**Gifted and Talented Instructional Strategies**

1. **Pre-test for Volunteers**

The teacher will allow students the opportunity to test out of certain assignments in order to allow higher students the opportunity for more challenging assignments. They might start with direct instruction for 10-15 minutes, then offer students the end-of-chapter test. If students get 90 percent or higher, they may not have to do the homework or practice work, but they will instead have different, more challenging work. Gifted students may decide they need the extra practice while others may opt for this choice.

**How to Use:**

**Provide whole-class direct instruction for 10-15 minutes.**

This strategy works best if the teacher introduces the chapter through a short direct instruction lesson. This allows all students to get a general idea of what the chapter is about before jumping in entirely. Introducing the topic can help students brainstorm different strategies they may be able to use to solve or dictate problems.

**Allow students to take the end-of-chapter test as a pre-test.**

The teacher should allow all students the opportunity to take a pre-test using the end of chapter test to allow them to potentially opt out of homework and extra practice. Typically if they score a 90 or above they will become bored during lessons.

**Provide extension work for students who test out.**

If students have tested out of the chapter, the teacher should provide students with additional work as an extension to what is being learned in the chapter. This extension work can be similar to what other students are practicing but perhaps more challenging. These activities can also be more interactive, possibly allowing students to complete a project using the skills learned in the chapter.

**Check for understanding.**

It is important that the teacher checks all student work to ensure student understanding.

**When to Use:**

* At the beginning of the school year
* At the beginning of the unit
* At the beginning of each chapter
* In the middle of the school year once some concepts have been touched on
* At the end of the school year

**Variations:**

**Enrichment clusters**: Small groups of students with similar interests and aptitudes may be brought together for a set period of time research a topic of study under the guidance of a mentor. The topic can change frequently or be a long-term project. The topic will be open-ended and have real-world application.

**Mentorship:** A gifted student may benefit from contact with a specialist in their field of interest. This is particularly the case in lower grades when the teacher cannot keep up with the student’s capacity to learn the subject.

**Independent study**: In an independent study, the student selects a topic of interest in any academic area where he shows strength. The student and teacher work together to determine what materials will be needed, who will be involved, and the This works best for students who tend to finish their regular work quickly and correctly.

**Use advanced supplementary/reading materials.**

**Encourage the use of creativity and higher-level thinking.**

1. **Speak to Student Interests**

Using this strategy, the teacher gets to know their students better by learning about their interests. This allows more engagement and varied project opportunities no matter what content area. Students are able to share their passions with their peers. Knowing a student's passions or over-excitabilities can help teachers shape engaging and personalized learning experiences. An imaginative student will benefit from an assignment that they are free to complete in a more unique way. Intellectual student will prefer to investigate why certain areas of the world struggle with starvation rather than simply listing those areas. This can often showcase students’ creativity, imagination, and drive.

**How to Use:**

**Survey**

Give each student a survey asking students about their interests. This will allow the teacher to determine appropriate activities for students.

**Use the Survey to Generate Activities and Projects**

Upon getting survey results back, create appropriate activities and projects for students. These can range from research activities to STEAM activities, or even virtual field trips.

**Allow Students the Opportunity to Share What They Learned with Their Peers**

Upon completing their activity, allow students to share their new-found knowledge with their peers. This can be done in a related lesson or during a student-led activity.

**When to Use:**

* For independent practice
* Enrichment and Extension activities
* In reading or math stations
* After school activities
* During Specials—i.e. Computers, Art (Creative Learning Center), Library, etc.

**Variations:**

**Create an interest center:** Students can share their knowledge with their peers through an interest center in the classroom. They can then use earned time during the school day for independent study. Other students can be invited to explore what the student created to learn about a special topic.

**Enrichment clusters**: Small groups of students with similar interests and aptitudes may be brought together for a set period of time research a topic of study under the guidance of a mentor. The topic can change frequently or be a long-term project. The topic will be open-ended and have real-world application.

**Complete a learning log:** Some students may already have outside hobbies and experiences that their parent have arranged in the community. Students can log these activities and share their experiences with the teacher and their peers. This may free up time for the student to pursue other interests during the school day.

**Mentorship:** A gifted student may benefit from contact with a specialist in their field of interest. This is particularly the case in lower grades when the teacher cannot keep up with the student’s capacity to learn the subject.

1. **Plan for Tiered Learning**

This approach relies on planning lessons at different tiers of difficulty. This allows teachers to develop deep and complex activities for gifted students while writing regular lesson plans, providing work at the beginning of a lesson, as well as more advanced extension activities at varying levels. Tiered assignments work well in skill areas where the student has not yet met the outcomes but can do so easily and requires additional challenge and potentially reduces the number of behavior issues caused by boredom. This challenges advanced learners more and serves other students better as well.

**How to Use:**

**Pre-test students**

Teacher need to be sure to pre-test students, or get an understanding of what level they may be on, in order to provide them with effectively differentiated activities.

**Create Effective Lessons and Activities for Students in Each Tier**

Teachers must write effective lesson plans that can be differentiated for all students, as well as provide corresponding activities for students in each learning tier to ensure that each student is able to learn the material effectively. The activities will vary from Tier 3 (easy) to Tier 1 (advanced).

**Assess Students’ Understanding**

Teachers should use informal assessments and hands on activities to ensure that each student understands the content.

