GI withstand the newly coined name, Gifted Education. On a Napkin, or... succinctly explaining gifted education topics.
WHAT IS GIFTEDNESS?

The intersection of three things:

Creativity

Above Average Ability

Task Commitment

All brought to bear on an area of their interest.

Joseph Renzulli
DEVELOPMENT OF GIFTEDNESS

Latent
Emergent
Manifest
Where is your most bang for your buck with public dollars?

Gifted children are just as different from the average as are Special Ed.

Why don’t they get recognition funding or understanding?

No sympathy.

Few laws.
IDENTIFICATION – SHOULD BE...

to **find** the **strengths** in all children.

**a match** to the **possible services**.

Is it Art, Music, Sports, Math, Science, Social Studies, Interpersonal Skills, Intrapersonal Skills, or other programming or services?

**a portfolio** with **multiple sources** and kinds of **information, data, and/or evidence**

done to **find students** who are **above average** at some human endeavor, are **creative**, and have **internal motivation** for that endeavor or area of interest.

**a process** that investigates students’ interests

set up so that a student can be **nominated** for **identification** by **teachers, parents, other adult who knows them well, peers, or themselves**.
IDENTIFICATION – SHOULD NOT BE:

A single measure

State achievement tests

IQ tests alone

Biased in any way

Set up so that only teachers can nominate a student for evaluation
IQ

Supposed to be a measure of general intelligence - g

Not as stable as you might think

One way to find out some information about a person’s possible intelligence.

May be more helpful to look at the subtest

Watch out for “processing speed.” It can be a trap for girls
NOT!

**One-Size Fits All Store**

- Sale

![Cartoon image](image-url)
MULTIPLE INTELLIGENCES

Howard Gardner’s theory referring to the many areas in which humans have abilities. 8 or 9 ....depending on who you talk to.

- Visual-Spatial
- Mathematical
- Interpersonal
- Intrapersonal
- Naturalist
- Musical
- Verbal-Linguistic
- Bodily-Kinesthetic
- Spiritual

Not a new idea.
LEARNING STYLES

INPUT
How a student tends to best receive information
There are many
A few famous ones are:
• V, A, R, K – visual – auditory – read/write - kinesthetic
• Thinking, Feeling, Doing, Watching

A way information goes in most easily, but not the only way.
THINKING STYLES

PROCESSING
How people tend to think about things once they have the information.

Some well known ones:

HBDI – Logical, Organized, Holistic, Interpersonal

Gregorc – Abstract, Concrete, Random, Sequential

Sternberg -  Hard: logical, analytical, ingenious
            Soft: personal/evaluative, impressionistic, imaginative
RIGOR

Infusing multiple levels of thinking into all curricula.
Make learning challenging and interesting.
HIGH ORDER THINKING

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

Increased rigor
ZONE OF PROXIMAL DEVELOPMENT - ZPD

The level of difficulty in lessons, assignments, testing, and projects where a student is **challenged but not frustrated**.
The level where students need help from an adult.

Like Goldilocks, not too hard, not too soft, just right.

Lev Vygotsky (1896–1934)
ENRICHMENT

Adding:

depth, complexity, universality, content imperatives, and richness.

Following

Interests

Experiencing

New ideas, people, places, or things
ACCELERATION

Continuing to move forward in a subject area regardless of age.

Ceilingless

Farther, faster
GRADE SKIPPING

Works when the student:
- Has mastered about 85% of content for year being skipped
- Is changing schools anyway
- Appears to be older
- Has a mature vocabulary
- Is happier when around older students
SERVICES SHOULD

Match student need

A Range of services

   In School

      In class

         Out of class

   For All, Some, Few, One

After school, weekends, vacations, internet
When students leave the regular classroom to receive gifted education services
COMPACTING

