Take a Paint Swatch and fill it out as follows:

Box #1 Write at least three words that describes your thoughts when you hear the words "High Achieving"; draw a picture if you choose

Box #2 Write what you hope to learn today.

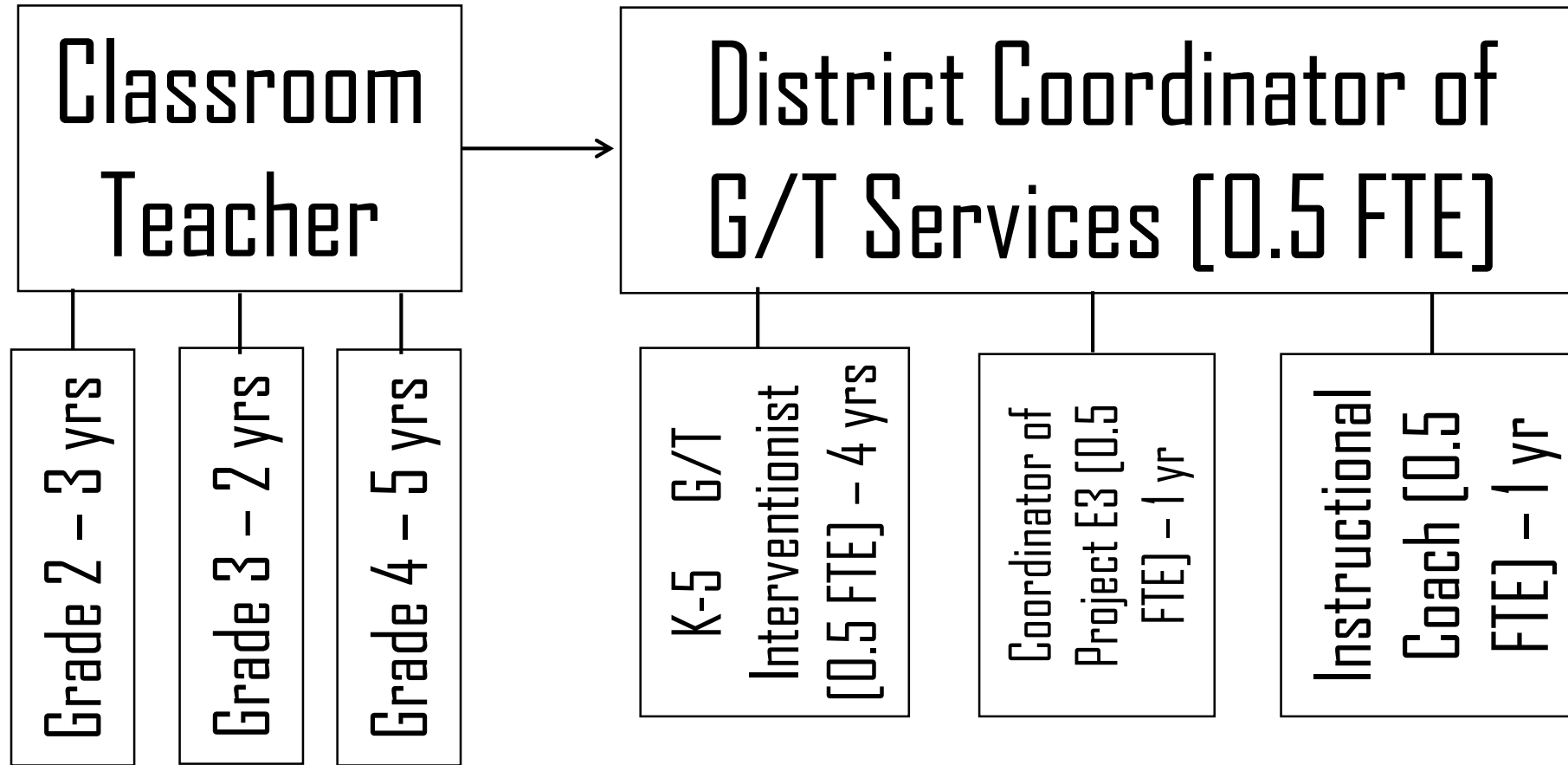**Box #3** Write one goofy fact about yourself that few people know!!!

BUTTERCUP

SUMMER SUNSET

EGG YOLK

16th Year in Education!


```
┌─────────────┐              ┌──────────────────────────┐
│  Classroom  │─────────────▶│  District Coordinator of │
│   Teacher   │              │  G/T Services [0.5 FTE]  │
└─────────────┘              └──────────────────────────┘
   │  │  │                      │         │         │
```

Classroom Teacher:
- Grade 2 – 3 yrs
- Grade 3 – 2 yrs
- Grade 4 – 5 yrs

District Coordinator of G/T Services [0.5 FTE]:
- K-5 G/T Interventionist [0.5 FTE] – 4 yrs
- Coordinator of Project E3 [0.5 FTE] – 1 yr
- Instructional Coach [0.5 FTE] – 1 yr

Coor. of Project E^3

Adjunct Instructor at Winona State University [WSU]

At-will employee with New Prague Area School Districts

NP
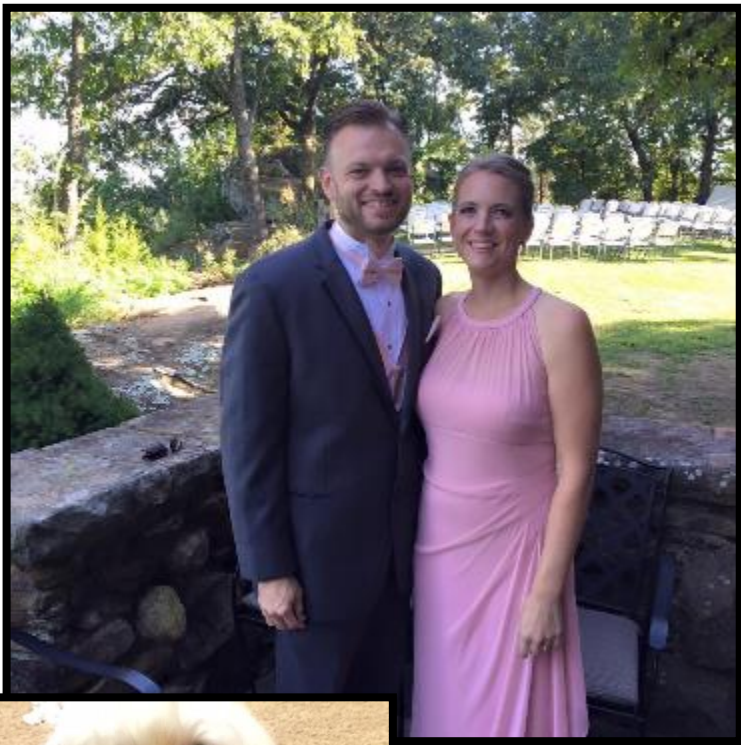
Mentor for MN Adult and Teen Challenge

Enjoy Crossfit & Running

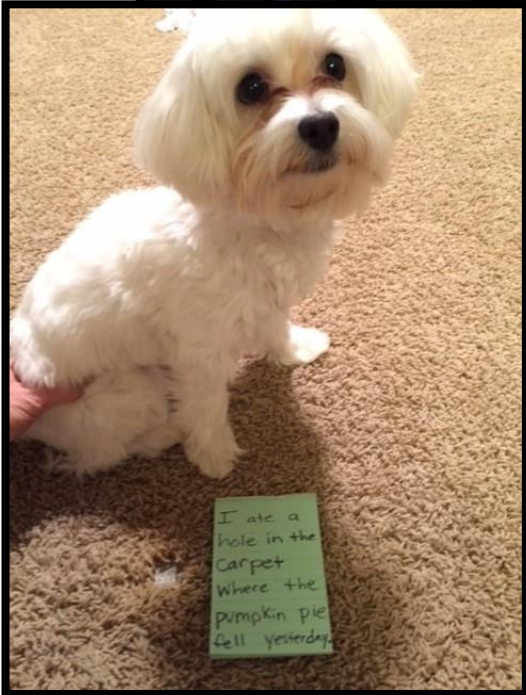Enjoy Baking & Cooking

David Wolff

Married to Melissa [BSN]
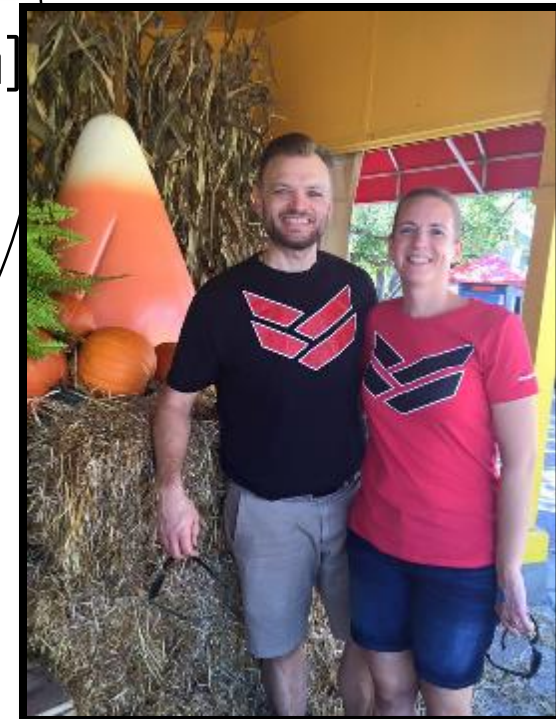
Father to Elliot [7th] and Chloe [3rd]
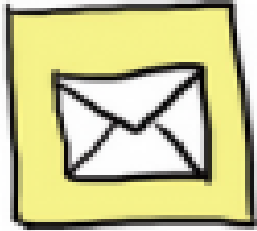
Serve on MEGT Board of Directors

Serve on Math Masters of MN Board of Directors

Leader for Children's Ministry at Cornerstone Church

I ate a hole in the carpet where the pumpkin pie fell yesterday.

david.wolff@austin.k12.mn.us

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@wolffdavid11
@MEGT_MNGifted
#MNGifted

www.facebook.com/wolffdavid

507-460-1912

401 3rd Ave. NW
Austin, MN 55912

Norms

A — Ask Questions

E — Engage Fully

I — Integrate new information
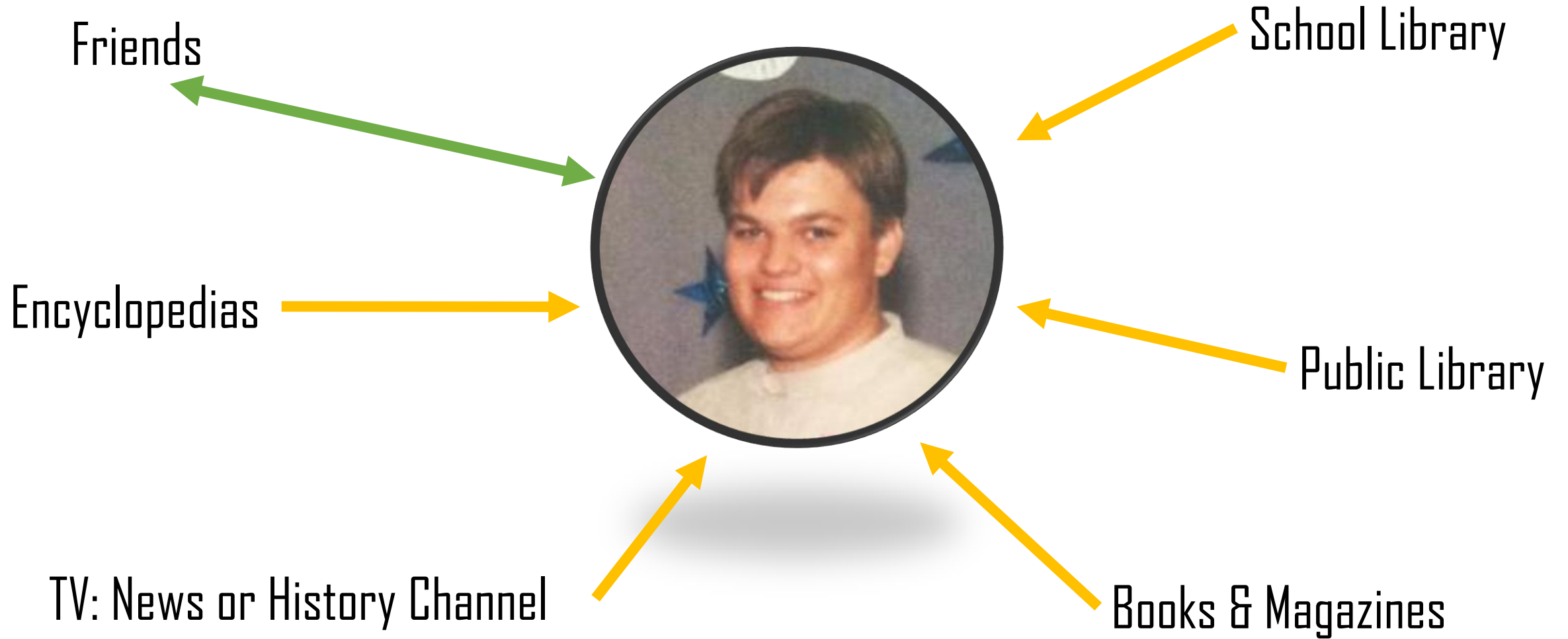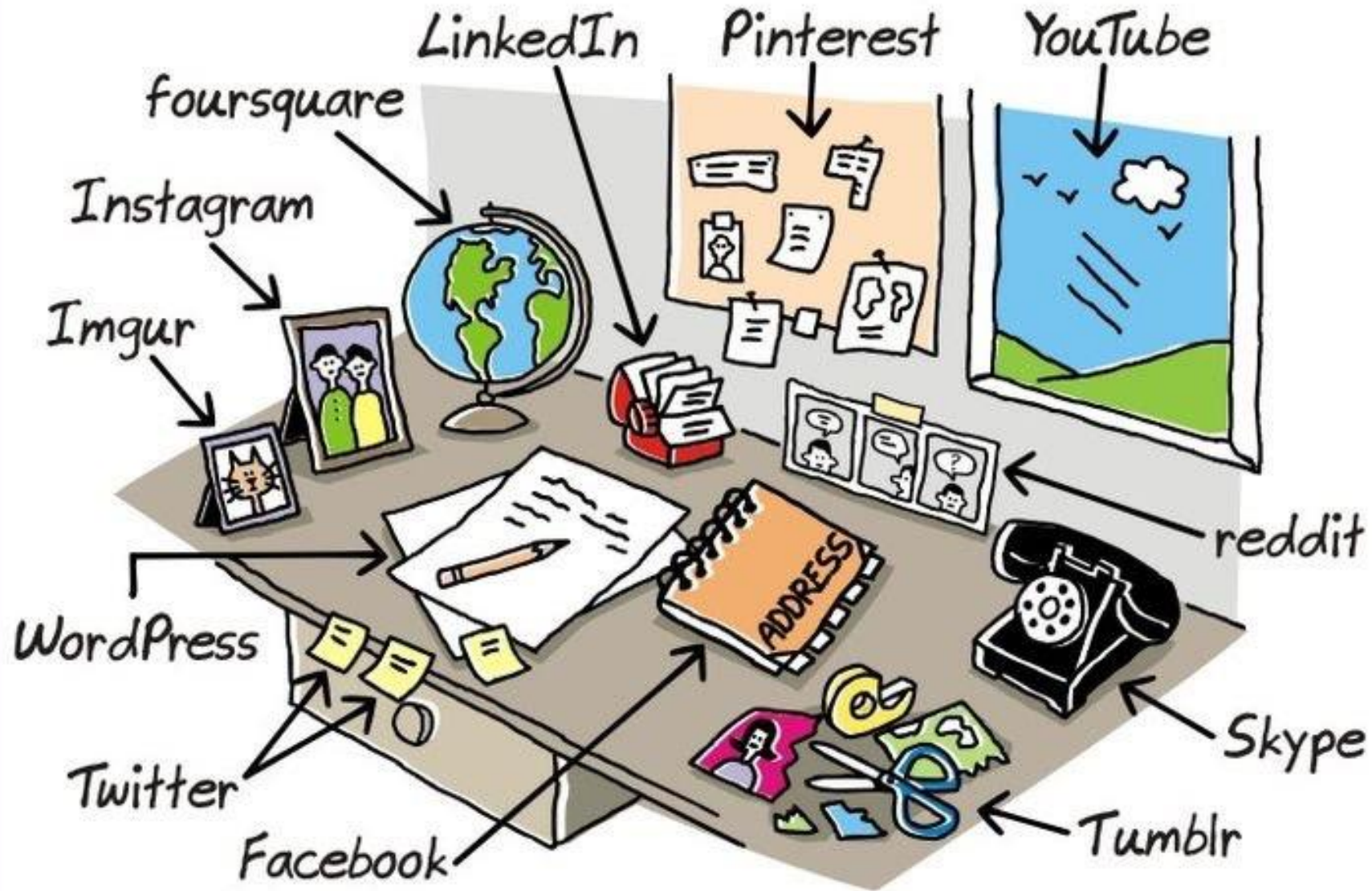
O — Open your mind to diverse views

