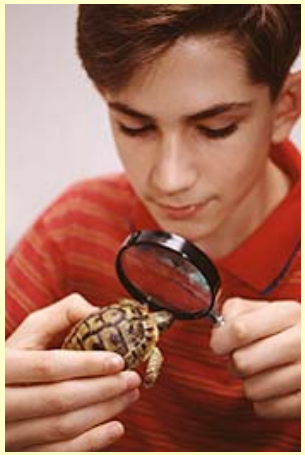
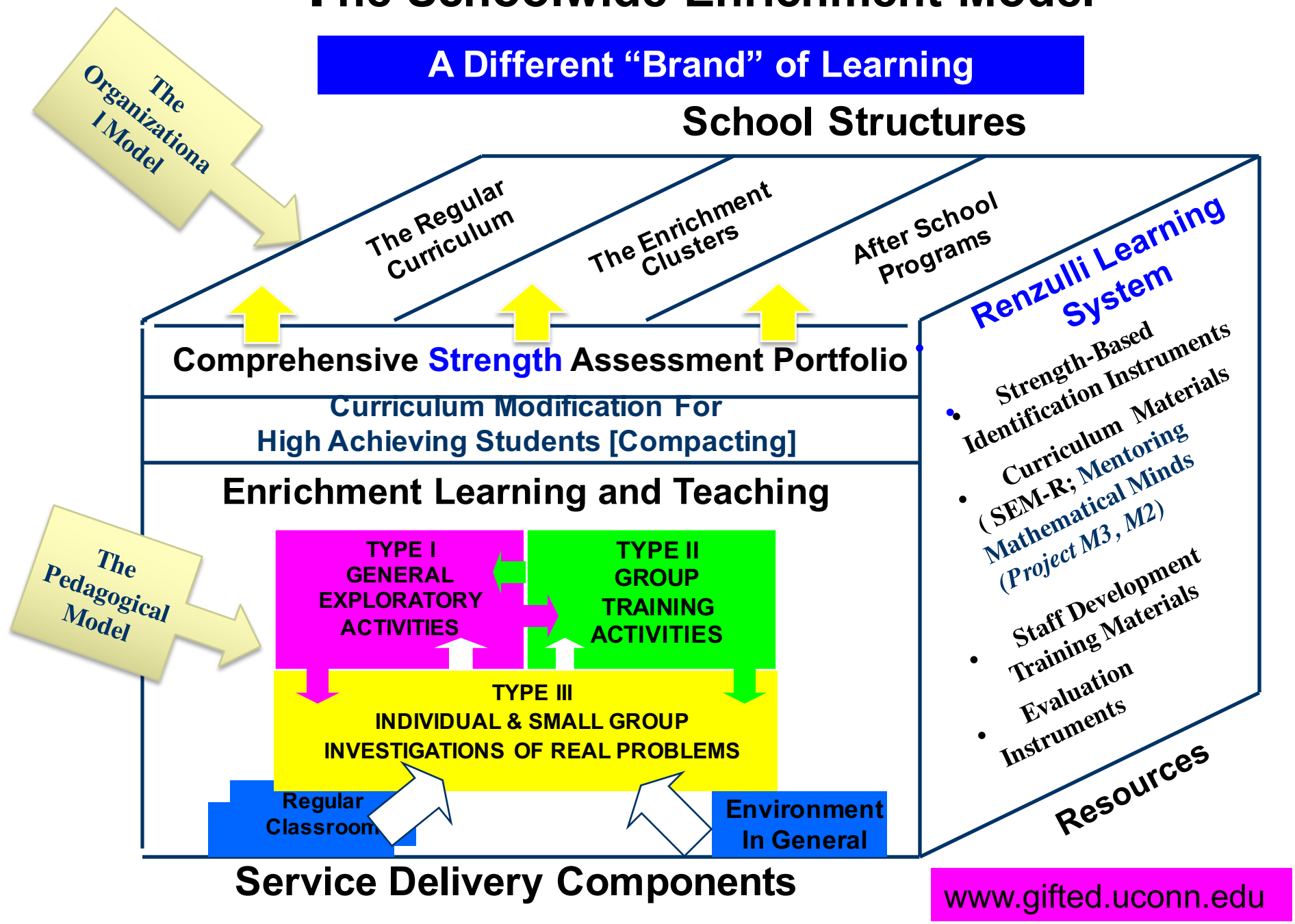
Curriculum Compacting: A Research-based Strategy for Differentiating Curriculum and Instruction



The Schoolwide Enrichment Model



www.gifted.uconn.edu

The Goals of The SEM

Continuum of Learning Theories*

All you ever needed to know about

Pedagogy

Deductive Didactic & Prescriptive	Inductive, Investigative & Inquiry Oriented
Knowledge Acquisition, Storage, and Retrieval. Prescribed & Predetermined Content	Knowledge Application, High Engagement, Motivation And Enjoyment. J-I-T Content

Outcomes

Basic Skill Acquisition Text Consumption	21st Century Thinking Skills Creative Productivity

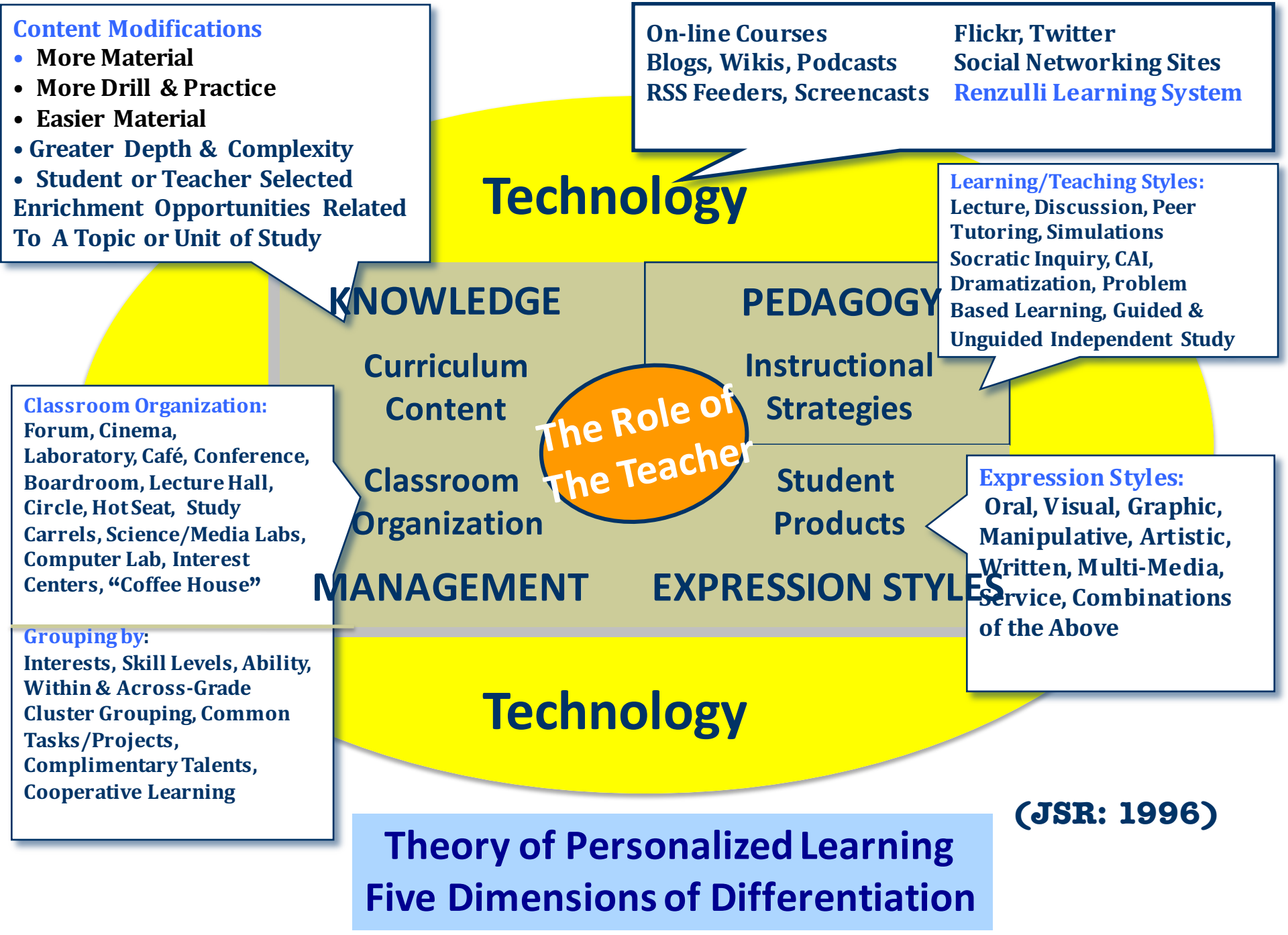
Major Theorists

Behaviorists •Pavlov •Thorndike •Skinner	**Constructivists** •Pestalozzi, Torrance, •Montessori, Gardner, •Piaget & Bruner, •Dewey, Sternberg

National Goals

Increased Academic Achievement Higher Test Scores Technically Proficient Professional and Skilled Workers	Inventors Creative Designers in Sciences, Arts, & Technology Innovative Leaders Entrepreneurs Writers People Who Make a Difference

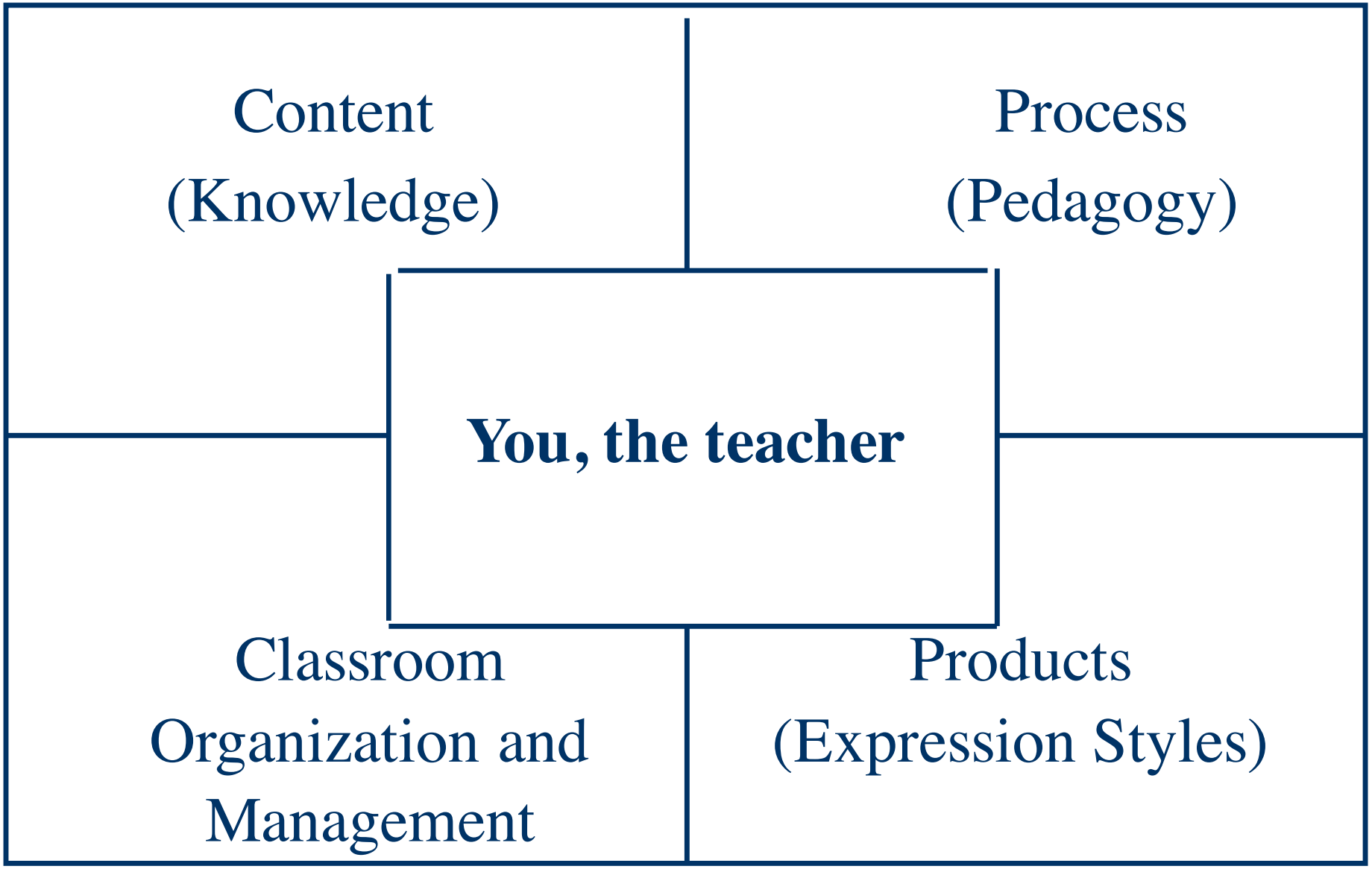
*Both ends of this continuum are important, and schools should integrate them whenever possible to produce the best balance between the two models of learning.

