

Strategies for Successfully Teaching the Gifted Child in Elementary School

Karen B. Rogers, Ph.D.
College of Applied Professional Studies
University of St. Thomas
Minneapolis, Minnesota
kbrogers@stthomas.edu

Our Toolbox of Differentiated Strategies

- ☐ Instructional Management Strategies
 - ☐ Grouping options (ability, performance, friendship)
 - ☐ Acceleration options (subject-based, grade-based)
 - ☐ Individualization options (unique plans, flexible progression)
- ☐ Instructional Differentiation Strategies and Models
 - ☐ Pacing, Organization, Learning Environment, Modalities of instruction used
 - ☐ Promising Models for Instructional Differentiation
- ☐ Curriculum Differentiation Strategies and Models
 - ☐ Breadth, Depth, Complexity, Articulation, Scope & Sequence
 - ☐ Promising Models for Curricular Differentiation

Instructional Management Strategies

- ☐ Elementary Grouping Options
 - ☐ Homogeneous grouping by ability (separate classroom of gifted learners only); also includes school-within-a-school and magnet school options
 - ☐ Homogeneous grouping by performance (separate classroom of high performing learners subject by subject)
 - ☐ Cluster grouping by ability (5 - 8 highest ability students in heterogeneous classroom)
 - ☐ Cluster grouping by specific performance in a single subject area (5 - 8 highest performing students in heterogeneous classroom)
 - ☐ Like ability cooperative grouping (3-4 highest ability students grouped together to work on differentiated cooperative task)
 - ☐ Like performance cooperative grouping (3-4 highest performing students grouped together to work on differentiated cooperative task)
 - ☐ Pull-out/send-out/resource room program offered on daily, biweekly, or weekly basis
 - ☐ Interest-based grouping for special advanced programs or co-curricular competitions
 - ☐ Friendship groups in classrooms for group projects

Instructional Management Strategies

- ☐ Elementary Acceleration Options
 - ☐ Subject acceleration - access to higher grade level materials in specific subject area, based on pre-assessments of mastery
 - ☐ Cross-grading - all students go to classroom according to where they are in curriculum by grade levels (4th grader to 6th grade or 4th grader to 2nd grade)
 - ☐ Early entrance to school
 - ☐ Concurrent enrollment (elementary child takes middle school courses during school day)
 - ☐ On-line coursework beyond grade level in lieu of classroom time in that subject area
 - ☐ Honor student mentors used with individual learners in specific area to learn beyond grade level

Instructional Management Strategies

- ☉ Elementary Individualization Options
 - ☉ Compacting - pre-assessment of mastered outcomes, thereby replacing that learning time with more advanced content
 - ☉ Multi-grade or multi-age classrooms (gifted learner moves at own pace across several levels of curriculum or is the youngest grade level in a 2-grade class composition)
 - ☉ Independent study (supervised)
 - ☉ On-line individualized courses (tutored on-line)

Instructional Management That Does Not Work for Gifted Learners

- ☉ Mixed ability classrooms
- ☉ Mixed ability cooperative learning
- ☉ Mixed ability dyads or peer tutoring
- ☉ Teacher selected or randomized group assignments (e.g. "your 10 o'clock appointment", "11 o'clock appointment", etc.)
- ☉ Using gifted learners to pair with those having difficulty to act as role model as well as tutor

Instructional Strategies for Differentiation

- ☉ Flexible pacing
 - ☉ 2-3 times faster pace in mathematics, foreign language, and lower level science learning
 - ☉ Adjusted pace when depth and complexity are aims of learning, especially in abstract areas such as history, philosophy, social studies, literature, arts history, aesthetics, criticism, etc.
- ☉ Teaching to learning preferences and interests
- ☉ Teaching whole to part in instructional sequenc, covering content area in depth (decontextualism, not constructivist)
- ☉ Consideration of modality for learning once pre-assessed mastery is understood - enactive, iconic, symbolic sequencing

A Little More on Learning Preferences

- ☉ In comparative studies on learning preferences, gifted learners show significantly larger proportions preferring
 - ☉ Independent projects
 - ☉ Self-directed instructional units
 - ☉ Independent study
 - ☉ Discussion (to synthesize -analyze, evaluate, not summarize)
 - ☉ Lecture
 - ☉ Hands on learning (only when learning something for the first time)
 - ☉ Not so happy with peer teaching, mixed grouping, drill & recitation