U — Use what you learn

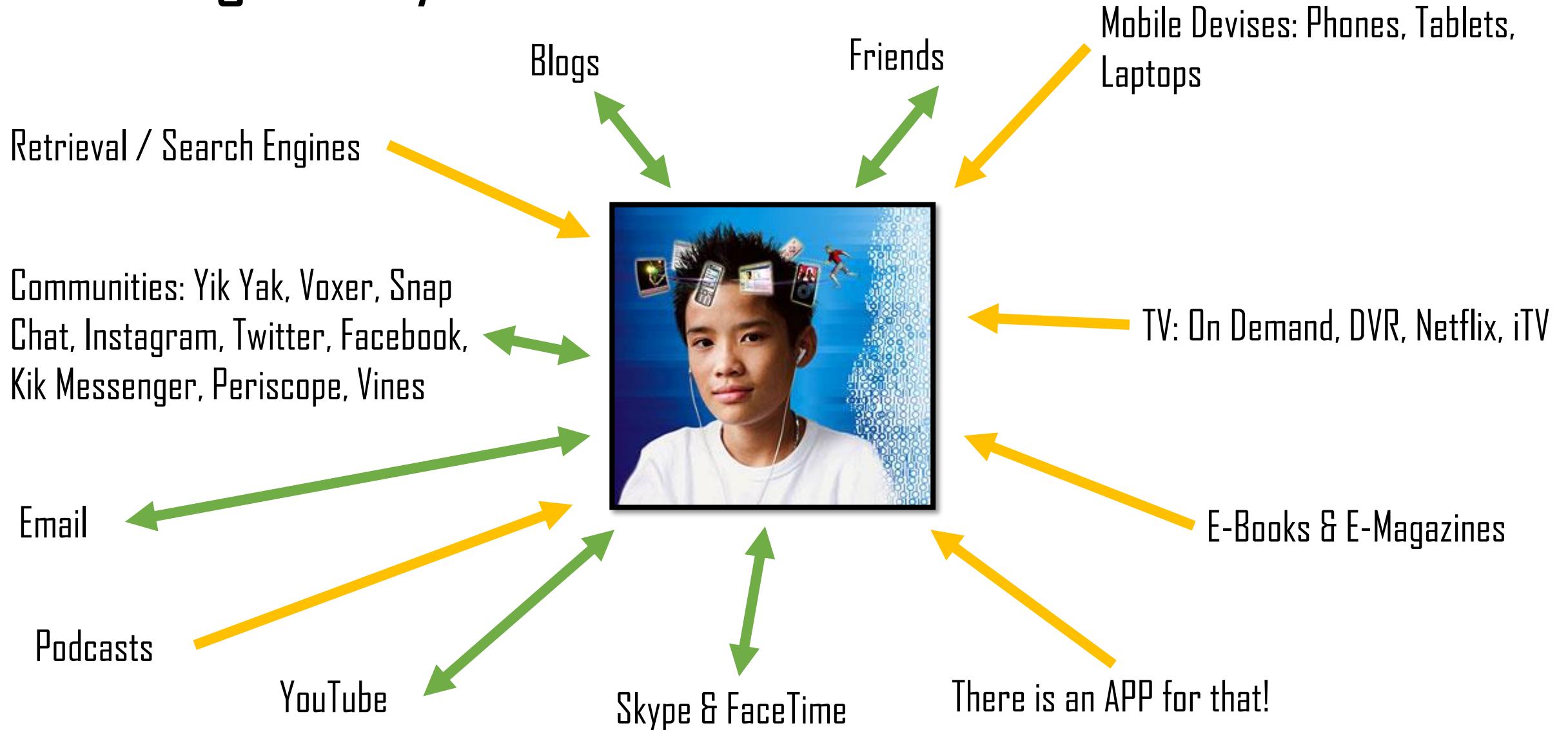# What is your current reality?

Learning Ecosystem: 1996

Friends

School Library

Encyclopedias

Public Library

TV: News or History Channel

Books & Magazines

Learning Ecosystem: 2016

Blogs

Friends

Mobile Devises: Phones, Tablets, Laptops

Retrieval / Search Engines

Communities: Yik Yak, Voxer, Snap Chat, Instagram, Twitter, Facebook, Kik Messenger, Periscope, Vines

TV: On Demand, DVR, Netflix, iTV

Email

E-Books & E-Magazines

Podcasts

YouTube

Skype & FaceTime

There is an APP for that!
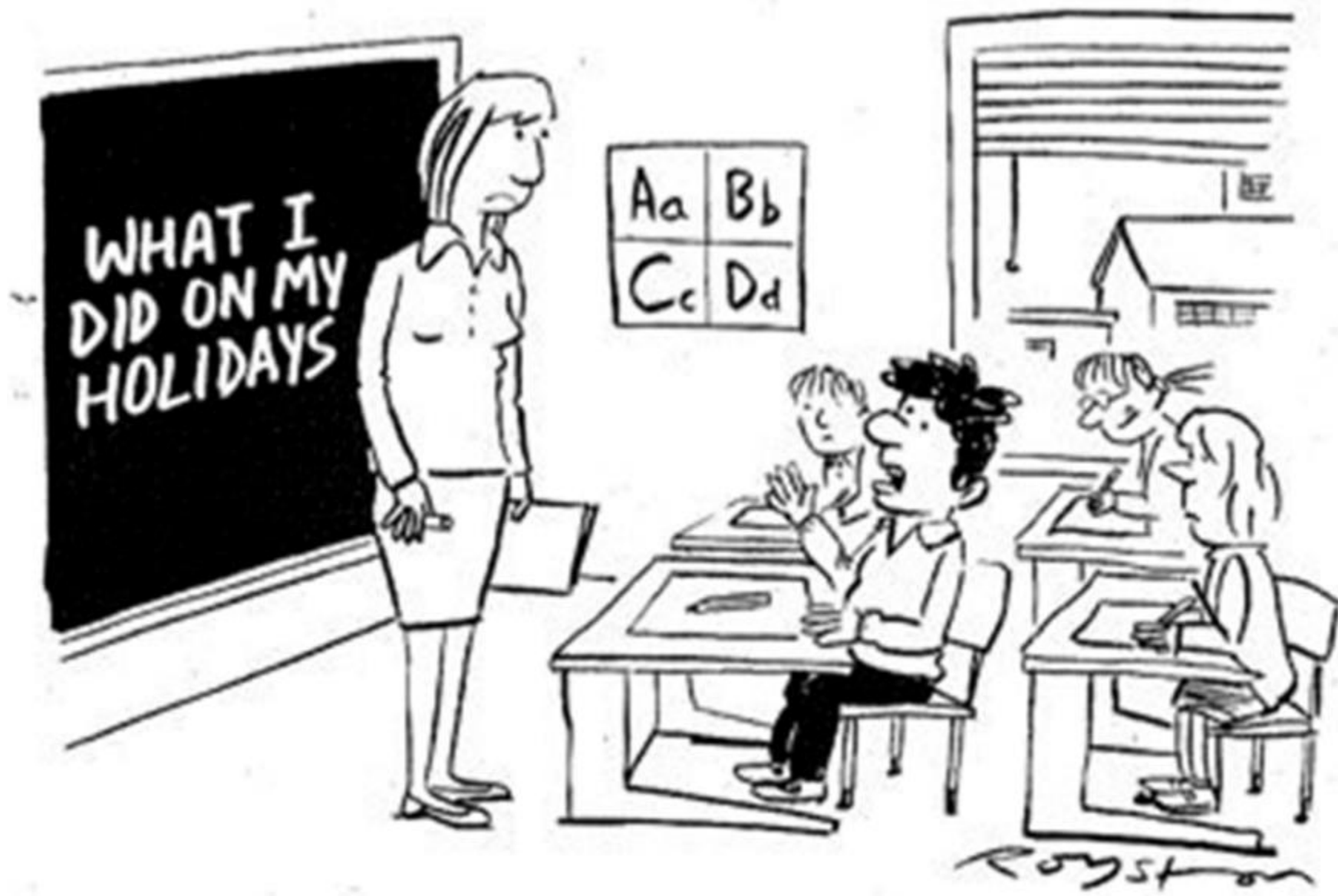
"Can't I just email you a link to my blog, miss?"

Total School Clustering Model

Total – Inclusive model which benefits ALL learners

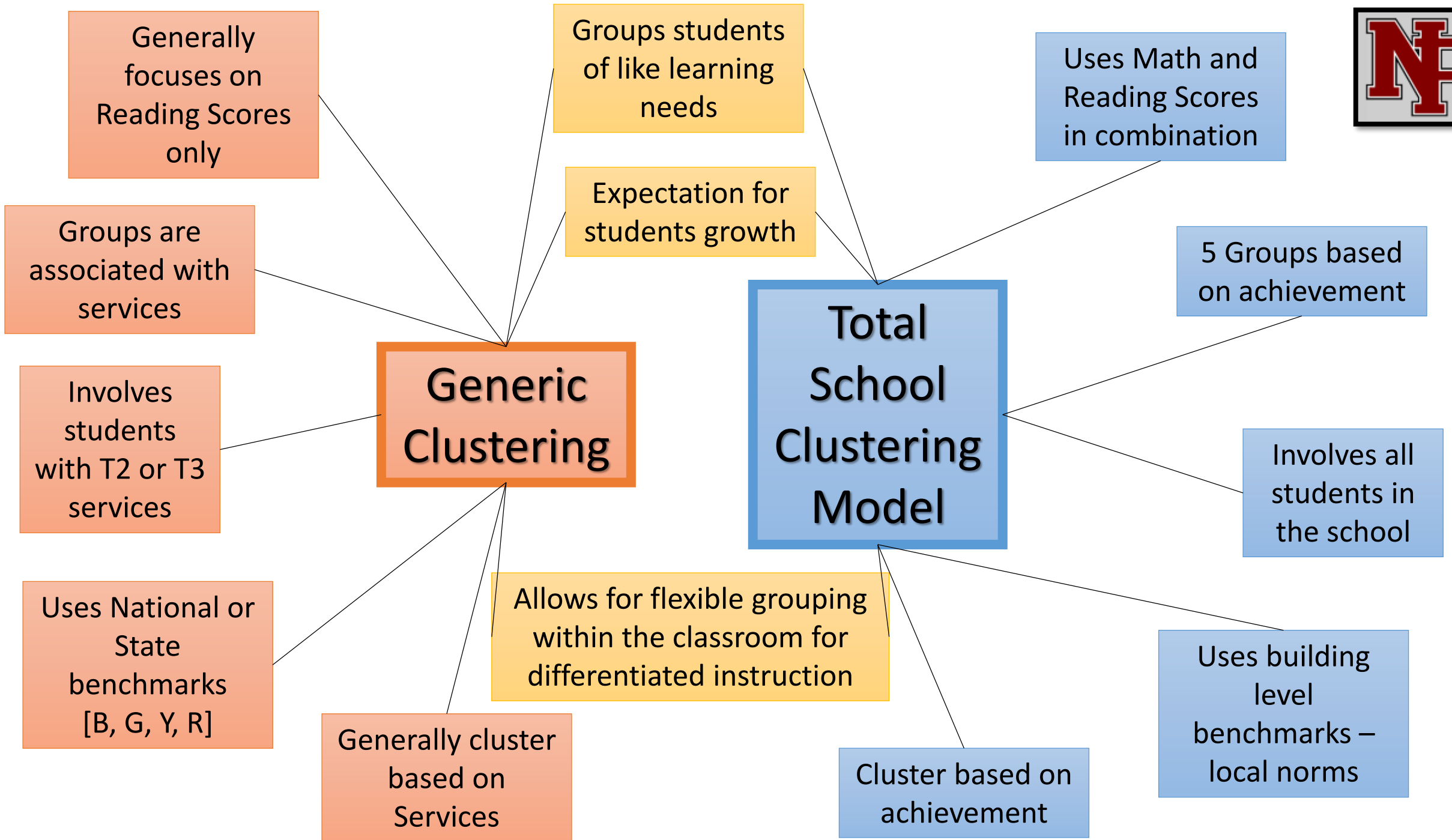**School** – involves ALL teachers; all grades and specialty areas

