HI-CAP PROGRAM MODEL: A HOLISTIC APPROACH

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AGENDA

1:00 – 2:00
Focus on Addressing Individual Needs
Attention to Academic Growth
Differentiation of Instruction – Focus on Challenge

2:15 – 3:30
Growth Opportunities in the Social and Emotional Needs

3:30 – 4:00
Discussion and Take Action
GOALS FOR THIS AFTERNOON

- Discuss instructional strategies that focus on ways teachers can challenge students
- Improve understanding how we address academic and social emotional needs of advanced learners
- Discuss cultural and diverse perspectives of the learning community
- Produce plans for future activities that enhance growth in academic and social and emotional domains
HI-CAP PROGRAM MODEL

- Meeting each individual student's needs
- Incorporating in learning and relationship building

- Academic growth
- Social/emotional support

- Parent/teacher engagement
- College/career planning

- Creating a community of support and development
- Moving learning beyond the classroom with experiences
• Meeting each individual student's needs

Academic growth
How do we assess what children know, understand, and can do?
LET’S SIMULATE THIS . . .

About Differentiation

• What I understand

• What I’d like to understand better

• What I don’t understand at all
WHAT MAKES YOU THINK SO?

• Ask students to explain their thinking and reasoning

• Capture their ideas to revisit them
ROLE OF THE TEACHER – STUDY THE CHILDREN

- Researcher
- Learner
- Observer
- Data Collector
- Facilitator
- Environment Designer
CHECK FOR UNDERSTANDING

What can a model or representation tell us?

What are other ways to check for understanding?
INTELLECTUALLY VIBRANT TEACHERS

- Have a passion for learning some subject
- Have a passion for studying children
- Knowledgeable about the field of early childhood education
- Able to motivate and inspire learners
- Dynamic and organize materials to make sense to children
- Shares information, raises questions, provokes experimentation in a wide variety of ways.
LEARNING IS NATURAL/HARD

• It’s easy when:
  • It’s real and natural
  • It’s whole
  • It’s sensible
  • It’s interesting
  • It’s relevant
  • It belongs to the learner
  • It’s part of a real event
  • It has social utility
  • It has purpose for the learner
  • The learner chooses to use it
  • It’s accessible to the learner
  • The learner has power to use it

• It’s hard when:
  – It’s artificial
  – It’s broken into bits and pieces
  – It’s nonsense
  – It’s dull and uninteresting
  – It’s irrelevant to the learner
  – It belongs to someone else
  – It’s out of context
  – It has no social value
  – It has no discernable purpose
  – It is imposed by someone else
EMBRACING DIVERSITY

• Differentiating is to begin with the differences of the child and adjust the curriculum accordingly.

• It consists of the teacher’s efforts to respond to the variety of learners in his or her classroom.

• The teacher is creating the best learning experience possible.
ADDRESSING DIVERSITY

• Differentiation of instruction engages students in learning at appropriate levels.
• Students differ in their interests, readiness, and learning profile.
• Creating a classroom climate for differentiation requires flexible grouping, open-ended assignments, and use of student choices.
## FROM A TRADITIONAL CLASSROOM TO A DIFFERENTIATED CLASSROOM

<table>
<thead>
<tr>
<th>Traditional Classroom</th>
<th>Differentiated Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student differences masked</td>
<td>Student differences studied for planning</td>
</tr>
<tr>
<td>Assessment common at end</td>
<td>Ongoing assessment to be responsive</td>
</tr>
<tr>
<td>Student interest is infrequently tapped</td>
<td>Students are frequently guided in making interest-based learning choices</td>
</tr>
<tr>
<td>Whole class instruction dominates</td>
<td>Many instructional arrangements are used</td>
</tr>
<tr>
<td>Single option assignments are the norm</td>
<td>Multi-option assignments are frequently used</td>
</tr>
<tr>
<td>A single text prevails</td>
<td>Multiple materials are provided</td>
</tr>
<tr>
<td>The teacher directs student behavior</td>
<td>Teacher facilitates students’ skills at becoming more self-reliant learners</td>
</tr>
<tr>
<td>Teacher solves problems</td>
<td>Students help other students and the teacher solve problems</td>
</tr>
</tbody>
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A Continuum of Ascending Intellectual Demand

Novice
- Experiences content at a concrete level
- Manipulates microconcepts one-at-a-time
- Needs skill instruction and guided practice
- Requires support, encouragement, and guidance
- Seeks affirmation of competency in order to complete a task

Apprentice
- Understands the connections among microconcepts within a discipline
- Connects information within a microconcept
- Begins to interpret generalizations and themes that connect concepts
- Applies skills with limited supervision
- Seeks confirmation at the end of a task
- Reflects upon content and skills when prompted

Practitioner
- Manipulates 2 or more microconcepts simultaneously
- Creates generalizations that explain connections among concepts
- Selects and utilizes skills in order to complete a task
- Seeks input from others as needed
- Exhibits task commitment and persistence when challenges are moderate
- Reflects upon both content and skills in order to improve understanding/performance

Expert
- Utilizes concepts within and among disciplines in order to derive theories and principles
- Creates innovations within a field
- Practices skill development independently and for the purpose of improvement
- Seeks input from other experts in a field for a specific purpose
- Works to achieve flow and derives pleasure from the experience (high challenge, advanced skill/knowledge)
- Independent and self-directed as a learner
- Seeks experiences which cause a return to previous levels in varying degrees

