnerable to fixed theories of intelligence, i.e.:

“You are smart
or
you are not smart.”

Implications?

How Can I Motivate My Gifted Student ?

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- ◆ Choose your praise
- ◆ Model working through problems
- ◆ Support Ss to organize (*performance avoidant students need instructions and evaluation*)
- ◆ Limit goals
- ◆ Growth mindset (work over time)
- ◆ Limit competition

What Can Parents Do To Extend The Learning At Home?

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- Facilitate the “space” for daydreaming ...where can they go?
- Allow for emotional & intellectual asynchrony
- Instill child-size responsibilities
- Create a balance between social and solitary experiences
- **Telling** stories
- Praise the process...how?
- Display work
- Are we playing enough?
- Others?

Probing Questions to Support Curiosity
Institute for the Advancement of Philosophy for Children
(Lipman, Sharp, & Oscanyan, 1980)

- 1. **Why?** Requests an explanation for the basis of a child's response.
- 2. **If that is so, what follows?** Asks children to elaborate, extrapolate, draw a valid inference.
- 3. **Aren't you assuming that . . . ?** Asks for an explanation of premises upon which a statement or argument might be based.
- 4. **How do you know that?** Calls for more information, a source of information, or for a child to explain his or her line of reasoning.
- 5. **Is the point you are making that . . . ?** Requests confirmation for the parents' (or teacher's) clarification, focusing on the main point of a child's response.
- 6. **Can I summarize your point as . . . ?** Asks for the child's confirmation of the adult's restatement or condensed form of his or her statement.
- 7. **Is what you mean to say that . . . ?** A rephrasing that requires children to interpret their statements and be certain of their meaning.
- 8. **What is your reason for saying that?** A request for a rationale that offers criteria for making a certain judgment, as well as a justification of that rationale.

One more "How to..."

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- "If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales."
- "When I examine myself and my methods of thought, I come to the conclusion that the gift of fantasy has meant more to me than any talent for abstract, positive thinking."

~Albert Einstein (1879-1955)