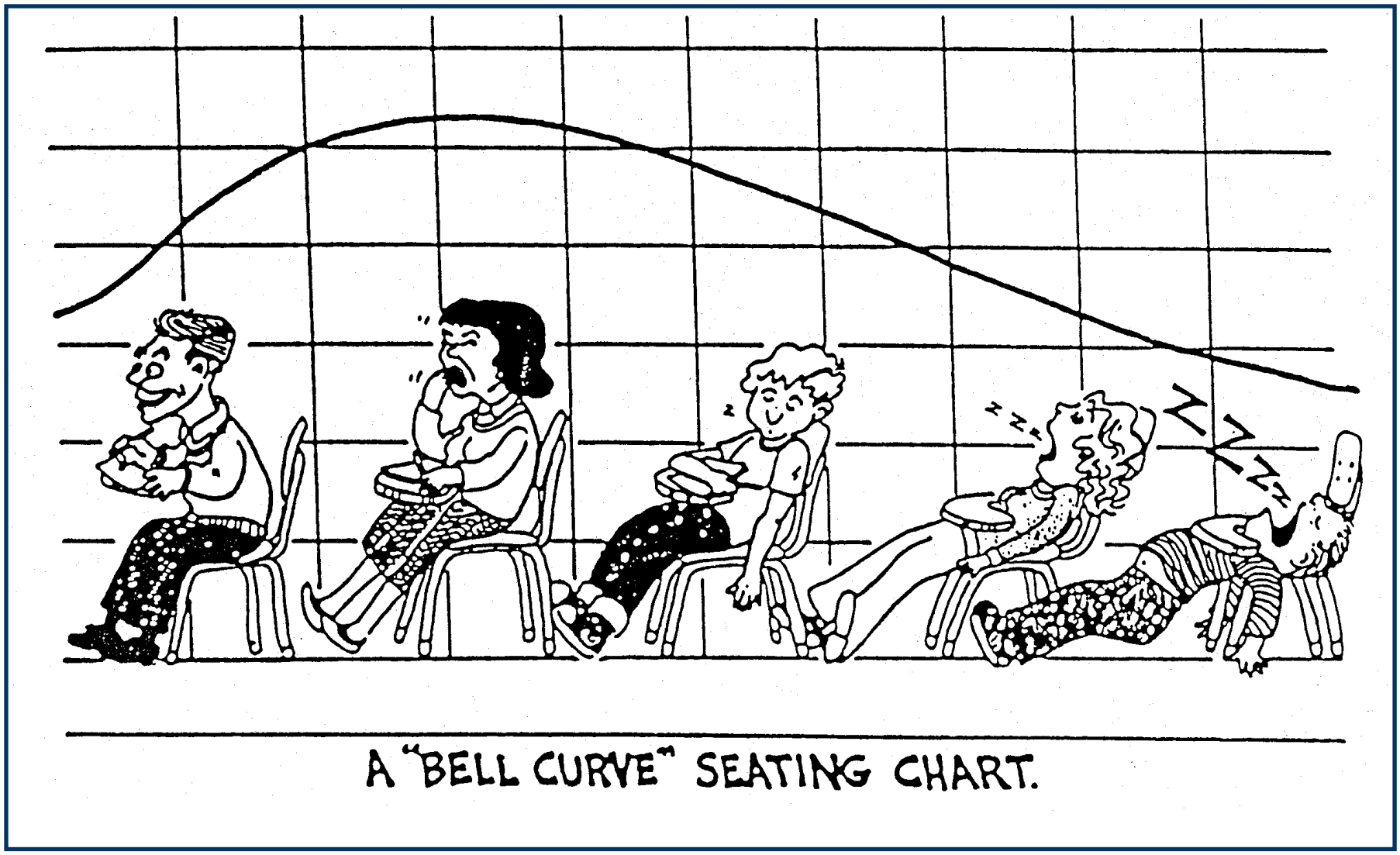


(JSR: 1996)

Theory of Personalized Learning
Five Dimensions of Differentiation

Renzulli's Five Dimensions of Differentiation





From *Get Off My Brain*, by Randy McCutcheon, illustrated by Pete Wagner

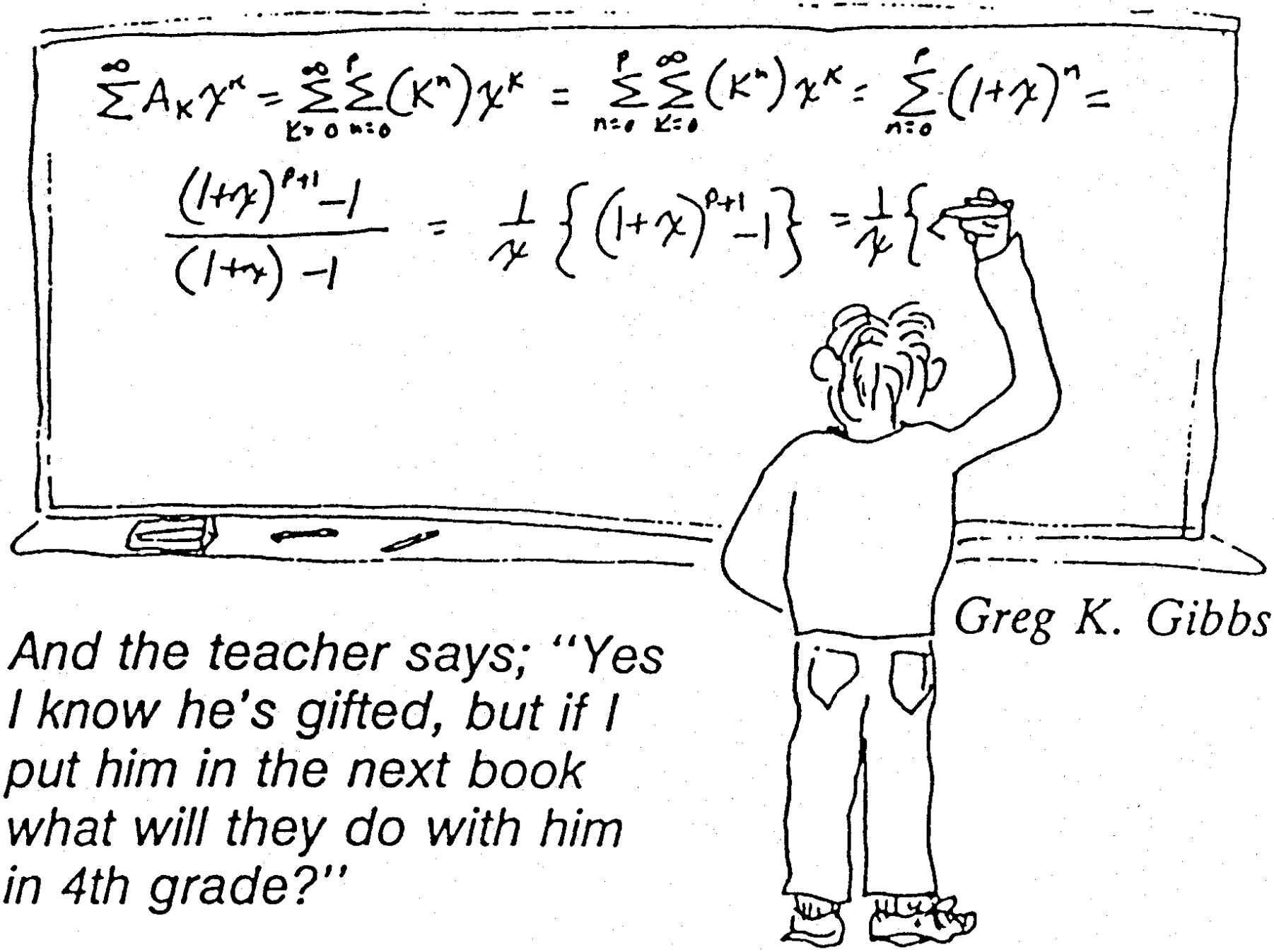
Compacting… The Why's

- High-ability or high-achieving students are frequently asked to participate in content, practice exercises, or instruction that they have previously mastered.
- Curriculum compacting is a process to eliminate, "streamline", reduce, and modify the grade-level curriculum by eliminating material that students have previously learned.

Why?

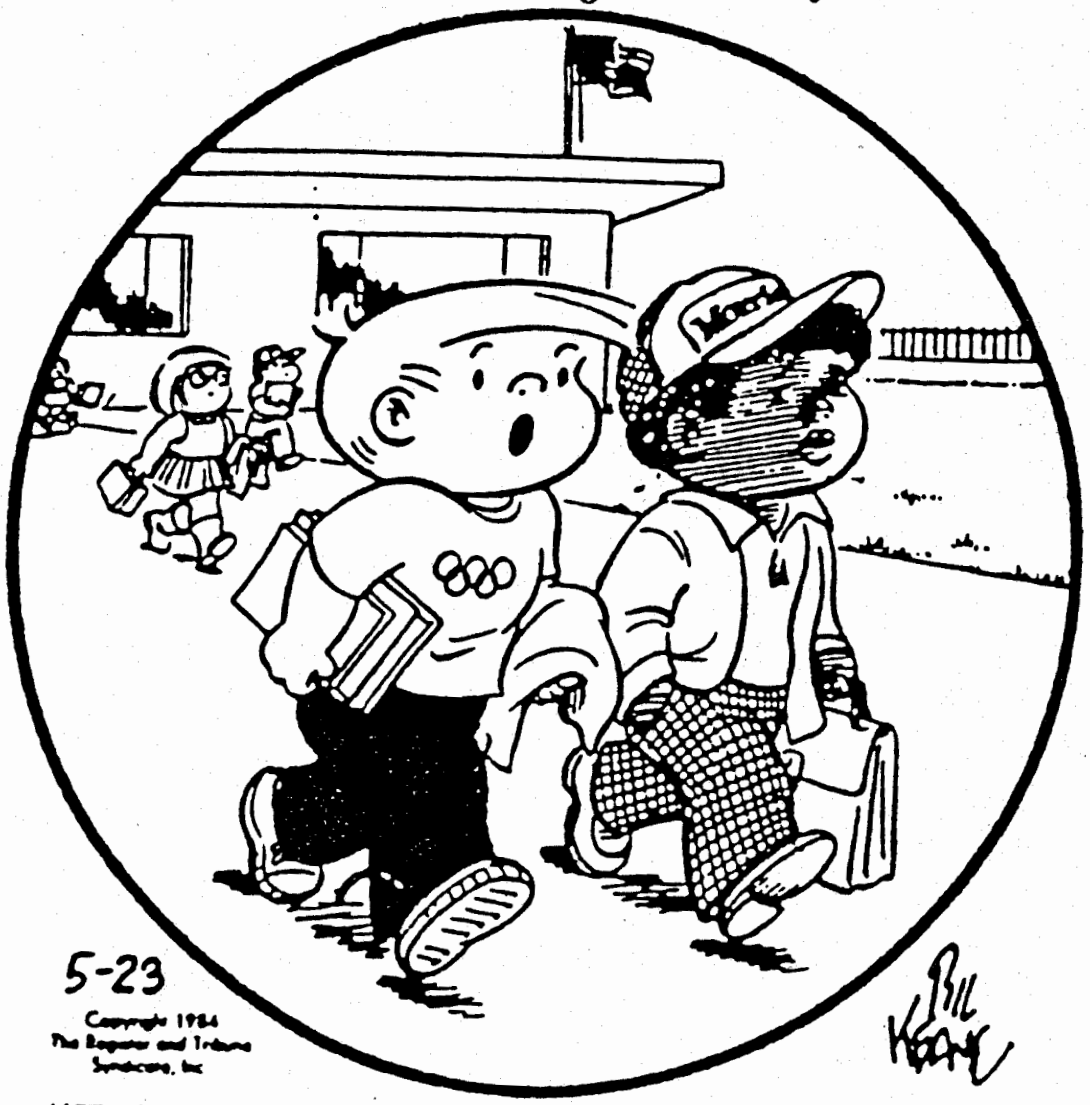
- Students who already know the material can face boredom, depression, inattentiveness, and underachievement, and often become discipline problems in their classrooms.

- Less repetition of previously mastered material can result in more learning for some students.



And the teacher says; "Yes I know he's gifted, but if I put him in the next book what will they do with him in 4th grade?"

THE FAMILY CIRCUS ® By Bil Keane



"This time of the year school is just like TV. Nothin' but reruns!"

Learning Differences in Children

* Aptitude and Ability
* Achievement
* Academic background—poor preparation and limited exposure
* Cultural—second language acquisition, interaction style differences
* Affect (enthusiasm level and personality)
* Effort (effort vs. ability issues)
* Styles of learning style (visual, auditory, concrete, hands-on)
* Interests
* Product and processes
* Self-regulation and study skills

The success of education depends on adapting teaching to individual differences among learners.

Yuezheng, in 4th century B.C. Chinese treatise, Xue Ji

What is Differentiation?

