Gifted Students Need an Education, Too

Gifted children have the right to an education that takes into account their special needs. Here are suggestions for how to provide it.

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Math time is beginning in Kate Ahlgren's primary grade classroom. Her objective is to teach several concepts relating to the base 10 method of counting and computing. Her first task is to assess her students' previous mastery of these concepts. She plans to allow those students who already have a clear understanding of this week's work to spend their math time applying what they have mastered about base 10 to learning about base 5.

Kate conducts a hands-on assessment by giving all students several tasks to complete with Cuisenaire rods. As she directs students to demonstrate what happens when they count past 10, she watches specifically for students who complete each directed task quickly and correctly. Fifteen minutes later, she has identified four children who clearly need more challenging content for the rest of this week's math work. She assigns a base 10 application task for most of the students to complete with partners and takes those four youngsters aside to briefly teach them the essential elements of base 5.

The four students practice excitedly for a few minutes under Kate's supervision. She explains that they will be working together for the rest of this week on learning about base 5 because that will challenge them. She assures them that all students should be working on challenging learning tasks.

Kate gives the four advanced students several tasks similar to those she has demonstrated. They practice together while she works with the rest of the students for the duration of the math period. Just before her instruction ends, she explains to the whole class that they will notice that not all students are working on the same tasks in math. She reassures them that this is perfectly all right and that her job is to make sure that all students are working on tasks that will help them move forward in their own learning. In this way, Kate makes differentiation the normal and acceptable condition of her classroom. She knows that when her students know something is all right with her, it will generally be all right with them, too.

Differentiated learning for high-ability students in heterogeneous classrooms is as important as it is for other children, yet the needs of the gifted are often misunderstood. Here are reasons why and suggestions for how teachers and administrators can differentiate the prescribed grade-level curriculum to meet the needs of high-ability students.
Why Provide Differentiated Learning for Gifted Students?
For the past 10 years, students who were not learning successfully were targeted for special attention. Sadly, during that same time, the needs of our most capable students have been overlooked. One reason for this neglect is the ability of gifted students to score high on assessments, which has led to the erroneous assumption that they must be learning. Another reason for ignoring their needs is that many educational leaders have mis-understood research on role modeling to mean that some gifted students should be present in all classrooms to facilitate forward progress for other students. Although students who struggle to learn can benefit from mixed-ability classes, they have plenty of positive role models in students who function well at the appropriate grade level, who are capable but not gifted learners. The discrepancy in learning ability between students who struggle to learn and gifted students is simply too wide to facilitate positive role modeling (Schunk, 1987).

Consider the range of abilities present in most classrooms. Visualize that both extremes of a learning curve are equally far removed from the norm. Students who fail to achieve the designated standards have received unprecedented attention during the past several years. They are identified for special services before they start kindergarten, experience lower student-teacher ratios, and may even have a full-time aide assigned to them for the entire school day. School districts spend much more money educating this population than they designate for the usual per-pupil expenditure.

Teachers are expected to create numerous differentiation adjustments for low-achieving students by modifying the amount of work, depth, complexity, and content of the curriculum and by linking students' learning styles and interests to the prescribed learning tasks. Politicians, community members, and teachers avidly follow the progress of these students' learning for evidence that these students are indeed moving forward.

Contrast this with the situation for gifted students, whose natural learning abilities place them as far from average as their classmates who struggle to learn. In September, many of these youngsters could take the assessments that all students in their grade will take at the end of the year and still score at or above the 95th percentile. Simply in the interests of equity, these students are as entitled to receive the same types of differentiation so readily provided to the students who struggle to learn.