Clustering – involves placing learners of like learning needs together

Model – a framework to enroll students; does not affect services

3 Universal Needs

Autonomy	Relatedness/ Connectedness	Competence
We all want to be confident in what we are doing We all want to be able to work independently	We all want to connect to others • Similar interests • Similar learning styles • Similar needs	We all want to experience success

Generic Clustering

- Generally focuses on Reading Scores only
- Groups are associated with services
- Involves students with T2 or T3 services
- Uses National or State benchmarks [B, G, Y, R]
- Generally cluster based on Services
- Groups students of like learning needs
- Expectation for students growth
- Allows for flexible grouping within the classroom for differentiated instruction

Total School Clustering Model

- Uses Math and Reading Scores in combination
- 5 Groups based on achievement
- Involves all students in the school
- Uses building level benchmarks – local norms
- Cluster based on achievement
- Groups students of like learning needs
- Expectation for students growth
- Allows for flexible grouping within the classroom for differentiated instruction

NP

5 Achievement Groups

High Achieving – high in BOTH Math and Reading

Above-Average Achieving – high in Math or Reading OR above-average in both Math and Reading

Average Achieving – average in Math and/or Reading; may be considered "on grade level"

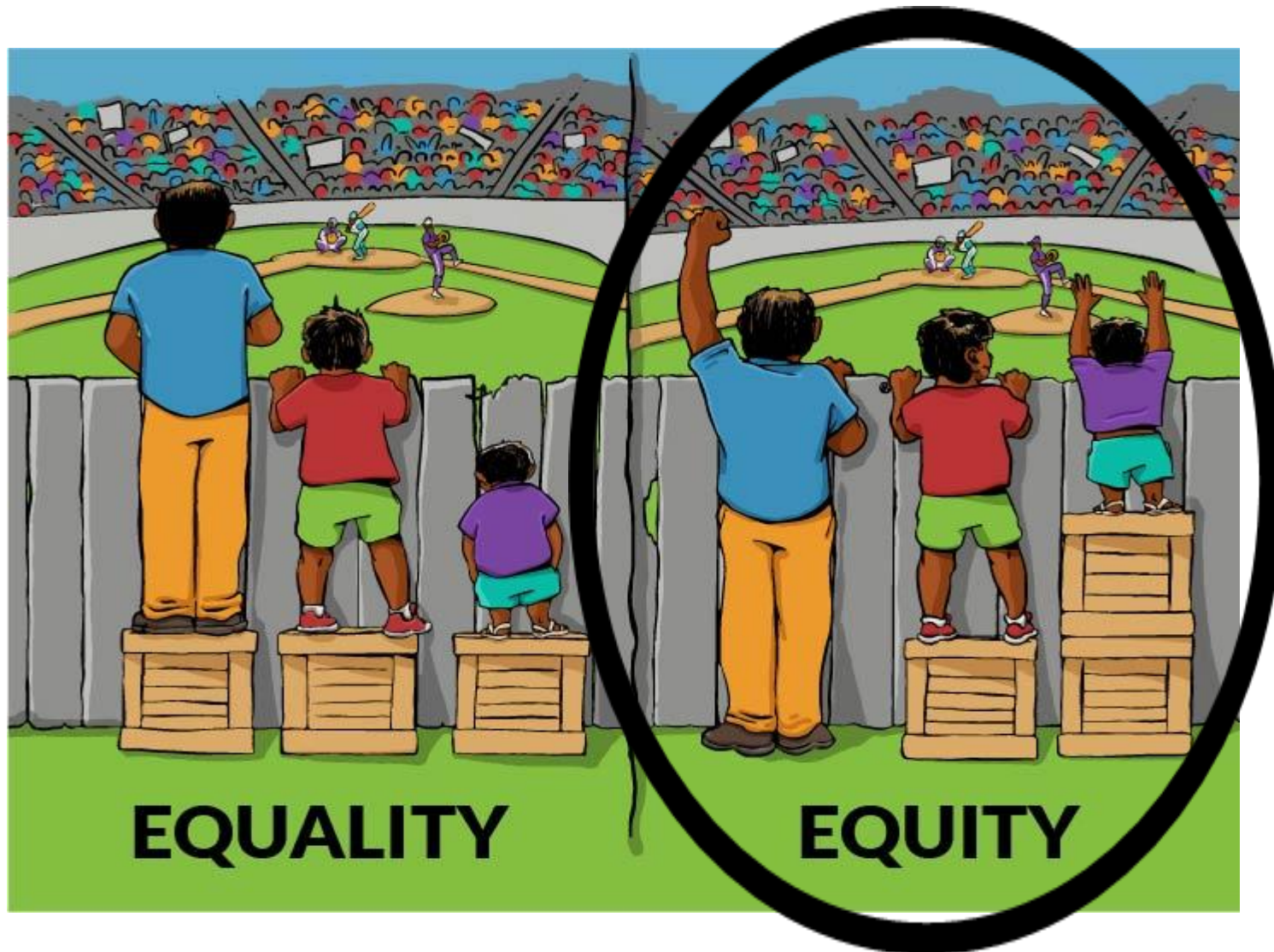Low-Average Achieving – struggle in Math and/or Reading; with additional support, these students are not at risk of failure

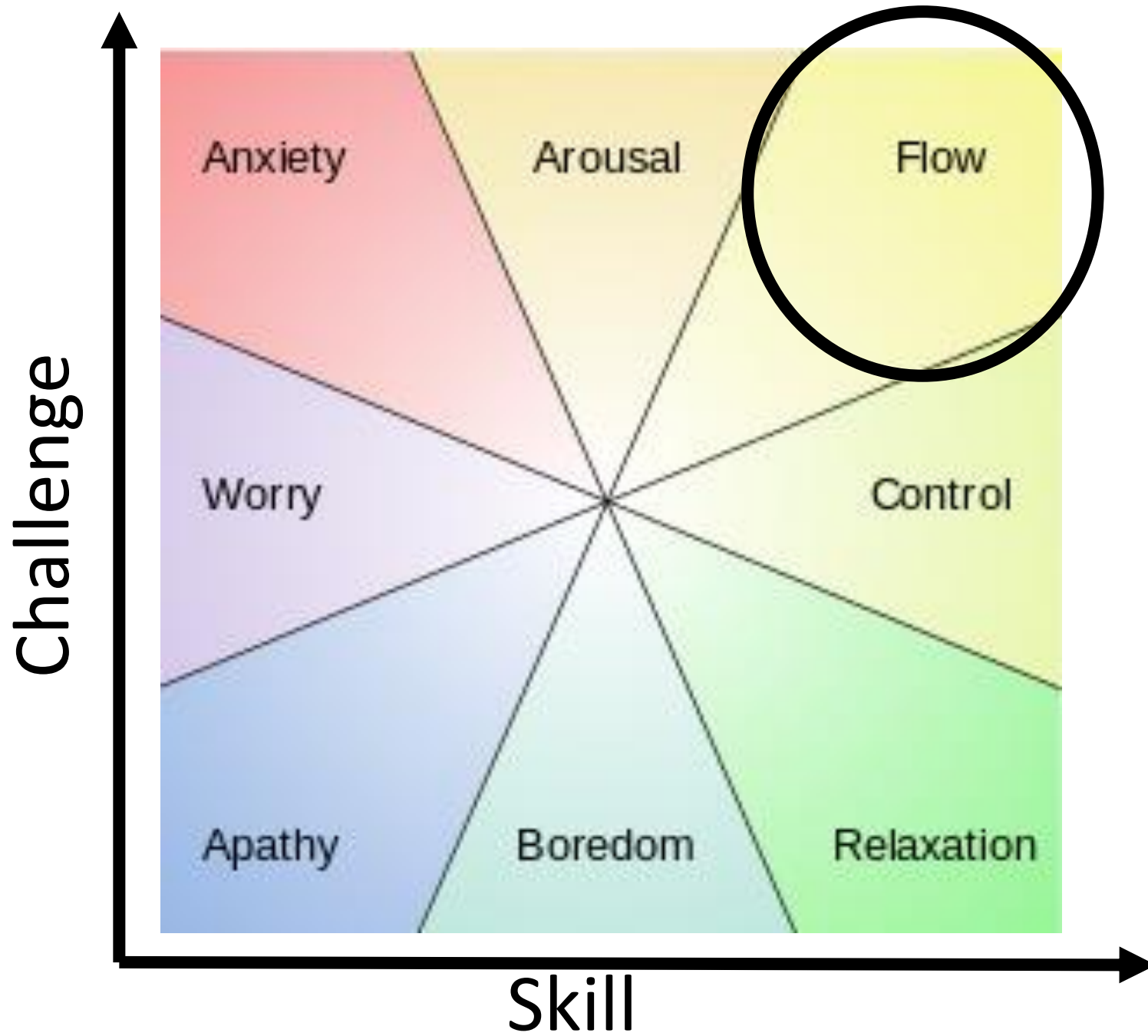Low Achieving – struggle in Math and Reading; at risk of failure

Instruction that is a "right fit, right now"

EQUALITY

EQUITY

Appropriately scaffold instruction to meet each child's learning needs will be:
- More effective
- More likely
- More efficient

Mihaly Csikszentmihalyi Flow Chart

Current Gifted/Talented Services

| Strategic Advantages	Strategic Challenges
- Benefits that influence your likelihood for future success - Sources of current success relative to other districts and communities with similar GT services - Can be external resources or internal capabilities	- Pressures that influence your program's likelihood of future success - Our program's competitive position in the future relative to other programs in similar school districts. - Can be external resources or internal capabilities

