Due: December 4, 2009 Models: A, B, C, D, and Seminar

Due: March 24, 2010

Traditional GATE Accountability Plan for Differentiated Instruction

School: LOMA PORTAL Teacher Name(s): Vanessa McFarland/Molly Crabtree (Tier III); Terri Beddoes (Tier II); Jane Myers (Tier I)

DIRECTIONS: Work in teacher teams of the same grade/subject to complete this plan; however, teachers may choose to work individually. Accordingly, please list one or more teacher names above. At the elementary level, please submit one plan for each grade and core subject. At the secondary level, please submit one plan for each GATE course offered at the site. ALL PLANS MUST SHOW USE OF THE SAME STRATEGY.

Curriculum and Instruction State GATE Standard: Districts develop differentiated curriculum, instructional models and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (EC 52206a and 52206b)

Part I. Elementary (Required on first page only)	**Part I. Secondary**
Grade: 3 Core Subject: Mathematics TIER III MATH: Includes all 3rd grade GATE Seminar students, high-achieving GATE Cluster students, and high achieving non-GATE Cluster students Number Identified GATE (or identified Seminar) students served: 24 Total number of students in the class: 26 TIER II MATH: Number Identified GATE students served: 8 Total number of students in the class: 24 TIER I MATH: Number Identified GATE students served: 0 Total number of students in the class: 22	Course Title: : No. Sections: Department: Circle one: Seminar Cluster Number Identified GATE (or identified Seminar) students served: Total Number of students in the class(es):

Part II: For **the GATE course(s) designated above,** please select a lesson that **provides evidence of differentiation (acceleration, novelty, depth, and complexity)** in your class. Then, complete the curriculum map below **or** attach a handout containing the same information. Do not submit student work.

Core Elementary Subject or Title/Topic of Secondary Unit and/or lesson:

Multiplication using the associative property

Core Content Standard: (Please write out standard or standards. Do not list the number of the standard only.)

NS 2.4 Solve simple problems involving multiplication of multi-digit numbers by a one-digit number

AF 1.5 Recognize and use the associative property of multiplication

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Differentiated Content: (Please select one strategy and explain how you use it to differentiate instruction. For help, see p. 25-27.)	**Strategies: _X_ (Select 1)**	**Resources:** (List specific titles, materials, technology)	**Product:** (Please specify.)
Grade-level instruction in Mathematics at third grade at Loma Portal Elementary School is tiered to three levels: • **Tier III (proficient and advanced scores on CST and district placement test; teacher recommendation)** • **Tier II (basic and proficient scores on CST and district placement test; teacher recommendation)** • **Tier I (basic and below basic scores on CST and district placement test; teacher recommendation)** **All three tiers follow the core standards framework , but address the strands at a level appropriate to the student population.** **Tier III:** **This lesson is designed to address the algebraic function and number sense standards relating to the associative property of multiplication. The application of the skills learned exceeds the expectation of the standards. Students show their understanding by solving word problems using the associative property. There is a challenge level where students create their own word problem, explanation, and summary of the associative property.** **Tier II:** **This lesson is designed to address the algebraic function and number sense standards relating to the associative property of multiplication. The application of the skills learned exceeds the expectation of the standards. Students show their understanding by solving word problems using the associative property. Students are given the opportunity to create their own word problem, explanation, and summary of the associative property.** **Tier I:** **This lesson is designed to address the algebraic function and number sense standards of the associative property of multiplication, and then to work towards meeting the expectations of the standards in the application of the skills learned. Students will use manipulatives to aid in the understanding of the concepts**	___ Curriculum Compacting ___ Depth/Complexity ICONS/ Content Imperatives X Tiered Lessons ___ Problem-Basd Learning/ Parnes Problem Solving ___ Socratic Seminar ___ Independent Study ___ Kohlberg ___Taba	Tier II and III: Harcourt Math, California Edition, 2002 Teacher-generated problems with directions, rubrics, and samples Tier I: Harcourt Math, California Edition, 2002 Teacher-generated problem, rubric Manipulatives	**Please see attached mathematical investigation for specific products at each leveled tier**

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Traditional GATE Accountability Plan for Differentiated Instruction

School: LOMA PORTAL Teacher Name(s): Rick Leighton/ Kelly Magaudda (Tier III); Amy Kinseth (Tier II); Shaun McGinn (Tier I)

DIRECTIONS: Work in teacher teams of the same grade/subject to complete this plan; however, teachers may choose to work individually. Accordingly, please list one or more teacher names above. At the elementary level, please submit one plan for each grade and core subject. At the secondary level, please submit one plan for each GATE course offered at the site. ALL PLANS MUST SHOW USE OF THE SAME STRATEGY.

