



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Increasing Opportunity

Integration of Choice for All/Anna Armitage M.A.
Advisor: Dr. Norma Hafenstein

Rationale for Choice for Gifted & Talented



- Choice & talent development is best for all students, but essential for GT students (Renzulli, 2010)

Essential to effective differentiation

Intrinsic to the multitude of acceleration practices

- Choice can reverse underachievement as it provides opportunities for student voice & autonomy (Sousa, 2009)

Choices build on 2e student strengths, instead of emphasizing weakness (Sousa, 2009)

Rationale for All Students to Choose



- Teacher-supported, student-autonomy increases student performance (Furtak & Kunter, 2012)

Considering personality traits and learning styles gives students opportunities to set themselves up for greater success (Lin & Overbaugh, 2007)

Promotion of intrinsic motivation & engagement (Evans & Boucher, 2015)

Choice is best when it provides meaningful connection for students

- The reality of heterogeneously grouped classrooms force educators to implement choice for all

Establishing an Environment of Choice



- Flexibility, frequent questioning, & non-authoritative (Sousa, 2009)
Providing a flexible tone is itself an aspect of differentiation (Tomlinson & Moon, 2013)
Assessments to inform teaching & learning—allows for the planning of choice
Responsive to the diversity of student variance
Manages routines & leads students
- Autonomous learner model (Betts & Kapushion, 2016)
Centers students and gifted needs
Prioritizes student self-understanding & growth
Always provides opportunities for choice & student suggestions of choice/modification

Environment for Choice in Practice



- Class norms that are agreed upon by students & teacher
- Culture of respect reinforced through restorative practices
- Systems to support student autonomy

Check-ins & monitoring

Clear expectations laid out in assignments & for each day

Checkpoint calendar to allow students to work at their pace & keep them accountable

- Resources at the ready

Provide the multitude of student resources at the beginning of the unit

Organize resources based on challenge level, learning style, interests, etc.

Make this organization clear to students

Practicing Choice for All



- Scaffolding
- **Consider the executive functioning skills of students**

There can be too much choice (Evans & Boucher, 2015)

Establish different options for product, process, & content based on student needs

Model how to work independently & the systems that your class will use

- **Account for their comfort level with choice and autonomy**

Make choice transparent for them—familiarize them with Bloom's taxonomy

Students should understand what they're choosing & why—whether it is based on data or interest

Gradually increase choice & autonomy & provide lots of structure at first

Timers, frequent check-ins, question system, opening/closing circles

- **Pre-assess & assess students' frequently to provide the appropriate resources**

Students can only work independently if it's clear where they are at & where to go

Almost Total Freedom to Choose



INDIVIDUAL/PAIRS Design your own project: Q4 Industrialization, Immigration, & Progressivism

In this final unit, you have the opportunity to design your own project using the JeffCo curricular guidelines. You can select which question/topic you want to address from the list below, then select one or more topics to focus on. Your final project can be any product that you want, but it must fit with the provided rubric.

Select one of the questions below to address:

Content Choice

Citizenship/Immigration

- How has citizenship changed with the inclusion and exclusion of new groups of people?
- How did individuals and/or groups address the changing definitions of citizenship?
- How did immigrants challenge social norms while contributing to economic growth?
- How did immigration change the U.S. for better or worse?
- What was the effect of the social and/or political and/or economic aspects of immigration?
- How did new immigration lead to the beginning of reform in the public or private sector?

Democracy/Government

- How has democracy changed with the inclusion and exclusion of new groups of people?
- How did political policies of the era affect the US economy?
- How has the U.S. balanced individual rights and the common good?
- How did the role of government in the economy change in the late 19th century?

Industrialization

Almost Total Freedom to Choose



Types of project you could complete, THIS LIST IS NOT EXHAUSTIVE, just some ideas, but they must meet the rubric requirements & must answer your chosen question:

- Video performance
- Podcast
- Essay
- Powerpoint/Google Slides
- Poster
- Model
- Diorama
- Infographic
- Time travel brochure
- Song/rap
- Skit/play
- Biography
- Children's Book
- Speech
- Newspaper article
- Comic strip/comic book
- Hands-on activity for class
- Journal/diary entries
- Oral history project
- Portfolio of evidence
- Baseball cards

Product Choice

Almost Total Freedom to Choose



Regardless of which product you create, it will need to meet the requirements of the rubric below.

