|  |  |  |
| --- | --- | --- |
| Management/  Delivery/Process | Instructional Delivery Model | Definition |
|  | Accelerated pace | Students progress faster as the teacher speeds up the rate of presentation of information in order to match the significantly faster learning rate of intellectually and academically gifted learners. |
|  | Discovery learning | Students find information and answers themselves through active, often hands-on inquiry based learning or problem-based learning activities. |
|  | Discussion | Students reflect orally on learned information with whole class or small group of students. When questions include conceptualization/generalization, this is particularly appropriate for gifted students. |
|  | Flexible Project Deadlines | Students negotiate for more or less time to complete a learning experience and its matching product or performance. |
|  | Flexible Tasks | Students (or teachers) change the requirements and parameters of a required product or performance. |
|  | Group Projects/group learning | Group of students work together on a teacher-chosen or group-chosen topic, developing either a traditional or non-traditional product of the learning acquired; as a process modification, it requires that the tasks be designed so that bright students will perceive the group product as more valuable than how they could have done individually. |
|  | Higher Order Thinking | Students are required to use higher order thinking (application, analysis, synthesis, evaluation, etc.) in their learning responses. |
|  | Independent Study | Students research teacher-chosen or self-chosen topics on their own, developing either a traditional or nontraditional product to demonstrate the learning acquired. |
|  | Individual Project | Students learn about teacher-chosen or self-chosen topics on their own, which may or may not involve research on own, developing either a traditional or a nontraditional product to demonstrate the learning acquired. |
|  | Inquiry (Socratic) | Students respond to teacher-led questioning in order to learn new concepts or draw conclusions and generalizations about what is being learned. |
| Management/  Delivery/Process | Instructional Delivery Model | Definition |
|  | Learning Contracts | Students negotiate individually with teacher about what and how much will be learned and when product will be due; often connected with an independent study. |
|  | Open-endedness, creative thinking | Students are encouraged to brainstorm or think divergently in order to produce more than one idea, answer, or solution |
|  | Personal Goal Setting | Students identify their personal goals and learn how to prioritize their time and activities to reach those goals. |
|  | Problem-Based learning | Students are provided with an unstructured problem/task and are expected to “discover” a method for solving/accomplishing it. |
|  | Programmed Instruction | Students proceed at own pace through a set of self-instructional materials, answering the embedded test questions as they occur. |
|  | Proof and Reasoning | Students are expected to support their arguments and conclusions with evidence or proof. |
|  | Simulations | Students role play situation or scenarios in order to apply previous learning or find solutions to the problems or situations presented. |
|  | Teaching Games | Students participate in a competitive or non-competitive (self or group) game to review previous learning or to learn new information. |