Design a
System of Scaffolded Supports

Supporting Gifted Learners

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Key Components

- How does the district support a differentiated curriculum that incorporates advanced, conceptually challenging, in-depth, distinctive and complex content for gifted students?
- How does the district provide access for students in a variety of best practices to include acceleration, enrichment, and in depth investigation?
- How can the district create opportunities for the range of perspectives and talents in your classroom to be appreciated/leveraged to improve learning for all?

Key Component 1

- How does the district support a differentiated curriculum that incorporates advanced, conceptually challenging, in-depth, distinctive and complex content for gifted students?

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Key Component 1 – Why?
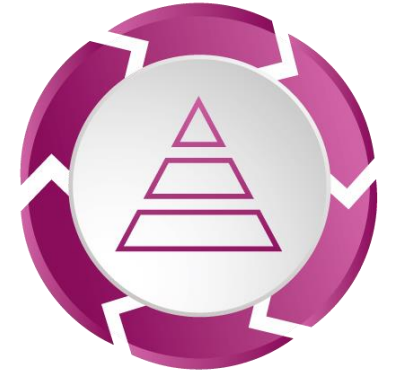
- Differentiation is grounded in the understanding that instruction and curriculum encourage learning growth when instruction is directly tied to the specific, assessed needs of students. When not preparing for differentiation, districts tend to:
    1. Provide more of the same work that is not at the students' level.
    2. Provide instruction through one delivery method.
    3. Provide one way of demonstrating understanding.

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Key Component 1 – How?

- Differentiation of content

- Differentiation of process

- Differentiation of product
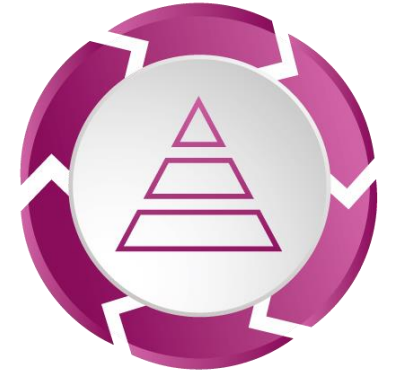
Questions to Consider

- Does the district provide specific training to all teachers on differentiation for gifted students?
- Does the district have a continuum of service options for differentiation at all grade levels?
- Does the staff understand that differentiation for gifted students is not more work, it is different work?

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Resources

- [Differentiation Mini-PD](#)
- [Differentiation for Advanced Learners Padlet](#)
- McAulay, Janine (nd) [Differentiation and Enrichment for Gifted](#)
- Azzam, Amy (2006) [Six Strategies for Challenging Gifted Learners](#) ASCD Education Update
- Berger, s. (1991) [Differentiating Curriculum For Gifted Students](#) Curated by the Davidson Institute

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Key Component 2

- How does the district provide access for students in a variety of best practices to include acceleration, enrichment, and in depth investigation?

Key Component 2 – Why?

- "88% of high school dropouts had passing grades, but dropped out due to boredom." *Bill and Melinda Gates Foundation: "The Silent Epidemic"*

- Chapter 16 states:

  i. (d) To provide services and programs efficiently, the Commonwealth will delegate operational responsibility to its school districts. Each school district shall, by direct service or through arrangement with other agencies, provide the following:

    (2) Gifted education for each gifted student which is based on the unique needs of the student, not solely on the student's classification.

    (3) Gifted education for gifted students which enables them to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs.

Key Component 2 – How?
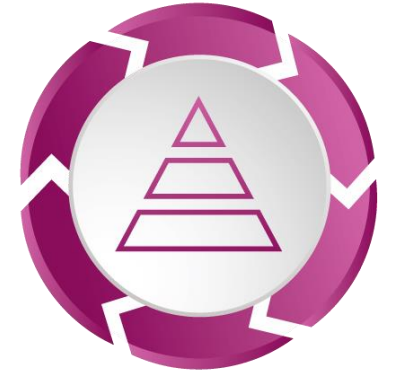
- Appropriate GIEP goals and short term learning outcomes for enrichment or acceleration are developed based on academic strengths.
- Access to a variety of advanced and best practice resources for student acceleration, enrichment, and/or in depth investigation based on ongoing formative assessment data in one or more curricular areas.
- Use multiple alternative approaches to accelerate learning.

Questions to Consider

- Does the district have an acceleration policy?
- Does the district have a procedure for applying credits and grading for students who are accelerated?
- Does the district have a continuum of service options for enrichment at all grade levels?
- Does the district align GIEP Goals and Short Term Learning Outcomes to PA State Standards in ELA, Math and/or Science?

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Resources
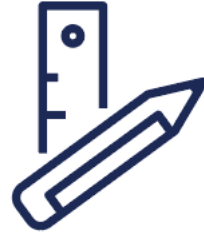
- [Gifted Teacher Padlet](#)
- [Gifted Administration Padlet](#)
- [Strategies to Support Learners Padlet](#)

- [Acceleration Mini-PD](#)

- NAGC (2017) [Acceleration Parent Tip Sheet](#) National Association for Gifted Children

- [Acceleration Institute at the Belin-Blank Center](#)

- [Enrichment Mini-PD](#)

- NACG (2017) [Enrichment Parent Tip Sheet](#) National Association for Gifted Children

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Key Component 3

- How can the district create opportunities for the range of perspectives and talents in your classroom to be appreciated/leveraged to improve learning for all?

Key Component 3 – Why?

- Gifted children demonstrate greater maturity in some domains over others, they may be at greater risk for specific kinds of social-emotional difficulties if their needs are not met.

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Key Component 3 – How?
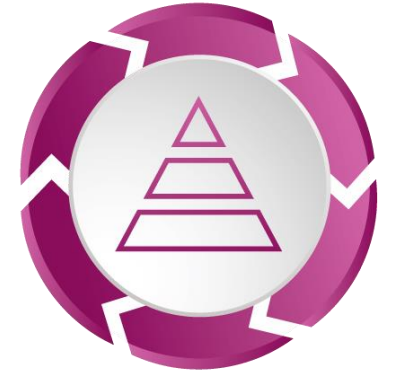
- Ensuring access to peers with similar interests, abilities and drive.
- Services are informed by the best possible evidence base.
- Students should feel safe and respected in the classroom, unafraid of failure and comfortable.

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Questions to Consider

- Does the district provide access to peers with similar interests, abilities and drive to gifted students?
- How does the district provide a safe and respectful environment for all students?
- Does the district provide professional development to all staff on the social and emotional needs of gifted students?
- What mental health services does the district have in place?

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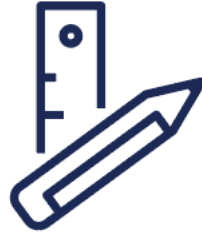
Resources

- CASEL (nd) [Guiding Questions for Educators: Promote Equity Using SEL](#)
- Newitt, Stephanie (2014) [Asynchronous Development](#) Gilbert Supporters of the Gifted
- ASCD (2014) [Mindfulness Resources](#)
- [Supporting the Emotional Needs of the Gifted](#)
- [CASEL Framework](#)
- Post, Gail (2017) [Social-Emotional Learning and the Gifted Child](#) Gifted Challenges

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5/6/2021

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