Practical Advice

Theories about giftedness are terrific. But what do you do when you actually have academically talented child in your class? We asked three gifted experts to provide practical, day-to-day advice on how to deal with gifted students.

First, Miraca Gross discusses how to identify gifted students in “Is That a Gifted Child in the Second Row?” Sally Reis tackles “Social-Emotional Issues” with gifted students beginning on page 3. Jean Peterson explores whether gifted boys and gifted girls are different in “The Gender Issue” which starts on page 4.

IS THAT A GIFTED CHILD IN THE SECOND ROW?

CTD Talent Editor: Do you have a highly gifted child in your classroom? How would a teacher know? What should s/he do if s/he does?

Miraca Gross: Highly gifted students appear rarely in our schools—for example children of IQ 145 appear at a ratio of 1 in 1,000—and most teachers assume they don’t have one in the classroom. We imagine they are more often in private schools, or in ‘advantaged’ school districts, or being home schooled. Actually they may be right under our noses but we won’t see them if we don’t look for them.

Most highly gifted children are poignantly aware that they are different and rather than becoming conceited about their abilities, they may begin to ‘dumb down’ for peer acceptance even in the early years of school. Ian, by age 5½, read and spoke like a 10-year-old but developed a ‘camouflage’ vocabulary for school so that his peers would not reject him (Gross, 2004).

Differentiation in the Classroom

What’s the most successful way to teach gifted students? Of course there is no one agreed upon answer to that question but certainly differentiation is one option. So we asked three gifted experts, Sandra Kaplan, Carol Ann Tomlinson and Jann Leppien, to talk to us about how differentiation works. (Biographies of these interviewees are at the end of the article.)

CTD Talent editor: How would you define differentiation? What does it “look like” in a classroom? What observable evidence should be present to indicate that it is going on? How does one evaluate whether differentiation is truly in place and working for students?

Tomlinson: At its core, differentiation indicates that a teacher is teaching human beings as well as content. That is, the teacher is aware that students differ in how they learn and that the best teachers are actively responsive to those differences.

Teachers differ, too, of course, and effective differentiation would likely look a bit different across classrooms. However, it’s likely that a teacher who differentiates in effective ways will:

- set very clear learning goals
- pre-assess students as units of study begin to determine:
  - who may be lacking some precursor skills
  - who already knows some or a great deal about the topic ahead
  - what students’ interests are in regard to the topic
  - how students learn best.

Throughout the unit, the teacher would continue to proactively monitor student progress to understand who needs:

- more complex materials
- additional teacher support to master key ideas
- additional time on a topic either because of a deeper interest in it or because of a need for more support.

It’s likely that effectively differentiated classes include both whole class and small group instructional time—so that a teacher can target students’ particular interests and needs in the context of helping all students achieve desired goals. It’s likely

Make an above-level joke and watch who chuckles. This may be a highly gifted child breaking camouflage.

—Gross
Differentiation in the Classroom

that students would, at least some of the time, use different materials, work with different tasks, work in varied student groupings, have different homework and so on—the goal always being to ensure continual student growth. Most differentiated classes also balance teacher-choice options for student work with student-choice options—and in most such classrooms, the teacher enlists the help of students to make the class work as smoothly as it can in ways that allow attention to individual needs. In other words, students and teacher are partners in learning.

I suppose the real test for any teaching/learning setting is whether it is working for the folks in it. No classroom can be a perfect fit for every student every minute of the day, but it should be the case that students generally feel both challenged and supported in achieving the challenge.

Kaplan: Differentiation is defined as a response to the cognitive, affective, social, and physical characteristics that distinguish what and how students learn. A classroom where learners are provided with equal opportunity to learn, but are not expected to learn the same curriculum in the same way at the same time is the context that exemplifies differentiation.

Respect for individual differences among and between learners is a definition of differentiation. A classroom where the belief that heterogeneity rather than homogeneity is the norm for teaching and learning represents the environment where differentiation is practiced. An informal formative or summative assessment of differentiation is predicated on being able to observe outcomes of teaching and learning that share common yet individualistic expressions of specific core curricular standards or objectives.

CTD: What factors must be in place before you can implement differentiation successfully?

