

## Research-Supported Practices in Gifted Education

Circle *yes* or *no* for each bolded practice to denote whether it is appropriate for your school or classroom.

**Acceleration:** This practice involves moving through the traditional curriculum at rates faster than typical.

Appropriate?    Yes        No

**Curriculum compacting:** This is a strategy to streamline the regular learning scope or sequence for gifted students who can master learning at a faster pace. Teachers can compact learning content into a shorter time period to eliminate the time spent covering the learning objectives that students have already mastered and replace them with more rigorous options.

Appropriate?    Yes        No

**Enrichment:** This strategy includes approaches that provide deeper and richer learning plans that the typical student cannot necessarily master in the available time.

Appropriate?    Yes        No

**Learning centers:** These can serve as a focal point for enrichment and acceleration activities.

Appropriate?    Yes        No

**Higher-order learning:** This practice involves creative and divergent thinking activities and problem-based learning.

Appropriate?    Yes        No

**Independent study:** This practice involves guided plans for how students can pursue more individualized learning opportunities and lessons.

Appropriate?    Yes        No

**Advanced curriculum units:** Teachers specifically develop these units for gifted learners. They contain advanced content, high-level process and product work, and intra- and interdisciplinary concept development and understanding.

Appropriate?    Yes        No

*Source: Adapted from Robinson, A., Shore, B. M., & Enersen, D. L. (2007). Best practices in gifted education: An evidence-based guide. Waco, TX: Prufrock Press.*