Matching Instructional Delivery with Area

| | | |
|---------------------------------------------|------------------------------------|-------------------------------------------|
| Fast Pacing | Math, science, foreign language | Target teaching of gaps |
| In-depth learning Concept-based learning | Science, History | Humanities, language arts, social studies |
| Whole -to-part | Math, science | Literature, social studies |
| Elimination of drill and repetition | Math, science, spelling, geography | Literature, social studies |
| Self-instructional learning | Math, spelling, geography | Some areas of social studies |
| Reflection and analysis | Science | Humanities, language arts, social studies |

Promising Instructional Differentiation Models

- ☉ Maker's Modifications Model
 - ☉ Process Modifications
 - ☉ Product Modifications
 - ☉ Learning Environment Modifications
- ☉ Williams Cognitive-Affective Interaction Model
 - ☉ 18 teaching strategies
 - ☉ 8 creative processes elicited
- ☉ Bloom's Taxonomy of Cognitive Objectives
- ☉ Kohlberg's Stages of Moral Reasoning

Curriculum Strategies and Models for Differentiation

- ☉ Advanced and abstract content
- ☉ Teaching of concepts, principles, generalizations, issues in their full depth and complexity
- ☉ Multi-disciplinarity
- ☉ Real world problems (and audiences)
- ☉ The "classics"
- ☉ Memory, communications, planning, organization, research training
- ☉ Social issues, service learning
- ☉ Arts integration

Promising Curriculum Differentiation Models

- ☉ Maker Modifications Model
 - ☉ Content modifications
- ☉ VanTassel-Baska Interdisciplinary Comprehensive Model
- ☉ Kaplan Layer Model
 - ☉ Classical, Differentiation, Theme, Individualization layers on initial concept or theme
- ☉ NAGC Parallel Curriculum Model
 - ☉ Connections, Meta-cognitive, Practice, Differentiation parallels laid upon core curriculum
- ☉ Bruner's "Structure of the Discipline" model
 - ☉ Basic ideas of a content area or domain, taught via guided discovery method

Matching Modified Curriculum with Area

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|----------------------|---------------------------------|----------------------------------------|
| Content Abstraction | Literature, History, Humanities | Science, Social Studies |
| Complexity | Math, Science | Literature, Social Studies |
| Multi-disciplinarity | Science | Literature, Humanities, Social studies |
| Study of People | Social Studies, Science | Literature, Humanities |
| Methods of Inquiry | Science | Humanities, social studies |
| Open-endedness | Literature, Humanities | Social Studies |

Matching Modified Curriculum with Area

| | | |
|---------------------------|------------------------|----------------------------------------|
| Proof and Reasoning | Science, Math | Literature, Social Studies |
| Discovery Learning | Science | Social Studies, Humanities |
| Real World Problems | Science, Math | Literature, Social Studies, Humanities |
| Transformational Products | Science | Social Studies |
| The "Classics" | Literature, Humanities | Science, Art, Music, Theater |
| Memory Work | Science | History, Geography |

Matching Modified Curriculum with Area

| | | |
|-------------------------------------------------------|-------------------------------------|----------------------------|
| Social Issues, Ethics Discussions | Social Studies, Humanities | Literature, Science |
| Problem-Based Tasks and Projects | Science, Math | Social Studies, Humanities |
| Service Learning | Social Studies, Humanities, Science | Literature |
| Planning, Research Organization, Test-taking Training | Science, Math | Social Studies, Humanities |
| Communication Skills Training | Literature | Social Studies, Science |
| Arts-Integration | Criticism | History, aesthetics |

Checking Out Our Toolbox

- ☐ Although compacting is considered an individualized management option, it is key to anything we try to do in differentiating for gifted learners. Compact first, then differentiate.
- ☐ Identify and keep up to date with 2 grouping options, 2 acceleration options, and 2 individualization options as your potential instructional management tools.
- ☐ Identify differentiating instructional strategies that will be most useful to you in each specific subject domain you teach. Monitor your own use of these strategies and the success you find as a result of using them.
- ☐ Identify differentiated curricular outcomes for each subject domain taught (use Kaplan's 12 ways for adding depth and complexity) and articulate a curriculum with these outcomes for K-6
- ☐ Then as you develop your "content" using these curriculum outcomes for your specific grade level or levels, using any of the promising models that can most easily get you there.