

Instructional “Look Fors” for Gifted and Talented Education (GATE)

“Looks Fors” are observable, tangible evidence based on the Teaching and Learning Framework (TLF) focus elements and GATE policies and best practices.



Discussion
Techniques &
Student
Participation

3b2

What might 3b2 look like for GATE students?

- Discussion techniques and structures, e.g., Debate, Socratic Seminar, Philosophical Chairs
- Flexible grouping by academic readiness, interest, learning profile, and social-emotional needs for discussions
- Intellectually challenging discussions using the prompts of depth and complexity, e.g., ethics, multiple perspectives, trends, unanswered questions
- Open-ended questions and discussion topics that provide opportunities for intellectual struggle, ambiguity, risk-taking, and critical/creative thinking
- Safe and supportive physical and philosophical environment that promotes inquiry and collaboration
- Strategies and topics that affirm students’ rings of culture and language



Standards
Based
Projects,
Activities &
Assignments

3c1

What might 3c1 look like for GATE students?

- Accelerated or above-grade-level content or application of standards
- Curriculum compacting
- Future ready skills and instructional technology
- Independent study
- Interest-based learning and student choice (connected to standards)
- Learning/interest centers
- Novel products
- Project-based learning
- Prompts of depth and complexity
- Tiered lessons
- Universal themes and big ideas



Purposeful &
Productive
Instructional
Groups

3c2

What might 3c2 look like for GATE students?

- Cluster grouping
- Curriculum compacting
- Flexible grouping by academic readiness, interest, learning profile, and social-emotional needs for group projects/tasks
- Interest-based learning and student choice (connected to standards)
- Learning/interest centers
- Project-based learning
- Tiered lessons

NOTE: Kagan cooperative grouping strategies may need to be modified to meet the needs of gifted or high ability learners who need accelerated pacing, content, and discourse.

Instructional “Look Fors” for Students with Disabilities (SWD)

“Looks Fors” are observable, tangible evidence based on the Teaching and Learning Framework (TLF) focus elements and Special Education policies and best practices.



Discussion
Techniques &
Student
Participation

3b2

What might 3b2 look like for students with disabilities?

- Sentence stems or other scaffolding to support students generate discussion
- Students are doing the heavy lifting of learning- students are speaking and collaborating together rather than listening to the teacher
- Safe and supportive physical and philosophical environment that promotes inquiry and collaboration
- Strategies and topics that affirm students’ rings of culture and language



Standards
Based
Projects,
Activities &
Assignments

3c1

What might 3c1 look like for students with disabilities?

- Grade level, core curriculum in place and used with fidelity
- Small group instruction with maximum opportunities to respond
- Student voice and choice in how they demonstrate their learning (Equity Grading and Instruction is aligned)
- Students have multiple opportunities to demonstrate learning
- Competency is not demonstrated in one way only- firm goals but flexible means
- All adults are actively engaging with students
- Accommodations and scaffolding are intentionally designed



Purposeful &
Productive
Instructional
Groups

3c2

What might 3c2 look like for students with disabilities?

- Small group instruction on a daily basis
- Flexible groups working on grade level skills
- Sentence stems or other scaffolding to support students speaking
- Students are doing the heavy lifting of learning- students are speaking and collaborating together rather than listening to the teacher
- Sense of urgency in the classroom- we have learning to do!
- Frequent progress monitoring
- Routines well established in terms of transitioning to and from learning stations
- Differentiated instruction between groups