Gifted Strategies- Planning Differentiating Instruction

Differentiating the Environment

E1.   Flexible Grouping

E2.   Learning Contracts

E3.   Learning Teams

E4.   Learning Centers

E5.   Flexible Time Limits

E6.   Mentors

E7.   Student Centered

E8.   High Mobility

E9.   Complex

E10.   Accepting vs. Judging

Differentiating the Content

C1   Multiple Intelligence (MI) Options

C2   Tiered Lessons

C3   Thematic Units

C4   Providing Multiple Resources with Extended Depth of Content

C5   Allow for Student Choice in Selection of Novels, Projects, and within Contracts

C6   Higher Order Problem Solving

C7   Metacognition

C8   Use of Accelerated Resource Materials

C9   Curriculum Compacting

C10   Learning Contracts

C11   Interdisciplinary Units

C12   Accelerated Pacing

C13   Learning Centers

C14   Abstractness

C15   Enrichment

C16   Methods of Inquiry

Differentiating the Process

PC1   Content Area Acceleration

PC2   Compacting

PC3   Pre-Testing

PC4   Most Difficult First

PC5   Self-Pacing

PC6   Debate

PC7   Learning Style Considerations

PC8   Higher Order Questioning/Open-endedness

PC9   Discovery Approach: Inductive vs. Deductive

PC10   Citations of Proof and Evidence of Reasoning

PC11   Simulations

PC12   Self-Choice

Differentiating the Product

PD1   Independent Study Projects

PD2   Exhibition

PD3   Performance

PD4   Real Life Product for Appropriate Audiences

PD5   Open-Ended Tasks

PD6   Product Options

PD7   Extension Activities

PD8   Transformations vs. Summaries

Differentiating Assessments

A1   Rubrics

A2   Pre Testing

A3   Alternative Assessments (i.e. Performance Demonstrations, Portfolios, etc.)