



LEAP Guidebook for Differentiating Instruction for Gifted and High-Potential Students

Helpful Resources for Lead

Concepts and Research

- American Psychological Association. (2017). *Top 20 principles from psychology for preK-12 creative, talented, and gifted students' teaching and learning*.
<http://www.apa.org/ed/schools/teaching-learning/top-twenty-principles.aspx>
- Ford, D. Y. (2010). Multicultural issues: Culturally responsive classrooms: Affirming culturally different gifted students. *Gifted Child Today*, 33(1), 50-53.
- National Association for Gifted Children. (2014). *Position statement: Differentiating curriculum and instruction for gifted and talented students*.
https://nagc.org/resource/resmgr/knowledge-center/position-statements/differentiating_curriculum_a.pdf
- VanTassel-Baska, J., Hubbard, G. F., & Robbins, J. I. (2020). Differentiation of instruction for gifted learners: Collated evaluative studies of teacher classroom practices. *Roeper Review*, 42(3), 153–164. <https://doi.org/10.1080/02783193.2020.1765919>

Teacher Tools

- McIntosh, J. (2012). *GPS Pre-Assessment*
<https://drive.google.com/file/d/1OnKWMMUOeSErN5czs4g7UxCpHQ5BFMae/view>
- Murskey, C. (2011). *Pre-Assessment*. Wisconsin Department of Public Instruction
<https://dpi.wi.gov/sites/default/files/imce/cal/pdf/pre-assessment.pdf>

Books

- Mofield, E. L. (2023). *Vertical differentiation for gifted, advanced, and high-potential students: 25 strategies to stretch student thinking*. Routledge.
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.
- Weber, C. L., Behrens, W. A., & Boswell, C. (2021). *Differentiating instruction for gifted learners: A case studies approach*. Routledge.