To assume that gifted students are learning because they achieve acceptable standards on state assessments is unrealistic. In Colorado, Oregon, and several other states, educators have realized that the learning progress of gifted students cannot be adequately measured simply because the students meet or exceed minimum standards, so these states have specified learning expectations at exemplary levels. By setting exemplary standards, they can document the learning progress of gifted students.
Does the Promise of Education for All Apply to Gifted Students?
Every school district's mission statement promises its parents that "[a]ll students, including those who are exceptional, are entitled to a public-supported education in which instruction is geared to their needs, interests, and developmental levels" (Reis, Burns, & Renzulli, 1992, p. 3). Unfortunately, those at greatest risk of learning the least in classrooms are those at the top range of ability. Because a sense of confidence comes primarily from being successful at something perceived to be difficult (Rimm, 1990), gifted students who rarely undergo demanding learning experiences may lose confidence in their ability to perform well on challenging learning tasks. Many of these students learn to find the easiest way out, postponing their exposure to challenge in many patterns of underachievement (Rimm, 1990; Schmitz & Galbraith, 1985).

Either we must explain to parents that the promise of the school's mission statement does not apply to high-ability students, or we must commit ourselves to providing these students with appropriate and differentiated learning experiences. Whatever has been designated as suitable for students who are learning at a level commensurate with their age is not equally appropriate for students who learn at levels more typical of students several years older.

What Are the Characteristics and Needs of Gifted Students?
Gifted students learn differently from their classmates in at least five important ways. They learn new material in much less time. They tend to remember what they have learned, making spiral curriculums and reviewing previously mastered concepts a painful experience. They perceive ideas and concepts at more abstract and complex levels than do their peers. They become passionately interested in specific topics and have difficulty moving on to other learning tasks until they feel satisfied that they have learned as much as they possibly can about their passionate interest. Finally, gifted students are able to operate on many levels of concentration simultaneously, so they can monitor classroom activities without paying direct or visual attention to them.

Gifted students have already mastered much of the grade-level work, so they should have opportunities to function at more advanced levels of complexity and depth and to tie their own passionate interests into their schoolwork.

Why Are Many Educators Reluctant to Help Gifted Students?
Many teachers are reluctant to facilitate the needs of gifted students because of the lack of teacher training in this type of differentiation, a concern that other students or parents will accuse them of unfairness, or their belief that providing differentiation for this population is elitist.

Most preservice teachers take at least one course about meeting the needs of special—education students, but few states require teachers to take any courses in how to recognize and teach gifted students. Many teachers assume that gifted kids are highly productive, always complete
their work on time, get consistently high grades, and will make it on their own without much assistance. Many educators believe that a student who is unproductive in school could not possibly be gifted.

Such misconceptions about how gifted students do their work are sources of great frustration for the students, their parents, and their teachers. Most teachers in my workshops are surprised when I tell them that gifted students often resist doing their assigned work because it is designed for age-appropriate learners and usually cannot provide the challenge and sense of accomplishment that would keep gifted learners motivated to work.

Another part of the problem is confusion about whether the mandated goals must actually be taught to students. Realistically, teachers are only required to demonstrate that all their students have learned the designated standards. Students who have already mastered the required content should be allowed to demonstrate their mastery before test-preparation sessions begin and to work on alternative activities because they already know the required content. When teachers learn how to plan and provide these alternative activities routinely to students who demonstrate prior mastery, these students can make progress in their own learning during more of their time in school.

**How Can Teachers Provide Differentiation for Gifted Students?**

The typical approach to differentiation for gifted students in heterogeneous classes has been to offer extra credit, an expectation that doesn't work because the only students eligible for extra credit are those who often have more than enough earned credit. The practice of offering extra credit should be replaced with approaches that can motivate gifted students to become enthusiastic learners.

*Compact the curriculum.* The most important needs of gifted students are to have regular opportunities to demonstrate what they already know, to receive full credit for content they have already mastered, and to spend their own learning time on challenging activities that accelerate and enrich the regular curriculum (Reis, Burns, & Renzulli, 1992). Compacting the curriculum can answer these needs.

To ascertain who would benefit from a compacted curriculum for a specific topic, teachers will want to provide interested students with pre-assessment opportunities for all learning activities. Teachers should use the same methods of assessment that they plan to use at the end of a learning unit, including written tests or observed performance on designated tasks. Because the preassessment is open to all students, the learning task itself can identify those who could benefit from the specific differentiated tasks regardless of whether particular students have been designated as gifted.