Tomlinson: At the classroom level, differentiation calls for a teacher who is a student of his/her students—that is, a teacher who is reflective about what’s taking place for individual students, a teacher who wants to know each student a little better every day. It also calls for a teacher who understands his/her subject matter well enough to be flexible in teaching it, despite the need to help all students achieve particular benchmarks. Effective differentiation happens around the big ideas or key principles of a discipline. Virtually all students should have support in coming to understand those. Highly able students should have the opportunity to explore those fundamental underpinnings of a discipline in greater depth, at a level of complexity that’s appropriately challenging, using skills and habits of mind that approximate those of experts in the discipline. So a teacher has to understand what matters most in a discipline and has to build a good bit of classroom instruction around those essential understandings. Further, a teacher has to be flexible in his/her approach to teaching. That means the teacher has to have the skill and will to have more than one thing at a time going on at least some of the time—has to be able to use time, space, groupings, tasks, and so on in flexible ways rather than only in one-size-fits-all ways.

Kaplan: Just as there are factors that signal students’ readiness to learn, there are factors that indicate readiness to differentiate: understanding the relationship between curriculum and the varied needs,
The irony is that most students would do addressing their particular learning needs. Knowing students and individuals and to “cover” curriculum in preparation for a.

These days, the pressure teachers feel to schools. They’re complex places at best. Blocks for almost anything worthwhile in Tomlinson:

Implementing differentiation in schools strategies affects teaching and learning. A repertoire of instructional models and elements such as thinking skills, products without obliterating the integrity of the curriculum; and understanding how.

Leppien: First and foremost, teachers must be supported in their attempts to provide differentiated learning experiences for their students. Differentiation is not something that is achieved in an academic year by having one day of professional development. Differentiation is a long-term goal that requires constant refinement, new information, and continued assessment to chart its effectiveness. Professional learning communities (i.e., study groups) can be established to study a particular aspect of differentiation. These study groups can develop a set of questions to guide their inquiry into the selected area of study. This team should focus on the knowledge, skills, and behaviors needed to successfully apply the practice of differentiation to their classroom settings.

Additionally, teachers should receive in-depth training on the use of strategies for differentiation, and they should be encouraged to experiment with these strategies in their classrooms. The teachers who are trained and have experimented successfully with these strategies can then serve to train other teachers in the use of differentiation. Eventually, each team or department should develop plans for implementing those strategies that align most closely with their curricular standards and courses, making concerted efforts to conduct action research about how the selected strategies worked within their classrooms.

CTD: Are there stumbling blocks to implementing differentiation in schools in general and in classes specifically? If so, what are they? Tomlinson: There are plenty of stumbling blocks for almost anything worthwhile in schools. They’re complex places at best. These days, the pressure teachers feel to “cover” curriculum in preparation for a high stakes test can be a huge deterrent to knowing students and individuals and to addressing their particular learning needs. The irony is that most students would do

How can we find gifted students?

Above level testing can be a great help. If a child scores at the ceiling of an age-appropriate test of math or reading we simply don’t know how much better he would have scored if the test had been harder! As in athletics, we need to raise the bar to see how much higher the child can soar! Give the child a test designed for students at least two years older; you’ll get a fuller understanding of her advancement. If she ‘ceilings out’ on that test, too, raise the bar again. Talent Searches are a great source of above-level testing.

Research shows that highly gifted children very often learn to read before school entry, teaching themselves from television, street signs and billboards. Contrary to popular belief, it’s rarely an ambitious month with flashcards! Ask the parents of your able young students about their developmental milestones in speech, movement and reading. Early childhood advancement in these areas often indicates high cognitive ability.

Watch for the child whose sense of humor seems more mature than the others. Make a joke that should be above the level of your students and watch who chuckles. This may be a highly gifted child breaking camouflage.

If you believe you have a highly gifted child in your class, do try to arrange for an IQ test. Just as with other special needs areas, children at different levels of giftedness need different forms of intervention, and it’s necessary to know the full extent of the child’s abilities. Highly gifted children can usually benefit from one or more of the many forms of acceleration. A recent report on acceleration which you can download free from its own website nationdeceived.org has a wealth of practical advice.

Highly gifted children need to work, for at least part of each day, with other gifted children. In general, they are more emotionally mature than their age-peers. It can be painfully lonely for them to spend days, weeks or even months without any real social companionship. Pullout programs can help, but placing a cluster of gifted students in the class of a teacher who has a special interest, or training in gifted education, may be a better solution.

The best solution for highly gifted students?