Kelly A. Hedrick
ASCENDING LEVELS OF INTELLECTUAL DEMAND

- Vary the depth
- Adjust the abstraction
- Change the complexity
- Make contexts and examples more or less novel or familiar
- Adjust the pace
- Use more/less advanced materials and text
- Provide more/less scaffolding
- Provide frequent/intermittent feedback
- Provide/let students infer related strategies
- Infer concepts from applications and problem solving

- Provide more/fewer examples
- Be more/less explicit/inductive
- Provide simpler/more complex problems and applications
- Vary the sophistication level
- Provide lengthier/briefer texts
- Provide more/less text support
- Require more/less independence or collaboration
- Require more/less evidence
- Ask for/provide analogies
- Teach to concepts before/after examples
- Teach principles before/after examples or concepts
CHARACTERISTICS OF EXPERTISE

1. Experts notice meaningful patterns in information or processes.
2. Experts have a lot of content knowledge.
3. Expert knowledge is organized in a way that reflects deep understanding.
4. Expert information is tied to context and is not just a series of facts and skills. It reflects how information is affected by circumstances.
5. Experts are flexible in their approach to new situations (use heuristics/rather than algorithms).
6. Experts retrieve information with relatively little effort.
7. Experts are meta-cognitively aware.
8. Experts are competent and confident.
9. Experts start problem solving at a higher place.
10. Experts know they have much more to learn (vs. believing they have all the right answers).

DESIGN YOUR OWN . . .

• Think of an activity that you have planned for your students.

• Articulate a continuum of novice to expert skills to complete the task.
THE POWER OF CHOICE
CHOICES

• Within the classroom

• Within administrative structures

• Within an assignment
RATIONALE FOR CHOICES

• Increases motivation.
• Provides opportunities to work in preferred learning styles.
• Strengthens interest.
• Strengthens disposition to love to learn.
• Students perform better.
DESIGN ACTIVITY FOR CHOICES

• Content

• Process

• Product
AN EXAMINATION OF TEACHER EVALUATION FRAMEWORKS

• 5 Dimensions of Teaching and Learning

• Danielson Framework

• Where in the framework is student choice, interest, and autonomy valued?
BREAK
• Incorporating in learning and relationship building

Social/emotional support
TOP 20 PRINCIPLES FROM PSYCHOLOGY

• Principle 15:
  
  • Emotional well-being influences educational performance, learning, and development.
Social and emotional competencies of children are critical for their success in school as well as in other settings, and in their adulthood (Thompson & Lagattuta, 2006).

In order to help children reach their full potential, we must ensure that their cognitive, social-emotional, physical, and intuitive development are highly operable and well integrated.
Healthy Development

Emotional Domain
- Asynchronous development
- Personality
- Self-concept
- Perfectionism

Social Domain
- Interactions with others
- Broad social skills

Interactions with others
- Broad social skills
SEVEN TRAITS FOR OPTIMAL LEARNING (TOMLINSON)

1. Self Evaluation
2. Resiliency
3. Adaptability
4. Responsibility
5. Teamwork
6. Competency
7. Expectation

Which of these relate to social and or emotional competencies?
• Know:
  • Social and emotional competencies impact later learning
  • Classroom communities make a difference in the growth of social and emotional competencies

• Understand:
  • Students need opportunities to develop their social and emotional competencies
  • Teachers may design contexts for encouraging collaboration

• Do:
  • Share with participants ways they will increase and enhance opportunities for children to develop positive social behaviors in their classroom
Asynchronous = uneven development. Gifted children in their development are out of step with their same-age peers. Also, each gifted child is different in their asynchronous development. For example, imagine a lever on the end of each pie shape which would pull or push the area of development according to the individual child. ASYNCHRONOUS development is the HALLMARK of giftedness.
ASYNCHRONOUS DEVELOPMENT

Asynchronous development is a difference between one’s mental development and chronological age (Silverman, 1997).

Research has suggested that all highly capable learners have some level of unevenness in their development, as their cognitive abilities develop out of sync with their physical, social, and emotional abilities.

In combination with other characteristics, highly capable children may demonstrate more complexity in their interpretations and behaviors due to this asynchronicity.
SELF-DETERMINATION THEORY

People have a need for autonomy; they perceive their behavior to be internally controlled, so they can have own choices in actions.

COMPETENCE
People have a need for competence, a desire to explore and attempt mastery of skills.

RELATEDNESS
People also want to feel safe and be securely related to others.
FOCUS ON THE INDIVIDUAL

“When social and emotional problems...do occur..., they most frequently reflect the interaction of an ill-fitting environment with an individual’s personal characteristics.”

Neihart, 2002
WHAT CAN YOU DO IN YOUR CLASSROOM?
PERSONALITY TRAITS

- Personality is an enduring, relatively stable endogenous characteristics.

- Terman (1925): Highly capable individuals were socially well-adjusted and possessed stronger physical health, eagerness, and curiosity than the average population.

- Olszewski-Kubilius and Kulieke (1989): The gifted group had higher emotional stability, dominance, cheerfulness, conformity, warmth, and self-sufficiency, and lower apprehension and tension.
3 DISTINCT FEATURES OF OUR PROGRAM

Cohort Model

Support

RC Community