**TABLE OF BEST PRACTICES in**

**INSTRUCTIONAL DELIVERY for Highly Capable Learners**

Preferences and Modifications of Instructional Delivery that are most effective with Highly Capable learners:

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| **INSTRUCTIONAL DELIVERY** | | | |
| **PREFERENCES** | **PREFERENCES** | **Pacing, Process Modification** | **Content Modification** |
| **Projects, Indep. Study, Hands On** | **Lecture, Discussion, Mentoring** |
| Self-structured tasks | One-to-one tutoring - (ES 2.0!) | Learning rate for highly capable is 8 times faster than below-average learners. | Powerful academic effects when highly capable learners are given abstract and/or complex content |
| Self-imposed deadlines | Mentorships: Academic (ES .57) Socialization (ES .47) Self-esteem (ES .42) | Highly capable students are significantly more likely to retain science/math content accurately when taught 2-3 times faster than "normal" class pace. | Powerful academic effects when highly capable learners are progressed rapidly through the "regular" curriculum |
| To work on projects alone or with like-ability peers | Auditory learners love discussions. Visual learners don’t. | Significantly more likely to forget or mis-learn science/math content when they must drill and review more than 2-3 times. | Highly capable learners tend to be more analogical in their processing and therefore "get" the themes of true interdisciplinary curriculum |
| Independent studies that are based on learning new content |  | Structured environment AND open-ended tasks | Highly capable learners as decontextualists tend to learn most successfully when they are given the whole concept, in depth, up front and then allowed to break it down through analysis |
| Self-directed tasks, simulations, games |  | Discovery Learning best especially if organized around Ideas and Concepts. | The three forms of Enrichment (in order of most effective):  **Concept development** (in-depth exploration of a concept)  **Extension** (going broader and deeper with regular curriculum)  **Exposure** (introduction to new ideas and interest areas) No matter which form is implemented - it must be programmatic (an integral part of the school curriculum and day) not provisional (an add-on) |
| New and different is preferred over “hands-on” |  | Much higher gains when majority of academic interactions are with highly capable peers. |
|  |  | Highly capable fear taking risks. So, teach creative thinking and encourage divergent thinking. |

Informal organization by J. Bonzon and Jenn Angelis fromhttp://www.nagc.org/resources-publications/resources/timely-topics-gifted-education/common-core-state-standards-national K. Rogers’s “Research Synthesis on Gifted Provisions” at <http://austega.com/gifted/16-gifted/articles/41-research-synthesis-on-gifted-provisions.html>