

# Best Practices for Gifted Kids in the Regular Classroom

# Differentiation Means . . .

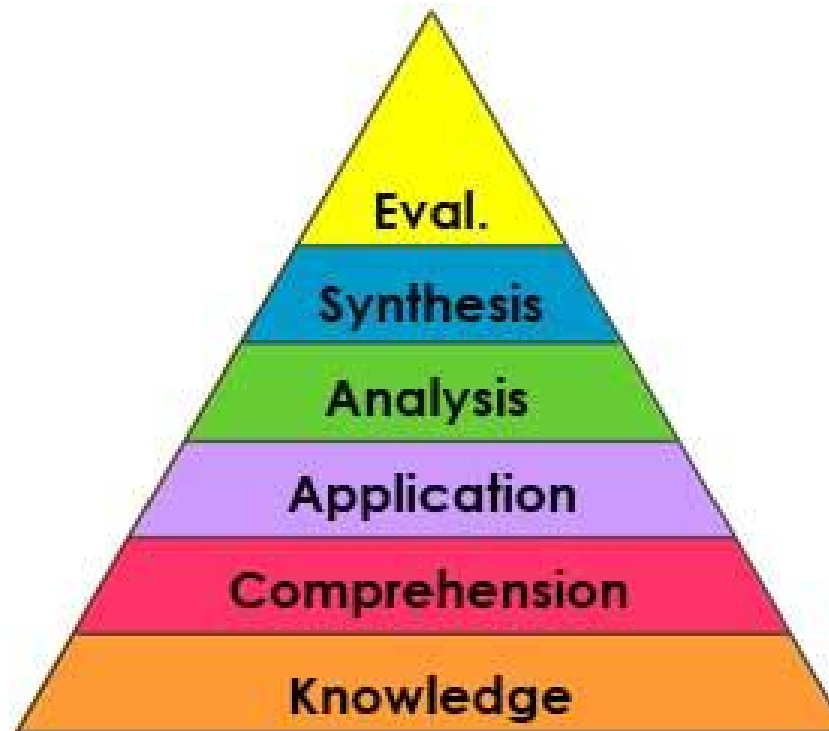
- Understanding that children, including high ability children, are different and that the most accomplished teachers do whatever it takes to hook them on learning!
- Meeting the academic / emotional needs of children by creating multiple options to address their different abilities, interests, or learning needs.

# Redefining the Role of Teacher

- Shift in the focus from teacher and instruction to facilitator and student-centered learning.
- Differentiation can appear
  - in the planning
  - in the teaching
  - in the learning
  - in the feedback to pupils

# Bloom's Taxonomy (1956)

Did you know that . . .  
teachers use KNOWLEDGE questions 80 – 90% of the time?



[http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

# Bloom's Taxonomy



Old



Revised

[http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

# Offer Choice

- Write a Script , Poem, Newspaper Article or Song
- Dramatize or Create/Perform a Dance
- Create a Survey and Graph Data
- Create a Scientific Experiment
- Debate an Issue
- Create a Board Game or Game Show
- Produce a Puppet Show
- Teach a Lesson
- Draw a Poster, Paint a Painting, Create a Sculpture

# Change in Role of Teacher

- Be knowledgeable in giftedness and offer appropriate learning options
- View student as an individual with exceptional needs – be respectful of multiple intelligence and modify curriculum
- Create a student-centered environment – involve students in the decision-making
- Develop informal relationship with students
- Pre-plan and post-plan with students
- Provide mentorships
- Be a creative and critical facilitator