

Differentiated Instruction

Programming for gifted students in the Elizabeth School District is predominantly done within the regular classroom using differentiated instruction strategies.

Strategies are described below as to how instruction responds to the needs of gifted learners by modifying content, process and products to match students' readiness, interests and learning profiles.

Whole grade acceleration (skipping a grade) is an option that follows extensive protocols outlined in the Iowa Acceleration Scale Manual. This option is most often initiated by a parent.

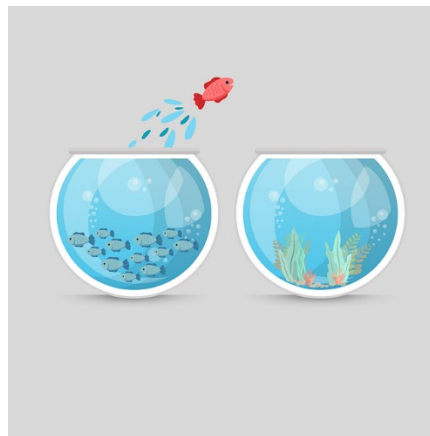
Content acceleration (working one or two grade levels above peers) is the district's main differentiation strategy for gifted and advanced mathematics students at the secondary level. The middle and high schools work together to schedule classes for students who need access to both campuses during the school day.

[Davidson Institute articles on acceleration](#)

[Should Gifted Students be Grade Advanced?](#)

Flexible Groups

Adjusting classroom groups based on student needs and pre-assessment results is a common strategy used by elementary teachers during math and reading instruction. Students move in and out of groups based on the standards or concepts being taught at a point in time and the specific needs of the child.



High School Pathways

The high school offers a variety of programming options that allow students to differentiate their learning path based on personal interests and post-secondary goals.

- Advanced Placement
- Concurrent Enrollment
- Internships/Mentorships
- Gifted Seminar
- Talent Aptitude Pathways