

Differentiated Program

"There is a qualitatively differentiated program to meet the students' students' cognitive and affective needs."

"... qualitatively differentiated program ..."

Degree of excellence, preferably challenging to the student

Functioning or proceeding at a differently or at a different rate

Breadth - alternative assignments- options, choices

Depth - tiered assignments - developmental differences

"... to meet the students' cognitive and affective needs."

The capacity to think or reflect

Relating to feelings or emotions

Consider:

- ◆ Conversation with student(s) of learning styles/differences
- ◆ Interest inventory to identify strengths, interests, needs
- ◆ Learning style inventory of visual, auditory, tactile, multiple
- ◆ Communication style, testing style, etc.

Resources:

Models for Providing a Continuum of Services to: Gifted Students

Research Series in Gifted Education

Ohio Department of Education

www.coe.ohio-state.edu/dyford

Snapshots of Differentiation in Action

Compiled by Carol Tomlinson

- ❖ Data on G/T student learning clearly indicates that program actions meet student needs

Consider:

- ◆ Written program plan
- ◆ Determine "best practice"
- ◆ Align program actions with goals
- ◆ Document student growth

Staff Qualifications and Staffing Provisions

"The plan shall include qualifications of personnel administering the program."

- ❖ Staff currently employed, or hired to district, meet district qualifications and state endorsement requirements as required by 14.20(13)
- ◆ Endorsement is the completion of 12 graduate semester hours of course work in the area of the gifted and talented to include the following:
 1. Psychology of the gifted
 2. programming for the gifted
 3. administration and supervision of gifted programs
 4. practicum experience in gifted programs

Consider:

- ◆ Qualifications defined and in writing
- ◆ Written staffing provisions/expectations: multiple buildings, supervisor, duties, etc