

Differentiation Strategies for High-End Learners:
A Response to Instruction

CURRICULUM COMPACTING

Curriculum Compacting: Pre-assessment

- What is curriculum compacting?
 - Streamlining curriculum so that students who demonstrate mastery of material can work on alternate assignments in their area/s of interest.



Curriculum Compacting

- When is curriculum compacting appropriate?
 - d. Whenever students demonstrate mastery of grade level



Curriculum Compacting

How can I find out which students have already mastered material to be taught?

❖ By Pre-asses

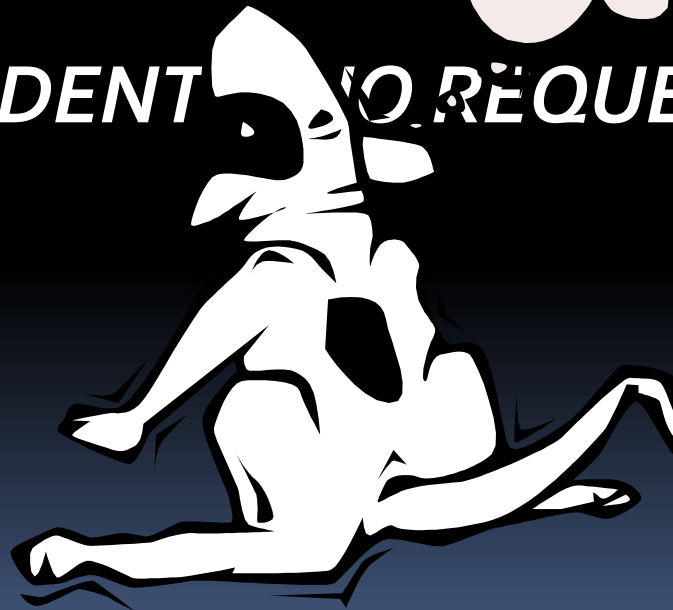


Curriculum Compacting

Who should be allowed to participate in pre-assessment and curriculum compacting?




a. ANY STUDENT WHO REQUESTS IT!






Curriculum Compacting

- Why is curriculum compacting important?
 - Student engagement
 - Provides appropriate challenge through acceleration and / or added depth and complexity
 - Promotes academic excellence for all students
 - Frees time for teachers to spend with students who need additional direct instruction.
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Fascinating Facts

- Gifted students may enter your class knowing up to 50-60% of the material to be taught in their area/s of giftedness.
 - Gifted students learn new material with an average of 1-3 repetitions compared to the average student who may need up to 15 repetitions.
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- Steps in curriculum compacting
 - Decide the main objectives of the chapter / unit to be taught.
 - Pre-asses the students for mastery
 - Document student mastery and weaknesses
 - Provide opportunities for alternate assignments in the student's interest area to replace the "regular" work for mastered objectives.

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1. Decide on the big idea and major objectives of the chapter/unit

- ALCOS
- ARMT
- Text
- Pacing Guide
- Teacher generated



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2. Pre-assess

- End of chapter or unit test
- Free write
- Concept map (<http://www.inspiration.com/Freetrial>)
- Mind map
- Short conference
- Authentic assessment with teacher checklist
- Graphic organizer
- Concept illustration

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- Decide what constitutes mastery
 - 85% - 90% over the whole unit?
 - Student joins the class for instruction in non-mastered objectives?
 - Teacher can decide if students needs to take post-test to assure mastery in areas of weakness.



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4. *Document*


- *Strengths*

- *Weaknesses*





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- WHAT ABOUT GRADES?
 - Student earns an “A” every day the class works on skills mastered on the pre-test.
 - Student joins class for lessons not mastered on pre-test and earns a grade for that day.
 - Student may take post-test if desired to earn “A” for the unit.
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4. Provide alternate activities

- Incorporate student interest
- Allow student choice
- Establish clear rules for student conduct while working on alternate activities