TSCM Resources
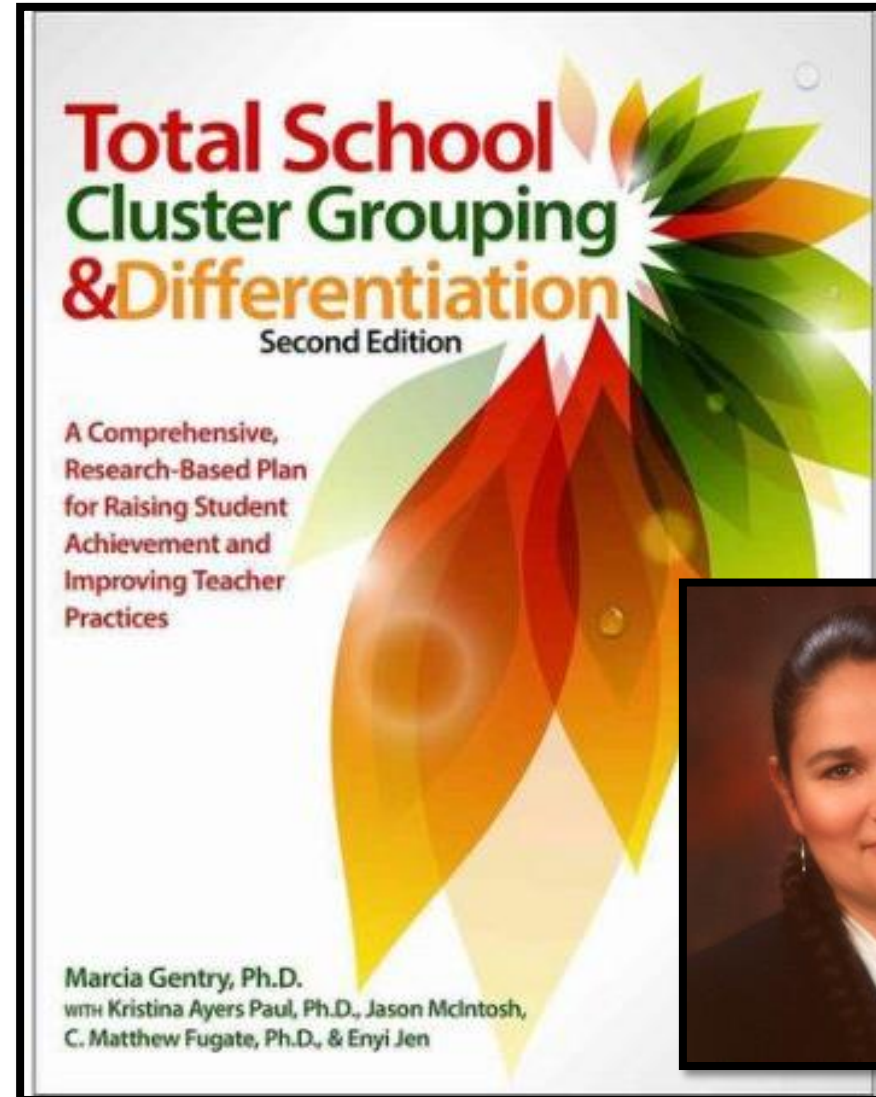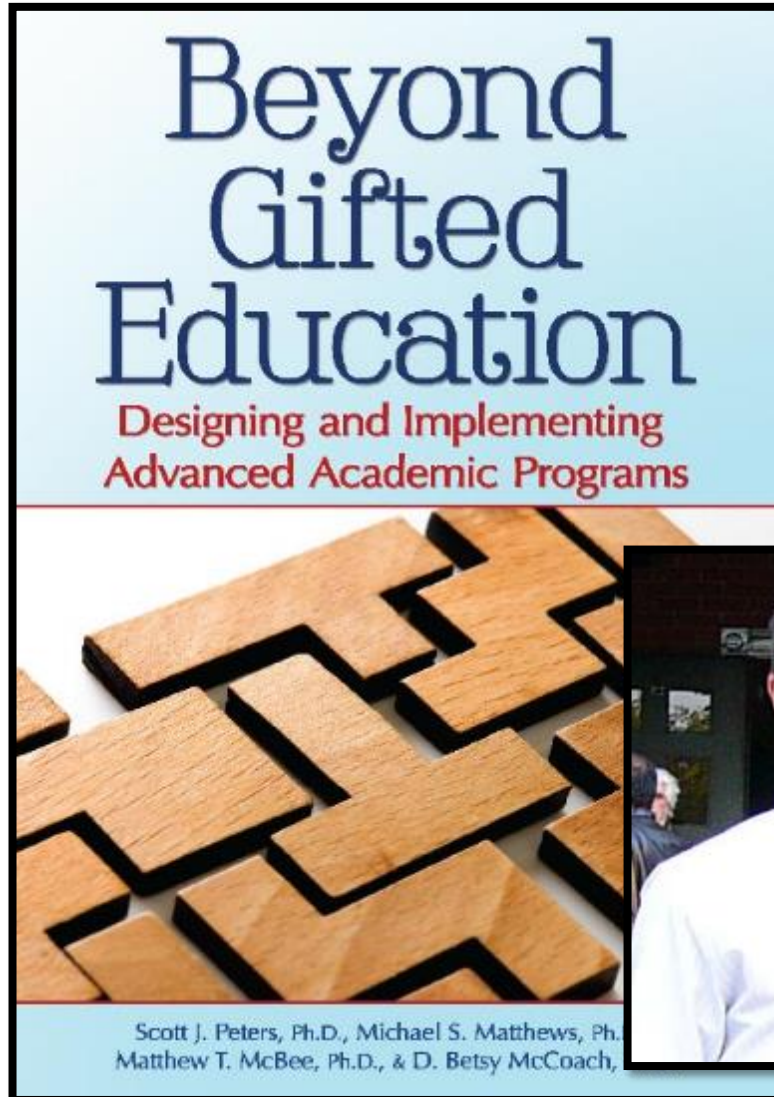
What is you definition of Gifted Education?
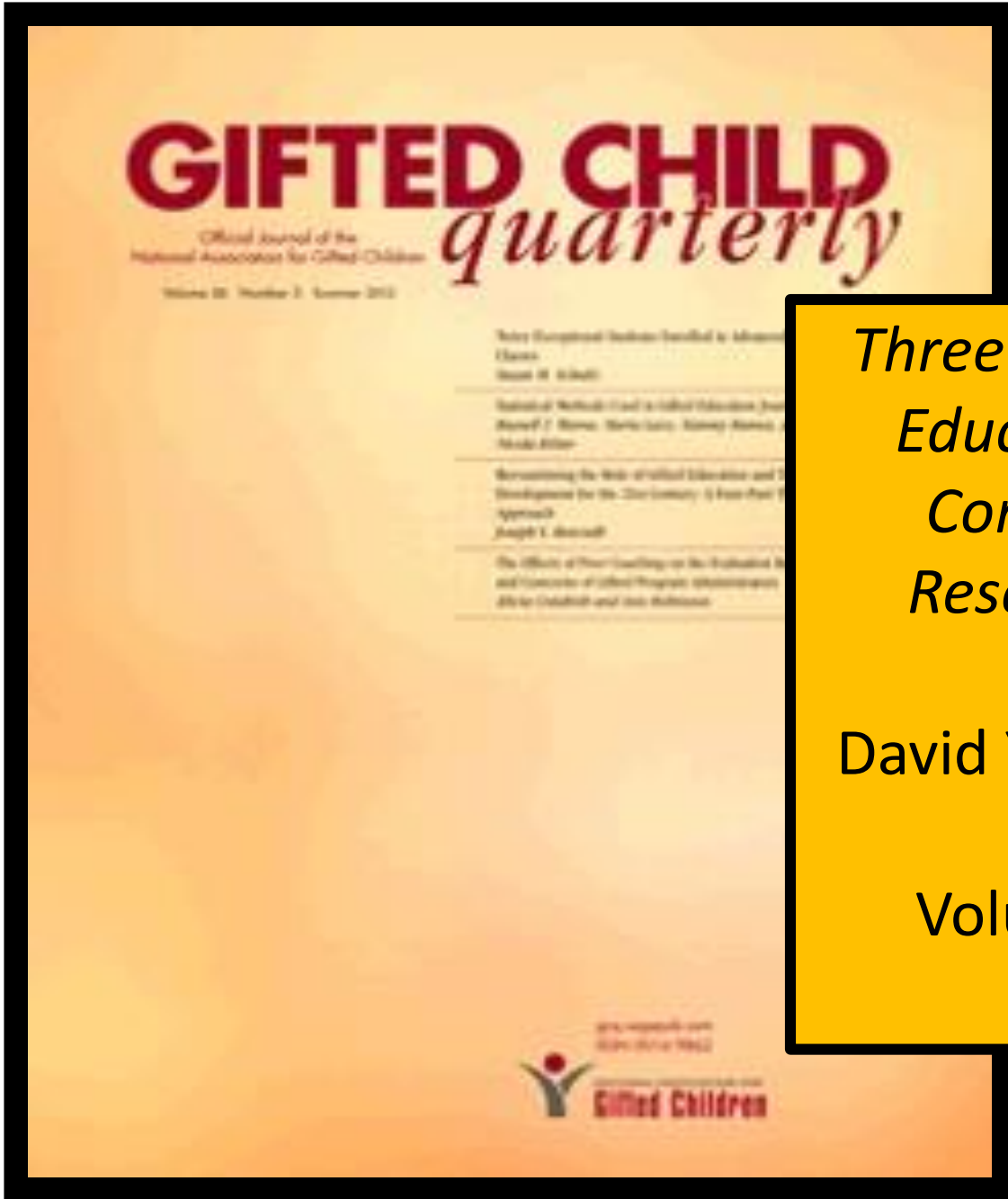
3 Paradigms of Gifted Education

	The Gifted Child Paradigm	The Talent Development Paradigm	The Differentiation Paradigm
Assumption [What]	Giftedness is human quality measured on IQ tests; cognitive elite	Giftedness is malleable set of developing capabilities	Defines the educational needs specifically in the context of the school
Purpose [Why]	Serving the gifted, thinking and leadership qualities as goal	Supporting domain specific excellence; Model after authentic professions	Responding and servicing needs within the confines of school
Targeted Students [Who]	Students with superior mental qualities	Selection based on aptitudes for specific domains	Diagnosis of strengths and needs for educational purposes
Strategy [How]	Programs uniquely suited for the gifted	Enrichments, authentic learning, mentorships	Appropriate pacing, school based instructional & curricular adaptations

