**Differentiation for the Regular Classroom (Session 2)**

**Thursday, August 11, 2011 | 9:00am-12:00pm
Central Office: MIT Training Center**

Understandings:

* Differentiating is a mindset.
* Gifted students may require differentiation in one subject, but not another.
* Curriculum Compacting is a way to focus instruction and planning to maximize learning time

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| WHAT | WHO | TIME | NOTES |
| Welcome |  | 3 minutes | Great Resource for Information: <http://www.gifted.uconn.edu/siegle/CurriculumCompacting/section0.html> |
| Group Norms |  | 2 minutes |  |
| Left Brain, Right Brain Test or Hemisphere Dominance Test |  | 15 minutes | Online at <http://www.testcafe.com/lbrb/lbrb.html>Or <http://www.web-us.com/brain/braindominance.htm> |
| Curriculum Compacting |  | 30 minutes | You Tube Video: <http://www.youtube.com/watch?v=HLI_ntOoXXI&feature=related>Renzulli and Reis* Compactor
* Use Curriculum Compacting Presentation File to walk through the process
* Curriculum Compacting Samples (Three Students from <http://www.gifted.uconn.edu/siegle/CurriculumCompacting/section7.html> (do in pairs and discuss)
* Blank Compactor
 |
| Compacting My Curriculum |  | 20 minutes | Take your grade level and subject areaChoose One Unit you will teachDevelop (or imagine a gifted student or students)What would you use as a pre-test?What would demonstrate mastery to you?Create a compactor for this student or group of students. |

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| Online Exploration |  | 20 minutes | Searching Websites: Search for Differentiation, specifically curriculum compactingWhat did you find? What can you share with the rest of the group? Work in pairs or triosFocus on Curriculum Compacting, but feel free to go furtherShare with the group |
| Choice  |  | 40 minutes | Divide into PairsUsing Applying Differentiation Strategies Resource (Page 153-204)- give each pair one form of choice to explore and report back on |
| Choose your Own Adventure |  |  | Choose a Text that is of interest to youFrom the Choice Menu, choose a product that you can share when we meet again next time (create the choice menu together either using the Menu model or the tic tac toe (blanks in the files)Focus on Curriculum Compacting, but feel free to go furtherYour product (and knowledge) will be added to the AIG Website and used in future professional development |
| Flexible Grouping |  |  | Heterogeneous and Homogeneous Grouping StrategyRows and Columns |
| Next Steps |  |  | Tiering Lessons (including anchoring activities)Bring your curriculum with youWhen to meetHow to do some online?Exploring more differentiating resourcesHow do I know what my kids know?Remember it is a mindset and a gradual shift |

 The ever developing Onslow County AIG Website is coming along at [www.onslowaig.weebly.com](http://www.onslowaig.weebly.com)

What should be added to this site?

References:

The Differentiated Classroom: Responding to the Needs of All Learners (Carol Ann Tomlinson)

Differentiation in Practice: A Resource Guide for Differentiating Curriculum: Grades K-5 (Carol Ann Tomlinson & Caroline Cunningham Eidson)

Differentiation in Practice: A Resource Guide for Differentiating Curriculum: Grades 5-9 (Carol Ann Tomlinson & Caroline Cunningham)

Curriculum Compacting (Sally Reis, Deborah Burns, Joseph Renzulli)

Education of the Gifted and Talented (6th Edition) (Gary Davis, Sylvia Rimm, and Del Siegle

Assessment in the Classroom: The Key to Good Instruction (Carolyn Callahan)

Curriculum Compacting: An Easy Start to Differentiating for High-Potential Students (Sally Reis & Joseph Renzulli)

Questioning Strategies for Teaching the Gifted (Elizabeth Shaunessy)

Acceleration: Strategies for Teaching Gifted Learners (Joyce VanTassel-Baska)

Enrichment Opportunities for Gifted Learners (Julia Roberts)

Independent Study for Gifted Learners (Susan Johnsen & Krystal Goree)