Curriculum and Instruction State GATE Standard: Districts develop differentiated curriculum, instructional models and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (EC 52206a and 52206b)

Part I. Elementary (Required on first page only)	**Part I. Secondary**
Grade: 4 Core Subject: Mathematics TIER III MATH: Includes all 4th grade GATE Seminar students, high-achieving GATE Cluster students, and high achieving non-GATE Cluster students Number Identified GATE (or identified Seminar) students served: 24 Total number of students in the class: 29 TIER II MATH: Number Identified GATE students served: 5 Total number of students in the class: 28 TIER I MATH: Number Identified GATE students served: 0 Total number of students in the class: 13	Course Title: : No. Sections: Department: Circle one: Seminar Cluster Number Identified GATE (or identified Seminar) students served: Total Number of students in the class(es):

Part II: For **the GATE course(s) designated above,** please select a lesson that **provides evidence of differentiation (acceleration, novelty, depth, and complexity)** in your class. Then, complete the curriculum map below **or** attach a handout containing the same information. Do not submit student work.

Core Elementary Subject or Title/Topic of Secondary Unit and/or lesson:

Multiplication applications: 4-digit numbers X 2-digit numbers

Core Content Standard: (Please write out standard or standards. Do not list the number of the standard only.)

Number Sense Standards:

3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multi digit number by a two-digit number

3.3 Solve problems involving multiplication of multi digit numbers by two-digit numbers.

Mathematical Reasoning Standard: 2.6 Make precise calculations and check the validity of the results from the context of the problem.

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Differentiated Content: (Please select one strategy and explain how you use it to differentiate instruction. For help, see p. 25-27.)	**Strategies: _X_ (Select 1)**	**Resources:** (List specific titles, materials, technology)	**Product:** (Please specify.)
Grade-level instruction in Mathematics at fourth grade at Loma Portal Elementary School is tiered to three levels: • **Tier III (proficient and advanced scores on CST and district placement test; teacher recommendation)** • **Tier II (basic and proficient scores on CST and district placement test; teacher recommendation)** • **Tier I (far below basic and below basic scores on CST and district placement test; teacher recommendation)** **All three tiers follow the core standards framework , but address the strands at a level appropriate to the student population.** **Tier III:** **This lesson is designed to address the number sense standards, and then to exceed the expectation of the standards in the application of the skills learned. In addition, students apply their understanding of data analysis in the creation of a bar graph relating to their computation answers. There is a challenge level added to the mathematical investigation for those students interested in reaching an advanced grade (please see the attached rubric).** **Tier II:** **This lesson is designed to address the number sense standards, and then to meet the expectations of the standards in the application of the skills learned. There is a challenge level added to the mathematical investigation (relating to the creation of a bar graph to record the information the students gathered) for those students interested in reaching an advanced grade.** **Tier I:** **This lesson is designed to address the number sense standards, and then to work towards meeting the expectations of the standards in the application of the skills learned. Students will use manipulatives to aid in the understanding of the concepts.**	___ Curriculum Compacting ___ Depth/Complexity ICONS/ Content Imperatives X Tiered Lessons ___ Problem-Based Learning/ Parnes Problem Solving ___ Socratic Seminar ___ Independent Study ___ Kohlberg ___Taba	Tier II and III: Harcourt Math, California Edition, 2002 Graph paper Rulers Tier I: Harcourt Math, California Edition, 2002 Base-ten blocks	**Please see attached mathematical investigation for specific products at each leveled tier**

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RUBRIC FOR MATHEMATICAL INVESTIGATIONS

AD You solved both the investigation and the challenge correctly. You explained all the steps it took to solve both problems, you showed all of the number sentences needed, and you answered the questions with complete sentences. Outstanding work!

PR You solved the investigation correctly. You explained all the steps it took to solve the problem, you showed all the number sentences needed, and you answered the question with a complete sentence. Excellent work!

BA Your investigation is not quite correct. You had one or more mistakes in your computation work and/or you didn't explain all the steps it took to solve the problem. Check your work and try to find your mistake(s). Good try- work hard to improve your score!

BB Your investigation is not correct. You didn't compute carefully and you didn't explain the steps it took to solve the problem. Check your work for mistakes, and then ask for help if you still don't understand what to do. Don't give up!