

A person in a grey suit and white shirt is shown from the waist down, holding a brown leather satchel. The background is a dark green grid with faint mathematical formulas and graphs. The text is overlaid on a blue-outlined white box.

PROFESSIONAL DEVELOPMENT

*Addressing the Needs of the Gifted and
Talented Students in the Classroom*

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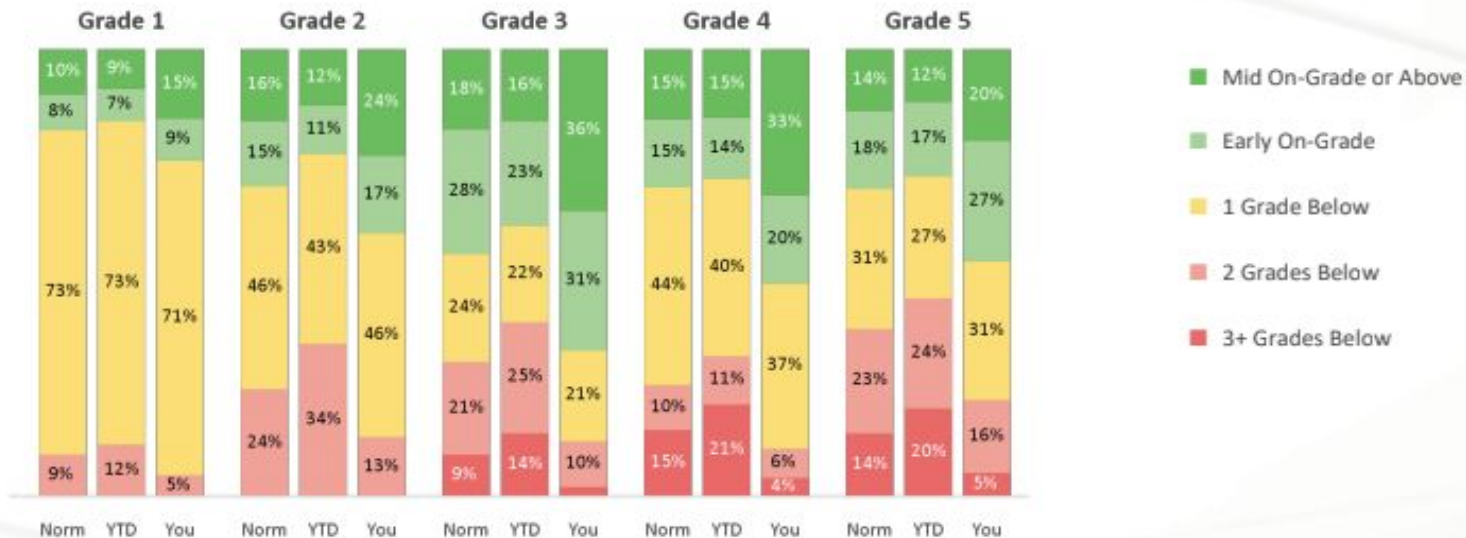
My three main objectives for today



- 1 Familiarize new staff members with our school's Enrichment Program, and provide a refresher for established staff
- 2 Provide you with tips to differentiate between your bright students and your gifted learners
- 3 Review some strategies you can use in your classroom to reach those higher level students

How Do the District's Relative Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks



Norm: Historical National Norms

YTD: National Year To Date

You: District

What is Giftedness?

Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential. Student with gifts and talents:

- Come from all racial, ethnic, and cultural populations, as well as all economic strata.
- Require sufficient access to appropriate learning opportunities to realize their potential.
- Can have learning and processing disorders that require specialized intervention and accommodation.
- Need support and guidance to develop socially and emotionally as well as in their areas of talent.

*NAGC's definition of giftedness

[National Association for Gifted Children](#)

Qualifying for Enrichment in Your School

Grades K-2

- Top 5% of grade level
- HR teacher recommends in November
- Cognitive & Creativity Testing in December
- Begins in January

Grade 2 into 3

- Top 5% of grade level
- HR teacher recommends in spring
- Cognitive & Creativity Testing in May/June
- Runs 3rd grade year

Grades 3-5

- Top 5% of grade level
- Standardized tests
- Profile scores
- Classroom performance
- Teacher recommendations
- Runs full year

Enrichment Program Qualifying Criteria



- 1 NJSLA Scores in Language and Math
- 2 Reading and Math Profiles
- 3 Cognitive Assessment (Inview/Cogat)
- 4 Creativity Sample
- 5 Classroom Teacher Recommendation
- 6 E.P. Teacher Recommendation

New students must qualify in top 5% of their grade level

What does your school's enrichment program look like?



Grades K-2

1

Logic, Patterns, Reasoning, Memory, Creative Expressions through Art and Writing, Poetry, Math Problem Solving, Coding

Grade 3

2

Global Issues, Chemistry, Inventions, and Marketing

Grades 4 and 5

3

Mythology, Architecture, Middle Ages, Advertising, Archaeology and Renaissance

4

Students with particular strengths or talents may qualify for **Sparks groups** throughout the year.