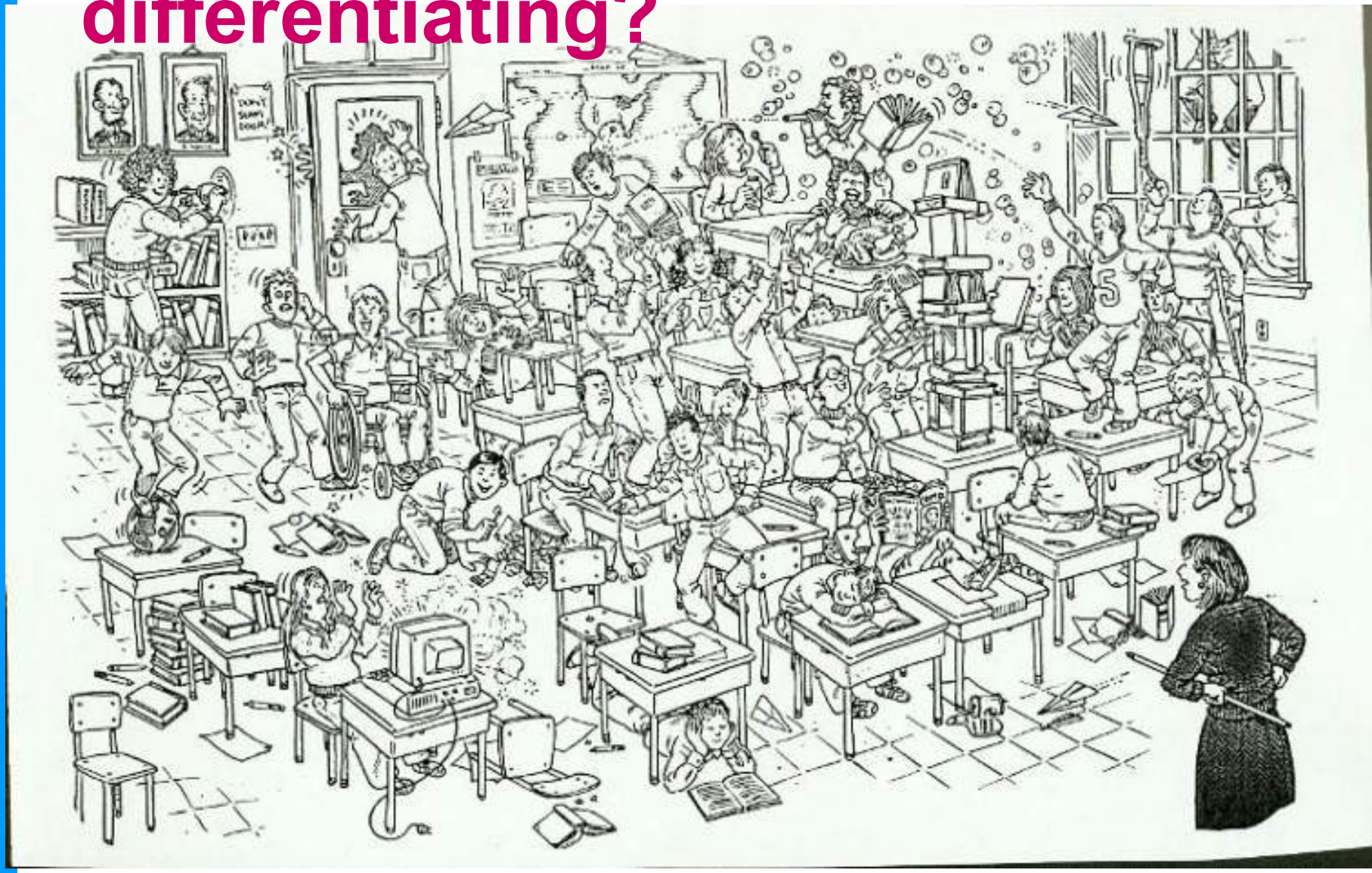
Matching appropriately challenging curriculum and instruction with a student's abilities, interests, and learning styles through a variety of instructional strategies and challenging curriculum.

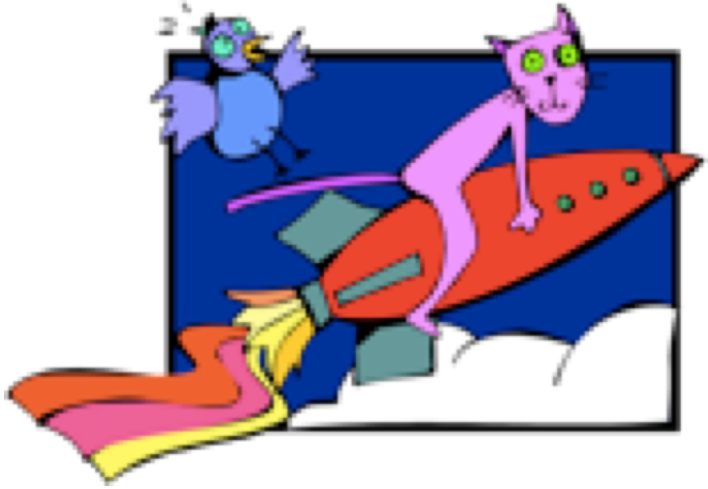
But……

- Is it happening?
- Even with good teachers?
- Or is compacting too hard for most teachers to do well and consistently?

Too many teachers feel like this on a regular basis—differentiation is a challenging task.

Why aren't you differentiating?





The National Research Center on the Gifted and Talented

The University of Connecticut

Yale University • The University of Virginia

http://www.gifted.uconn.edu

Why Not Let High Ability Students Start School in January? The Curriculum Compacting Study

Sally M. Reis
Karen L. Westberg
Jonna Kulikowich
Florence Caillard
Thomas Hébert
Jonathan Plucker
Jeanne H. Purcell
John B. Rogers
Julianne M. Smist

The National Research Center on the Gifted and Talented

In this national study, we learned that

Approximately 40-50% of traditional classroom material could be eliminated for academically talented students.

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

The Compactor

Prepared by: Joseph S. Renzulli
Linda M. Smith

NAME_____ AGE_____ TEACHER(S) _____

SCHOOL _____ GRADE_____ PARENT(S) _____

Individual Conference Dates And Persons Participating in Planning Of IEP

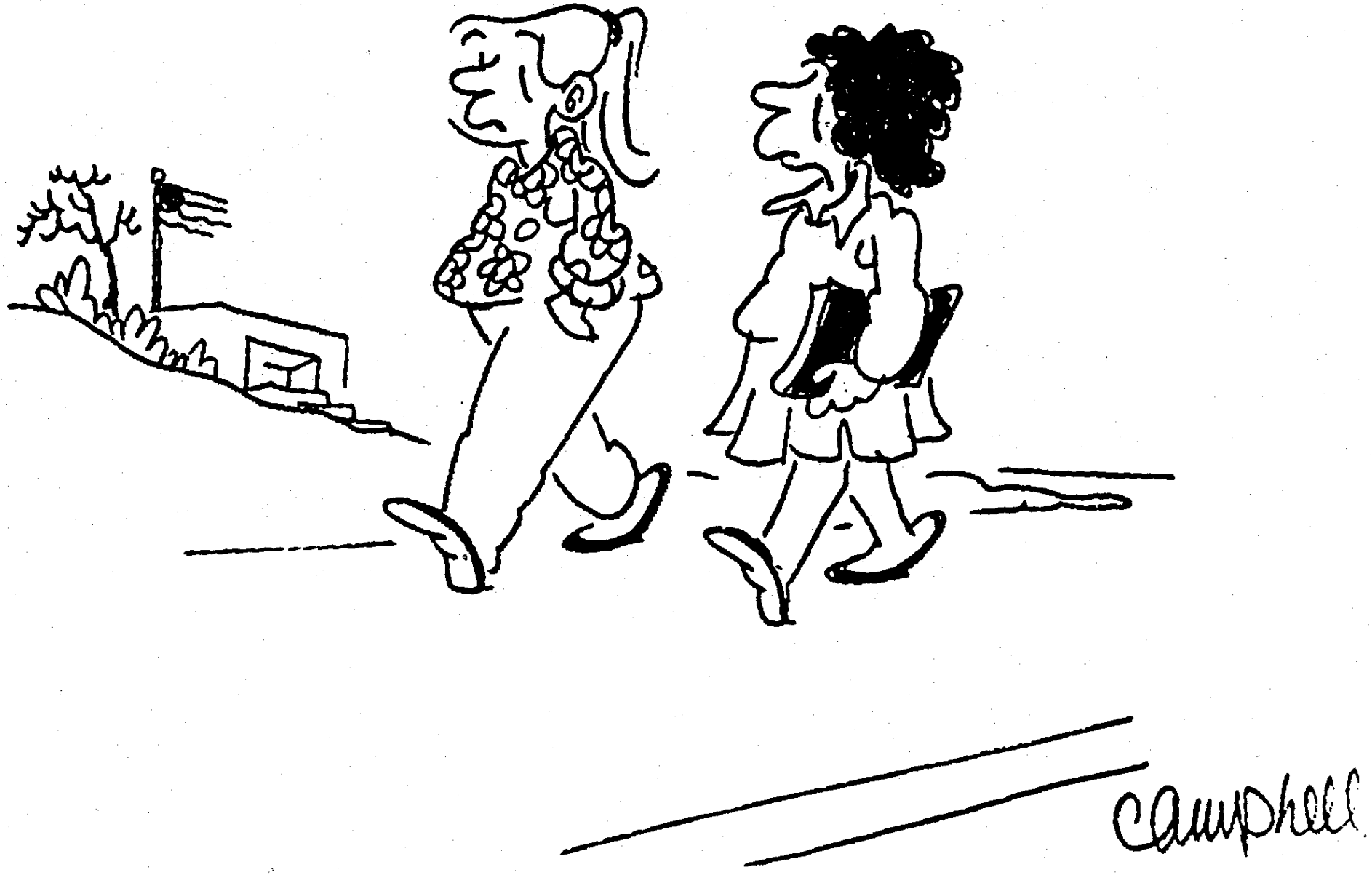
_____ _____ _____ _____

CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	PROCEDURES FOR COMPACTING BASIC MATERIAL Describe activities that will be used to guarantee proficiency in basic curricular areas.	ACCELERATION AND/OR ENRICHMENT ACTIVITIES Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
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

☐ Check here if additional information is recorded on the reverse side.

When teachers eliminated as much as 50% of the curriculum, no differences were found between treatment and control groups in most content areas. In fact, students whose curriculum was compacted scored higher than control group students in some areas.

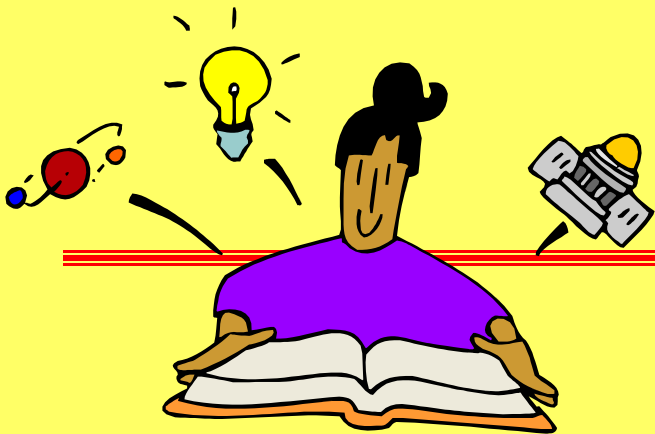
Student Behaviors Suggesting that Compacting May Be Necessary



"First grade would be all right if it weren't for the 11 sequels."

- Consistently finishes tasks quickly
- Finishes reading assignments first
- Appears bored during instruction time
- Brings in outside reading material
- Creates own puzzles, games, or diversions in class
- Consistently daydreams
- Uses vocabulary and verbal expression advance of grade level

- Has consistently high performance in one or more academic areas
- Tests scores consistently excellent
- Asks questions that indicate advanced familiarity with material
- Is sought after by other students for assistance
- Expresses interest in pursuing alternate or advanced topics.



INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

The Compactor

Prepared by: Joseph S. Renzulli
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NAME_____ AGE_____ TEACHER(S) _____

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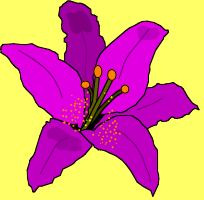
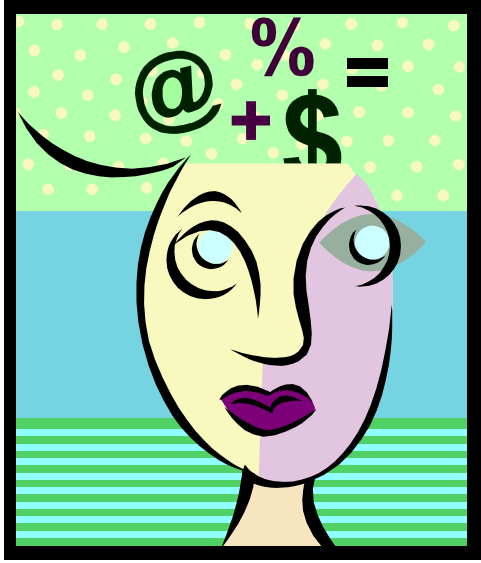


Goals of Compacting

- Create a challenging learning environment for all children!
- Define objectives and guarantee proficiency in basic curriculum.
- Find time for alternative learning activities based on advanced content **and** individual student interest.

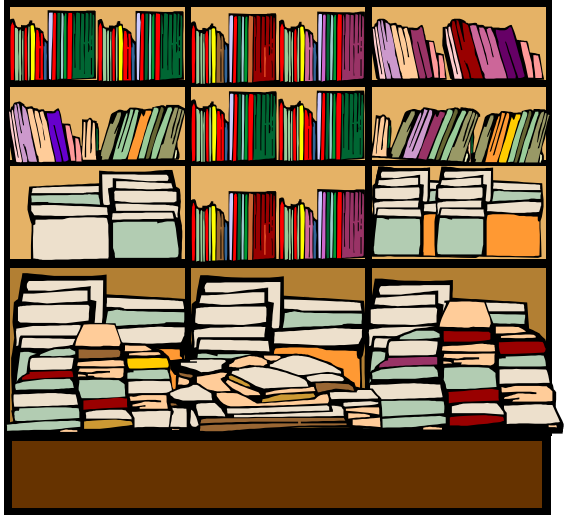
Types of Compacting



Basic Skills Compacting:

- Eliminates specific skills that students have already acquired.
- Spelling, mathematics, or grammar.
- Pre-testing is easier to accomplish.
- Mastery can be documented more easily /objectively.

Types of Compacting



Content Compacting

- Social studies, science, and literature
- Students may already know the objectives or may be able to read the material and master the objectives in a fraction of the time.
- More flexible–students can absorb the material at their own speed.
- Evaluation may be less formal– essays, interviews, or open ended tasks

Column One: Identify the objectives in a given subject area.

- Which objectives cannot be learned without formal or sustained instruction?
- Which objectives reflect the priorities of the school district/state department of education?