1. Pre-assess
2. Skip what’s known
3. Replace it with something more interesting or more rigorous

THE COMPACTOR

<table>
<thead>
<tr>
<th>Student’s Name: Annette</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Areas of Strength</td>
</tr>
<tr>
<td>✓ Math ---</td>
</tr>
<tr>
<td>✓ Decimal</td>
</tr>
<tr>
<td>✓ Fractions</td>
</tr>
<tr>
<td>✓ Documenting Mastery</td>
</tr>
<tr>
<td>✓ Score of 85 percent</td>
</tr>
<tr>
<td>✓ or higher on the</td>
</tr>
<tr>
<td>✓ pretest</td>
</tr>
<tr>
<td>✓ Alternate Activities</td>
</tr>
<tr>
<td>✓ Will work with class</td>
</tr>
<tr>
<td>✓ on days they learn</td>
</tr>
<tr>
<td>✓ concepts she has</td>
</tr>
<tr>
<td>✓ not mastered</td>
</tr>
<tr>
<td>✓ Will work on alternate</td>
</tr>
<tr>
<td>✓ math enrichment</td>
</tr>
<tr>
<td>✓ activities on other</td>
</tr>
<tr>
<td>✓ days</td>
</tr>
</tbody>
</table>
When students get gifted education services in the classroom by a gifted education specialist.
DIFFERENTIATION FOR ALL

Grouping by:
- readiness/prior knowledge
- interest
- learning style

FOR...

Content
Process
Product
Interest

To ensure a fair selection you all get the same test. You must all climb that tree.
WHOLE CLASS

All, some, few, one

Centers

Anchoring Activities

With me
On your own
Ask a friend
Don’t BUG me
GROUPING

Cooperative Grouping – No
Flexible Grouping – Yes
FLEXIBLE GROUPING

- Content
- Process
- Product
- Interest

Avoids tracking
Gives everyone a chance to feed their interests
An important part of differentiation
DIFFERENTIATION FOR GIFTED

Sandra Kaplan
Depth, Complexity, and Content Imperatives
Universal themes and generalizations
Scholarliness
INCREASING DEPTH

language of the discipline

details

patterns

trends

rules

ethics

unanswered questions

universals
INCREASING COMPLEXITY

Various points of view
Across disciplines
Over time

Relate Over Time  Multiple Perspectives  Across Disciplines
UNIVERSAL THEMES

broad concepts that are applicable to
all subject areas,
in all cultures,
over all time
THEY ARE...

Beauty
Change
Conflict
Exploration
Force
Order
Patterns
Power
Relationships
Structure
Systems
Truth
GENERALIZATIONS FOR UNIVERSALS

Principles that follow universals

Change is **inevitable**
Change is **evolutionary or revolutionary**
Change is **necessary for growth**
Change can be **positive or negative**.
WHAT DO YOU DO WITH THEM?

Universals
act as overarching themes to tie together content of any level in any discipline together.

Content topic connects to generalizations which connect to the universal.

All students can be working on the same universal, generalization, and content area at their readiness levels or within their interests.

They are both an overarching connection and a hook.
FOR EXAMPLE

Universal: Power
Generalization: Power has many forms
Content Area: Social Studies
Topic: Industrial Revolution
Activity: Students will identify examples of human and non-human power during the industrial revolution.
AN LA CARTE MENU FOR ENRICHMENT

- Concept of the discipline being taught to all
- Pre-assessment results
- 1 from depth and/or complexity
- 1 process
- 1 product
- One Universal theme (for older or very advanced students)

Works because of the creativity concept of “forced fit.”
IT ADDS UP

Universal
Concept of the discipline
Depth and/or Complexity
Process
+
Product

PROJECT
TWICE EXCEPTIONAL

2e
Person has both an exceptional ability and are creative with it and motivated to do it
AND
They have a learning disability

Focus in remediation
WHAT TO DO ABOUT IT

Two prongs that feed the same mouth

G/T services
And
Special Ed. services
May be able to use the IEP to get the G/T services
RIGHT FIT?

