

Explanation of Strategies

The following is designed to assist in filling out the required Accountability Plan for Differentiated Instruction. More details and examples of each can be found in section 4 of the GATE Handbook located at the school site.

Definition of Terms:

Curriculum Compacting: A three-step process whereby students are able to test out of material they have already mastered thereby free up time for independent study in a passion area **or** continued in-depth study in the same content area.

ICONS for Depth and Complexity: A process using ICONS to help identify elements of depth and complexity (language of the discipline, details, patterns, trends, rules, unanswered questions, ethics, big ideas, over time, and point of view) so that students are able to examine content in a more critical fashion.

Tiered Lessons: A process through which all students are working on a specific skill or concept and the assignments are “tiered” based upon levels of need. Lessons are designed to move from concrete to abstract, simple to complex, more structured to more open, fewer facts to multi-facets, or slower pace to quicker pace.

Problem Based Learning (PBL): A process through which students explore an ill-structured problem or situation by building a hypothesis, consulting information, constructing solution products, and deepening their understanding of concepts through debriefing.

Socratic Seminar: A highly structured process in which students seek a more in-depth understanding of complex ideas through rigorously thoughtful dialogue instead of memorizing bits of information or meeting arbitrary demands for simple “coverage” of a topic. Socratic Seminar is not to be confused with accountable talk as a simple group discussion or sharing of options rather than ideas.

Independent Study: A process through which student and teacher identify topic of interest to the student. They plan a method of identification and investigation as well as products resulting from independent study. The product should demonstrate the student’s ability to apply skills and knowledge to a specific topic.

Kohlberg: The theory of the development of moral reasoning provides a method to examine moral dilemmas through class discussion and individual reasoning. The objective of this theory is to have students reach an understanding of the existence of universal ethical principles and to apply these principles to real life problems.

Taba: Thinking skills (concept development, interpretation of data, application of generalizations, and resolution of conflict) using inductive processes in which the teacher facilitates the discussion allowing students to develop higher levels of thinking.

Parnes Problem Solving: Strategy provides a structured method for approaching problems in an imaginative way. It differs from other problem-solving methods in its emphasis on generating a variety of alternatives before selecting or implementing a solution.

Learning Centers: Stations or collections of materials learners use to explore topics or to practice skills. Centers should move beyond cursory exploration of topics and practice of basic skills and provide study in greater depth and complexity on interesting and important topics.