Differentiating among the Paradigms
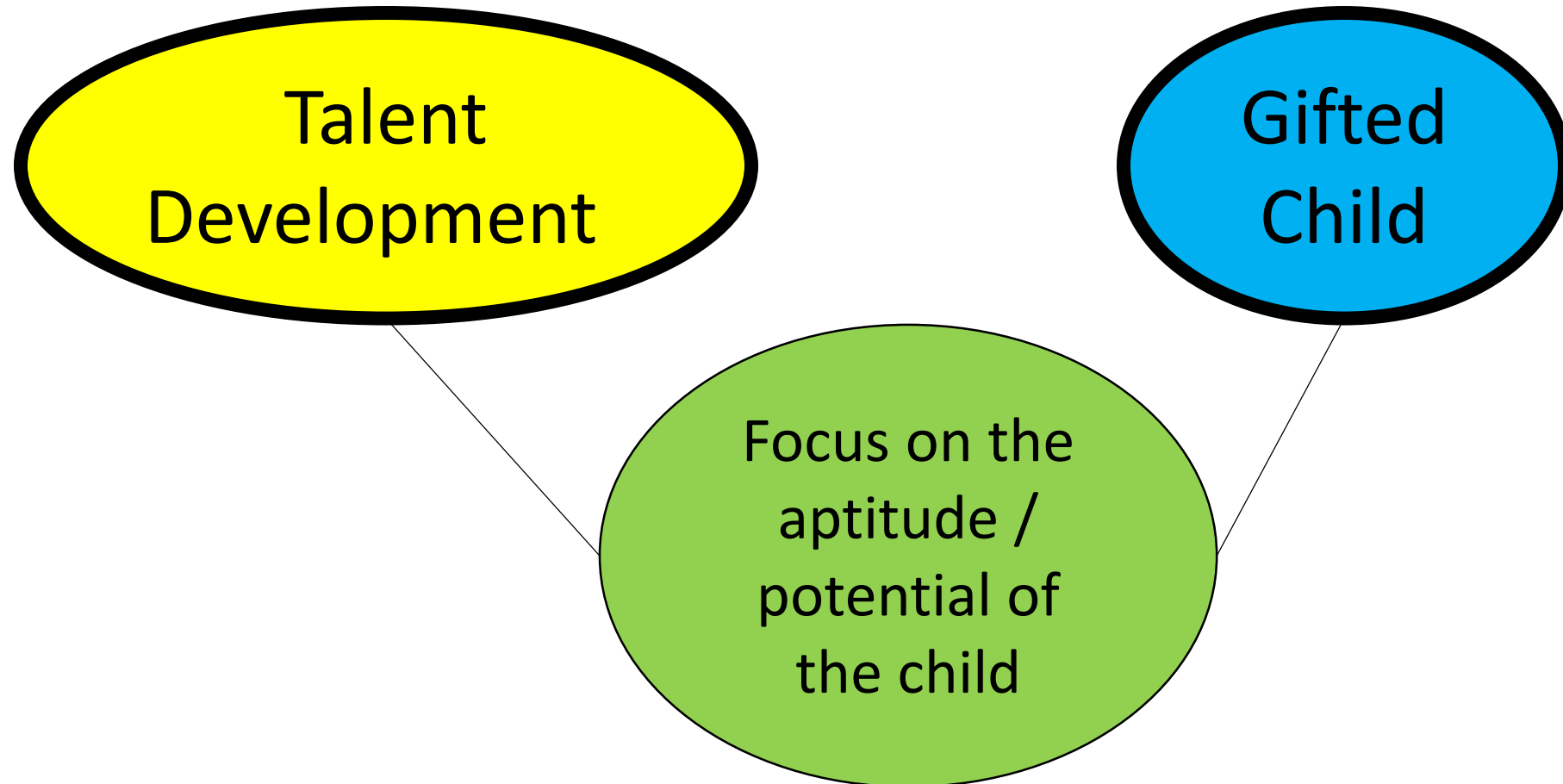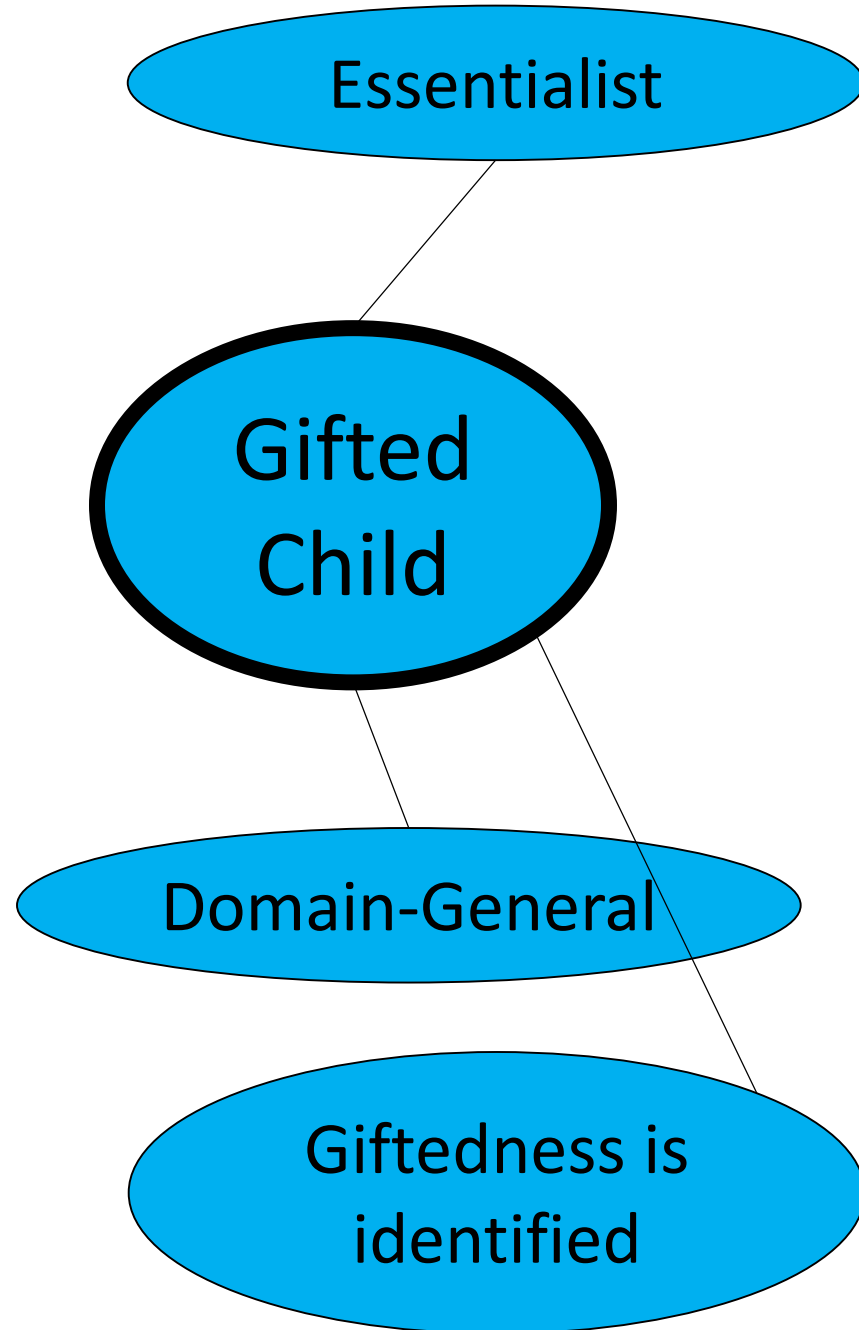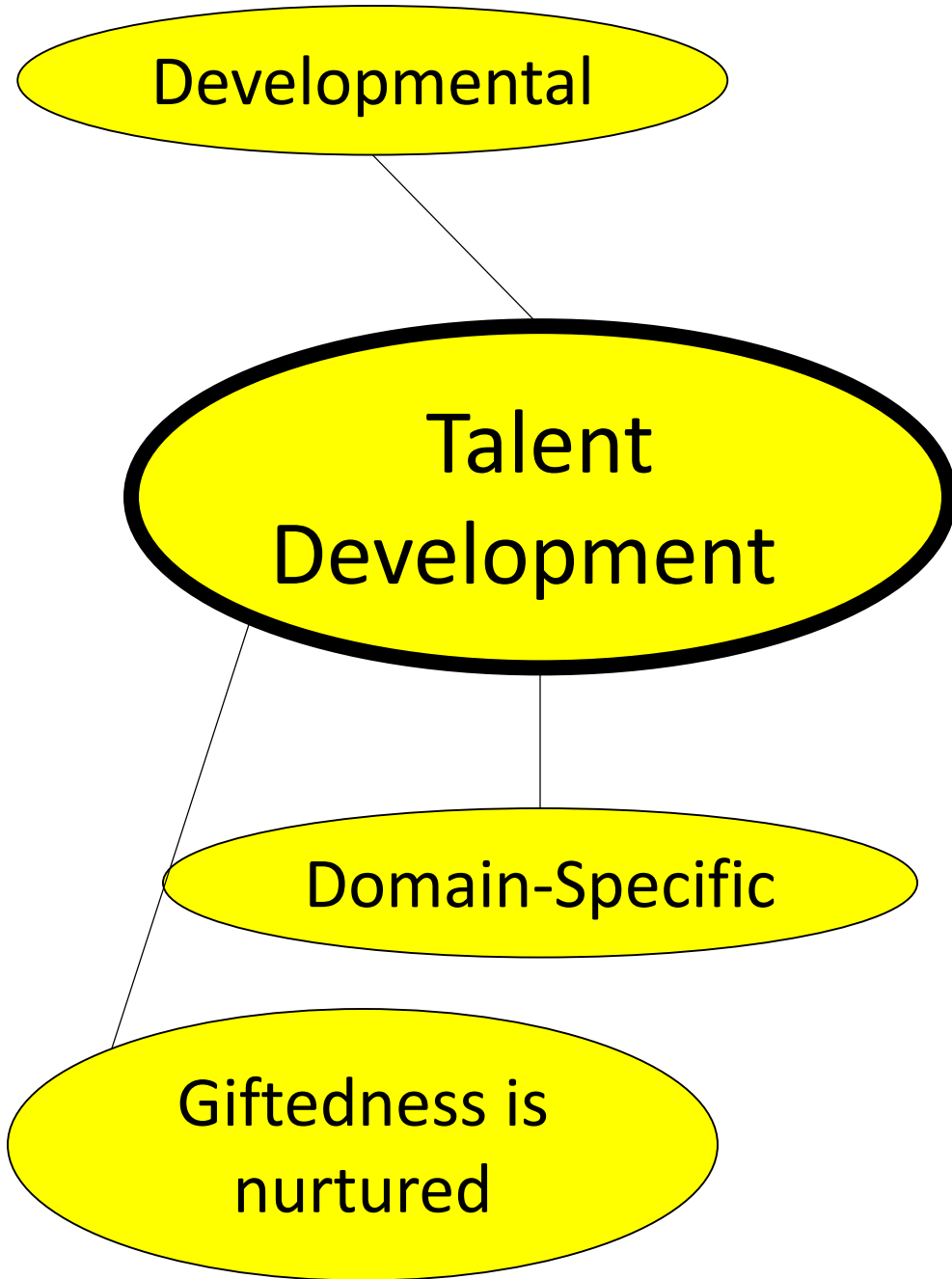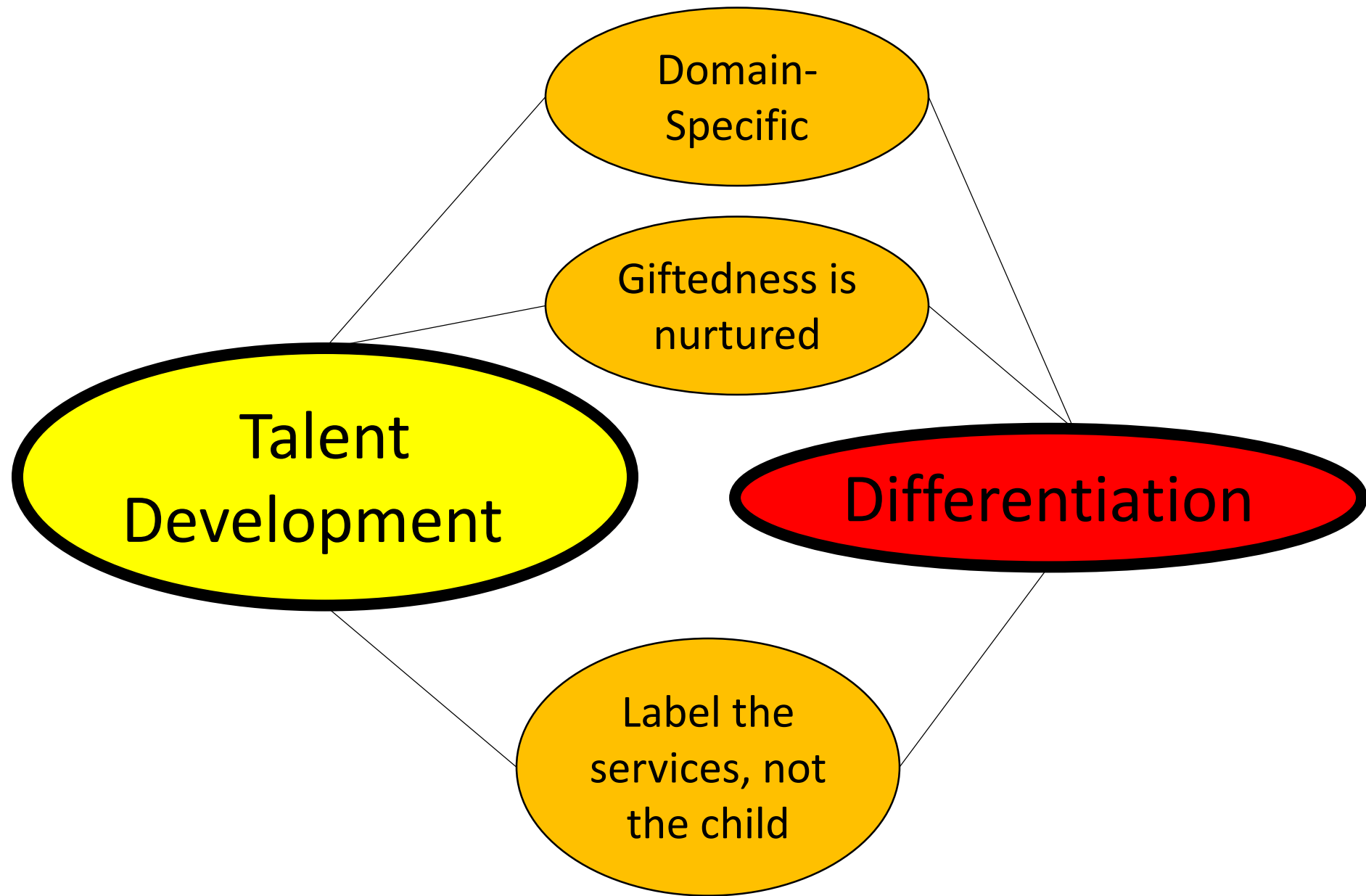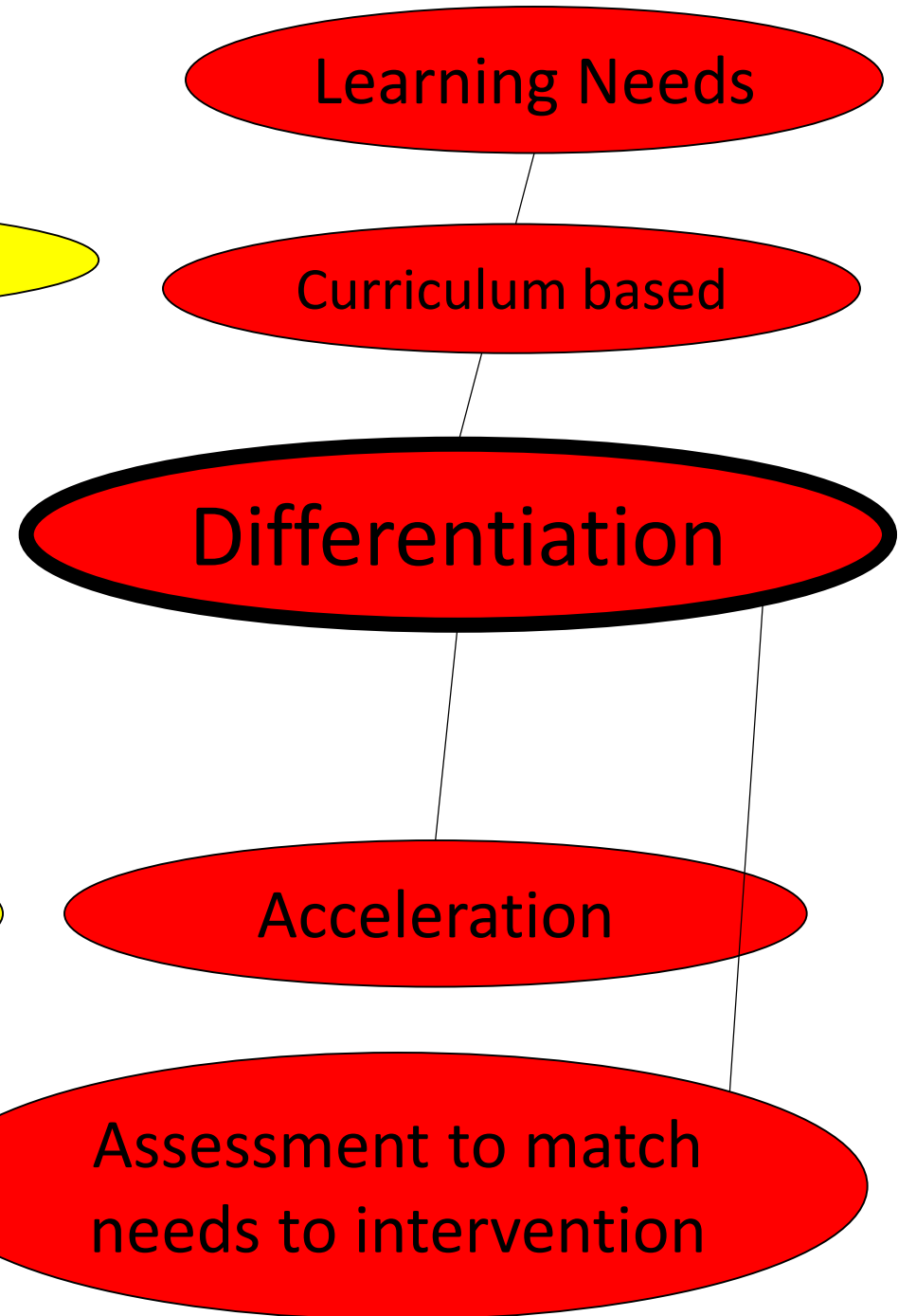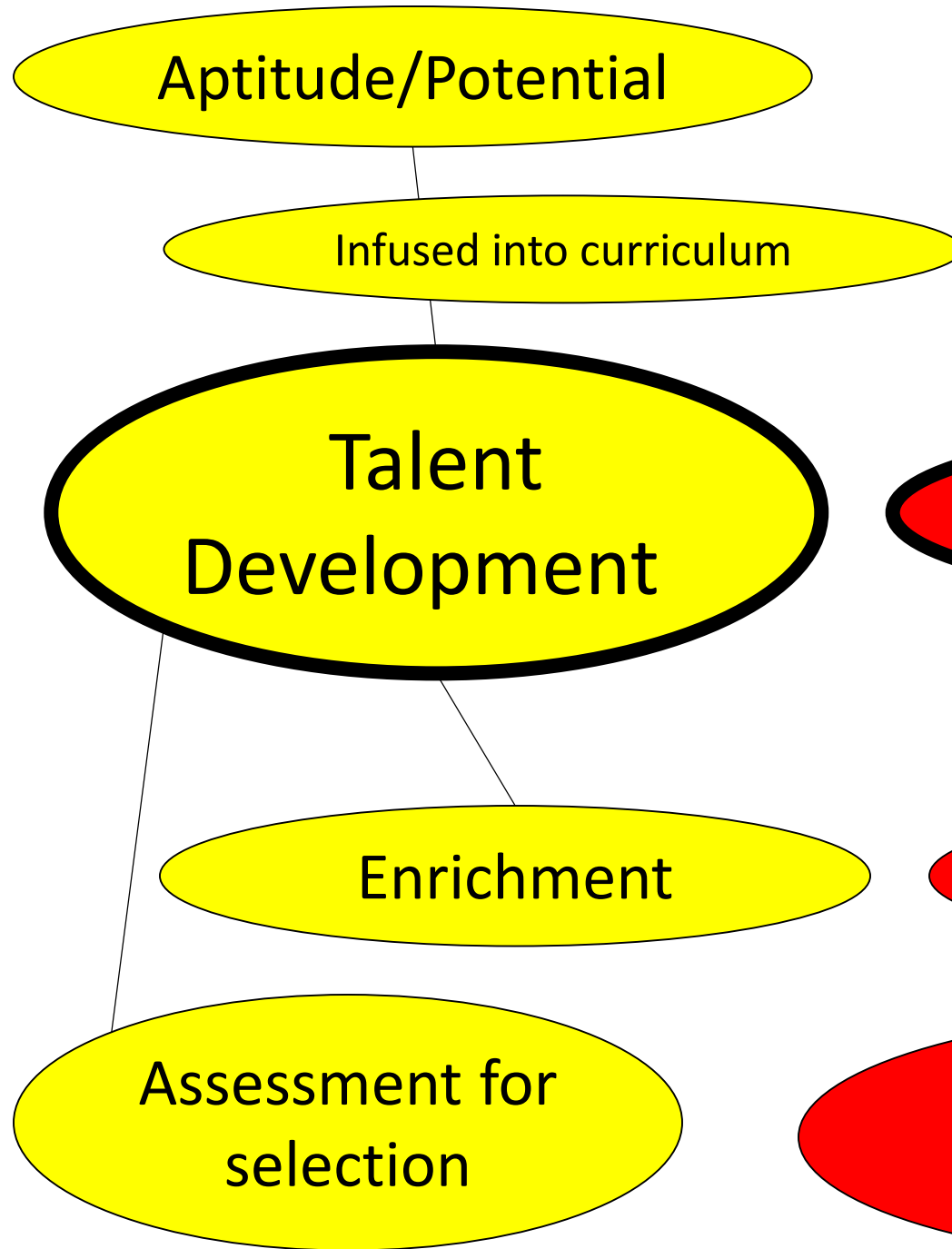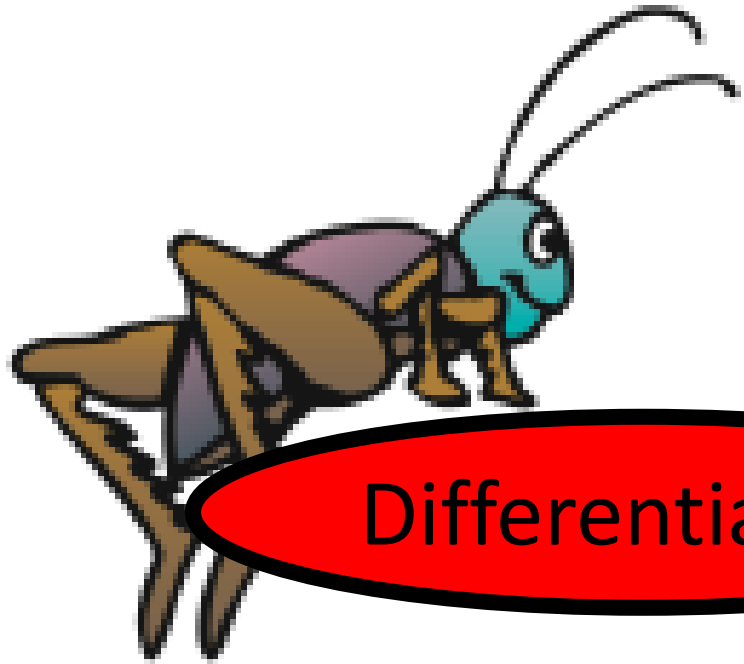
Differentiation

