According to PDE Gifted Program Guidelines (Revised May 2014):

Classroom Teachers implementing a gifted student’s specially designed instruction are expected to:

* Understand the characteristics, learning styles, cognitive and affective needs of gifted students.
* Participate in gifted education professional development activities.
* Have knowledge of and implement Chapter 16 regulations.
* Be knowledgeable of the contents of each gifted student’s Gifted Individualized Education Plan.
* Deliver flexible, individualized and academically challenging curriculum based on specific student needs.
* Vary the rate of instruction and vary the degree of complexity of the content.
* Use a diagnostic-prescriptive approach for educational planning that allows for determination of the degree to which teaching and learning activities should be differentiated appropriately for each gifted student.
* Make curricular modifications based on students’ strengths, interests, abilities and achievement levels, as well as their learning styles.
* Provide a variety of instructional options when mastery is demonstrated in core curriculum areas.
* Permit gifted students to make continuous progress by testing out of previously mastered material.
* Contribute to the Gifted Multidisciplinary Evaluation and to the development/implementation of the Gifted Individualized Education Plan for each student.
* Understand how to guide students and actively involve them in independent learning.
* Emphasize the process of learning and the production of creative work, as well as, emphasis on advanced content.
* Allow for interdisciplinary opportunities.
* Understand and demonstrate the ability to compact curriculum to accommodate individual gifted instructional levels, i.e., student credit by examination.
* Be flexible, open to new ideas and nurture creativity.
* Seek out diverse resources, advanced materials or unusual opportunities for student use.
* Provide regularly scheduled opportunities to work with other gifted students of similar abilities and interest.
* Encourage independent thinking, including the capacity to deal with varied and different points of view.
* Use flexible cluster-grouping of gifted students as needed.
* Provide gifted students with a sense of social awareness, a direction for using their leadership capabilities and a realization of the responsibilities attached to their unique intellectual abilities.
* Foster an open, non-punitive atmosphere where differences of opinions can be expressed, intellectual activity valued, precise thinking encouraged and creativity promoted.