



Kansas Effective Practices Instructional Toolkit

Gifted 101 and Beyond

In a Pinch: Strategies, Links and References



Differentiation/RtI/MTSS

Overview

There is a tremendous amount of work to be done in understanding gifted learners; within general education it's basic at best. Perhaps our collective *immediate* goal might be to move all educators & all administrators from basic knowledge of gifted to an advanced level.

Gifted and Twice Exceptional Students

The RtI/MTSS process incorporates core principles which can and should be used to identify and implement interventions to address all students' needs across the tiers. Some students are able to reach far beyond the typical student. These are students who are gifted and may need a higher level of differentiation or alternate intervention in order to perform, succeed and be challenged by the curriculum. It is critical that the RtI/MTSS process helps all children reach their potential, which may exceed being on grade level. Differentiation should meet the learning needs of all students with exceptionalities (learning disabilities and gifted).

What Do Teachers Need

- Information about the characteristics, needs and best practices for high ability/gifted students.
- Training in strategies that are successful with high ability learners and how to create curriculum options that work.
- Resources and supplemental materials that do more than repeat already learned skills (more of the same).
- Support from the school team.

What Are the Supports and Interventions Needed for High Ability Learner?

One way that we can assess students' correct placement is to find that place in the curriculum where students *need* to use strategies. It is imperative to identify curriculum, complex, abstract, and challenging enough that students need to slow down and organize their thinking. Advanced learners need opportunities to practice and see the value of being metacognitive and reflective as learners. If they are successful without knowing why or how, if they are not challenged or required to work hard, then the curriculum and instruction they are receiving is not appropriate.

Differentiated Curriculum

- Different in level, pace, content, process, or products required, or in interest areas
- Fewer repetitions - Less drill and practice
- Acceleration
- Complexity and depth
- Compacting of curriculum
- Independent work

- Reading Activities for High Ability Students
- Shorten Core Instruction Time to Essentials
- More focus on higher level thinking skills
- Novel studies
- Literature groups
- Independent projects
- Inquiry research
- Pre-test when possible
- Cross grade instruction
- Benchmarks and progress
- Hard Data

Best Practices- Research Data Karen Rogers

- Students who are already in the top 5% or at 99%tile on group testing
- Results from differentiated activities
- Classroom assessments
- Pre-testing
- Out of level testing

All

- Quality core instruction
- Appropriate screening Differentiated curriculum, instruction and assessment
- Flexible pacing, grouping
- Cluster grouping
- Pre-assessment

SOME

- AP, Honors, Advanced
- Talent opportunities
- Pull out programs
- Specialized curriculum
- Mentorships
- Acceleration
- Compacting
- Special opportunities (contests, clubs, etc.)
- Independent Study

FEW

- Radical acceleration
- Dual enrollment
- Early entrance
- Specialized counseling
- Long-term internship
- Magnet Classroom/school
- School for gifted child