Gifted Child

Identification is a diagnostic tool

Identification is a categorical tool

Differentiation

Gifted Child

Happens within the school day

It is a way of life

Who is a gifted learner?

Descriptive Terms for G & T

Intellectually Gifted	Academically Talented
High aptitude	High achievement
Nature	Nurture
Ability	Performance
Potential	Environment
Threshold	Accomplishments
Endowment	Output
Est. < 1% of population	Est. 10% of population

- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- Top group
- Listens with interest
- Learns with ease
- 6-8 repetitions for mastery
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs information
- Technician
- Good memorizer
- Enjoys straightforward, sequential presentation
- Is alert
- Is pleased with own learning

Intellectually Gifted?
Yes...No?
Why?

Academically Talented?
Yes...No?
Why?

- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail, elaborates
- Beyond the group
- Shows strong feelings and opinions
- Already knows
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Initiates projects
- Is intense
- Creates a new design
- Enjoys learning
- Manipulates information
- Inventor
- Good guesser
- Thrives on complexity
- Is keenly observant
- Is highly self-critical

BRIGHT CHILD

- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- Top group
- Listens with interest
- Learns with ease
- 6-8 repetitions for mastery
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs information
- Technician
- Good memorizer
- Enjoys straightforward, sequential presentation
- Is alert
- Is pleased with own learning

GIFTED LEARNER

- Asks the questions
- Is highly curious
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- Manipulates information
- Inventor
- Good guesser
- Thrives on complexity
- Is keenly observant
- Is highly self-critical

2 Types of Gifted Learners
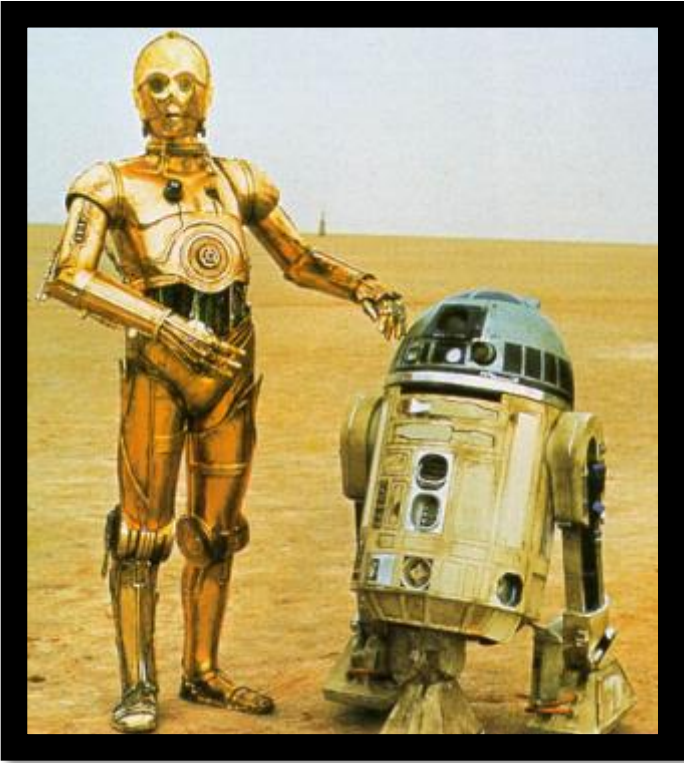
The Golden Child:

Analytical
Rule Follower
Perfectionist
Motivated
Teacher Pleaser
Does what is expected

The Wild Child:

Random
Creative
Divergent Thinker
Unpredictable
Challenging to work with

How do we best meet advanced learners' academic needs?

Sailing Metaphor for Differentiation

McIntosh, J. (2016) *Seagulls, Treasure Maps, and Seasickness: Sailing as a Metaphor for Differentiation*. Teaching for High Potential. NAGC.

Differentiation

Highly-qualified, trained teacher

Relating Factor: Reminds us of

Pre-Assessment

Supportive adults [teachers, parents, mentors, etc.]

Relating Factor: Reminds us of

Communication

CCSS Standards
NAGC Standards
WIDA Standards

Relating Factor: Reminds us of

First Day of School

**Too much Challenge
Too little Challenge**

Relating Factor: Reminds us of

Instructional Strategies

Engagement

Relating Factor: Reminds us of

**Prescribed Curriculum
No Choice
State Assessments**

**Last Day of
School**

Relating Factor: Reminds us of

P Pre-Assess
P Perky Pacing
C Choice
C Challenge
F Flexibility
F Feedback

Assessments

Pre-Assessment

To determine prior knowledge; informs teacher instruction

Formative Assessments

To assess readiness to move forward; informs teacher instruction

Summative Assessments

To evaluation student knowledge on the topic

Grouping Strategies

Pre-Assess
Perky Pace
Choice
Challenge
Flexibility
Feedback

Benefits & Challenges with PPCCFF

Flexible Grouping	Interest Grouping	Independent Study
Students are grouped based on specific learning needs.	Students are grouped based on common interest in topic.	Students work on their own on a topic.
+	+	+
Δ	Δ	Δ

Expert Group 1

Expert Group 2

Expert Group 3

Expert Group 4

Home Group A

Home Group B

Home Group C

Home Group D

Curriculum Compacting
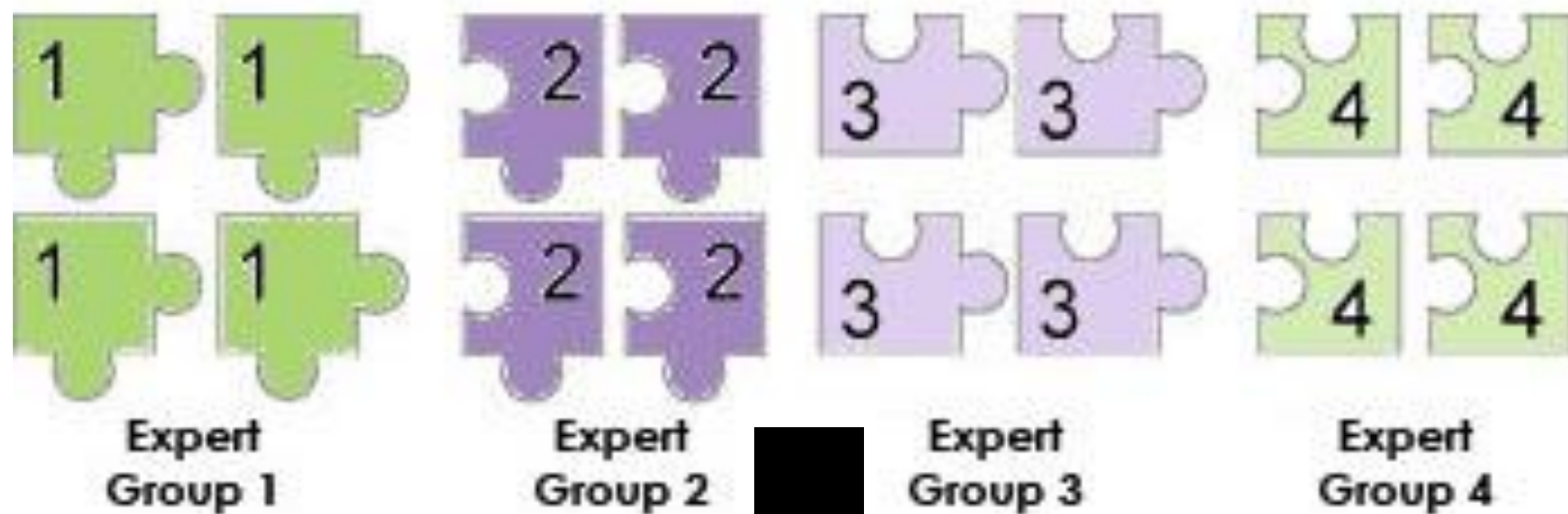
Pre-Assess
Perky Pace
Choice
Challenge
Flexibility
Feedback

Compaction

make adjustments to curriculum for students who **have already mastered** the material

replacing content students know with new content, enrichment options, or other activities

teachers first determine the expected goals of the unit or lesson in terms of the content, skills, or standards students must learn

The Compactor

Curriculum Area	Procedure	Acceleration or Enrichment Activity
Name it.	Prove it.	Change it.

The Compactor

Curriculum Area	Procedure	Acceleration or Enrichment Activity
Math Multiplication Unit Multiplying multi-digit numbers	End of Multiplication Unit Assessment [open-ended; not multiple-choice] of 85% or higher	What content is ESSENTIAL? What content can be skipped? What has Ss already mastered? What can Ss grasp quickly? What content does the Ss not know yet?

Developing Essential Questions

Pre-Assess

Perky Pace

Choice

Challenge

Flexibility

Feedback

Essential Questions

Questions that are most **relevant** aspects to the class

Answering the questions is a journey through the curriculum; it is **a process** not a product

Help students **connect** your class to other classes and /or disciplines

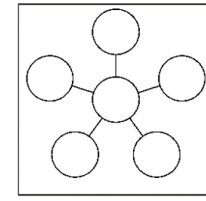Should **cause students** to generate more *questions*

Written as **open-ended** and **challenge** the students

Spark **curiosity** and wonder

Require **multidisciplinary approaches** to answer

Art of Curiosity

1 – Examine small part to whole
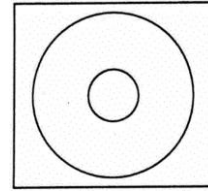
2 – See it as part of a bigger picture
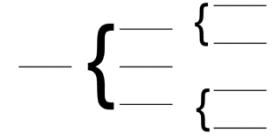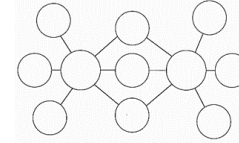
3 – Ponder what was/is behind it
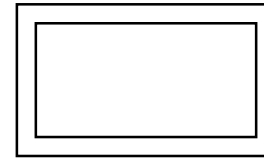
4 – Describe what came before it

5 – Describe the effects
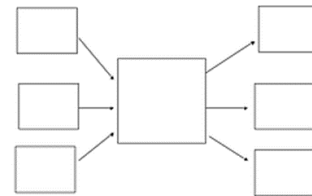
6 – Describe what was/is happening at the same time
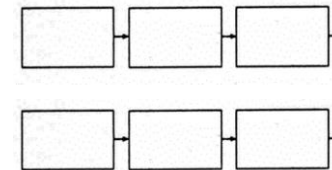
So What? *Essential questions 1) accelerate instructional practices, 2) deepen the discipline knowledge and practices, and 3) advance thinking at sophisticated levels*

Essential Questions

Questions that are most **relevant** aspects to the class

Answering the questions is a journey through the curriculum; it is **a process** not a product

Help students **connect** your class to other classes and /or disciplines

Should **cause students** to generate more *questions*

Written as **open-ended** and **challenge** the students

Spark **curiosity** and wonder

Require **multidisciplinary approaches** to answer

Essential Questions

Who? - engage students in **making choices**

What? – involve students in **hypothesizing**

When? – require students to **predict**

Where? – have students **develop plans**

Why? – use the students' skill of **analysis**

Which? – provoke students to use evidence to **make decisions** and **reason** through arguments

How? – compel students to gather information to **solve problems**

Developing Essential Questions

First – generate lists of examples and non-examples that represent or define the concept

→

Second – group like terms/ideas together and label the categories

→

Third – create generalizations based on the ideas generated that are "almost always or always true"