**When to Use:**

* At the beginning of a unit
* The beginning of a lesson
* For station work
* For extension activities
* For unit tests

**Variations:**

**Extension activities**: When students finish early, allow students to do the extension activities at the end of chapter. These may be suitable ways for them to get the challenge and depth of understanding they require. Open-ended, real-world problems are also great ways to extend their learning.

**Mentorship:** A gifted student may benefit from contact with a specialist in their field of interest. This is particularly the case in lower grades when the teacher cannot keep up with the student’s capacity to learn the subject.

**Independent study**: In an independent study, the student selects a topic of interest in any academic area where he shows strength. The student and teacher work together to determine what materials will be needed, who will be involved, and the This works best for students who tend to finish their regular work quickly and correctly.

**Technology Strategies**

### Keep Learning Social

Many schools have moved to a one-to-one device experience, but social learning should not go away just because students have a personal device. It’s important to find digital tools and instructional strategies that allow students to continue to interact with other students or people. Teachers should find applications that allow for collaboration and feedback which provide support for both students and teachers when working together.

**How to Use:**

**Students Use an Application to Work Collaboratively**

Students can use applications such as Google Docs, Padlet, or Wikispaces to work collaboratively on an assignment. This allows them take full advantage of the synchronicity of these apps by editing each other’s work and providing real-time feedback to each other. This allows the students to share in each other’s learning by engaging together in the writing process via technology.

**The Teacher Provides Feedback on Assignments Before They Are Complete**

The teacher can ensure greater quality assignments by providing students with feedback before they turn in assignments. As long as students provide teachers to access to assignments, the teacher can provide students with feedback.

**Teachers Check for Participation**

Teachers can use these applications to check for student participation by looking at student feedback. They can then determine who is effectively using the applications.

**When to Use:**

* Class introductions at the beginning of the school year
* Working with other classes in the school
* Group projects or assignments
* Class discussions
* Sharing new learning resources related to the lesson

**Variations:**

**Think, Pair, Share:** Students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to think individually about a topic or answer to a question and to share ideas with classmates, maximizing participation and engagement.

**Turn and Talk:** All students are encouraged to participate in discussion, rather than only a few students participating in a class-wide discussion. All students are able to process new learning while engaging in meaningful conversation with a classmate.

**Purposeful Sharing:** Students lead the discussion.

1. **Use the Power of Choice**

The teacher is the center of instruction but instructional technology provides the opportunity for each student to make choices about their own learning. Making a choice allows students to take ownership over what is learned.

**How to Use:**

**Pick Various Devices and Applications for Students to Choose From**

Teachers should provide students with different choices of devices and applications to use depending on the lesson or activity they are to complete.

List the Applications

If teachers would prefer that students use particular applications, they should post a preferred list of applications where students can see it.

**Monitor Students**

Teachers should monitor that students when using devices to ensure that students are effectively learning. If students do not seem to be learning effectively, the teacher needs to allow students to switch applications or provide them with appropriate seat work.

**When to Use:**

* When first introducing students to types of technology
* During lessons—let them choose what type of technology or application they use
* Research
* Enrichment and extension activities
* Stations—Will they use Starfall, Ticket to Read, ABC Mouse?

**Variations:**

**Independent study**: In an independent study, the student selects a topic of interest in any academic area where he shows strength. The student and teacher work together to determine what materials will be needed, who will be involved, and the This works best for students who tend to finish their regular work quickly and correctly.

**3-2-1 Strategy:** This allows students to gauge other students’ understanding and interest in a topic or resource by asking them to write down takeaways, questions, and something they enjoyed about it.

**Think, Pair, Share:** This exposes students to three lesson-processing experiences within one activity and caters to the classroom’s range of learning and personality types. Students work together to share and answer questions about different types of resources. This strategy requires students to think individually about a topic or answer to a question and to share ideas with classmates.

1. **Does the technology add value to the lesson?**

Technology can be effective when it actually adds value to the lesson in a way that it enhances the learning experience for teachers and students. Some tools support differentiation or break down concepts to make them easier to understand. Teachers can ensure appropriate technology integration that can add value by looking for applications and resources that support student engagement with higher-level thinking and differentiated learning.

**How to Use:**

**Plan effectively**

Teachers can use this strategy when creating lesson plans. They can determine which applications and resources will promote effective learning for each lesson, depending on the content area and topic of the lesson.

**Conduct Research**

Teachers must conduct their own research on applications to ensure that students can effectively learning using the source of technology.

**Determine Which Applications Work for You**

Teachers must determine how they can create the best learning experience for students through differentiated instruction. At the elementary level, teachers may incorporate Seesaw to select or create differentiated activities and assign them to individuals or groups of students.

**Allow Students to Use These Applications and Provide Their Feedback**

**Teachers should monitor their students using each application and ask for student feedback to check for the effectiveness of the technology in the lesson. If it doesn’t appear to be helping students, change it up as necessary.**

**When to Use:**

* While writing lesson plans
* While implementing in the classroom
* After each lesson (Was it effective?)
* Reteach and Extension activities
* Providing parents and students with extra practice at home

**Variations:**

**Reflective Journals:**Have students keep a journal to record their choices throughout the school day.

**Ask Higher-Order Questions:**

**3-2-1 Strategy:** This allows students to gauge other students’ understanding and interest in a topic or resource by asking them to write down takeaways, questions, and something they enjoyed about it