

Tool 1: Differentiated Learning and Teaching Strategies for Students Who are Gifted

	Mathematics	Language Arts	Science	Social Studies	
✓	✓	✓	✓	✓	Content
					Make activities more complex; e.g., comparative studies, more variables
					Accelerate activities from concrete to abstract, move quickly
					Modify outcomes from a higher grade level
					Extend activities beyond the program of studies
					Increase range and variety of topics available
					Increase quantities of information available
					Increase the variety of information available
					Use tiered assignments according to student readiness
					Investigate related themes or ideas from various disciplines
					Explore related ethical issues
					Do an in-depth study of a related self-selected topic
					Develop expanded library research skills
					Develop expanded Internet research skills



This appendix adapted from the work of David Harvey, Elk Island Public Schools Regional Division No. 14 (Sherwood Park, Alberta, 2005).

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	Mathematics	Language Arts	Science	Social Studies	
✓	✓	✓	✓	✓	Process
					Use pre-testing to reduce or eliminate unnecessary learning activities
					Decrease the amount of review
					Decrease the amount of repetition
					Organize mini-tutorials
					Develop a learning contract
					Use computer-based instruction; e.g., digital resources, web-based instruction
					Create opportunities for higher-level thinking skills
					Increase time span for assignments to allow depth
					Increase opportunities for primary research and data collection
					Increase opportunities for in-depth discussion
					Increase opportunities for in-depth reflection
					Increase the diversity of problem-solving opportunities
					Emphasize inquiry processes
					Use mentorship
					Create opportunities to use creativity; e.g., fluency, flexibility, originality, elaboration
					Create simulations
					Increase opportunities for application to real-world situations



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	Mathematics	Language Arts	Science	Social Studies	
✓	✓	✓	✓	✓	Process (continued)
					Use more inductive thinking; e.g., working from the specific to the general
					Use more deductive thinking; e.g., working from the general to the specific
					Increase the use of evidence of reasoning; e.g., supporting opinions, debates
					Create more opportunities for student choice; e.g., learning centres, tic-tac-toe menu, learning contracts
					Make activities more open-minded
					Create expanded opportunities for critical thinking, evaluating and decision making
					Create time for browsing and exploring
					Investigate possibilities for videoconferencing
					Organize partnerships through technological communications; e.g., e-mail, conference boards, e-mentor
					Create opportunities to teach others

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	Mathematics	Language Arts	Science	Social Studies	
✓	✓	✓	✓	✓	Physical Environment
					Create interest centres that are available throughout the school day
					Increase access to computers and other technology
					Increase access to library
					Increase access to diverse materials and resources
					Share examples of excellence and exceptional achievement
					Increase access to community resources; e.g., colleges, universities, laboratory
					Social and Psychological Environment
					Use flexible grouping
					Create opportunities for partner and small group work
					Create opportunities for ability grouping for some tasks
					Create opportunities for interest grouping for some tasks
					Create opportunities for independent work
					Create opportunities for exchange of ideas
					Encourage intellectual risk taking
					Design self-pacing learning opportunities
					Create opportunities for self-reflection
					Offer choice
					Encourage risk taking and experimentation
					Organize self-directed learning that incorporates pursuit of interests

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	Mathematics	Language Arts	Science	Social Studies	
✓	✓	✓	✓	✓	Assessment, Evaluation and Reporting
					Create opportunities for demonstrating mastery early
					Incorporate student self-assessment including reflection on progress, achievements and challenges
					Create performance-based assessments
					Schedule regular student–teacher conferencing
					Incorporate student-developed criteria and standards
					Develop assessment based on application of skills to real problems
					Incorporate creativity as important criteria component
					Develop criteria for assessing critical thinking, evaluating and decision making
					Develop criteria for assessing decision-making skills
					Arrange for a real audience for student work
					Arrange for expert review of student work

