CHECKLIST FOR TEACHERS

Rigor. . .Challenge. . .Meaning in the Classroom

For Gifted and Advanced Learners in Their Area/s of Strength

Students

- ☐ In what ways do you identify students gifted in your content area for rigorous learning activities even if they are not A-students?
- ☐ How are students gifted in your content area grouped so they meet and work with intellectual peers?
- ☐ In what ways do you communicate to all students in the classroom acceptance of learning differences and differentiated learning activities?

Instruction

- ☐ What is the evidence that your instructional plan includes learning activities for students who may learn three or four times faster than other students in the classroom?
- ☐ In what ways do you build rapport with gifted students based on the social and emotional characteristics associated with giftedness?
- ☐ What are examples of methods for pre-assessing the knowledge and skills already mastered by gifted students?

Teachers

- ☐ What additional resources do you provide for gifted students to extend their learning in and outside of school—expert, electronic, and print?
- ☐ In what ways do you provide opportunities for autonomy, responsibility, and peer feedback in advanced learning activities?
- ☐ What are examples of strategies to motivate gifted learners to achieve advanced and professional levels of production?

Parents

- ☐ How do you inform parents about ways to encourage their children to be life-long learners?
- ☐ What suggestions might you make to parents about ways to monitor their children's progress at school beyond grades?
- ☐ What are some examples you might share with parents about their participation in their child's "school-house" learning?