Evaluating programs and schools
1. Does it match the students’ strength area needs?
2. Does it match the students’ interests?
3. Does the program deliver what it purports?
SOCIAL AND EMOTIONAL NEEDS

http://sengifted.org/

- Asynchrony
- Perfectionism
- Anxiety & stress
- Conflicts with teachers
- Frustration
- Heightened awareness

- Identity & self-acceptance
- Need for justice
- Peer relationships
- Risk taking
- Self doubt
- Sensitivity
ASYNCHRONY

Development that is more out of synch than most children of the same age

Chronologically 9
Physically 8
Intellectually on one subject 20
Emotionally 12
YOU MIGHT BE GIFTED IF:

Highly alert
Quick learner
Advanced vocabulary and complex sentences
Enjoys solving problems and/or puzzles
Often self-taught
Early reading and writing skills
Highly sensitive - deep, intense feelings and reactions
Abstract, complex, logical, and/or insightful thinking
Idealistic
Strong sense of justice at early age
MORE G/T CHARACTERISTICS

Long attention span - Intense concentration
Preoccupied — daydreamer
Asks probing questions
Wide range of interests or extreme focus in one area
Very curious
Experiments or tinkers a lot
Wants to do things differently
Puts ideas or things together in unusual ways
Keen and/or unusual sense of humor
Desire to organize
Vivid imagination

Based on the work of James Webb et.al.
MYTHS

• Gifted students will do fine on their own.
• It’s a good idea to use the bright children in the room to help the others.
• Gifted programs are elitist.
• All children are gifted.
• Students with poor grades can’t be gifted.
• Gifted education costs a lot of money.
• It’s not fair to help the kids who already get it to get more.
• Gifted kids are arrogant.
• Students need to do all of the regular work before they get anything else.
• Students are not gifted unless they have an IQ over 120.
• Gifted students should do advanced work in all subjects.
• If you take the gifted students out of the classroom the others won’t do as well.
• AP classes are gifted programming.
COMMON CORE

**Common ground**

See the Appendices

Look for phrases like:

“Provide evidence”

“Increasing text complexity”

Look for similarities and justifications.
MY 2 CENTS WORTH

It is my opinion that what is missing more than anything from public school education in the U.S. for bright children is a year’s worth learning and by that I mean gains over what is already known, for a year’s worth of time.
RESOURCES - PEOPLE & IDEAS

Bloom – orders of thinking
Gardner – Multiple Intelligences
Kaplan – Differentiation for Gifted Students
Piaget – human development
Renzulli & Reis – Three Ring Model and Schoolwide Enrichment Model
Tomlinson – Differentiation for all students

You’ve got these? You’re good to go.
RESOURCES

The Schoowide Enrichment Model by Drs. Reis and Renzulli
Multiple Intelligences by Howard Gardner
To Be Gifted and Learning Disabled by Susan Baum
Curriculum Development Kit for Gifted and Advanced Learners by Sandra Kaplan
How to Differentiate Instruction in Mixed Ability Classrooms, 2nd Ed. by Carol Ann Tomlinson
Smart Girls in the 21st Century by Drs. Barbara Kerr and Robyn McKay
Comprehensive Curriculum for Gifted Learners (3rd Edition), Joyce VanTassel-Baska
Treffinger, Don, “Demythologizing Gifted Education: a 25 Year Journey,” Teaching for High Potential, Fall 2009
ON THE WEB

NEAG Center for Gifted Education  http://www.gifted.uconn.edu/
National Center for Research on Gifted Education  http://ncrge.uconn.edu/
National Association for Gifted Children nagc.org
Social and emotional issues facing gifted children sengifted.org
Twice Exceptional  www.2enewsletter.com/topic_2e_what_is.html
Increasing Depth and Complexity  https://www.youtube.com/watch?v=McEldMETSnw
Content Imperatives by Dr. Sandra Kaplan – google them
The Differentiator -  http://byrdseed.com/differentiator/
10 Myths of Gifted Education -  https://www.youtube.com/watch?v=MDJst-y_ptl
UNANSWERED QUESTIONS

Is it possible to learn self-motivation?
Do introversion and extraversion play a role in creative producing?
Do children learn more in single gendered classes?
What gifted education models are causal for creative productivity?
What becomes of the gifted when left unchallenged ages 3 – 21?
In what ways might we take what is known to work for bright children and make it mainstream?
How do we best advocate for the gifted population?
What are the individual characteristics of gifted people? One size doesn’t fit all of them either.
And so on.......
WHAT WOULD YOU PUT ON HERE?