BRIGHT VS GIFTED

A Bright Child

Knows the answers
Is interested
Is attentive
Has good ideas Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
Enjoys peers
Completes assignments
Copies accurately
Enjoys school
Absorbs information
Good memorizer
Is alert
Is pleased with own learning

A Gifted Learner

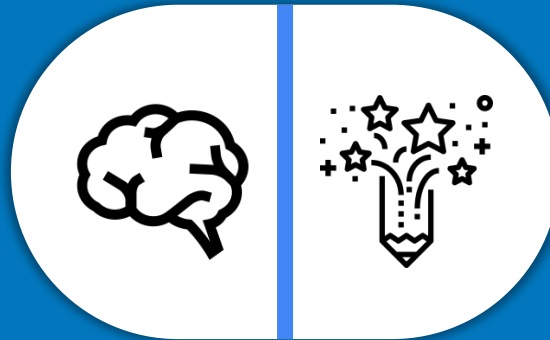
Asks the questions
Is HIGHLY curious
Is mentally & physically involved
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail, elaborates
Beyond the group
Shows strong feelings & opinions Already knows
Prefers adults
Initiates projects
Creates a new design
Enjoys learning
Manipulates information
Good Guesser
Is keenly observant
Is highly self-critical

COMMON TRAITS IN GIFTED STUDENTS

No gifted individual is exactly the same, each with his own unique patterns and traits. There are many traits that gifted individuals have in common, but no gifted learner exhibits traits in every area. This list of traits may help you better understand whether or not your child is gifted.

Cognitive

- Keen power of abstraction
- Interest in problem-solving and applying concepts
- Early reader
- Large vocabulary
- Intellectual curiosity
- Power of critical thinking, skepticism, self-criticism
- Persistent, goal-directed behavior
- Independence in work and study
- Diversity of interests and abilities



Creative

- Creativeness and inventiveness
- Keen sense of humor
- Ability for fantasy
- Openness to stimuli, wide interests
- Intuitiveness
- Flexibility
- Independence in attitude
- Self-acceptance and unconcern for social norms
- Radicalism
- Commitment to self-selected work

COMMON TRAITS IN GIFTED STUDENTS (cont.)

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Affective

- Unusual emotional depth and intensity
- Sensitivity or empathy to the feelings of others
- High expectations of self and others, often leading to feelings of frustration
- Heightened self-awareness, accompanied by feelings of being different
- Easily wounded, need for emotional support
- Need for consistency between abstract values and personal actions
- Advanced levels of moral judgment
- Idealism and sense of justice

Behavioral

- Spontaneity
- Boundless enthusiasm
- Intensely focused on passions—resists changing activities when engrossed in own interests
- Highly energetic—needs little sleep or down time
- Constantly questions/ Insatiable curiosity
- Impulsive, eager and spirited
- Perseverance—strong determination in areas of importance
- High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)
- Volatile temper, especially related to perceptions of failure
- Non-stop talking/chattering

GOOD INSTRUCTION FOR GIFTED LEARNERS

1

Good curriculum and instruction for gifted learners begins with good curriculum and instruction. *That is, they need learning experiences that are organized by key concepts and principles of a discipline rather than facts.*

2

Good teaching for gifted learners happens at a higher "degree of difficulty" than for many students their age. The content and processes should be more complex, more abstract, and more open-ended, than would be appropriate for their peers. *They will often need less teacher-imposed structure.*

3

Good teaching for gifted learners requires an understanding of "supported risk." *They often succeed without "normal" encounters with failure.* Encourage risks in learning, but in a way that supports success.

4

Good teaching for gifted learners is paced in response to the student's individual needs. *Often, highly able students learn more quickly than others their age. As a result, they typically need a more rapid instructional pace than do many of their peers. On the other hand, it's often the case that advanced learners need a slower pace of instruction than many other students their age, so they can achieve a depth or breadth of understanding needed to satisfy a big appetite for knowing.*

INAPPROPRIATE INSTRUCTION FOR GIFTED LEARNERS

- 1 Asking gifted learners to do things they already know how to do, and then to wait for others to learn how.** *Then they wait for peers to catch up, rather than being pre-assessed and assigned more advanced materials, ideas and skills when they demonstrate competency.*
- 2 Asking gifted learners to do "more of the same stuff faster."**
- 3 Cutting gifted learners loose from peers and the teacher for long periods of time.** *It violates the importance of meaningful peer interaction in the learning process, as well as in the process of social and emotional development.*
- 4 Instruction for gifted learners is inappropriate when it is structured around "filling time."** *Highly able students are often asked to go write a play, complete a puzzle, or do classroom chores because they have completed required tasks that take others longer.*
- 5 Asking gifted learners to spend substantial time in the role of tutor or "junior teacher."**

Let Students Take Charge of their Learning

A gifted student's brain processes information rapidly, and he or she often thinks in more sophisticated, abstract ways.

- Gifted students thrive with assignments that let them explore topics of interest in new ways.
- Students need to be challenged at their level to feel valued.
- Authentic, hands-on projects engage these students.
- Tune into their individual needs and differentiate instruction.
- Allow advanced learners the chance to move on to deeper content.