	5	4	3	2	1
Claim	Claim is a single sentence answering the prompt without evidence included.	Claim may be more or less than 1 sentence, answering the prompt without evidence included.	Claim may be more or less than 1 sentence, does not necessarily answer the prompt, may have evidence included.	Claim may be more or less than 1 sentence, barely answers the prompt and may have evidence included.	Claim does not address prompt.
Evidence	Evidence includes at least 5 sources & is properly cited.	Evidence includes 4 sources & is properly cited.	Evidence includes 3 sources, but is not properly cited.	Evidence includes 2 <u>source</u> that is properly cited.	1 piece of evidence, improperly cited.
Analysis	Clear & thorough explanation of why topic matters; connects to current day	Mostly clear & thorough explanation of why topic matters; connects to current day	Somewhat clear & thorough explanation of why topic matters; doesn't necessarily connect to current day	Somewhat clear explanation of <u>why</u> <u>topic</u> matters; no connection to current day	Barely explained analysis; no current connection
Format	Fill in yourself--must be approved by Ms.A. by 5/2	Mostly follows format expectations, but is missing one or more components.	Multiple formatting errors, including spelling errors.	Frequent formatting errors, including spelling errors.	No clear formatting followed.

**Clear
Expectations &
Student
Autonomy**

Scaffolded Choice



INDIVIDUAL/PARTNER Design your own project: Q4 Industrialization, Immigration, & Progressivism

In this final unit, you have the opportunity to design your own project using the JeffCo curricular guidelines. You can select which question/topic you want to address from the list below, then select one or more topics to focus on. Your final project can be any product that you want, but it must be able to fit with the provided rubric.

Possible Questions/Topics to address--SELECT ONE

1. What was the impact of new immigrants to the U.S. in the late 19th century?

Select one of the following groups to focus on:

- a. Chinese
- b. Italian
- c. Jewish
- d. Polish
- e. Irish

2. What were the consequences of new technology during the late 19th century?

Select one of the following inventions:

- a. Telephone
- b. Electricity/light bulb
- c. Skyscraper
- d. Ferris wheel
- e. Diesel engine
- f. Motion Pictures

After you've selected your topic, select the final product you want to create:

1. **Essay**
 - a. 12pt. Times New Roman Font, 5 paragraphs, including indentation, typed
 - b. 5 paragraphs--1 intro, 3 w/ evidence & analysis, 1 conclusion
2. **Google Slides Presentation** (if selected, this must be presented to the class)
 - a. At least 5 slides with 1 picture per slide, presentation is 3-5 minutes, font is clear & easy to read
 - b. At least 1 picture should be a chart & 1 slide must be works cited
3. **Poster** (will be hung outside of classroom)
 - a. At least 3 pictures (can be drawn or printed) on poster
 - b. Ask Ms. A for a poster & make sure it is appropriately decorated & appealing
 - c. At least 3 pieces of evidence & a claim statement at the top of poster

**Executive
functioning
challenges should
not be barriers to
implementing
student choice**

Scaffolded Choice



Regardless of which product you create, it will need to meet the requirements of the rubric below.

	5	4	3	2	1
Claim	Claim is a single sentence answering the prompt without evidence included.	Claim may be more or less than 1 sentence, answering the prompt without evidence included.	Claim may be more or less than 1 sentence, does not necessarily answer the prompt, may have evidence included.	Claim may be more or less than 1 sentence, barely answers the prompt and may have evidence included.	Claim does not address prompt.
Evidence	Evidence includes at least 3 sources & is properly cited.	Evidence includes 2 sources & is properly cited.	Evidence includes 2-3 sources, but is not properly cited.	Evidence includes 1 source that is properly cited.	1 piece of evidence.
Analysis	Clear & thorough explanation of why topic matters; connects to current day	Mostly clear & thorough explanation of why topic matters; connects to current day	Somewhat clear & thorough explanation of why topic matters; doesn't necessarily connect to current day	Somewhat clear explanation of why topic matters; no connection to current day	Barely explained why topic matters.
Format	Essay option: 12pt. Times New Roman Font, 5 paragraphs, including indentation, typed Google Slides: At least 5 slides with 1 picture per slide, presentation is 3-5 minutes, font is clear & easy to read Poster: Includes pictures, is easy to read, & is visually appealing	Mostly follows format expectations, but is missing one or more components.	Multiple formatting errors, including spelling errors.	Frequent formatting errors, including spelling errors.	No clear format.