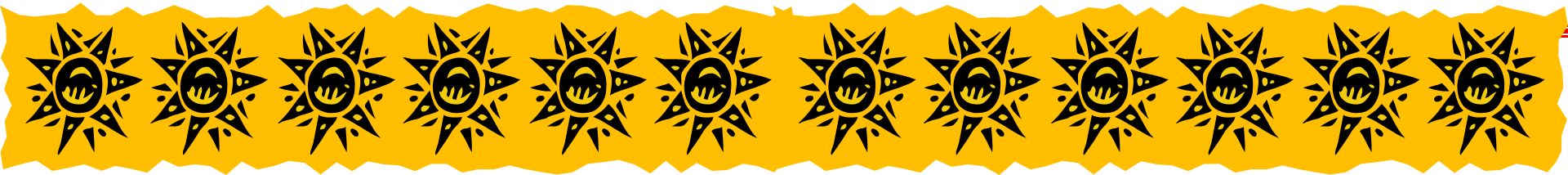
- Point out that some students will already be familiar with the material.
- Ask if any students would like to demonstrate that they already know the objectives being taught

- Assure the students they they're not expected to be competent in all the objectives being tested.
- Tell the students that their curriculum may be streamlined if they can exhibit partial mastery of the objectives

Who gets pre-tested?

- All or some
- Although this may seem like more work for the teacher, it provides the opportunity for all students to demonstrate their strengths or previous mastery in a given area.

Eliminate instructional time for students who show mastery of the objectives.



Streamline instruction of those objectives students have not yet mastered but are capable of mastering more quickly than classmates.

Offer challenging alternatives for time provided by compacting

Specific Documentation:

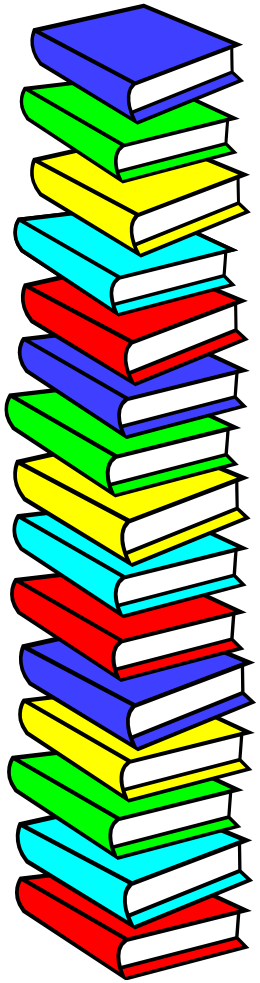
- Specificity is extremely important, depending on the subject. Recording an overall score of 85% on ten objectives, for example, sheds little light on what portion of the material can be compacted, since students might show limited mastery of some objectives and high levels of mastery on others.

Filling in the holes…

- Students may be asked to sit in on whole group lessons on an area in which they demonstrate a need or weakness.

Providing Acceleration and Enrichment Options

- A critically important phase of the compacting process is based on cooperative decision making and creativity on the parts of both teachers and students.
- Efforts can be made to gather enrichment materials from classroom teachers, librarians, media specialists, and content area or gifted education specialists.



Enrichment:

- Materials may include self-directed learning activities, instructional materials that focus on particular thinking skills, and a variety of individual and group project oriented activities that are designed to promote hands on research and investigative skills.

Strengths and Preferences:

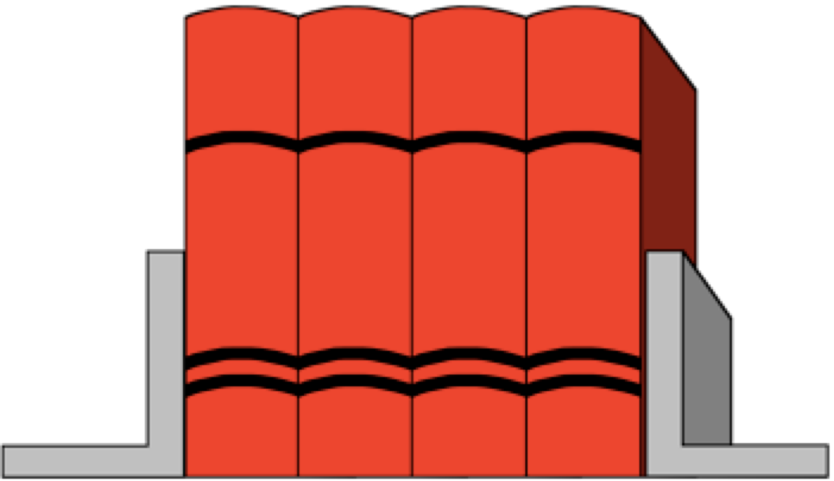
- The *Interest-A-Lyzer* (Renzulli) provides profiles of general categories of student interests.

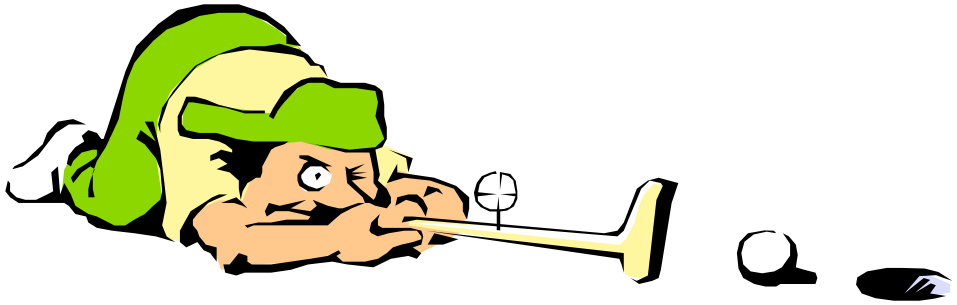
- https://www.prufrock.com/pdfs/SEM_Web_Resources/Interest-A-Lyzer.pdf

- https://nrcgt.uconn.edu/underachievement_study/curriculum-compacting/cc_section11/

Find a Variety of Alternatives

Request help from all available resources in order to create a wide range of opportunities and alternatives to replace content that has been eliminated through compacting.





- Individual or small group projects using contracts or management plans
- Interest or learning centers
- Opportunities for self-directed learning or decision making
- Mini-courses on research topics or other high interest areas

Replacement activities must be based on:

- The needs of the students
- Time
- Space
- Resources
- School policy
- Support personnel

Renzulli™ LEARNING

AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

Renzulli Profiler™ → MY Enrichment Activities → MY Notebook

Search Enrichment Activities

MY ENRICHMENT ACTIVITIES:

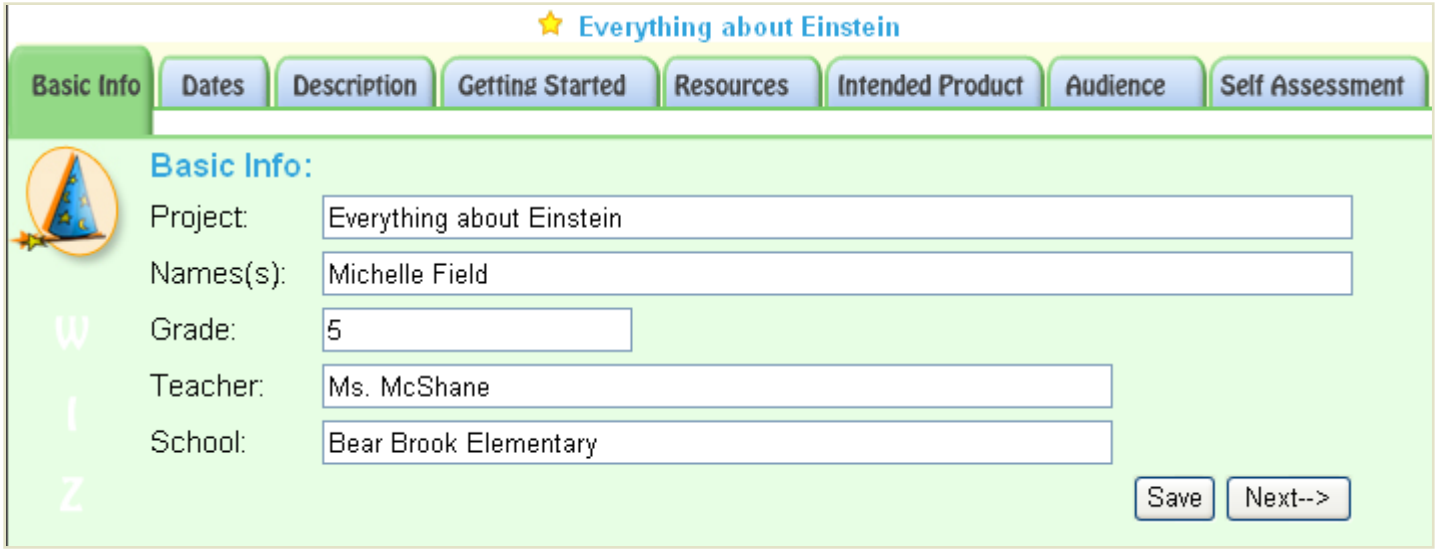
Here are some enrichment activities that might interest you. Click any of the icons below to view the activities:

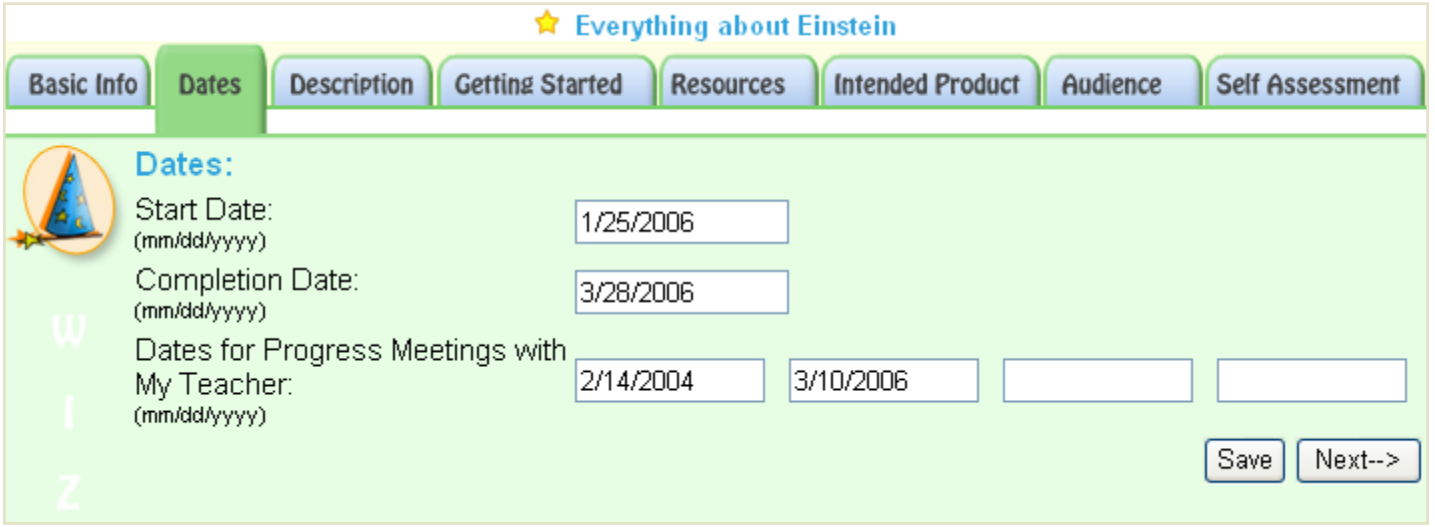
☐ Check this box to view only your favorites!

virtual field trips 105 Activities	real field trips 448 Activities	creativity training 107 Activities	critical thinking 88 Activities	projects & independent study 211 Activities	contests & competitions 36 Activities	websites 195 Activities
books (fiction) 137 Activities	books (non-fiction) 191 Activities	books (how-to) 47 Activities	summer programs 37 Activities	on-line classes & activities 131 Activities	research sites 37 Activities	videos & dvd's 89 Activities

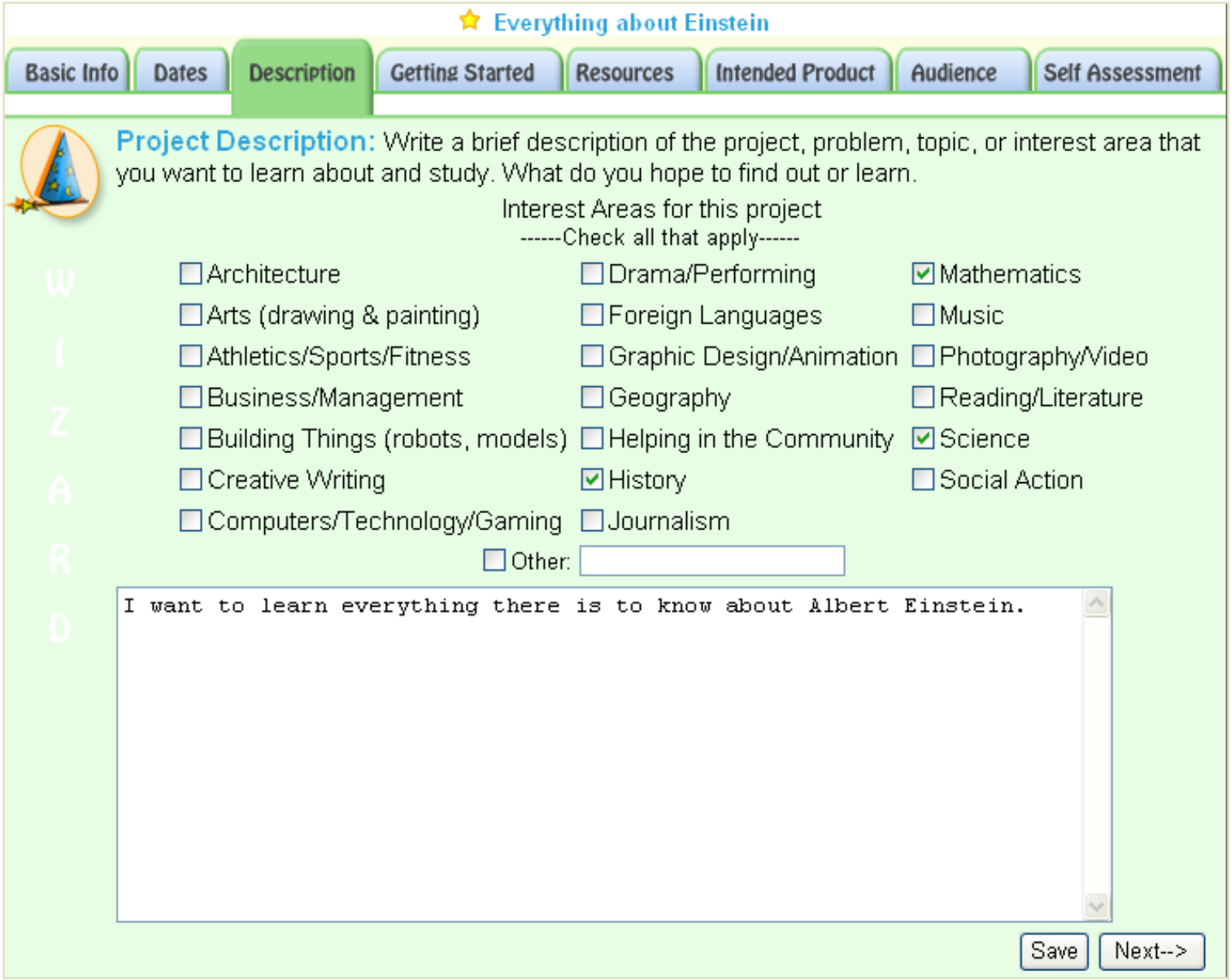
A University of Connecticut Research & Development Corporation Company

