



# Ten Gifted Options That Produce the Greatest Effects for Gifted Learners for the Least Effort

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# Option One: Daily Challenge in Talent Area(s)

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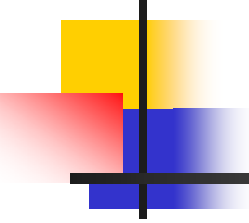
- However it can be managed, gifted learners must be provided with appropriately complex knowledge and skills in their area or areas of demonstrated performance.
- The **effort** is in rearranging how high performers are organized so that this can be provided --no additional financial cost or personnel should be necessary.
- The **effect** expected should average about 1/3 to 1/2 additional year's growth in the talent area.



# Option Two: Rigorous Challenge in all Academic Areas

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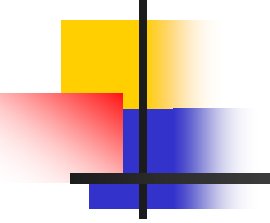
- Although this rigor does not have to be daily in every academic area, it must be consistent, articulated across grade & building levels, and consciously delivered.
- The **effort** will be in funding training in differentiation for regular classroom teachers with gifted learners in their classes and in finding/developing and funding the materials & resources for these teachers to use.
- The **effect** will be in more positive academic self-esteem, less stress (caused by boredom), more motivation to learn, and higher degrees of higher order thinking, when integrated in the differentiated experiences offered.



## Option Three: Teaching of Concepts, Issues, Problems, Principles, Generalisations in Whole-to-Part Sequence

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- As decontextualists, gifted learners must see the whole “picture” first and then be allowed through analysis to break it down into its parts and relationships. This requires that the whole we start with involves more complex and abstract content such as concepts or problem-based learning.
- The **effort** is in training teachers of the gifted to identify the “big ideas” of each content area they teach and helping them find/develop materials and resources to teach in this fashion.
- The **effect** will be in greater critical and creative thinking performance, greater motivation to learn, and maximum transfer to other areas of study.



# Option Four: Double or Triple-Time Pacing in Math and Science

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- This instructional strategy ensures that mathematically and scientifically gifted learners will retain what they learn with greater accuracy because of their significantly faster learning rate.
- The **effort** is the training of a single (or all) math and science teachers, especially at the middle and high school levels in how to deliver content at this accelerated pace.
- The **effect** for students will be between 3/5s and 4/5s of an additional year's growth in the content area.



# Option Five: Elimination of Excess Drill and Revision

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- Once mastery is demonstrated in a content or topic area, gifted learners should not be made to review or drill on this information more than 2-3 more times, at spaced intervals.
- The **effort** consists of training all teachers in ways to eliminate excess drill and review and finding/developing and funding materials and resources that can be substituted for practice time.
- The **effect** will be greater accuracy in retained information, greater focus on new learning, and a greater chance that gifted learners will be motivated to continue learning in that area.



## Option Six: Opportunities to be Credited for Prior Learning

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- This opportunity can be provided through compacting, testing out, or just plain credit for prior learning
- The **effort** required is a coordinator who will determine levels of mastery for the area considered for credit and finding/funding materials and resources to be used with a gifted learner when credit is given.
- The **effect** will range from 3/5s to 4/5s of an additional year's growth in the specific academic area credited.



# Option Seven: Opportunities to Work Independently and Be Unique

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- Gifted students must be taught the skills (scaffolding) of how to work and learn independently.
- The **effort** involves teaching each child how to be successful with an independent investigation, using a model such as Treffinger or SEM-Type 3 or Betts ALM and then providing the supervision and facilitation as the learner “investigates”.
- The **effect** is in increased motivation to learn, interest in subject area, improved academic resilience (cognitive risk-taking), and self-efficacy.



## Option Eight: Exposure to Content Beyond Grade Level in Specific Area(s) of Talent

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- This can be provided through subject acceleration, cross-grading, multi-age or multi-grade classes, dual enrollment, early entrance to school, mentorships, and/or on-line learning.
- The **effort** is mostly managerial --making some change in the way or when a gifted learner's education will be delivered.
- The **effect** ranges from 1.9 to 5.7 additional grade equivalent months' growth per provision, with substantial improvements in socialisation and self-esteem in many cases.



## Option Nine: Shortening the Number of Years Spent in the K-12 System

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- This can be provided for those gifted learners performing significantly above grade level in almost every academic subject through grade skipping, grade telescoping, and early admission to college.
- The **effort** is managerial in nature --someone to coordinate the provision and track the effects on the individual gifted learner or learners.
- The **effect** will range from 2/5 to a full year's additional growth across all subject areas. In some cases socialization improves substantially as well.



# Option Ten: Opportunities to Socialise and to Learn With Like Ability Peers

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- This can be provided through a number of like ability or like performing grouping options, such as full-time gifted programs, send-out programs, regrouping for specific instruction, within class grouping, like ability cooperative learning, and cluster grouping.
- The **effort** is daily implementation of this opportunity for a substantial block of time whether for one academic area or for several.
- The **effect** ranges from 2.6 additional grade equivalent months of achievement to 4/5 of an additional year's growth, depending upon the grouping option provided.