

GIFTED AND TALENTED PROGRAM

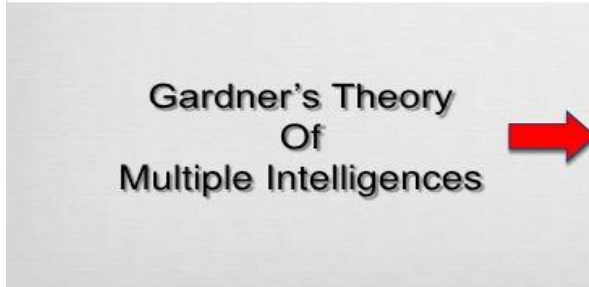
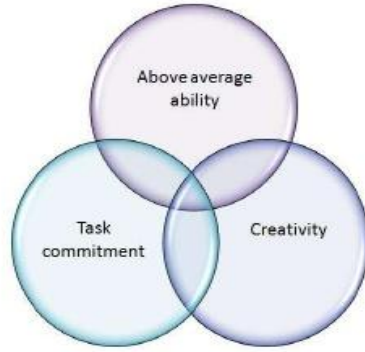
PS 198 THE ISIDOR AND IDA STRAUS SCHOOL

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WHAT IS “GIFTED EDUCATION?”

- Defined by **Renzulli**, as a three component model consisting of high ability, high creativity, and high task commitment.
- Defined by **Gardner**, as a theory of Multiple Intelligences that is composed of 8 different areas of intelligence.
- A mixture of **accelerated, rigorous, and specialized instruction** aligned to the Common Core Learning Standards (CCLS).

THEORIES OF GIFTEDNESS



WHAT IS COMPACTING?

The **purpose** of curriculum compacting is to reduce the amount of repetition that a student receives. The student should be able to demonstrate a high level of mastery of knowledge in the subject being tested.

- Students are pre-assessed to determine what parts of the curriculum they have already mastered
- Teachers then streamline the amount of time students spend on the regular curriculum

WHY WE COMPACT

Curriculum compacting is a flexible, research-supported instructional technique for modifying the regular curriculum to meet the needs of high ability students.

This technique is a form of content acceleration that enables students to skip work they already know and substitute more challenging content.

Goals of compacting:


- streamline work
- create a challenging learning environment
- guarantee proficiency in basic curriculum
- buy time for enrichment and acceleration (Reis and Renzulli, 1992)

WHAT COMPACTING LOOKS LIKE

Model and Draw

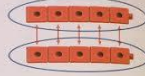
An even number of cubes can be shown as two equal groups.

$6 = 3 + 3$



You can match each cube in the first group with a cube in the second group.


$10 = 5 + 5$




Share and Show **MATH BOARD**

How many cubes are there in all? Complete the addition sentence to show the equal groups.


1. $\underline{\quad} = \underline{\quad} + \underline{\quad}$




2. $\underline{\quad} = \underline{\quad} + \underline{\quad}$



3. $\underline{\quad} = \underline{\quad} + \underline{\quad}$



4. $\underline{\quad} = \underline{\quad} + \underline{\quad}$




20 twenty



Name _____

On Your Own

Shade in the frames to show two equal groups for each number. Complete the addition sentence to show the groups.





5. 10

$\underline{\quad} = \underline{\quad} + \underline{\quad}$

6. 16


$\underline{\quad} = \underline{\quad} + \underline{\quad}$

7. Elena and José have 18 postcards together. They each have the same number of postcards. How many postcards do Elena and José each have?

_____ postcards

THINK SMARTER The number 7 is an odd number. Marc showed 7 with this addition sentence. Use Marc's way to show these odd numbers with addition sentences.

$7 = 3 + 3 + 1$



8. $5 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

9. $11 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

10. $9 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

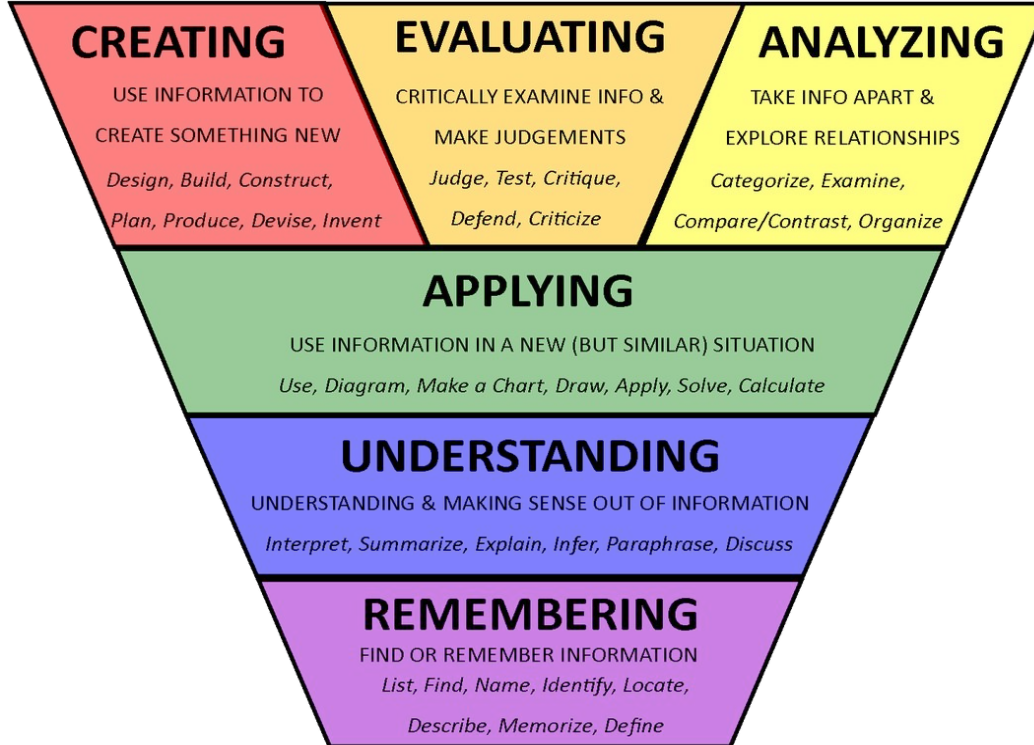
11. $13 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

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TEACHING STRATEGIES

- Allow students to move on to new work instead of waiting for others
- Promote self-initiated and self-directed learning
- Incorporate internet based activities into lessons
- Promoting creativity within the academic disciplines
- Focus on the higher levels of Bloom's Taxonomy

BLOOM'S TAXONOMY



STEPS TO COMPACTING

- Defining the outcomes of the instructional unit using curriculum guides, scope and sequence charts
- Determining what material is repeated within the course
- Pre-testing students against the learning outcomes
- Identifying students who have already mastered this material
- Removing repeated material for students who have demonstrated mastery
- Replacing removed material with enrichment activities which might include alternate assignments, self-directed learning assignments or acceleration activities such as studying materials in the next unit of the curriculum

THE COMPACTOR

Name it.	Prove it.	Change it.
What material needs to be covered?	Exactly what material is to be excluded?	What enrichment and/or acceleration activities will be included?
What evidence shows a need for compacting?	How will you prove mastery?	Independent Study Acceleration Mini-courses Honors Courses College Courses Mentorships
		Small Group Investigations Work Study

QUESTIONS?

