

Strategies for Successfully Teaching the Gifted Child in the Secondary Grades (7-12)

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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

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Instructional Management Strategies

- ☐ Secondary 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 - good through 8th grade)
 - ☐ Cluster grouping by specific performance in a single subject area (5 - 8 highest performing students in heterogeneous classroom - good through 8th grade)
 - ☐ 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 (best up through 8th grade, then best as shortened series of intense experiences in specific subject area)
 - ☐ Interest-based grouping for special advanced programs or co-curricular competitions
 - ☐ Friendship groups in classrooms for group projects

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Instructional Management Strategies

- ☐ Secondary Acceleration Options
 - ☐ Subject acceleration - access to higher grade level materials in specific subject area, based on pre-assessments of mastery
 - ☐ Advanced Placement courses or International Baccalaureate programs
 - ☐ Cross-grading - all students go to classroom according to where they are in curriculum by grade levels (9th grader to 10th grade class)
 - ☐ Early entrance to college
 - ☐ Concurrent enrollment (middle school child takes high school courses during school day, or high schooler takes college courses during school day)
 - ☐ On-line coursework beyond grade level in lieu of classroom time in that subject area
 - ☐ Mentorships with university or community experts
 - ☐ Grade skipping
 - ☐ Talent Search opportunities

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Instructional Management Strategies

- ☉ Secondary Individualization Options
 - ☉ Compacting – pre-assessment of mastered outcomes, thereby replacing that learning time with more advanced content
 - ☉ 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) – works well in high school when courses do not specify a certain grade level to qualify for enrollment
 - ☉ Independent study (supervised)
 - ☉ On-line individualized courses (tutored on-line)

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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

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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 sequence, covering content area in depth (decontextualism, not constructivist)
- ☉ Consideration of modality for learning once pre-assessed mastery is understood – enactive, iconic, symbolic sequencing

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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

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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

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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

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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

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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

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Matching Modified Curriculum with Area

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

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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

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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

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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 7-9 or 10-12, depending upon your school level.
- ☞ 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.

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