



Common Terms In Gifted Education

Acceleration: Studying material earlier, or at a faster pace, than most students. There are a variety of ways schools apply acceleration. They include:

Early Admittance to School: Students are admitted to Kindergarten at a younger age than usual.

Subject Specific Acceleration: Students study one or more subjects at a grade level higher than their class.

Grade Skipping: Students move past a grade (for example from 4th Grade to 6th grade).

Advanced Placement: High school courses are taken for college credit.

Dual Enrollment: Students enroll in college courses while still in high school.

Affective Curriculum: Curriculum that focuses on person/social adjustment, and awareness and includes the study of values, attitudes, and self. (Social/Emotional Needs.)

Asynchrony: A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed in gifted education.

Creativity: The process of developing new, uncommon, or unique ideas.

Curriculum Compacting: After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.

Differentiation: Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

Flexible Grouping: An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.

Independent Study: A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning.

Learning Styles: Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objectives: cognitive (knowledge), psychomotor (skills), and affective (attitude). An individual's preferred learning style is how s/he learns best.

Problem-Based Learning (PBL): A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended, ill-defined and ill-structured practical problems. Students generally work in collaborative groups. Problem-based learning environments may be designed for individual learning. Teachers take on the role as "facilitators" of learning.

Service Learning: A method of teaching, learning, and reflecting that combines academic classroom curriculum with meaningful service, frequently youth service, throughout the community. More specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities for the common good.

Tiered Assignments: A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.

*If you have questions, please contact the **Director of Exceptional Student Education** at 352-797-7022 or contact the **Quest Academy Gifted Advisory Council** at Info@QuestGAC.org.*