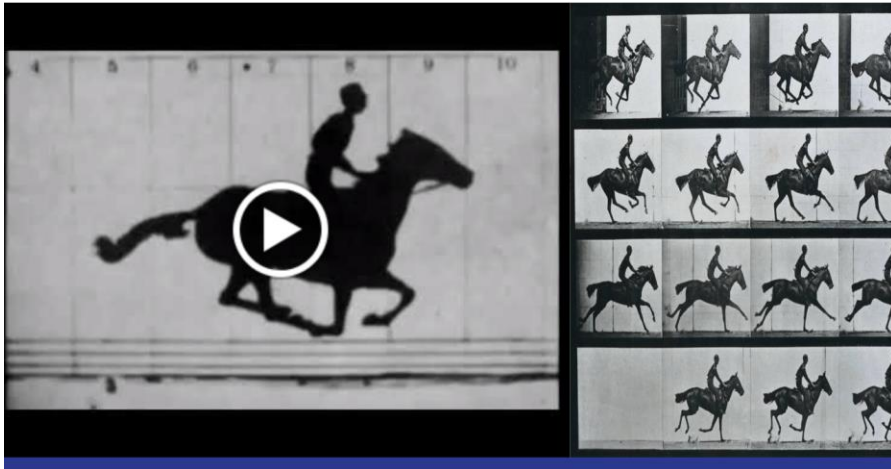
504s, IEPs, & student behavior should not be barriers to student choice

Student Projects



Why are Skyscrapers so important in today's life?

Skyscraper, although it was only 10 stories high. Later, taller and taller buildings were made possible through a series of architectural and engineering innovations, including the invention of the first process to mass-produce steel. Today, the tallest skyscrapers in the world approach and even exceed heights of 2,000 feet.



Claim: The Italian immigrants introduced a new diverse culture and showed new values of loyalty.

When the Italian immigrants first came to America they not only embraced American culture, but they still kept their traditional ways. They also shared their culture with people all over the country; by doing this, they proved how loyal citizens of a different origin can be.





Evaluation of Learning Experience & Choice

Resolution Post-Project Reflection

Once you've finished your final project, answer the following questions on your final Q4 project, this will help Ms. A plan engaging future projects. When it asks how "satisfied" you were with a particular aspect, that is referring to how happy you are about it. Selecting a 1 means that you were not happy at all and selecting a 5 means that you were very happy. PLEASE BE AS SPECIFIC AS POSSIBLE.

This survey is for a grade and you will only receive full credit if you are honest and specific. The grade is not based on whether or not you liked the project, but how honest and specific your answers are.

* Required

1. Name (First and Last) *

2. For this project, you were able to choose from dozens of topics, even those not thought of by Ms. A. How much did you enjoy that you got to choose the topic your project would focus on? *

Mark only one oval.

1 2 3 4 5
Not at all ☐ ☐ ☐ ☐ ☐ Very much

3. If you did or did not enjoy choosing, please explain why. *

**Student feedback
= Teacher growth**

https://docs.google.com/forms/d/1TI_L7ApYd2D-A5FehzOCKuwl5NTC8vcWdO_9LsVIFWs/printform

in Post-Project Reflection

4. Please explain how Ms. A could have made the choice options better for you/how you could have enjoyed the project choice options more. *



Gifted Student Responses

For this project, you were able to choose from dozens of topics, even those not thought of by Ms.A How much did you enjoy that you got to choose the topic your project would focus on?

If you did or did not enjoy choosing, please explain why.

Please explain how Ms. A could have made the choice options better for you/how you could have enjoyed the project choice options more.

You ALSO got to choose what your final product was. How satisfied were you that you COULD choose what type of project you presented?

If you did or did not enjoy choosing, please explain why.

5	I enjoyed how we had tons of options, but we were still given ideas on <u>what it could be on.</u>	I Thought its was good the way it was, although I think <u>more question options</u> could have made it nicer		4	I liked how we got to choose whatever we wanted too, although I think <u>some better guidelines would have</u> made it a little better.
5	We had freedom to <u>choose what we wanted.</u>	N/A		5	We got to choose the <u>format that we most enjoyed.</u>
4	I enjoyed it. I really liked <u>the options.</u>	It was fine with me		2	I want you to <u>choose what I do so I get a</u> range of different ways to learn and express my thinking.



Student Responses on the Modified Project

For this project, you were able to choose from dozens of topics, even those not thought of by Ms.A How much did you enjoy that you got to choose the topic your project would focus on?

If you did or did not enjoy choosing, please explain why.

Please explain how Ms. A could have made the choice options better for you/how you could have enjoyed the project choice options more.

You ALSO got to choose what your final product was. How satisfied were you that you COULD choose what type of project you presented?

If you did or did not enjoy choosing, please explain why.

I enjoyed it cause I got to choose the project that I wanted to
4 reasearch.

I think Ms.A did a great job picking the last project to do for quarter 4 by letting us pick a project and how we wanted to present it.

I enjoyed it cause it let me make a project that I could choose how I wanted to do it and how
5 I got to pick the topic.

4 i liked it because i could to a topic i liked

i dont know it was ok for me

i liked choosing because i was confident for my
4 topic

5 I don like haveing things chosen for me

I think she did good

Yes, don choose things for me or i will find a way to prove you wrong
5



Conclusion

**We are our choices.
--Jean-Paul Sartre**

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