

## How do I meet the needs of gifted learners?

### ✿ CURRICULUM

- **Goals**
  - Use of more advanced reading, resources & research materials
  - Adjust pace
  - Work at greater levels of depth, breadth, complexity &/or abstractions
  - Apply ideas & skills in unfamiliar & dissimilar ways
  - Design tasks that are open-ended or ambiguous or require more independence of thought & scholarly behavior as learners and producers
  - Develop rubrics for tasks/products
  - Encourage collaboration between students and adult experts
  - Design work that requires student reflection on significance of ideas, and cause students to generate new & useful ways to represent ideas & information
- **Questions**
  - *What does this information mean?*
  - *Why does this information matter?*
  - *How do these ideas make sense?*
  - *How is the information organized to help people use it better?*
  - *How does this thing work?*
  - *How can I use these ideas & skills?*

### ✿ INSTRUCTION

- **Content**-how we give students access to the information and ideas that matter
- **Process**-how students come to understand and own the knowledge, understanding and skills essential to a topic
- **Product**-how students demonstrate what they have come to know, understand, and be able to do as a result of a segment of study
- **Affect**-how students link thought and feeling in the classroom
- **Learning Environment**-the way a classroom feels and functions

#### *Based in learner,*

- **Readiness**-the current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest**-what a student enjoys learning about, thinking about and doing
- **Learning Profile**-a student's preferred mode of learning

## What strategies may I use?

- ✿ **Curriculum compacting**- Adapts the core curriculum to meet the needs of above-average students by either eliminating work that has been previously mastered or streamlining work that can be mastered at a pace commensurate with the student's ability. When students have proven mastery, they are provided time for more appropriately challenging work of greater depth, breadth or complexity.
- ✿ **Flexible grouping**- Strategy that enables the teacher to move students quickly among varied groups to target instruction by readiness, interests, and learning profile
- ✿ **Interest centers**- Type of learning center focus on allowing students to explore ideas or topics of particular interest to them in greater depth and/or breadth than is possible in the core curriculum
- ✿ **Learning centers**- Collection of materials and activities designed to teach, reinforce, or extend students' knowledge, understanding, and skill
- ✿ **Anchoring Activities**-Tasks students automatically move to when they complete assigned work. Provide a list of possible anchor options and encourage students to suggest other ideas. These tasks are important to essential student learning
- ✿ **Learning Contracts**- Agreement between a student and a teacher regarding a task or project that a student will work on independently and with some freedom. Contracts provide choice regarding specific tasks to be completed and the order in which they will be completed. They focus on key understandings and skills.
- ✿ **RAFT Activities**- Students play a specified role, for a particular audience, in a named format, regarding a topic that gets at the core of the meaning for that topic. **R**=role, **A**=audience, **F**=format, **T**=topic
- ✿ **Tiered Assignments**- Process of adjusting the degree of difficulty of a question, task, or product to match a student's current readiness level.
- ✿ **Service Learning**- Instruction that emphasizes both service and learning goals. Key components: student ownership, a genuine community need, and school/community partnerships. Connected to curricular learning objectives
- ✿ **Problem-based Learning**-PBL confronts students with a messy, ill-structured situation in which they assume the role of stakeholder or "owner" of this situation. They identify the real problem and learn what is necessary to solve it.
- ✿ **Schoolwide Enrichment Model**-A framework for experientially moving the student from being a consumer of knowledge to a producer of knowledge through exploratory experiences, methodological/skills training, and independent study
- ✿ **Renzulli Learning Systems**- Web-based teaching tool that helps teachers assess students' strengths, interests, and learning styles and guide students through learning experiences matched to their personal profiles. The system is used to differentiate the curriculum and develop each student to his or her full potential.

