Differentiating Instruction for gifted and talented learners: Maker model

What students learn
- Use the ‘next level’ curriculum goals if students have accomplished current grade level goals
- Add breadth to the current curriculum level
- Engage students in more abstract concepts
- Replace content that the students have already mastered with more complex, advanced, in-depth content
- Engage students in content that bridges into multiple curriculum areas
  - Introduce students to more advanced research skills so that they can develop greater independence in finding the answers to their questions and follow their curiosities

How students learn
Accelerate the pace of instruction to allow time for students to engage in investigations or advanced work beyond the grade-level curriculum.
- Eliminate and replace grade-level work; do not merely ‘pile on’ more work.
- Be flexible about timelines. Under your guidance, allow students more independence to go beyond or deeper into their work
  - Provide more open-ended tasks.
  - Gifted learners don’t need step by step scaffolding
    - Consider students’ interests, which may be beyond grade-level curriculum, in developing learning tasks.

How students demonstrate their learning
- Engage students in solving ‘real problems’ in contexts that show application of their learning in the world.
  - Move students to reach beyond what is familiar to new ways of showing what they have learned.
  - Provide authentic feedback on students’ products, from subject-area experts as appropriate.
- Teach students to use their imaginations and create original products, not just ‘reproduce’ other peoples’ thoughts and ideas.

Adapted from Maker Model (1982) and Tomlinson, C.