Probably a combination of fulltime ability grouping and acceleration. This provides access to a faster-paced, higher-pitched curriculum in the company of other students with whom they share more similarities than differences.

Dr. Miraca Gross is Professor of Gifted Education and Director of the Gifted Education Research, Resource and Information Centre (GERRIC) at the University of New South Wales in Sydney, Australia. She is recognized for her longitudinal studies of highly gifted children.

SOCIAL-EMOTIONAL ISSUES

CTD Talent Editor: What are the five most prevalent social-emotional issues that can occur with gifted students in a classroom and what can/should a teacher do about them?

Sally Reis

1. Underachievement

When aware of impressive test data, teachers do not feel affirmed when gifted students perform poorly. Sometimes teachers are not aware of gifted underachiever’s potential, perhaps because performance is inhibited by low English proficiency, cultural values not promoting “standing out,” continued on next page
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learning disabilities, discomfort in the competitive school environment, poor social skills, depression, or difficult family situations. Nevertheless, students' lack of focus, motivation, concentration, or reticence may contribute to an uncomfortable teacher-student dynamic. Probably no one intervention will "fix" underachievers, and maybe change should not even be the goal. However, raised awareness regarding the complexity of underachievement can help teachers withhold judgment, focus on building a relationship, be alert to student strengths, understand that development may play a role, and know that low achievement does not automatically doom a child for life. Nor does high achievement guarantee life satisfaction, of course. My own longitudinal studies have shown that change is possible.

2. Intensity, self-criticism, and perfectionism
Much of the scholarly literature has highlighted giftedness as an asset. However, characteristics such as these can be burdensome for both achievers and underachievers. Underachievers might be unwilling to invest in a flawed academic world, be paralyzed by perfectionism, or be frozen by lack of "perfect" direction. Achievers may not enjoy assignments because of tense awareness of evaluation—or be driven to "hyperachievement." In my experience with discussion groups for gifted adolescents, which I recommend to address these issues, most underachievers seemed less tense and more forthcoming than were high achievers. They seemed to have considered themselves complexly apart from the academic fray and eagerly offered perspectives. Intense achievers sometimes remarked that they envied underachievers' ability to articulate social and emotional concerns. We contemplated what each would "lose" and "gain" if they became the opposite of what they were—always an engaging discussion.

3 and 4. Loneliness and low self-esteem
Some gifted kids without interpersonal ease experience harassment and friendship difficulties. All teachers, including those in gifted education, need to ensure that their classrooms are safe—for everyone. An effective curriculum in gifted education gives gifted kids, who are “different,” by definition, opportunities beyond (or even in place of) "more and faster" academic work, where no grades are given and peer connections are made. Gifted kids want to be known as more than "performers." School counselors can help programs facilitate connections with discussion groups, developing important skills and laying a foundation for future family and employment relationships.

5. A strong sense of social justice.
When family life, societal problems, global politics, and school culture do not make sense, it is important that gifted kids have a chance to express feelings and concerns with those who can relate to them—preferably, in small groups. I have long contended that attending to social and emotional concerns should be the first concern of gifted education.

Sally M. Reis is a Professor and the Department Head of the Educational Psychology Department at the University of Connecticut, Storrs, where she also serves as Principal Investigator of the National Research Center on the Gifted and Talented. She was a teacher for 15 years, 11 of which were spent working with gifted students at the elementary, junior high, and high school levels. She has authored more than 130 articles, nine books, 40 book chapters, and numerous monographs and technical reports.

THE GENDER ISSUE

CTD Talent Editor: Are gifted girls and gifted boys different? If so, how? Are gender differences different for gifted children compared to non-gifted children? What can teachers do to promote academic achievement and talent development for both genders in their classrooms? What can parents do?

Jean Peterson: Males and females differ in fundamental ways. Decades of personality research suggested that, on average, men are more assertive and have higher self-esteem than women, while women are more extroverted, anxious, and trusting (Feingold, 1994). Gifted girls and gifted boys differ in a variety of ways, and much better in school and on the tests if teachers helped them move to and beyond designated goals on their own terms rather than assuming that student differences have no place in the classroom. It’s also a challenge that most teachers were not taught themselves in a differentiated way, and therefore often lack images of what effectively differentiated classrooms might look like. It’s the case in all of life, however, that learning anything new challenges us—whether it’s golf, a foreign language, a video game, or differentiation. We typically begin in a sort of feeble, flailing way, and get better and better over time if we want to and if someone supports us in developing the skills we need to do so.