→
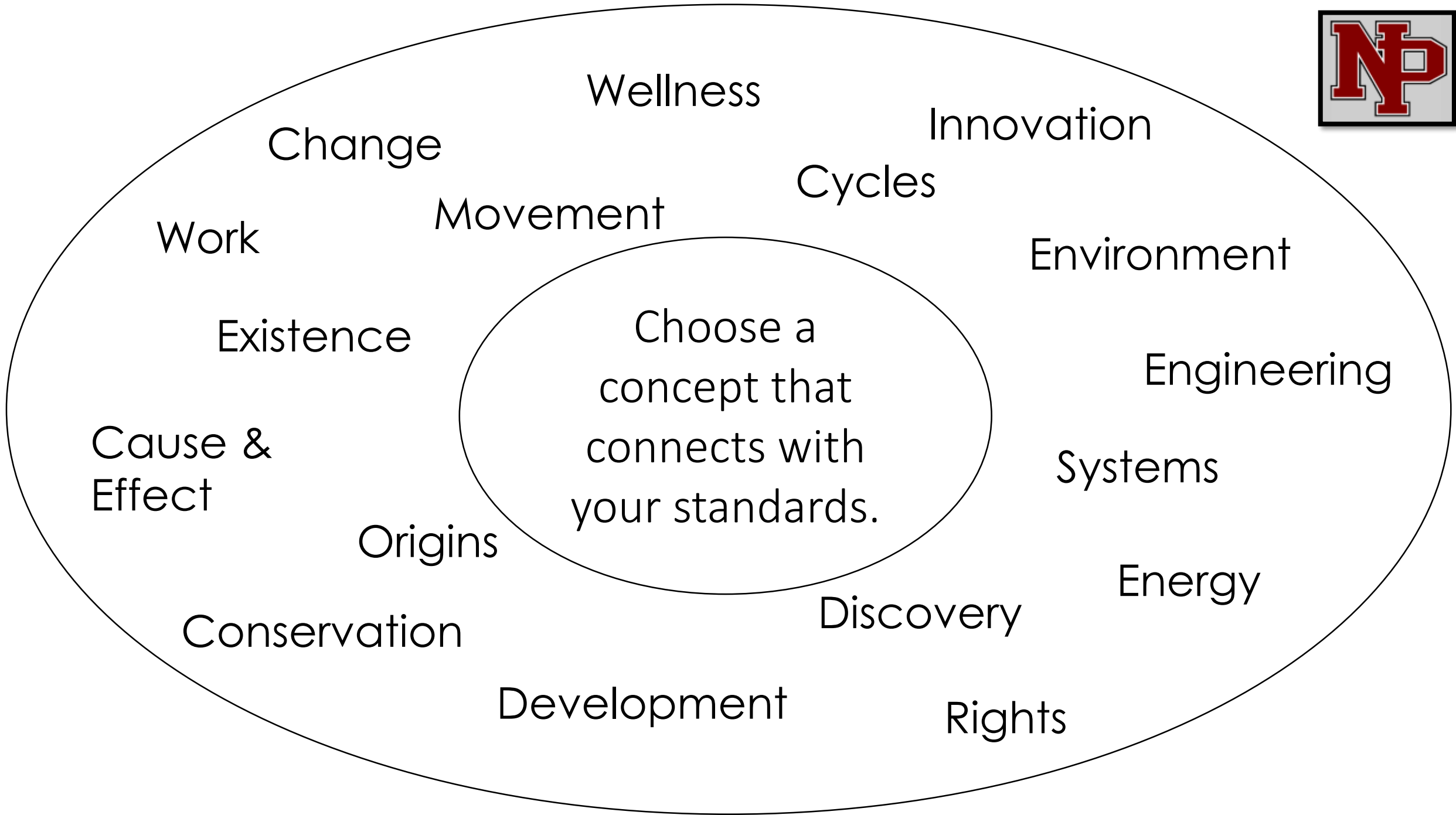
Finally – rewrite the generalizations as questions. These are your essential questions.
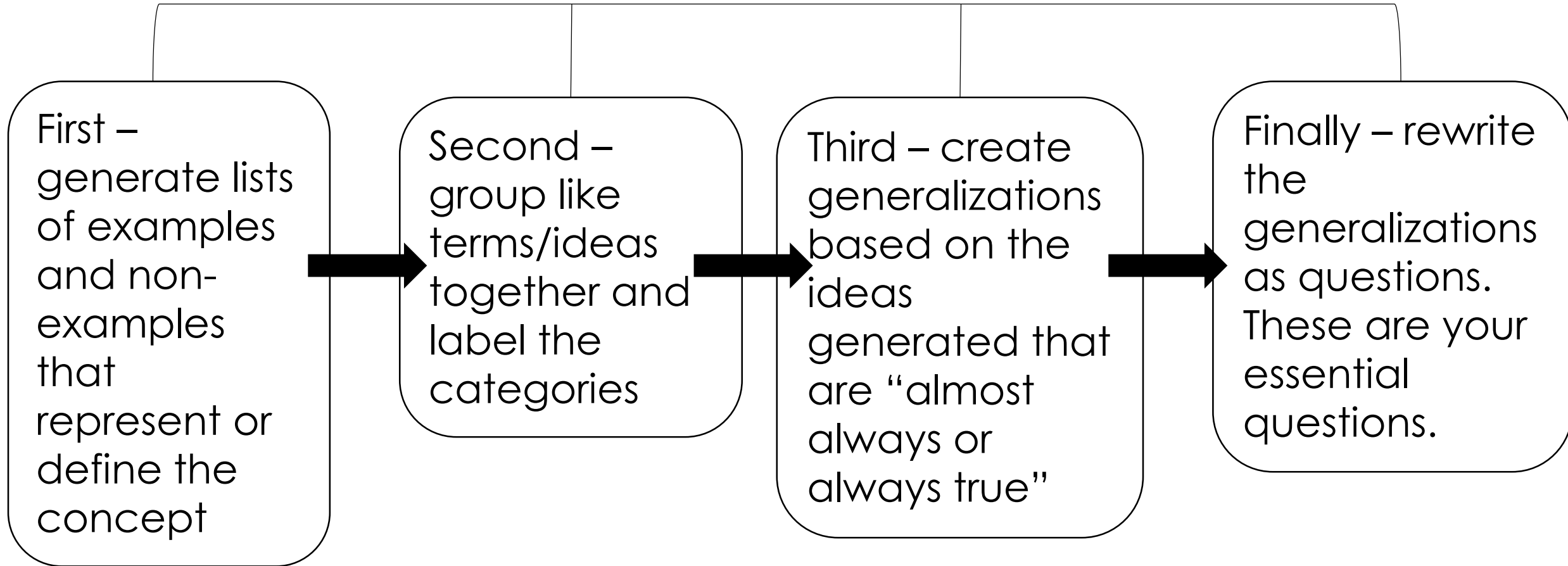
Concept Development Worksheet [Cash, 2011]

+ Words or Phrases the represent or define the concept.	**-** Words or Phrases that DO NOT represent or define the concept.
Generalizations that explain the [+] and [–] categories.	**?** Turn your generalizations into open-ended questions.
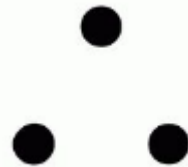
Questioning

Pre-Assess
Perky Pace
Choice
Challenge
Flexibility
Feedback

Pace –

- rate of instruction and management in the classroom
- Accelerated pace does not mean moving through the core content quickly in order to cover more material
- *Rather,* **spending less time on building background knowledge, offering fewer examples, and giving less teach-led practice**.
- Allows independence to grow

Depth –

- The degree to which a student explores and understands the content
- Because gifted learners can learn facts and strategies with less repetition and practice they can go more deeply into an area of study

Bloom's – New Version (1990's)

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Webb's DOK (2002)

Extended Thinking
Strategic Thinking
Skills and Concepts
Recall and Reproduction

Webb's Depth of Knowledge & Corresponding Verbs

Some verbs could be classified at different levels depending on application.

Recall and Reproduction *Correlates to Bloom's 2 Lowest Levels*

Recall a fact, information, or procedure.

arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why

Skill/Concept

Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.

apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues

Strategic Thinking

Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.

apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems

Extended Thinking *Correlates to Bloom's 2 Highest Levels*

*Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.*

analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

Debbie Perkins, 2008

Depth of Knowledge

Increasing Depth of Knowledge

[Webb, 2009]
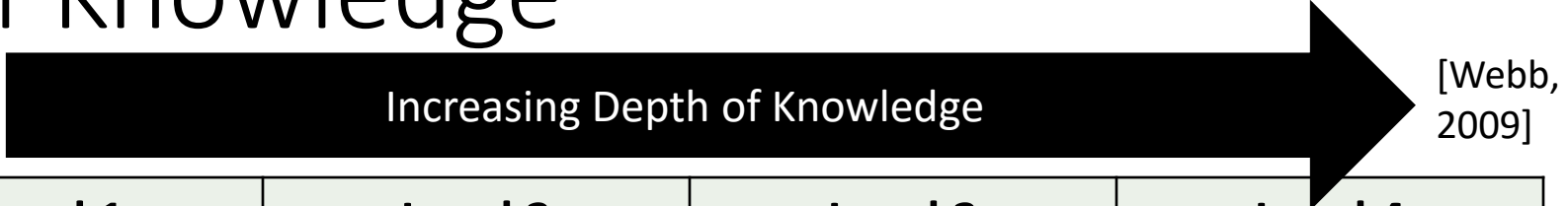
Level 1	Level 2	Level 3	Level 4
Teacher directs, shows, demonstrates, tells	**Teacher** shows, observes, questions	**Teacher** probes, clarifies, guides, evaluates, questions	**Teacher** facilitates, reflects, extends, analyses
Students respond, remembers, memorizes, restates	**Students** solve problems, calculates, constructs	**Students** debate, examine, judge, questions, compares	**Students** design, take risks, proposes, creates, formulates
• Concept maps • Timelines • List of keywords • Report to class • Outline • Summary	• Construct model • Diorama • Diary/blog • Make game • Research	• Design questionnaire • Debate • Letter to editor • Persuasive speech	• Research to test a hypothesis • Selling an idea • Work as disciplinarian

TEACHER RESPONSIBILITY
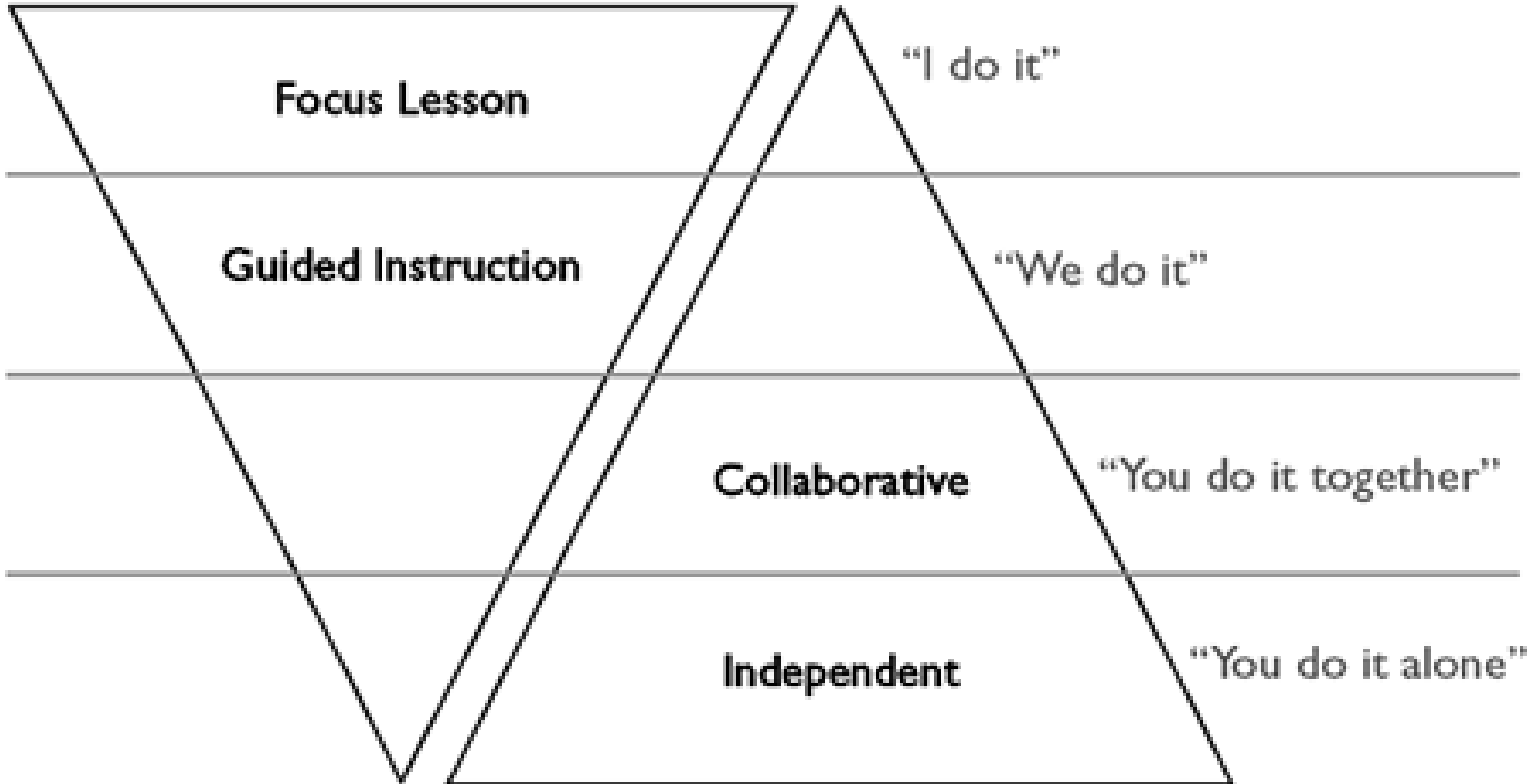
Focus Lesson — "I do it"

Guided Instruction — "We do it"

Collaborative — "You do it together"