The Wizard Project Maker™ Step-by-Step Tool





The Wizard Project Maker™ Step-by-Step Tool



Compacting

- Recognizes large reservoir of knowledge
- Satisfies hunger to learn more about self-selected topics
- Encourages independence
- Eliminates boredom resulting from unnecessary drill and practice

Compacting

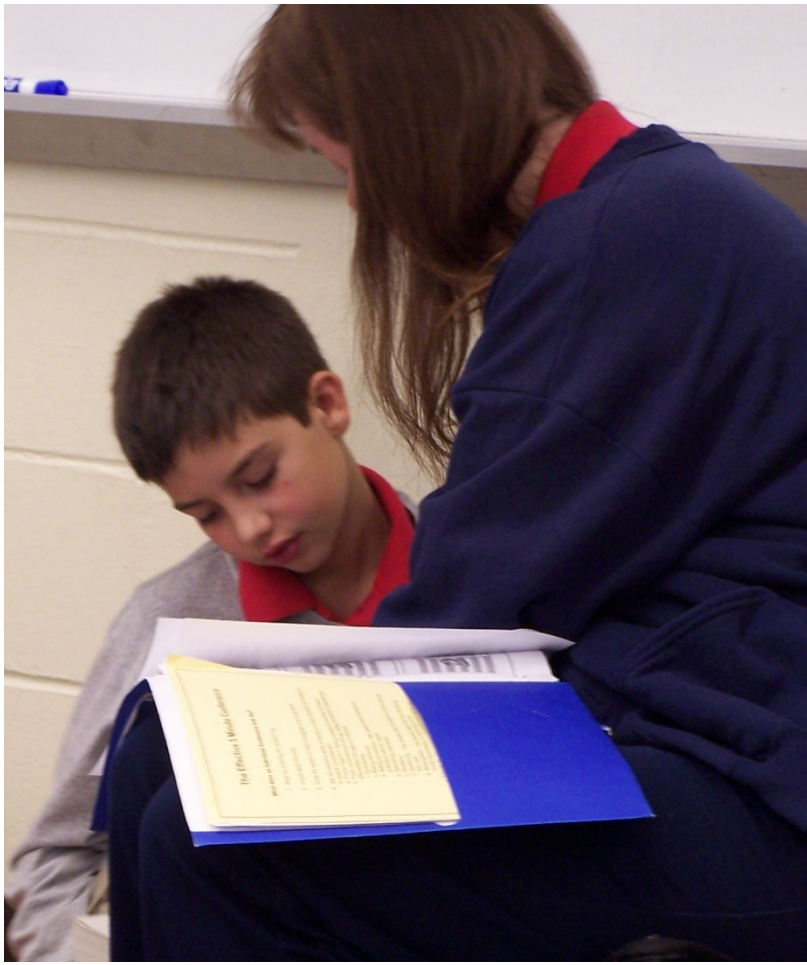
- Explain the process and its benefits to students and parents
- Document preassessment
- Allow student choice in use of time bought through previous mastery
- Use written plans and timelines for accelerated or enrichment study
- Try group compacting for several students

Considerations…

- Care should be taken to select activities and experiences that represent individual strengths and interests rather than the assignment of more-of-the-same worksheets or randomly selected kits, games, and puzzles.

Motivation and Underachievement…

- When some previously bright but underachieving students realized that they could both economize on regularly assigned material and "earn time" to pursue self-selected interests, their motivation to complete regular assignments increased. As one student put it, "Everyone understands a good deal!"



Plan for Compacting and Extending the Curriculum

Student's Name: _____

Learning Objective

_____

_____

Level of Mastery

Date demonstrated: _____

How demonstrated: _____

_____

_____

_____

_____

Strengths

Preferred intelligence(s): _____

_____

Preferred learning style(s): _____

_____

Other strengths: _____

_____

_____

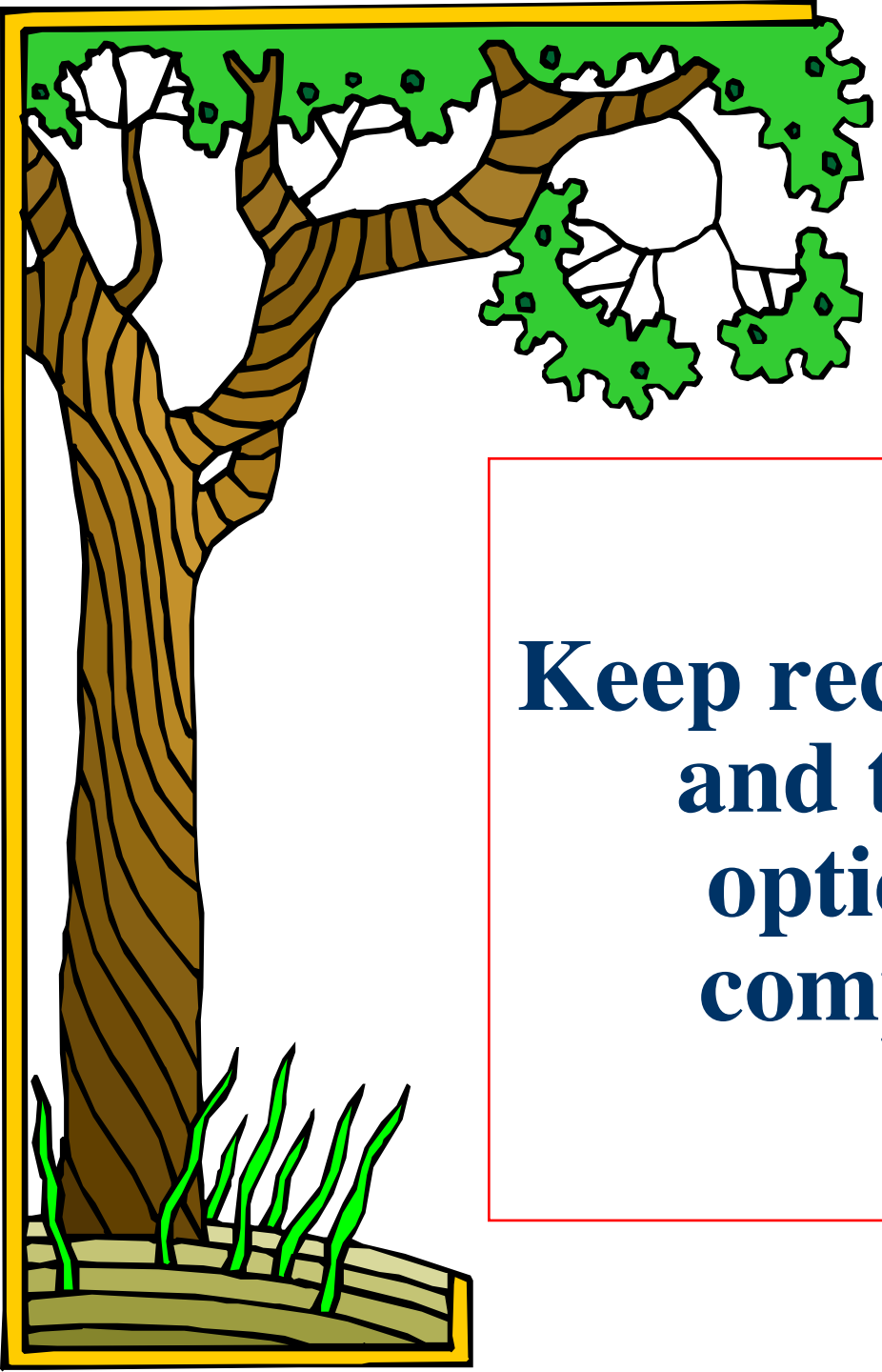
Extension Options

_____

_____

Documentation of Mastery:

- Teachers should detail the pretest vehicles they select, along with test results.
- Level of Mastery:_____
- How demonstrated:_____ date:___
- The pretest instruments can be formal measures, such as pencil and paper tests, or informal measures, such as ***performance assessments*** based on observations of class participation and written assignments.
  (You can attach these to your cover sheet-essay, photos, video, multimedia, etc.)

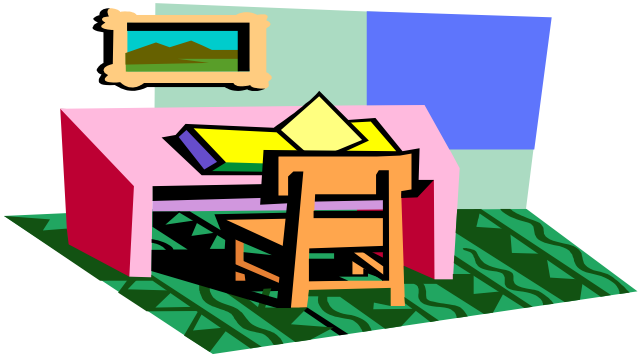


Keep records of this process and the instructional options available to compacted students

One thing is clear. We don't have the option of turning away from the future. No one gets to vote on whether technology is going to change our lives.

Bill Gates, *The Road Ahead*

Independent Projects



- Builds student interest
- Satisfies curiosity
- Planning and research skills at advanced levels
- Encourages independence
- Enables work with complex & abstract ideas
- Allows long-term and in-depth work on topics of interest
- Taps into high motivation

MANAGEMENT PLAN
FOR INDIVIDUAL AND SMALL GROUP INVESTIGATION

NAME(S) _____
SCHOOL _____ **GRADE** ____

Beginning Date _____
Estimated Ending Date _____

What idea do you plan to investigate? Why?

What form(s) will the final product take?

How will you communicate the results of your investigation to an appropriate audience?

List some possible intended audiences:
(Name and addresses of contact persons in organized groups on local, state or national level)

Getting Started: What types of information or data will be needed to begin your project?

Where can you find that information?

How-to-do-it books/written materials: Use bibliography format.

Adapted from Renzulli, J. S., & Reis, S. M. (1985). ***The Schoolwide Enrichment Model: A comprehensive plan for educational excellence*** **(p. 439). Mansfield Center, CT: Creative Learning Press.**

OVER

Check the boxes below of all the ways you intend to get new information to complete your project and list the specific sources:

- ☐ **Viewing TV, videos, films, etc. (which?)** _____
- ☐ **Interviewing people (who?)** _____
- ☐ **Observing/collecting data (what?)** _____
- ☐ **Surveying (who?)** _____
- ☐ **Taking a class or working with a mentor (specify)** _____
- ☐ **Attending a performance (specify)** _____
- ☐ **Other (specify)** _____

List all materials and equipment needed:

TASKS: List in order	**To be completed by:**
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____

I realize that it is my responsibility to have the appropriate resource materials to work with in class everyday.

_____ **Student Signature**

_____ **Resource Teacher**

"It's a pleasant place in a lot of ways, Mom, but you wouldn't believe the paperwork."

Other Resources to Help You

https://gifted.uconn.edu/schoolwide-enrichment-model/sem3rd/

https://confratute.uconn.edu

Recommendations for Implementation

Consider some forms of Grouping for most effective compacting

Flexible grouping within classrooms

Cluster grouping within and across classrooms

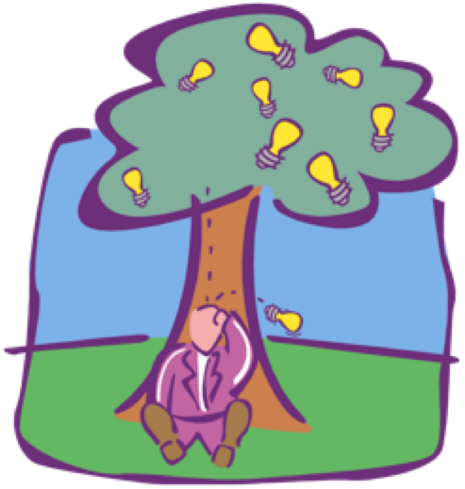
Separate classes for gifted and high achieving students

BUT: IT IS NOT THE GROUPING THAT MATTERS, IT IS WHAT HAPPENS WITHIN THE GROUPS!

Start Small

Start the compacting process by targeting a small group of students for whom compacting seems especially appropriate.

