CHAPTER 10
SUPPLEMENTAL MATERIALS

Designing the Learning Environment for Gifted Students
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Activities

1. Generate 10–15 questions that you would want to include in designing an interest inventory to use with your students.
2. Write a Two-Word Poem about your best friend to use as a model in facilitating the activity with students.
3. Design a plan for incorporating affective curriculum into several content areas that you teach.
4. Outline your plan for including a variety of flexible grouping approaches in your instruction.

Additional Resources

The resources listed below are materials to support educators in designing learning environments for gifted students. They focus on ways to establish a psychologically safe classroom, grouping practices, and strategies for supporting the social and emotional development of students.

This source provides a comprehensive treatment of social and emotional development in high-ability learners. Discussed throughout are theories that guide our examination of the lived experiences of gifted students; social and emotional characteristics and behaviors evidenced in gifted learners; friendships and family relationships that support them; contextual influences that shape their social and emotional lives; and identity development.


Teachers of gifted adolescents may create classroom environments in which young people know it is safe to be smart and where they feel valued and respected for their intellect, creativity, and passions. This source provides available strategies for creating such environments.


This text offers an in-depth exploration of curriculum development for the gifted, including the general foundations of good curriculum design, a survey of curriculum models appropriate for gifted learners, an examination of design considerations across content areas, a detailed analysis of the role assessment has in the curriculum development process, and an exploration of trends and future directions of curriculum development for the gifted.


This book reviews the unique needs of gifted learners and gives current information on instructional planning and evaluation, strategies for best practices, and ongoing enhancement and support of gifted programs. The highlighted chapter focuses on practical strategies for developing the learning environment.


This resource offers practical strategies that encourage all students to learn at appropriately challenging levels and make continuous progress by focusing on their various levels of knowledge and readiness to learn. It devotes an entire chapter to establishing an environment conducive for effective differentiation.
Standards Addressed

**NAGC Pre-K-Grade 12 Gifted Programming Standards**

**Standard 4: Learning Environments**

Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

**NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education**

**Standard 2: Learning Environments**

Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.