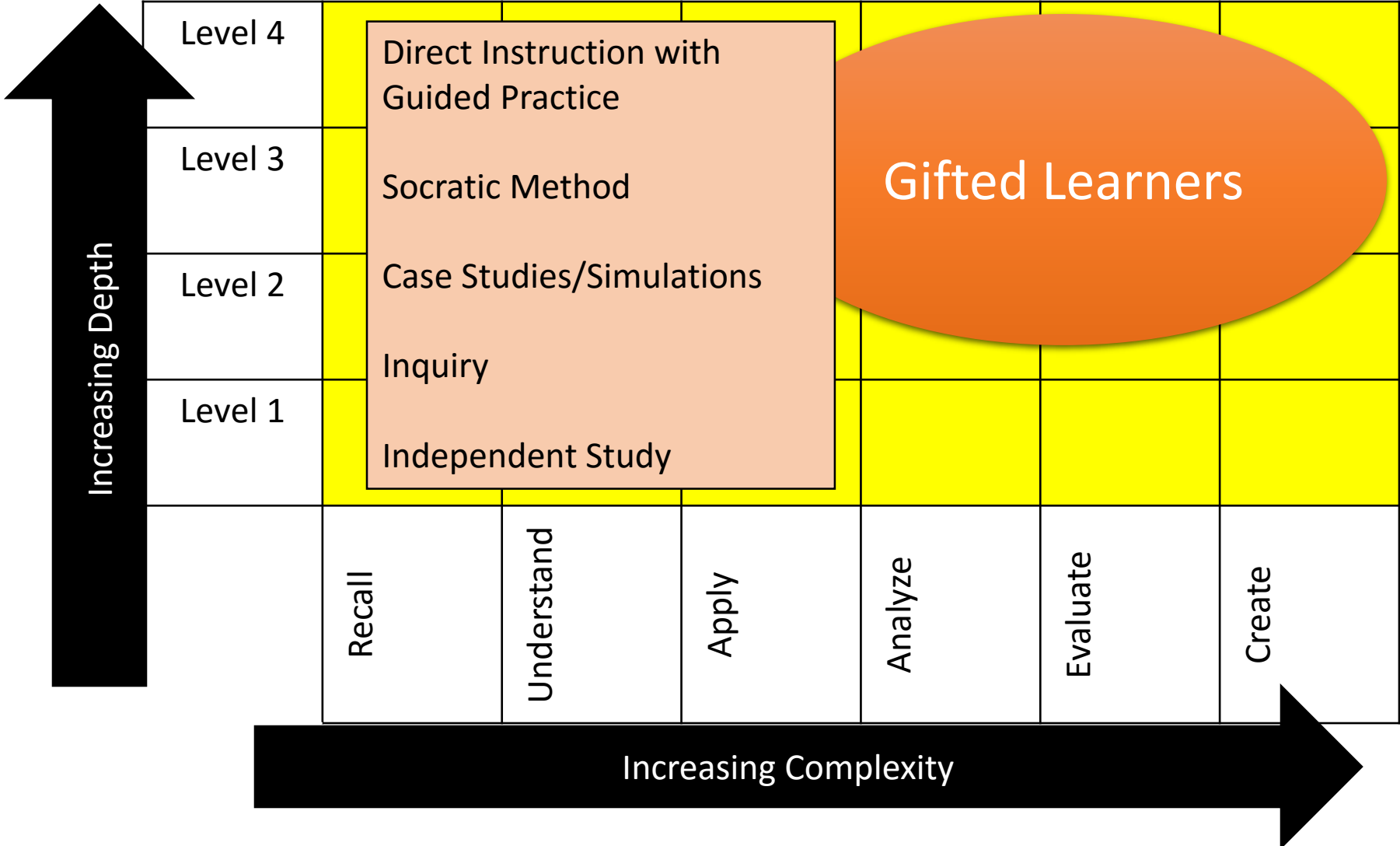Independent — "You do it alone"

STUDENT RESPONSIBILITY

Depth & Complexity

[Heacox & Cash, 2014]

Increasing Depth

Level 4

Level 3

Level 2

Level 1

Direct Instruction with Guided Practice

Socratic Method

Case Studies/Simulations

Inquiry

Independent Study

Gifted Learners

Recall | Understand | Apply | Analyze | Evaluate | Create

Increasing Complexity

Chain of Questions

3 - Applying

Assemble	Build	Construct		Create
Design	Develop	Devise		Formulate
Imagine	Invent	Make		Plan
Produce	Write	Appraise	Forecast	Select
Argue	Generalize	Speculate	Check	Detect
Hypothesize	Support	Critique	If/Then	Test
Defend	Judge	Valuate	Predict	Value

2 – Processing

Attribute	Classify	Compare	Contrast	Criticize
Deconstruct	Differentiate	Discriminate	Distinguish	Examine
Experiment	Explain why	Infer	Integrate	Organize
Outline	Question	Sort	Structure	Carry out
Choose	Demonstrate	Do	Dramatize	Employ
Execute	Illustrate	Implement	Interpret	Operate
Schedule	Sketch	Solve	Using	

1- Gathering

Classify	Complete	Describe	Discuss	Explain
Identify	Locate	Paraphrase	Recognize	Report
Select	Translate	Define	Duplicate	List
Memorize	Recall	Repeat	Reproduce	State

Costa's Levels of Thinking

3–Applying
"Off the page" or "From the brain"

Evaluate	Generalize	Imagine
Judge	Predict	Speculate
If/Then	Hypothesize	Forecast

2–Processing
"Between the Lines" or "From the book and brain"

Compare	Contrast	Classify
Sort	Distinguish	Explain (Why?)
Infer	Analyze	

1–Gathering
"On the page" or "From the book"

Complete	Define	Describe
Identify	List	Observe
Recite	Select	

Chain of Questions

Factual

Evaluative

Analytical

Asking for specific
information

Requires authentic
information

Defines relationships

Requires a way to compare

Requires an opinion

Based on one's judgement
and perceptions
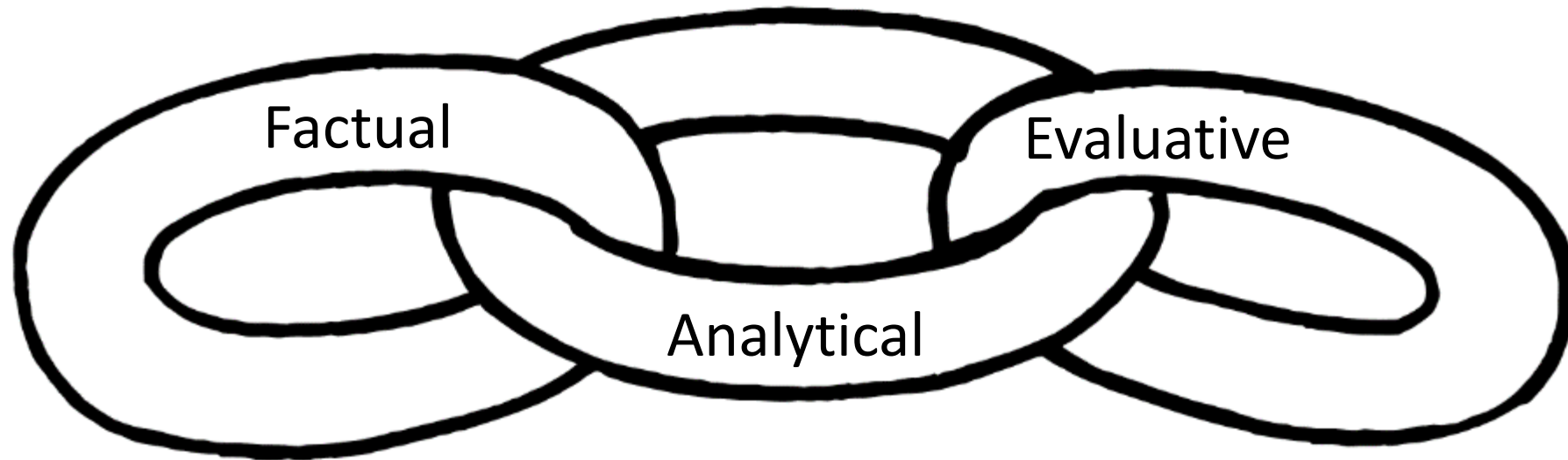
Chain of Questions

Factual: How would you describe the weather this morning?

Analytical: How will the weather change throughout the day?

Evaluative: What is your favorite type of weather that we will have today?

Jacob's Ladder

TABLE 1
Goals and Objectives of *Jacob's Ladder Primary 1* by Ladder and Rung

A3: Consequences and Implications	B3: Generalizations	C3: Theme/Concept	D3: Creative Synthesis	E3: Using Emotion	F3: Playing With Words
Students will be able to predict character actions and story outcomes and make real-world forecasts.	Students will be able to make general statements about a reading and/or an idea within the reading, using data to support their statements.	Students will be able to identify a major idea or theme common throughout the text.	Students will create something new using what they have learned from the reading and their synopses.	Students will be able to analyze how emotion affects the passage and/or the reader.	Students will be able to accurately apply figurative language and new vocabulary to newly created contexts.
A2: Cause and Effect	**B2: Classifications**	**C2: Inference**	**D2: Summarizing**	**E2: Expressing Emotion**	**F2: Thinking About Words**
Students will be able to identify and predict relationships between character behavior and story events and their effects upon other characters or events.	Students will be able to categorize different aspects of the text or identify and sort categories from a list of topics or details.	Students will be able to use textual clues to read between the lines and make judgments about specific textual events, ideas, or character analysis.	Students will be able to provide a synopsis of text sections.	Students will be able to articulate their feelings through a variety of media (e.g., song, art, poem, story, essay, speech).	Students will be able to analyze the use of words within the context as related to the theme of a text.
A1: Sequencing	**B1: Details**	**C1: Literary Elements**	**D1: Paraphrasing**	**E1: Understanding Emotion**	**F1: Understanding Words**
Students will be able to list, in order of importance or occurrence in the text, specific events or plot summaries.	Students will be able to list specific details or recall facts related to the text or generate a list of ideas about a specific topic or character.	Students will be able to identify and explain specific story elements such as character, setting, or poetic device.	Students will be able to restate lines read using their own words.	Students will be able to explain how emotion and feeling are conveyed in a text and/or their personal experience.	Students will be able to identify and explain the meaning of figurative language or new vocabulary within the context of a story or poem.
Ladder A	Ladder B	Ladder C	Ladder D	Ladder E	Ladder F

SEM-R

http://gifted.uconn.edu/semr-resources/

Character

Think of two questions you have about the main character. Do you think the questions will be answered as you continue with the story? Why or why not?

Describe the main character of the book in five or fewer words. Avoid using trite words (nice, good, bad, mean, etc.).

Tell about a decision or choice made by a character. Do you think the character made a good choice? Why or why not?

Tell about a character's action that surprised you. Why was the action a surprise? What did it show about the character?

Character

Who is the *antagonist* in the story? What clues from the text help you to know this?

Imagine you are one of the characters during an important moment in the book. How do you think you would feel about what is happening? Why?

If you could give the main character a gift, what would you give him or her? What details from the book helped you to decide what you might give?

What is a question that one of the characters seems to be struggling with in the story? How does this character try to find answers?

Character

If you could choose to become one of the characters, whom would you choose? Why?

How would the book be different if told from another character's point of view?

Compare and contrast the protagonist in this story with a character in another book.

Create a new problem for the main character that is similar to a problem you once faced. Do you think the main character would respond to the problem the same way you did? Why or why not?

Wiederhold Question Matrix

Wiederhold Question Matrix	Event	Situation	Choice	Person	Reason	Means
Present	What is?	Where / When is?	Which is?	Who is?	Why is?	How is?
Past	What did?	Where / When did?	Which did?	Who did?	Why did?	How did?
Possibility	What can?	Where / When can?	Which can?	Who can?	Why can?	How can?
Probability	What would?	Where / When would?	Which would?	Who would?	Why would?	How would?
Prediction	What will?	Where / When will?	Which will?	Who will?	Why will?	How will?
Imagination	What might?	Where / When might?	Which might?	Who might?	Why might?	How might?

Question Quest

Question Quest!	Is / Isn't	Do / Does	Might / Might Not	Would / Wouldn't	Should / Shouldn't	Can / Can't
Who?	1	1	1	2	2	2
What?	1	1	1	2	2	2
When? Where?	1	1	1	2	2	2
Which?	2	2	2	3	3	3
Why?	2	2	2	3	3	3
How? What if?	2	2	2	3	3	3

Tiered Assignments

Pre-Assess
Perky Pace
Choice
Challenge
Flexibility
Feedback

Tiered Assignment Framework – Austin Public Schools

Content Objectives: "The learner will..."

| Tiers 2 & 3: Support | Tier 1: Grade Level | Tiers 2 & 3: Challenge |

Tier 2 Support: For Some

More Scaffolding/More Concrete

Activity:

Materials:

Product:

Self/Buddy/Team

Tier 1 Grade Level: For Most

What does everyone need?

Activity:

Materials:

Product:

Self/Buddy/Team

Tier 2 Challenge: For Some

Less Scaffolding/More Abstract

Activity:

Materials:

Product:

Self/Buddy/Team

Created by D. Wolff, 2014; Based on D. Heacox, 2009

Help Yourself... And a Student – 5 min. PD

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Common Ways to Differentiate

By Readiness: Offers an opportunity to reinforce or reteach a lesson to one group of learners and to extend or enrich learning for other learners

By Level of Challenge/Complexity: Offers basic applications of content for some students as well as more complex applications to students who need greater challenges

By Learning Preference: Offers opportunities for students to

Gifted 206: Tiered Assignments for ALL

Tiered assignments are the most prescriptive, learner-responsive, and sophisticated strategy for differentiating teacher instruction. Tiered assignments are designed to meet the different learning needs based on readiness, interest, and learning preferences.

6. (2 pts) Draw a ramp for rolling the barrel on top of the ledge. The barrel is extremely heavy so design the ramp to use the least amount of force.
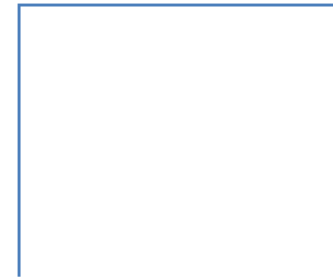
6. (2 pts) Design a way to move the heavy barrel to the top of the ledge.
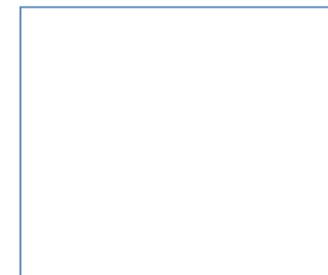
7. Label the three parts of a lever (lever arm, fulcrum, load) on the drawing below (3 points).
8. Draw an arrow to represent where the effort should be applied (1 point).

9. Will the load be easy or hard to lift? Explain* (2 points).

_____
_____
_____

    Your explanation should have to do with the distance between the fulcrum and the load or effort.

---

7. Label the three parts of a lever (lever arm, fulcrum, load) on the drawing below (3 points).
8. Draw an arrow to represent where the effort should be applied (1 point).

9. What advantages and disadvantages does the lever setup shown provide? (2 points).

_____
_____
_____

    Your explanation should have to do with the distance between the fulcrum and the load or effort.

Differentiation Resources

I learned...

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