Kaplan: There are contemporary educational issues that inhibit differentiation. The current emphasis on “teaching to the test” standardizes expectations for curriculum rather than allowing differentiation of the curriculum. The current emphasis on prescribed curriculum and pacing charts that define what and when the curriculum is to be taught inhibits opportunities to vary the curriculum and pacing necessary to differentiate. The current emphasis on the belief that equity in education is met by teaching whole class or large group lessons inhibits the opportunities for small group and independent learning that are crucial to differentiation of curriculum and instruction.

Leppien: The stumbling blocks to implementing differentiation in general include varying philosophies that exist among educators within school settings regarding the meaning and use of differentiation. This is why continuous professional growth and opportunity for inquiry are necessary elements to foster within the context and culture of a school. It is important for all educators to view differentiation as a philosophy and then to assess the manner and degree to which differentiation occurs within each classroom. It is also important to realize that teachers will vary along the lines of a continuum in their expertise in knowing how to differentiate in the teaching and learning environment. This variance, not unlike the variance we see in students, should be respected when planning effective professional development.

Obviously, the level to which teachers have clarity of the content and skills being addressed in specific units of study will
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students is the role that differentiation serves to achieve for gifted students. Therefore the content of the curricula for gifted students should focus on providing ways to have students interact with more advanced readings, resources, and research materials; apply the ideas and skills within a unit of study to contexts quite unfamiliar and dissimilar from those applications explored in class; develop systems for making connections, achieve balanced perspectives, and address problems within a field of study; work with problems currently posing difficulties to experts in specific fields of knowledge; and reflect on how theories, beliefs, and principles in a field relate to themselves.

The grouping practices that the field of gifted education has used in the past (acceleration, with-in grouping, cluster grouping, etc.) can co-exist with differentiated practices. Flexible grouping practices should be used within classroom settings as learners work together to develop knowledge of new content.

CTD: What can schools do to support the use of differentiation practices by teachers?

Tomlinson: Schools that support the use of differentiation typically have a strong leader who has a vision for ensuring that each student is known as an individual and taught accordingly. The leader is often a principal but can be a department chair, a team leader, or a respected colleague. The leader ensures that there is an ongoing conversation among the faculty about effective curriculum, student-focused instruction, the importance of assessment to guide instructional planning, flexibility in the classroom, and so on. The leader makes sure teachers have time to collaborate and learn from one another—including time to work with and learn from specialists, such as gifted education specialists. There is generally a sense of problem-solving among the faculty rather than a sense of operating on a mandate. Good leaders provide vision, continued on page 6

The role of differentiation for gifted students is defined by responses to these questions: WHO are gifted learners; WHAT should gifted students be learning; HOW do gifted students learn; and WHERE is the most appropriate setting for gifted student to learn?

Kaplan: The role of differentiation for gifted students is advanced in their knowledge, understandings, and skill in a domain, the challenge level of materials and tasks will necessitate escalation. Developing curriculum that is rigorous, challenging, and interesting for gifted students in our district fell far short of meeting her needs too!

There are many gifted kids who’d fare far better in school if they had really robustly differentiated classrooms than if the only time someone attends to their learning needs is in a 40 minute pullout class once a week. I’ve seen differentiated classes that fall short of providing challenge to high end learners and I’ve seen special classes for gifted learners that are equally insipid. Conversely, I’ve seen both differentiated classrooms and special classes that are magical for the bright kids in them. The question is a hard one to answer definitely because of the variance in students. Perhaps the most important thing to say, however, is that a differentiated classroom that attends to the needs of a bright student would challenge that student on an on-going basis, help that student pursue particular interests, and also work toward helping that student be an important member of a larger community of learners in which his/her individuality is respected. It’s also important to say that special classes for gifted kids are likely to be far more effective if they also vigorously attend to student differences in them rather than assuming that all students are fundamentally alike in what and how they need to learn.

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Leppien: As students become more advanced in their knowledge, understandings, and skill in a domain, the challenge level of materials and tasks will necessitate escalation. Developing curriculum that is rigorous, challenging, and interesting for gifted students serves to achieve for gifted students. Therefore the content of the curricula for gifted students should focus on providing ways to have students interact with more advanced readings, resources, and research materials; apply the ideas and skills within a unit of study to contexts quite unfamiliar and dissimilar from those applications explored in class; develop systems for making connections, achieve balanced perspectives, and address problems within a field of study; work with problems currently posing difficulties to experts in specific fields of knowledge; and reflect on how theories, beliefs, and principles in a field relate to themselves.