Select One Content Area



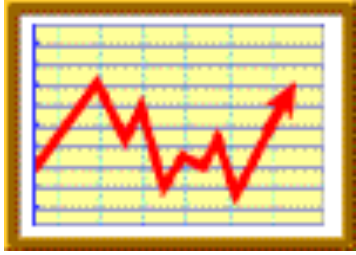
- The targeted student has demonstrated previous mastery or curriculum strengths
- Teachers have the most resources available to pretest for prior mastery and to enrich and accelerate the content.

Experiment with Pretesting or Preassessment

- Try different methods of pretesting or assessment.
- Be flexible in accomplishing this by experimenting with different systems
- Ask for assistance from other faculty members, aides, or volunteers.
- Decide in advance what score constitutes a pass.

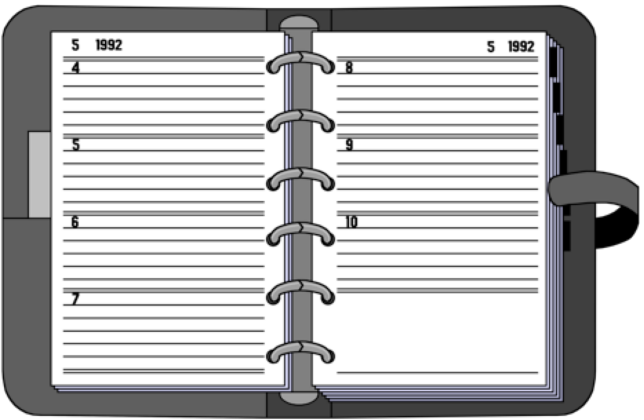
Compact by Topic

Compact by unit, chapter, or topic rather than by time (marking period or quarter)



Decide How to Document

Decide how to document compacted material and define proficiency based on staff consensus and district policy.



Various Differentiation Strategies Used with Compacting

Curriculum Compacting PLUS--

Tiered Assignments

Alternate Choice Assignments

Enrichment

Acceleration

Using Higher Order Questions

Grouping Options

Independent Study and Research Studies

Questions?

Sally.reis@uconn.edu

It Begins with Good Instruction

How will you start to differentiate?

Renzulli describes five dimensions of differentiation

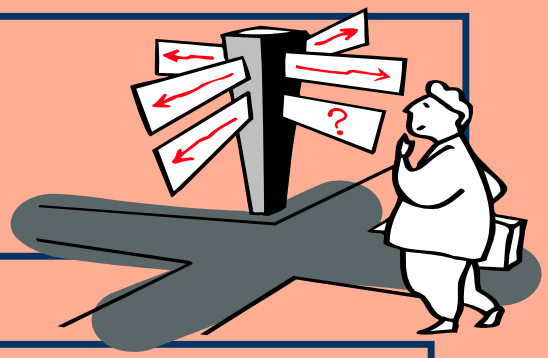
Teachers differentiate in five dimensions:

- **Curriculum and content**
- **Process skills and instruction**
- **Classroom organization and management**
- **Student products**
- **Teacher (personal choices and preferences in how one teaches)**

Purpose of Differentiation

1. Enhance learning match between student and curriculum;
2. Change depth or breadth of student learning;
3. Use varied learning strategies, groupings and management;
4. Enable all students to make continuous progress in all areas.

Why Differentiate?

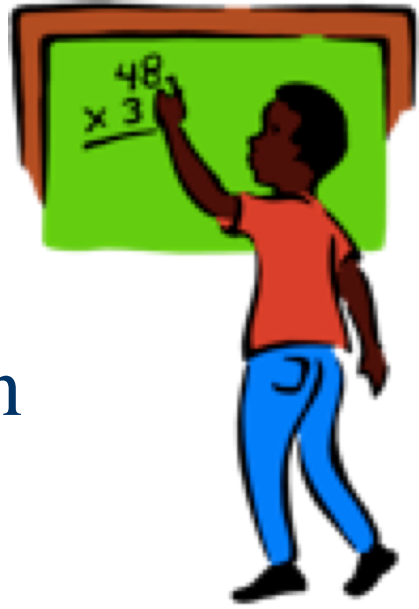


- Standard-based classrooms
- No Child Left Behind
- Student diversity in all areas
- New research on human learning
- Rapid societal and technological change
- The amount of repetitive content for some students

First: Identify the objectives in a given subject area.

- Which objectives cannot be learned without formal or sustained instruction?
- Which objectives reflect the priorities of the school district/state department of education?

Next : Find appropriate techniques for pre-assessment and identify which students should be assessed



- Which objectives have already been mastered by the student?
- Which objectives have not already been mastered by the student?
- Which problems might be causing students to fall short of reaching any of the objectives?

Okay, what do I use for pre-tests?

- Unit pretests, or end-of-unit tests that can be administered as pretests are ready made for this task, especially when it comes to the assessment of basic skills.
- Pre-testing enables the teacher to document proficiency in specific skills, and to assess weak spots as well.

  (*Gifted kids have "holes" in their learning too.)*

- Look at the individual strengths of students in your class.
- Use academic records, class performance, and evaluations from former teachers to identify candidates for pre-testing.

Next: Pretest students to determine their mastery level of the chosen objectives.

- Point out that some students will already be familiar with the material.
- Ask if any students would like to demonstrate that they already know the objectives being taught

- Assure the students they they're not expected to be competent in all the objectives being tested.
- Tell the students that their curriculum may be streamlined if they can exhibit partial mastery of the objectives

Pretesting: sources of help

- Parent volunteers, aides, tutors
- Reading, math, and other curriculum specialists to help identify learning objectives
- District consultants and teachers of gifted children
- New computer technology to pretest, posttest, and provide individual instruction

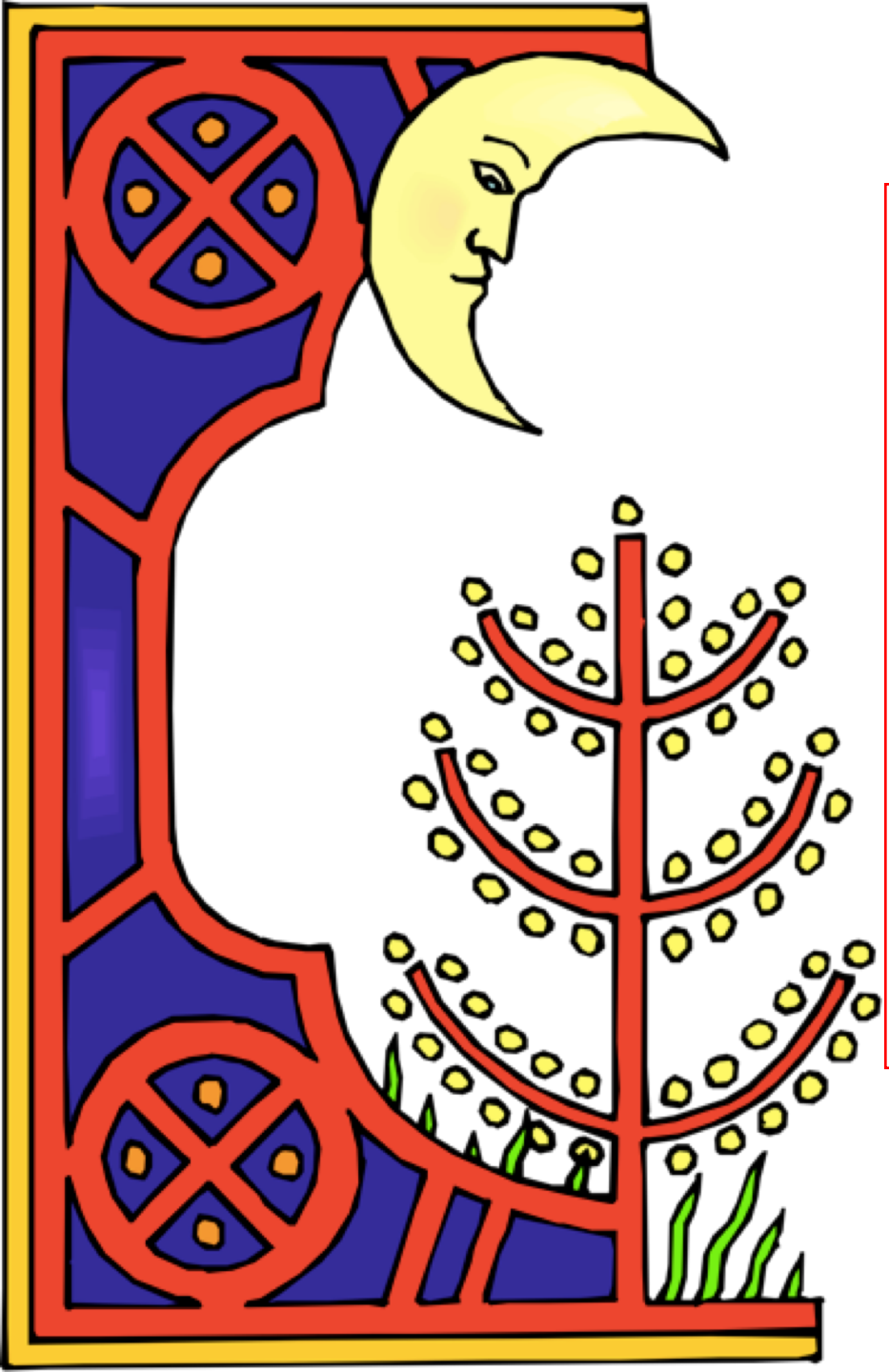
Examples of performance based pre-assessments

- Students could write and submit a persuasive essay which teacher would read and analyze for content.
- Use student portfolios and work samples which show mastery of the learning objectives.
- Observe students taking notes, tracing thought patterns, and posing open ended questions.

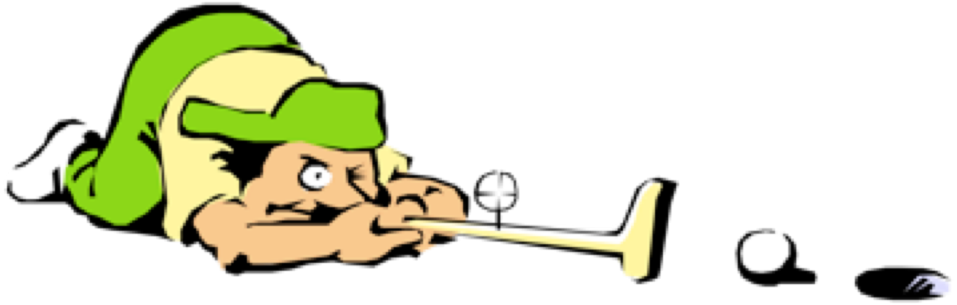
Next: Eliminate instructional time for students who show mastery of the objectives.

- Students who have a thorough grasp of the learning objectives should be allowed to take part in enrichment or acceleration activities.
- Some students may be excused from specific class sessions, while others may skip certain chapters or pages in the text or specific learning activities.

Next: Streamline instruction of those objectives students have not yet mastered but are capable of mastering more quickly than classmates.

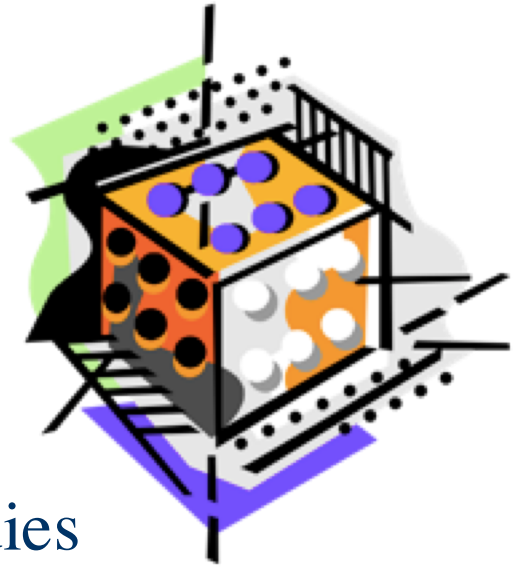


Offer challenging alternatives for time provided by compacting



- Individual or small group projects using contracts or management plans
- Interest or learning centers
- Opportunities for self-directed learning or decision making
- Mini-courses on research topics or other high interest areas

Possibilities for replacement activities



- Small seminar groups for advanced studies
- Mentors to guide in learning advanced content or pursuing independent studies
- Units or assignments that are self-directed, such as creative writing, game creation, creative and critical thinking training

Possibilities for replacement activities

- Accelerated curriculum based on advanced concepts
- More challenging content
- Classwork adapted to curricular needs or learning styles
- Interest or learning centers
- Opportunities for self-directed learning or decision making

Base decisions about replacement activities on

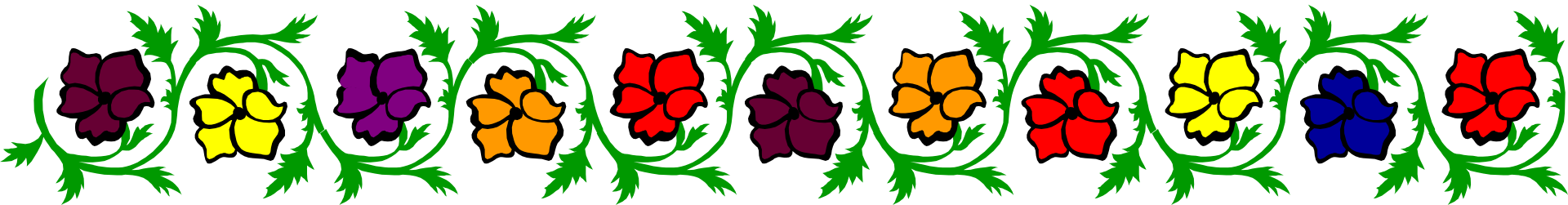
- The needs and interests of the students
- Time
- Space
- Resources
- School policy
- Support personnel

Set Criteria for Mastery

- Criteria for demonstrating mastery = 90% or higher on the pretest.
- Criteria for demonstrating partial mastery = 80% or higher on the pretest
- Students who demonstrate complete mastery will be compacted out of the entire unit.
- Students who demonstrate partial mastery will be compacted out of selected lessons / portions of the unit.

