

Gifted Strategies vs. Differentiation Strategies

“In order to experience continuous learning, gifted students require an accelerated pace of instruction using advanced content.” –Bertie Kingore

Instructional Need: Pace		Instructional Need: Level			Differentiation Strategies for GT Matched to Instructional Needs
Accel. Rate of Instruction	Minimum Repetition	Advanced Content	High Degree of Complexity/ Abstraction	In-Depth Study	
X	X	X	X	X	<i>While any strategy may be applicable to advanced and gifted learners, those marked are those most likely to enhance each specific instructional need.</i>
					<u>PREASSESSMENT—VITAL 1ST STEP!</u>
X	X	X	X	X	<u>Flexible Grouping-Similar Readiness Level (Homogeneous)</u> Grouping of similar ability levels; accents abstract/complex thinking and prompt construction of symbolic relationships; encourages use of sophisticated vocabulary; provides beyond grade-level learning opportunities
X	X	X	X	X	<u>Learning Centers (Student &/or Teacher developed)</u> Focuses on practice, mastery, or extension of concepts & skills; enables student exploration independent of teacher direction; <u>most effective if beyond grade-level resources offering depth and complexity are used</u>
		X	X	X	<u>Open-ended Tasks/Inquiry</u> Flexible learning activities; accents divergent thinking by encouraging students to respond with multiple correct ideas at various levels of complexity & understanding; demonstrates reasoning; springboard for in-depth study
X	X	X	X		<u>Creative Problem Solving</u> A series of steps that guide the creative process that eventually leads to one or more creative, viable solutions; accents creativity by encouraging both divergent and convergent thinking in every step
		X	X	X	<u>Product Options/Choice/Learning Styles</u> Providing a series of options/choices based on varying degrees of complexity that appeal to student learning styles so that the student can demonstrate mastery of a desired skill; accents creativity and motivates learners; validates the significance of all modalities and intelligences
X	X	X	X	X	<u>Guided Research/Independent Study</u> Guided Research is teacher-assigned topics where students work individually or in paired/small groups to develop research skills and habits necessary for self-directed learning; Independent Study encourages students to pursue extensive knowledge and understanding in an area of interest (student choice); both accent high-level thinking and enhance life-long learning skills
	X	X	X		<u>Problem-Based Learning</u> Both a curriculum & a process; students investigate a real-world problem and find a solution; fosters active learning, supports knowledge construction, and naturally integrates school learning and real life
		X	X		<u>Tiered Instruction</u> Provides different levels of learning tasks WITHIN the same unit in order to align the curriculum to various readiness levels; lessons can be tiered by content, process, or product

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Examples of Types of Assessment That Can Be Used As Pre-assessment	
Checklists	Independent Reading Records/Reading Logs
Interest Inventories	Running Records
Critical Observations	Student Self-Evaluation/Metacognitive Questions
“Most Difficult First”	Teacher-selected Reading Samples
Performance Tasks	Reading Tests
Process Interviews	Writing Samples