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need, time, materials, support, encouragement and some pressure to accomplish change. It’s also the case that most leaders who support effective differentiation also recognize the differences in their teachers and model differentiation for them.

Kaplan: The best support schools can provide for differentiation is to assume the responsibility to clarify the term “differentiation” as it relates to all students in general and to gifted students in particular. The proliferation and misunderstanding of the term have the potential to hinder rather than facilitate quality educational experiences for gifted students.

CTD: When parents are told that differentiation is being done for their child, what should that look like to them and how can they judge whether it is effective?

Tomlinson: I think it’s very important for parents to ask the question you asked me. They should say to a teacher (and to a principal), “Can you explain to me how differentiation for my student will look? How will you know whether it’s working? What should I look for at home?” How can I be supportive of the teacher’s efforts?” Teachers should be able to say, “Look for student products that have these traits...” or “Your daughter will be working with advanced skills in these areas...and here’s how that will play out.” It’s always important for parents to be a positive support for a teacher. Adversarial roles seldom make things better. That doesn’t eliminate the role of the parent as “an educated consumer,” however.

Kaplan: Parents can assess that differentiation is being provided to their gifted children by making note of how teaching and learning allow for multiple means to lead to fixed ends or how fixed means lead to multiple ends. More explicitly, parents should be aware of where or when in the teaching/learning process the curriculum and instruction have been modified to respond to the characteristics that generally identify giftedness and the characteristics that specifically identify their gifted child. Parents should watch for the teaching/learning experiences that recognize and respond to their child’s potential and help realize that potential into performance.

Leppien: If differentiation is occurring in the classroom, we should see all students challenged in a manner that respects them as learners. When families visit with their child’s teacher, there should be evidence that a teacher knows the child as a learner, and has used this information to maximize the learning potential of that child. If a child is challenged at an appropriate level and in an appropriate manner, we should see a child who feels more efficacious about their learning and motivated to learn. Teachers who work actively to develop learning environments, curriculum, and instruction that honor the complete learner help students to feel secure in the classroom setting and with the learning process. If teachers are truly differentiating then students get a sense that the classroom is a safe place to express their ideas, ask questions that matter to them, and view making errors as an inevitable part of learning and growing. In a differentiated classroom, students understand how they learn differently, thus they learn to appreciate each other’s contributions to the learning process. So to judge the effectiveness of differentiation, families should see their children continuing to learn at a pace and in a manner that ensure continuous growth and excitement about learning. Additionally, assessment data can provide a picture of student achievement over time.

Carol Ann Tomlinson’s career as an educator includes 21 years as a public school teacher of a differentiated classroom. Her work included 12 years as a program administrator of special services for struggling and advanced learners. She was Virginia’s Teacher of the Year in 1974. More recently, she has been a faculty member at the University of Virginia’s Curry School of Education, where she is currently Professor of Educational Leadership, Foundations and Policy, and where she was named Outstanding Professor in 2004. She has recently served as President of the National Association for Gifted Children.

Sandra Kaplan is a Clinical Professor, Rosser School of Education, University of Southern California. She is the author of articles on curriculum and instruction. Kaplan has been president of the California Association for the Gifted and the National Association for the Gifted.

Jann Leppien is an associate professor at the University of Great Falls in Great Falls, Montana, where she teaches course work in curriculum and instruction, gifted education, assessment and learning, educational research, and methods in social sciences. Additionally, she teaches curriculum courses and thinking skills courses online and in the Three Summers Program at the University of Connecticut.
boys also differ in fundamental ways, although they can also be similar. In one somewhat depressing study, for example, Csikszentmihalyi, Rathunde, and Whalen (1993) found that male and female academically talented adolescents were “equally likely to continue in or become disengaged from the domain of the area of their talent by the end of high school” (p. 207).

In what other ways do gifted girls differ from gifted boys? Talented girls begin to have lower self-confidence in elementary school and that trend continues as they get older. Reis (1987; 1998) found that gifted girls have decreasing self-confidence and self-perceived abilities through high school. As gifted girls reach adolescence, they may value their own personal achievements less. For example, in a qualitative study of gifted girls, not one participant attributed her success in school to extraordinary ability (Callahan, Cunningham, & Plucker, 1994).