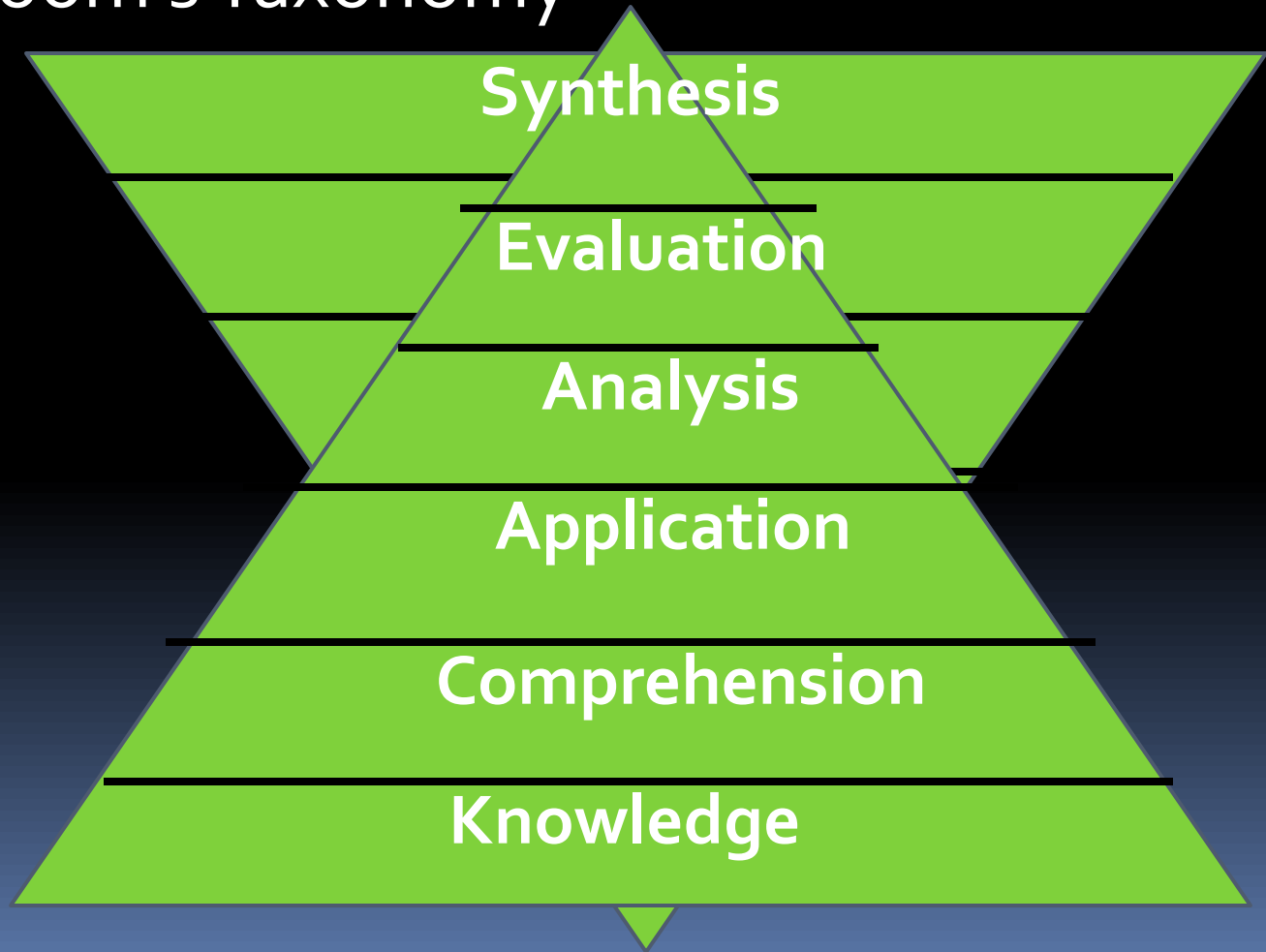
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- Alternate Activities should provide for special needs of gifted students
- Depth
- Complexity
- Acceleration
- Opportunities to express creativity



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- Bloom's Taxonomy



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- Ideas for alternative activities
 - Orbital Studies
 - Anchor Activities
 - Independent Study
 - Web Quest (<http://webquest.org>)
 - Work at Independent Learning Centers
 - Student Choice (Teacher approved!)



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- Where is the best place to start with curriculum compacting?
 - Skills based subjects such as
 - Spelling
 - Math
 - Language Arts (Grammar, Punctuation)
 - Map Skills
 - Geography

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- Non-negotiables
 - Students who compact out will not be required to complete “regular” work before undertaking activity of choice.
 - Alternative work will not be more of the same (MOTS) .
 - Teacher must establish rules of conduct while students engage in alternative work.

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- How do I grade “alternative” assignments?
 - Rubrics (<http://www.rubistar.com>)
 - Authentic audience
 - Authentic product
 - Student Reflection

What are YOUR ideas for how to include curriculum compacting in your classroom?




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- Upload your lesson plan to the Moodle Class website.
- Elementary : <http://atim.cc/course/view.php?id=377>
- Secondary : <http://atim.cc/course/view.php?id=378>
- Teach the lesson
- Follow-Up:
 - Webinar to discuss the effectiveness of the lesson and how to continue improvement
 - WIKI to write a minimum of four paragraphs reflecting on the effectiveness of the lesson and how to continue improvement. In addition, post feedback to two other teacher postings.



Bibliography

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