Replacement activity ideas

- more advanced work
- Enrichment activity in an area of student interest
- Learning contract for another appropriate topic of student selected interest.
- Literature circle (Especially effective if a small group of students compact out of the same unit)



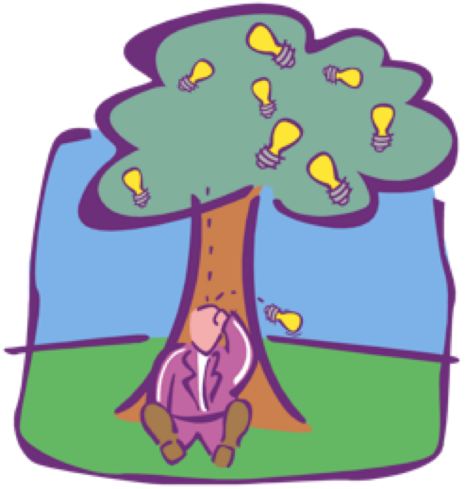
Last—Keep records of this process and the instructional options available to compacted students

Recommendations for Implementation

Start Small

Start the compacting process by targeting a small group of students for whom compacting seems especially appropriate.

Select One Content Area



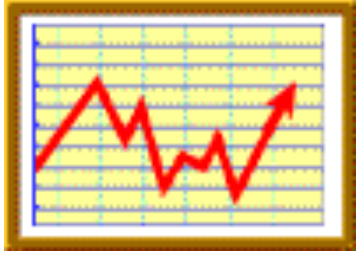
- The targeted student has demonstrated previous mastery or curriculum strengths
- Teachers have the most resources available to pretest for prior mastery and to enrich and accelerate the content.

Experiment with Pretesting or Preassessment

- Try different methods of pretesting or assessment.
- Be flexible in accomplishing this by experimenting with different systems
- Ask for assistance from other faculty members, aides, or volunteers.
- Decide in advance what score constitutes a pass.

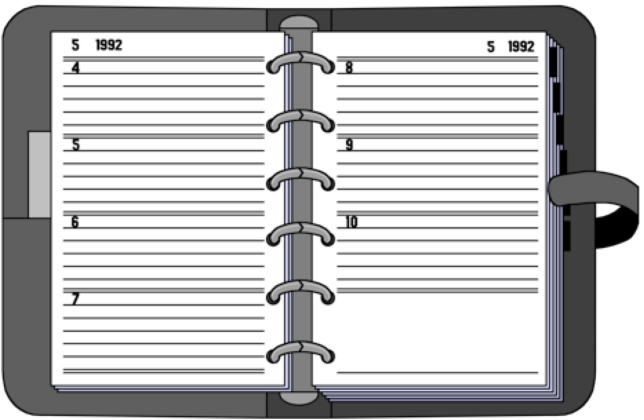
Compact by Topic

Compact by unit, chapter, or topic rather than by time (marking period or quarter)



Decide How to Document

Decide how to document compacted material and define proficiency based on staff consensus and district policy.



Various Strategies Used to Differentiate

Curriculum Compacting
Tiered Assignments
Alternate Choice Assignments
Enrichment
Acceleration
Using Higher Order Questions
Grouping Options
Independent Study and Research Studies

Other Strategies for Differentiation

Learning Centers

Acceleration

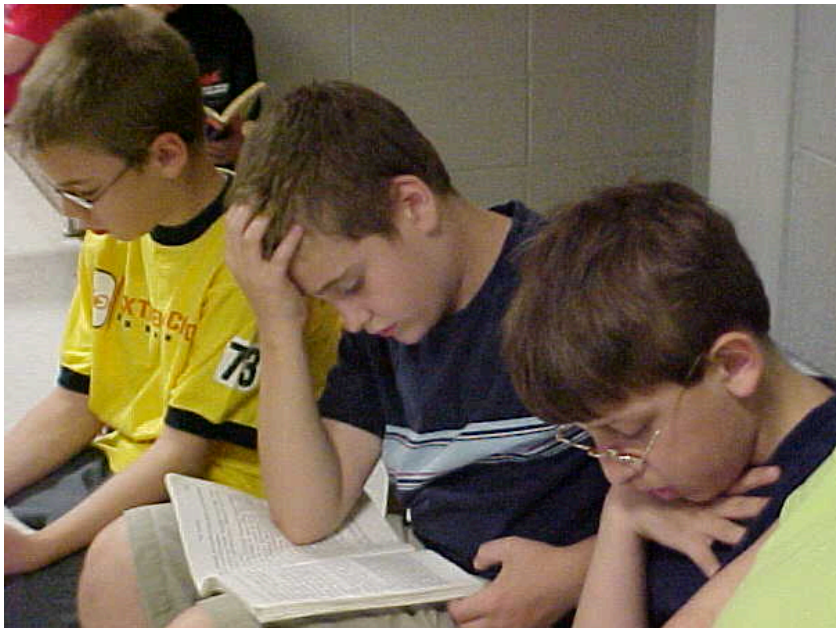
Independent or Group Type III Projects

Grouping

Renzulli Learning

Ways to Differentiate Content

- Compacting
- Independent Study
- Tiered Assignments

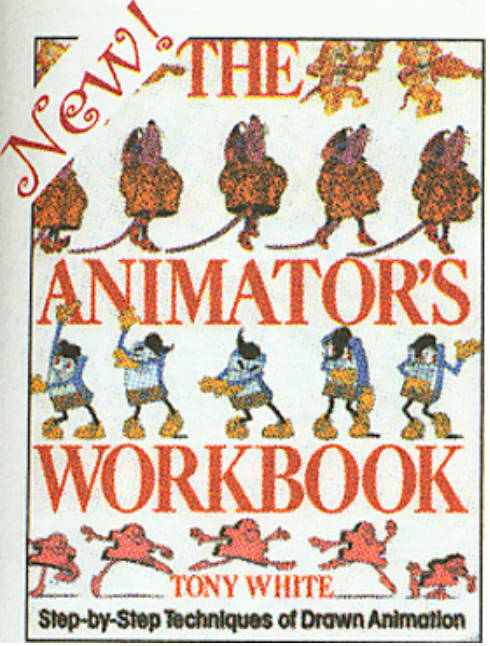


What are Tiered Assignments?

- One form of differentiation.
- Ensures that students with different learning needs work with the same essential ideas and use the same key skills but at different levels of
  - complexity
  - abstractness
  - open-endedness