Students who can demonstrate previous mastery of upcoming content are expected to pay attention to direct instruction only when instruction includes concepts they have not yet mastered. On days when the lesson content is based on what these students have already
mastered, they work instead on extension activities provided by the teacher or suggested by the students themselves. They receive full credit for what they have already mastered and earn daily credit for following the teacher's expectations about on-task behavior and productivity and by developing alternative projects and activities.

*Design alternative learning experiences.* As part of their regular lesson planning, teachers design alternative learning experiences. These provide differentiation opportunities in terms of *content, learning processes, products, learning environment,* and *assessment.*

The *content* is different because it moves students beyond grade-level standards or is connected to students' passionate interests. The *learning processes* called upon are different because they provide depth and complexity appropriate to these students' learning abilities. *Products* differ in that they demonstrate the students' learning at advanced levels, moving beyond typical research activities to the development of individual students' talents and curiosities and the presentation of their findings to appropriate audiences. Sometimes the *learning environment* is also different; students may pursue interests outside the regular classroom, work more independently on self-directed projects, or collaborate with other students. Even the *assessment process* is different because students receive full credit for what they have already mastered and do not have to complete all the work assigned to the rest of the class.

One particularly striking opportunity to provide alternative learning experiences presented itself when I discovered that James, one of my exceptionally gifted 6th graders, was writing a book at home on the anatomy and physiology of the human body. I pretested him and other interested students at the beginning of all language arts, reading, and writing units. James experienced differentiation in *content* because he wrote his book in class, in *learning processes* because he used sophisticated writing techniques, and in *assessment* because his grades for each unit were earned at the time of the pretest rather than at the end of the unit, with an overall grade that included an evaluation of his on-task behavior and project.

*Allow differentiated pacing.* For a curriculum that cannot be assessed beforehand because it is unfamiliar to all, gifted students work at their own pace to learn the required concepts and spend more time developing an expertise on a related topic of their choice.

*Agree on expectations.* Teachers and students work together to set up standards for evaluating productivity, behavior, and differentiated products and then agree to these standards in writing. Teachers should arrange to spend time with these students. It is important that gifted students not feel abandoned by the teacher and that they learn that everyone needs help on challenging tasks.

**What Can Administrators Do To Facilitate Differentiation for Gifted Students?**

*Acknowledge the needs of gifted students.* Acknowledge that the precedent for differentiation has been firmly set by the differentiation opportunities always available for students who struggle to learn. Because gifted learners are just as far removed from average as are children...
with learning problems, the differentiation that gifted students need is highly defensible and equitable.

**Facilitate gifted education training for staff.** Any strategies teachers learn for the benefit of their gifted students are applicable to many other students and tend to raise the learning bar for all students. One strategy, for example, is to allow students to get credit for an entire assignment by answering correctly at least four of the five most difficult problems first. This challenge motivates many students to listen more carefully to instructions so they can also qualify.

**Investigate cluster grouping.** Look into the practice of cluster grouping for gifted students. Cluster grouping is the practice of purposefully placing four to six gifted students together in an otherwise heterogeneous class. Their teacher must have some training in how to differentiate the curriculum for students who demonstrate previous mastery or who can learn new content faster than their classmates. Studies have demonstrated that cluster grouping can lead to improved achievement for many students at all levels of learning ability (Gentry, 1999; Winebrenner & Devlin, 1996).

**Communicate your expectations.** Make clear your pledge that all students, including the most capable, will be able to learn something new and challenging every day. Clarify your commitment to the goal that all students will be expected to make continuous progress in their own learning. To that end, expect gifted students to demonstrate competencies that exceed those designated as basic.

**Keep the Promise**

Parents of gifted learners have a right to expect that schools will fulfill the promise made to all students that children will have consistent and daily opportunities for challenging learning experiences and will demonstrate continuous forward progress in their learning. This expectation requires providing gifted students with differentiation of the regular curriculum. To complacently accept their performance at regular competency levels is to deny their equal right to an appropriate education.

**References**


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