

Compact the curriculum and provide enrichment activities. Let the students move quickly through the required curriculum content and onto more advanced material.

Differentiate the curriculum in order to address differences in the rate, depth, and pace of learning. This will enable all students in the class to learn about a specific area by creating projects at their own ability level. For example, if students are learning about the Great Depression, students can be assigned to different types of tasks or topics. At the conclusion of the class, students can present what they have learned.

Make the curriculum student-centered and allow gifted students to work together. Educators have been guilty of strategically placing gifted students in groups with lower achieving students in an effort to provide support for the lower achieving student. While this may help the lower achieving student, it does very little for the gifted student. Educators should provide opportunities for gifted students to work with other gifted students who may be able to collaborate with deeper content and more complex processes. This will stretch the gifted students and engage them more in the process of learning.

Teach research skills for accessing information; higher level thinking skills for processing it; creative thinking and problem-solving skills for flexibility in approach and generation of information; and communication skills for sharing it.

Teach interactively. Have students work together, teach one another, and actively participate in their own and their classmates' education. Note: This does not advocate gifted children being peer tutors in the classroom; the gifted student should be challenged as well.

Explore many points of view about contemporary topics and allow opportunity to analyze and evaluate material. Allow open forums and debates in the classroom about controversial issues.

Educators should intentionally design assignments and activities for gifted students in the regular classroom that allow them the opportunity to access content at higher levels. Sometimes it may be easier to plan with gifted students in mind first and then add lower levels or tiers to the assignment to provide differentiation for all students to access more specialized content. This is sometimes referred to "teaching to the top as opposed to teaching to the middle."

Try to maximize your students' potential by expecting them to do their best. Encourage them to advance as quickly as they can. Assist in developing projects that allow them to achieve success one step at a time.