

mented weekly included different learning experiences (65%), above-level work (65%), and flexible pacing (52%).

Benefits of Implementation

For each of the practices that respondents implemented, they were able to identify how the practices benefited the students from an array of choices that included both academic

products of a higher quality; covering curriculum at a faster pace or advancing to above-level content; covering the subject with more depth and complexity; participating in competitive events; experiencing more learning activities in their area of interest; and sharing their progress with their parents/guardians. Besides the menu of alternatives, respondents were also able to add their own benefits. Respondents

behaviors; and increased performance on AP and STAAR tests.

- Accelerate in above-level content: Gifted students “loved” school; were happier learning at own rate; and had higher motivation and fewer behavior problems.
- Accelerate in higher grade levels by subject: Gifted students had more opportunities for challenge, and became more self-confident.
- Depth and complexity: Gifted students had opportunities to “dig into topics” both inside and outside of school; were engaged in richer educational experiences; made connections in other subjects; improved writing and AP scores; increased self-esteem; learned how to think outside the box; and embraced a growth mindset.
- Different experiences than peers: Gifted students believed that they could achieve and became more comfortable with the gifted label; developed more creative projects and technology skills; and increased global perspectives.
- Flexible pacing: Gifted students increased motivation and research skills and were more content so were less distracting to others
- Independent research: Gifted students developed enjoyment of learning, maturity, self-awareness, and time management and increased presentation and technology skills.
- Mentoring: Gifted students became more self-aware and collaborative; developed relationships with mentors; and acquired new skills not taught in school.
- Product or performance matched to interest: Gifted students improved creativity; enjoyed learning and sharing their work with peers and family; had a higher level of satisfaction; improved their sense of well-being; and increased confidence and willingness to take risks.

Teachers identified barriers that might have prevented their implementing a practice from an array of factors such as confidence in my ability; resources; nonsupport by the teachers at my campus or campus administrators; district policy and practices; or the district curriculum.

and social-emotional benefits.

In the social-emotional area, listed benefits included developing leadership skills, strengthening peer relationships, learning persistence in solving problems, becoming more confident in their abilities, increasing interest or passion, learning how to access resources, becoming more aware of strengths and needs through self-assessment, providing clear feedback to peers, strengthening a relationship with the mentor, and advocating for themselves.

Academic benefits included scoring higher on benchmark, STAAR, or posttests versus pretests; learning new knowledge; performing better on the TPSP product; developing a clear understanding of the components of the project; becoming more engaged in learning or in independent research; demonstrating higher level thinking or asking higher level questions; creating

made 157 comments and added these additional benefits for these specific practices:

- Ability grouping: Gifted students developed confidence, compassion, group belonging, social skills, and enjoyment of learning; felt respected; and developed emotionally.
- Above-level assessment: Gifted students gained confidence; became aware of their own abilities and potential; took ownership of their learning; and were able to move beyond grade-level material.
- Above-level work: Gifted students became more inquisitive and collaborative in problem-solving approaches; developed enjoyment of learning and a growth mindset; learned patience in pursuing harder work; gained a sense of empowerment; increased scholarly