Gifted Strategies vs. Differentiation Strategies

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

<table>
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<tr>
<th>Instructional Need: Pace</th>
<th>Instructional Need: Level</th>
<th>Differentiation Strategies for GT Matched to Instructional Needs</th>
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<tr>
<td>Accel. Rate of Instruction</td>
<td>Minimum Repetition</td>
<td>Advanced Content</td>
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<td>X</td>
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Flexible Grouping—Similar Readiness Level (Homogeneous) 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

Learning Centers (Student &/or Teacher developed) Focuses on practice, mastery, or extension of concepts & skills; enables student exploration independent of teacher direction; most effective if beyond grade-level resources offering depth and complexity are used

Open-ended Tasks/Inquiry 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

Creative Problem Solving 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

Product Options/Choice/Learning Styles 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

Guided Research/Independent Study 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

Problem-Based Learning 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

Tiered Instruction 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

Information gleaned from [http://www.bertiekingore.com/readinginstruction.htm](http://www.bertiekingore.com/readinginstruction.htm) and Differentiation: Simplified, Realistic, and Effective by Bertie Kingore, Ph.D.
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<th>Examples of Types of Assessment That Can Be Used As Pre-assessment</th>
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