Identification as gifted and accepting one’s gifts and talents may be problematic for girls and boys due to the accompanying negative social consequences (Reis, 1987), although some research suggests that this occurs more in girls than in boys. Reis (1998) also found that gifted girls deliberately underestimated their abilities in order to avoid being seen as physically unattractive or lacking in social competence. Swiatek (2001) found that gifted girls sacrificed giftedness for acceptance and that they denied their giftedness.

Buescher, Olszewski, and Higham (1987) found that gifted boys and girls were more alike than their peers not identified as gifted, except in the critical area of the recognition and acceptance of their own level of ability.

Other gender differences exist, as well. Underachievement differentially affects adolescent boys and girls, as more academically talented boys are identified as underachievers than girls. Even though we suspect that as many academically talented girls underachieve as do boys, they may just underachieve more quietly, without acting out (Reis & McCoach, 2000). Reis, Hébert, Diaz, Maxfield, & Ratley (1995) studied gifted girls and boys who were underachieving and identified several problems that contributed to their underachievement, including inappropriate curricular and counseling experiences, problematic family issues, a negative peer group and environmental influences, and discipline problems. In particular, a lack of belief in self contributed to underachievement in the high potential students who underachieved. In that study, more boys were identified as underachieving than girls, and other research suggests that more gifted boys than girls are identified as twice exceptional, that is they have both gifts and learning disabilities (Reis, Neu, & McGuire, 1995).

For specific references, see the CTD website.

Dr. Jean Peterson, coordinator of school counseling at Purdue University, was a classroom or gifted-education teacher prior to her career in counselor education. She has contributed over 60 publications to the school counseling and gifted education literature, many of them focusing on the social and emotional development of gifted adolescents. She is currently chair of the Counseling and Guidance Division of NAGC. Her two Talk with Teens books are used in schools and counseling centers as an affective curriculum.

Parents and teachers can develop the gifts and talents of girls and boys. They can:

- Provide numerous enrichment opportunities for talented adolescents to expose them to many areas of interest
- Encourage involvement in many different types of activities
- Expose girls and boys to other gifted male and female adult role models
- Provide appropriate treatment in non-stereotypical environments (for example, ensure equal access to technology and computers in classes)
- Encourage both boys and girls to take advantage of advanced and accelerated placement and honors classes in all areas of interest and talent
- Help gifted students appreciate and understand healthy competition by encouraging leadership opportunities and academic competitions
- Encourage advanced summer enrichment and acceleration opportunities
- Spotlight the academic achievements of gifted boys and girls in a variety of different areas.
- Establish equity in classroom interactions
- Encourage relationships among gifted students who want to achieve
- Discuss careers options and encourage future choices
- Stress self-reliance, independence, decision-making, humor, safe risk-taking, and encourage inclination for creative action
- Discuss potential obstacles and barriers to success by pointing out negative stereotypes
- Help foster a secure sense of self that can withstand obstacles to success.

—Peterson

In a differentiated classroom, students understand how they learn differently, thus they learn to appreciate each other’s contributions to the learning process.

—Leppien
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The Center for Talent Development at Northwestern University is an accredited learning center and research facility serving the gifted community of the Midwest. Through the Midwest Academic Talent Search and other programs, CTD has assisted more than 350,000 families. Offering a variety of learning alternatives for the gifted student, CTD provides school-year programs such as Saturday Enrichment Program, LearningLinks distance learning, Civic Education Project, and Project EXCITE, as well as summer academic programs (Leapfrog, Apogee, Spectrum, and Equinox), informational conferences for families and educators, scholarships, and graduate courses on gifted education. Led by nationally recognized scholar Paula Olszewski-Kubilius, Ph.D, the Center also conducts and publishes academic research on gifted students, particularly in the areas of accelerated learning and special populations of gifted learners. CTD is accredited as a special function school for the gifted by North Central Association of Colleges and Schools.

For more information on any of these programs go to the Center for Talent Development Website: www.ctd.northwestern.edu or email us at ctd@northwestern.edu and we’ll send you a brochure.

Make a Difference!
Help us continue to provide our programs and classes to every child who could benefit from attending one of them.

Please send a tax-deductible check in any amount to the Center for Talent Development Scholarship Fund; 617 Dartmouth Place, Evanston, IL 60208. Thank you!