- Experiments
- Materials
- Assessments
- Writing Prompts
- Projects

- Experiments
- Materials
- Assessments
- Writing Prompts
- Projects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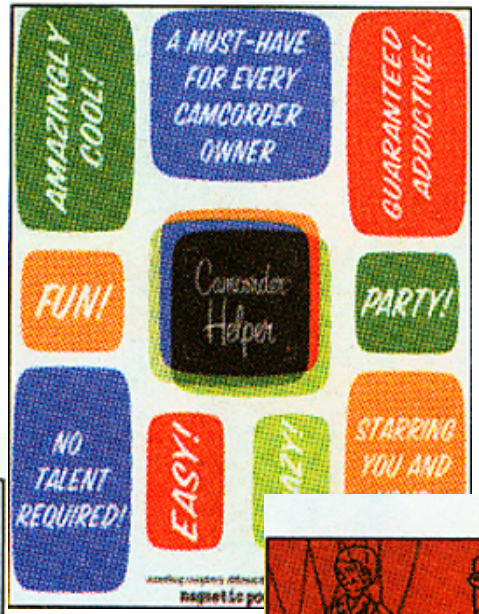
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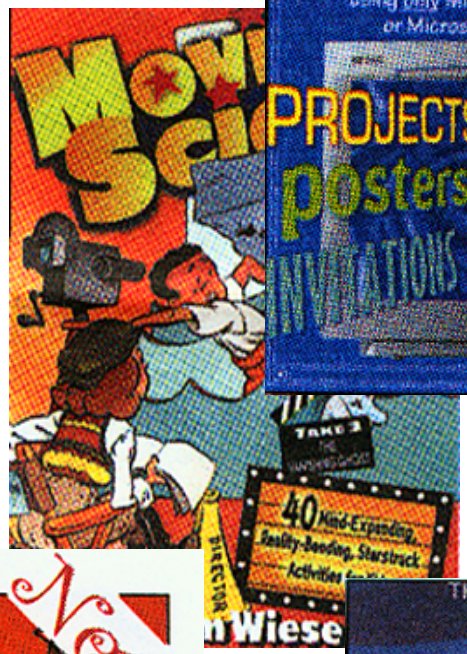
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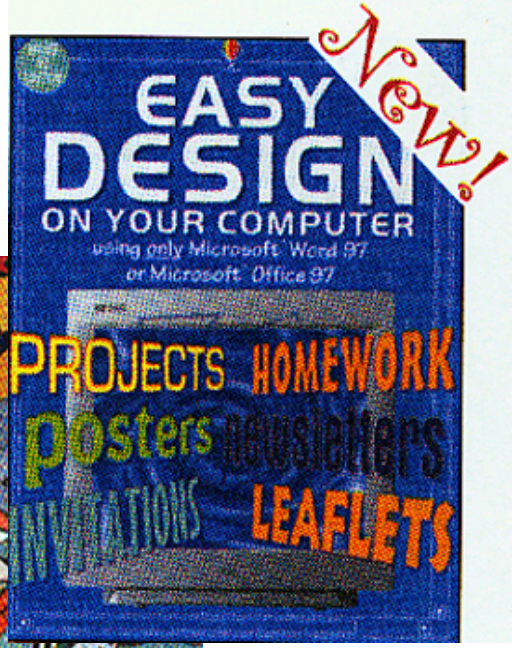
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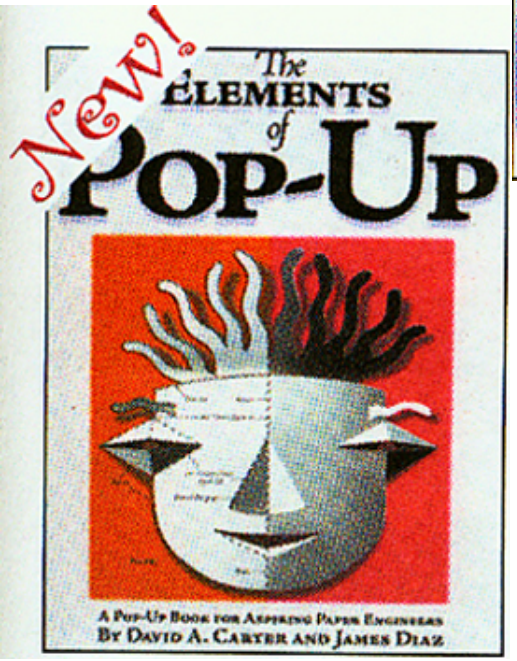
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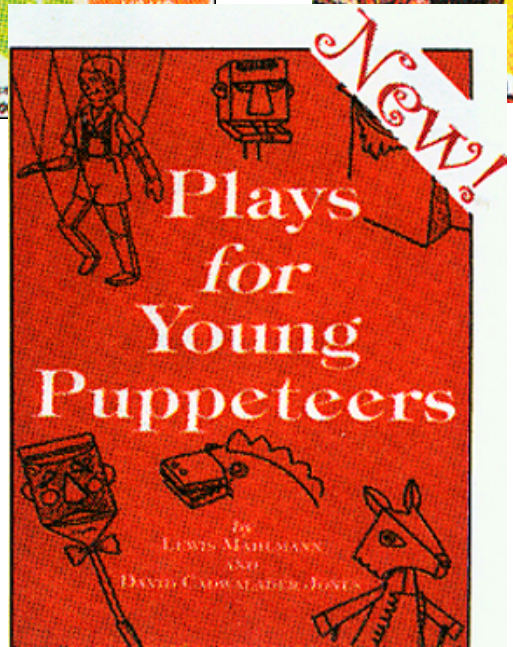
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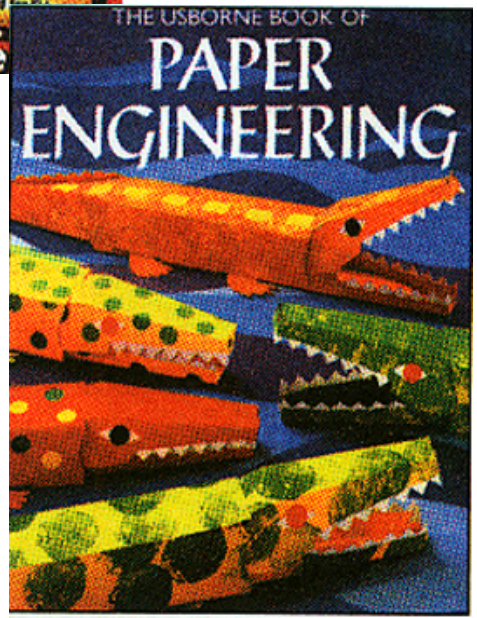
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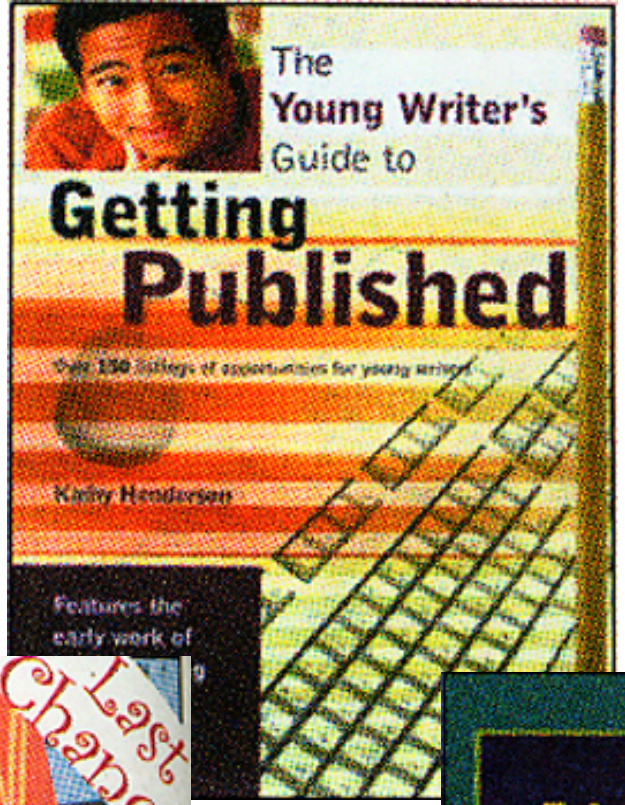
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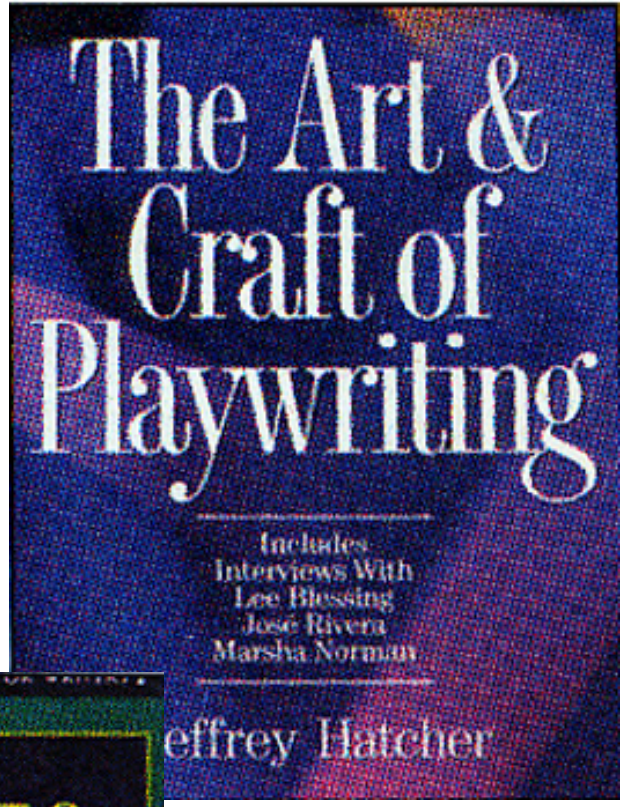
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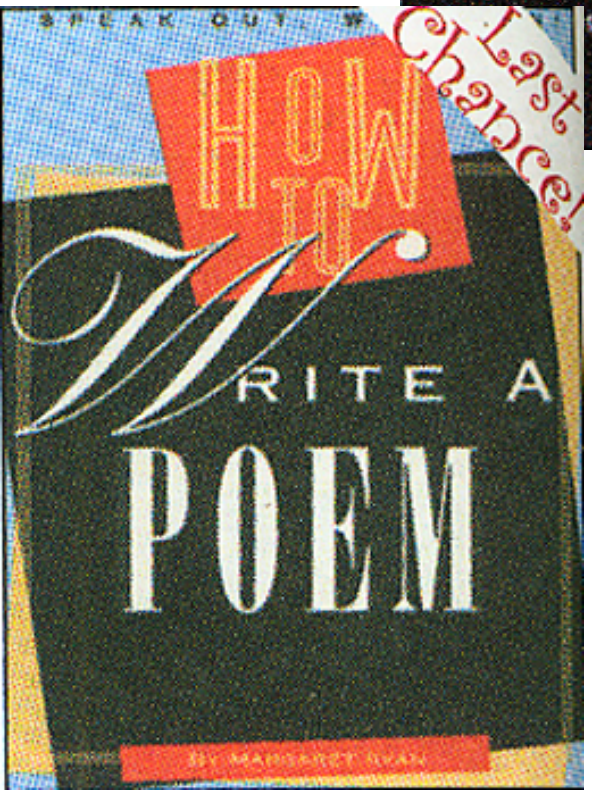
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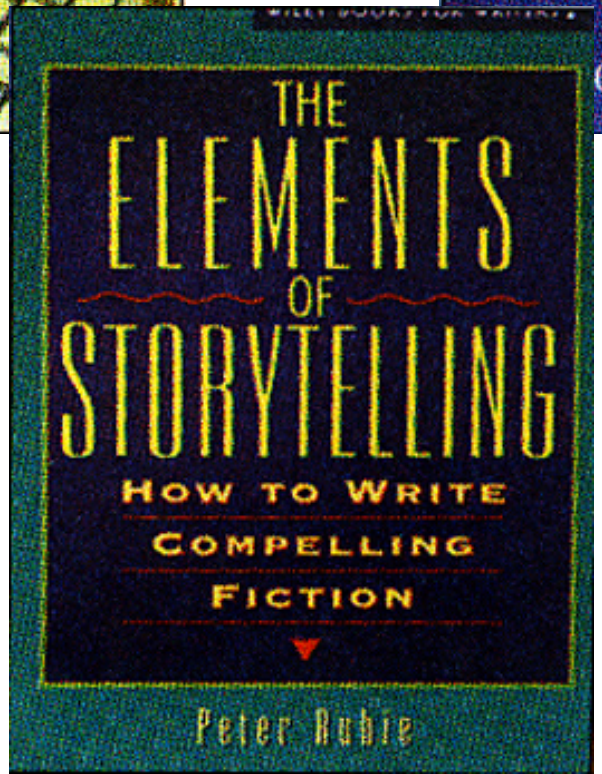
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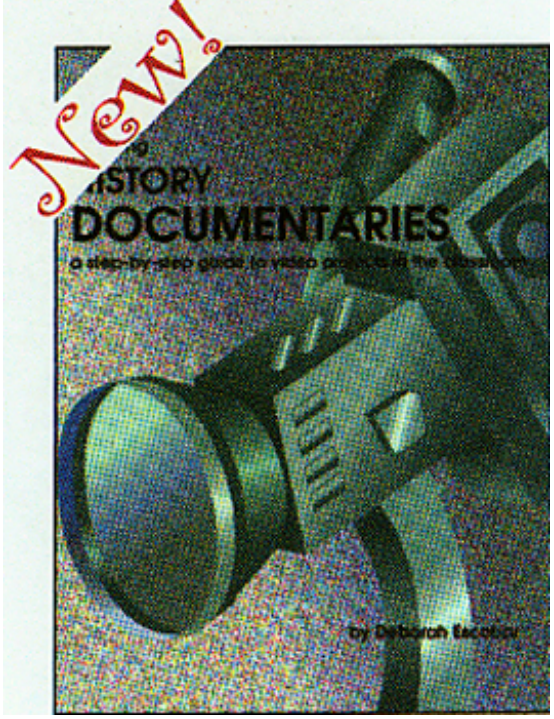
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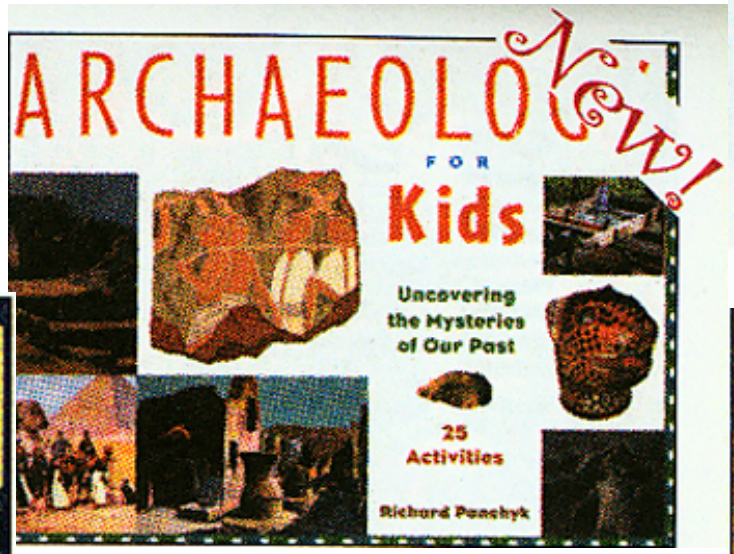
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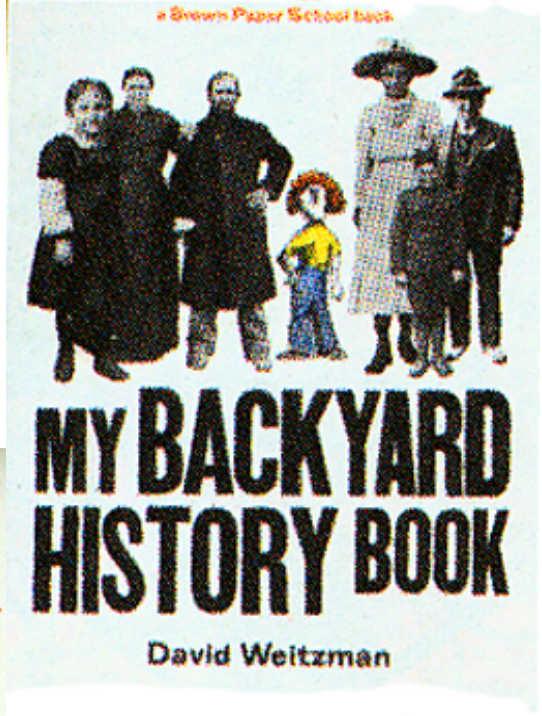
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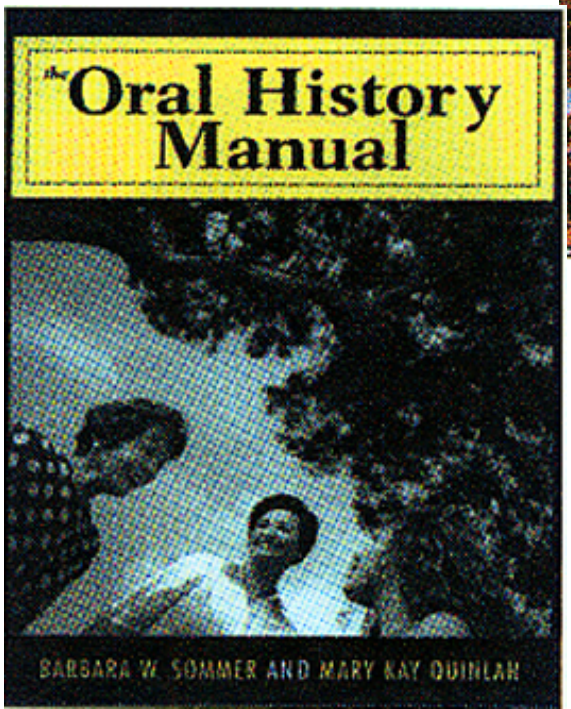
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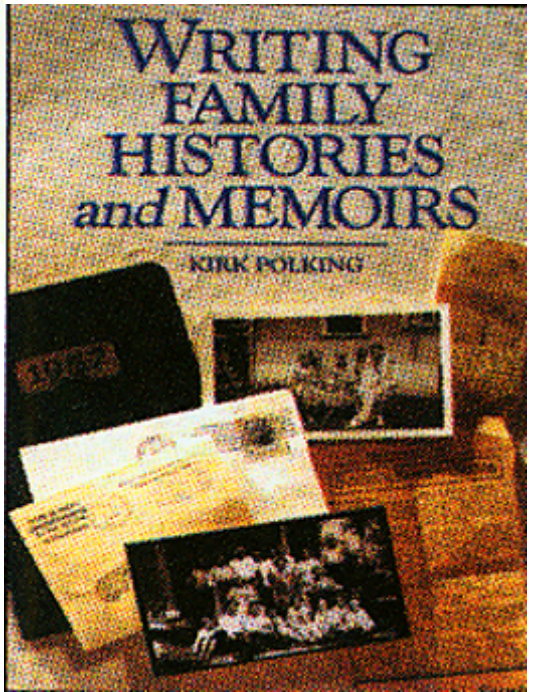

WRITING
FAMILY
HISTORIES
and MEMOIRS
KIRK POLKING

THE *Louisa May Alcott* COOKBOOK

COMPILED BY
GRETCHEN ANDERSON

ILLUSTRATED BY
KAREN MILONE

Christmas

It looked like a merry Christmas after all. Jo awoke on this special morning to find a lovely crimson book of the story of Christmas. But, when the girls went downstairs, their dear Marmee had gone. Hannah, the cook, informed them that she had gone to help a poor family. When Marmee returned, the Marches celebrated by giving the poor family their breakfasts.

When the Marches arrived at the poor family's house
how the big eyes stared and blue lips smiled.
'Ach, mein Gott! It is good angels come to us!'
said the poor woman, crying for joy.
'Funny angels in hoods and mittens,'
said Jo, and set them all laughing.
Little Women, p. 26

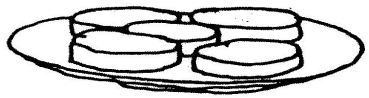
Anyone would be pleased to be served this lovely breakfast, even if it weren't Christmas.

BUCKWHEAT CAKES Difficulty = ★★

Ingredients:
- 1/3 cup of fine bread crumbs
- 2 cups of very hot milk (scalded)
- 1/2 tsp. of salt
- I tablespoon of molasses
- 1/4 yeast cake
- 1/2 cup of lukewarm water

Buckwheat flour

Materials:
- Measuring cup
- Measuring spoons
- Griddle or frying pan
- Ladle
- Spatula



Method:
1. Pour the milk over the bread crumbs.
2. Let them soak for thirty minutes.

Figure 74. Type III enrichment sample—Louisa May Alcott cookbook (continued).