

Gifted Education Strategies



Separate studies conducted during the last few decades have demonstrated both the need for an education programs. Of special interest are the documented benefits that occur for all children when and programs are extended to other students, as well. Simply stated . . . Gifted education works! For more information on the research-based evidence supporting the distinctive method or methods I

- **Why Gifted Programs are Needed**

Gifted and talented students and those with high abilities need gifted education programs to regular classroom settings and enrichment and accelerated programs to enable them to maximize their potential in school. [Read more about why gifted education programs are needed.](#)

- **Acceleration**

Educational acceleration is one of the cornerstones of exemplary gifted education practice. Research supports this intervention more than any other in the literature on gifted individuals. The practice has long been used to match high-level students' general abilities and specific talents with appropriate opportunities. [Read more about acceleration.](#)

- **Curriculum Compacting**

This important instructional strategy condenses, modifies, or streamlines the regular curriculum to allow students to complete previously mastered material. "Compacting" what students already know allows time for advanced

beyond the basic curriculum for students who would otherwise be simply practicing what they have learned. [Read more about curriculum compacting.](#)

- **Grouping**

The practice of grouping, or placing students with similar abilities and/or performance together, is shown to positively impact student learning gains. Grouping gifted children together allows for differentiated and advanced instruction, which matches the rapidly developing skills and capabilities of gifted students. [Read more about grouping.](#)

- **Identification**

Identification is a critical component of effective gifted education programming. One size does not fit all; using assessments appropriate to the services provided, different strategies may be needed to ensure that all students' potential are identified. [Read more about best practices in identification.](#) [Read about including all students in the identification process.](#)

- **Pull-Out and Other Specialized Programs**

Programming options for gifted and talented students occur in a variety of ways, and research shows the effectiveness of pull-out programs, specialized classes, and other special programs and services used in raising student achievement. [Read more about pull-out and specialized programs.](#)

- **Teacher Training**

Teachers who know how gifted students learn and are well trained in gifted education strategies are more likely to implement gifted programs; however, most gifted students spend their school days in the regular classroom. Professional development for all teachers on recognizing and serving advanced students helps identify and more appropriately serve gifted students in the regular classroom. [Read more about why teacher gifted training is important.](#)

Why Are Gifted Programs Needed?

High-ability students need gifted education programs that will challenge them in regular classrooms.

- According to one report on high-achieving students, more than 7 in 10 teachers of these students do not believe they “thrive” in their classrooms. [1] Additionally, gifted students need gifted programming in many schools because “most students” (p. 9) due to lack of general educators’ training in gifted education and the pressure to cover the curriculum.
- It’s more than just giving students a challenge in classrooms: Gifted programming positively impacts student learning gains.

positive effect on students' post-secondary plans. For example, studies found that 320 gifted pursued doctoral degrees at more than 50X the base rate expectations. [3] In a follow-up re terminal degrees (master's and above). Of these, 142 (44%) held doctoral degrees and 8 of authors of this study compared these rates to the general U.S. population, noting that only a Census. [4]

- Additionally, in a study looking at gifted students who participated in talent development th achievements, with 52% of the 345 students who participated having earned doctoral degree

- Further benefits of gifted programs have been shown that students who had participated in work after they finished college and graduate school. [6]

- A sample of 2,409 intellectually talented adolescents (top 1%) who were assessed on the for more than 25 years. Their creative accomplishments, with particular emphasis on literary ability patterns identified by age 13 foreshadowed creative accomplishments in middle age. awarded the Fields Medal in mathematics, and another had won the John Bates Clark Med

¹ Loveless, T., Farkas, S., & Duffett, A. (2008). *High-achieving students in the era of NCLB*. Wash

² Hertberg-Davis, H. L., & Callahan, C. M. (2013). Introduction. In H. L. Hertberg-Davis & C. M. C

³ Lubinski, D., Webb, R. M., Morelock, M. J., & Benbow, C. P. (2001). Top 1 in 10,000: A 10 year

⁴ Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. *Psychol*

⁵ Campbell, J. R., & Walberg, H. J. (2011). Olympiad studies: Competitions provide alternatives to

⁶ Westberg, K. L. (1999, Summer). What happens to young, creative producers? *NAGC: Creativit*

⁷ Park, G., Lubinski, D., & Benbow, C. P. (2007) Contrasting intellectual patterns predict creativity *Science*, *18*, 948–995.