



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

Helpful Resources for Practice

Concepts and Research

- Kaplan, S. N. (2022). The importance of interdisciplinarity to differentiate. *Gifted Child Today*, 45(2), 69–71.
- Powers, E. A. (2008). The use of independent study as a viable differentiation technique for gifted learners in the regular classroom. *Gifted Child Today*, 31(3), 57–65.
- Stambaugh, T., & Little, C. A. (2023). Integrating higher-order process skills into advanced curriculum and instruction. In J. VanTassel-Baska & C. Little (Eds.), *Content-based curriculum for advanced learners* (pp. 165–196). Routledge.

Teacher Tools

- Byrd, I. (2024). Where do I start differentiating for gifted students?
<https://www.byrdseed.com/where-to-start/>
- McNair, A. (2024). Genius hour in the classroom. <https://www.andimcnair.com/geniushour>

Books

- Church, M., Morrison, K., & Richhart, R. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. Jossey-Bass.
- DuFour, R., & DuFour, R. (2016). *Learning by doing: A handbook for professional learning communities at work* (3rd ed.). Solution Tree Press.
- Mofield, E., & Phelps, V. (2021). *Collaboration, coteaching, and coaching in gifted education: Sharing strategies to support gifted learners*. Routledge.
- McNair, A. (2022). *Genius hour: Passion projects that ignite innovation and student inquiry*. Routledge.
- Roberts, J. L., & Inman, T. F. (2024). *Assessing differentiated student products: A protocol for development and evaluation* (2nd ed.). Routledge.