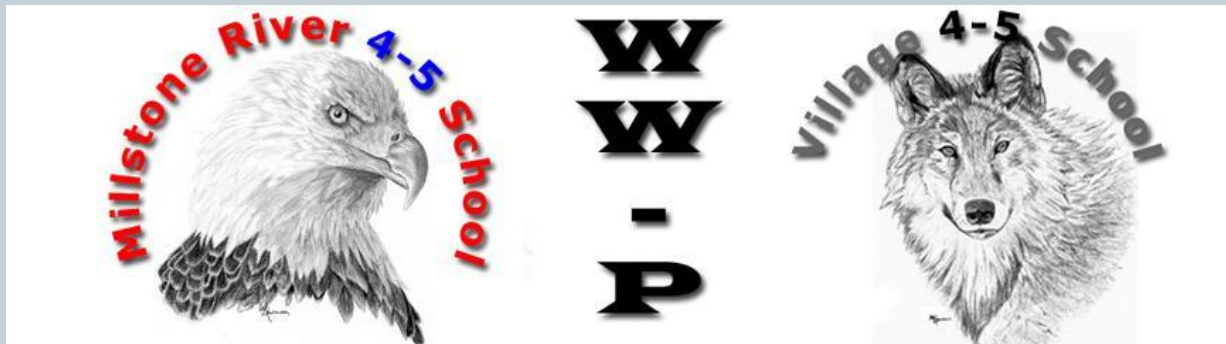


Gifted and Talented Programming



4-5 Gifted and Talented Teacher Resource Specialists

Dr. Shannon Grey - Millstone River School

Mrs. Shanna Weber - Village School

We Share the Same Goal



We want our children, our students to be...

- Successful in School
- Successful in Life
- Realize their full potential
- Be fulfilled
- Happy

Practical Tips to Foster Success



Teach and
Cultivate a
Growth
Mindset



Practical Tips to Foster Success



Let students
make choices
and play at
those choices.



Practical Tips to Foster Success



Allow students
to get frustrated
and learn from
failure.

FAIL-First
Attempt In
Learning.





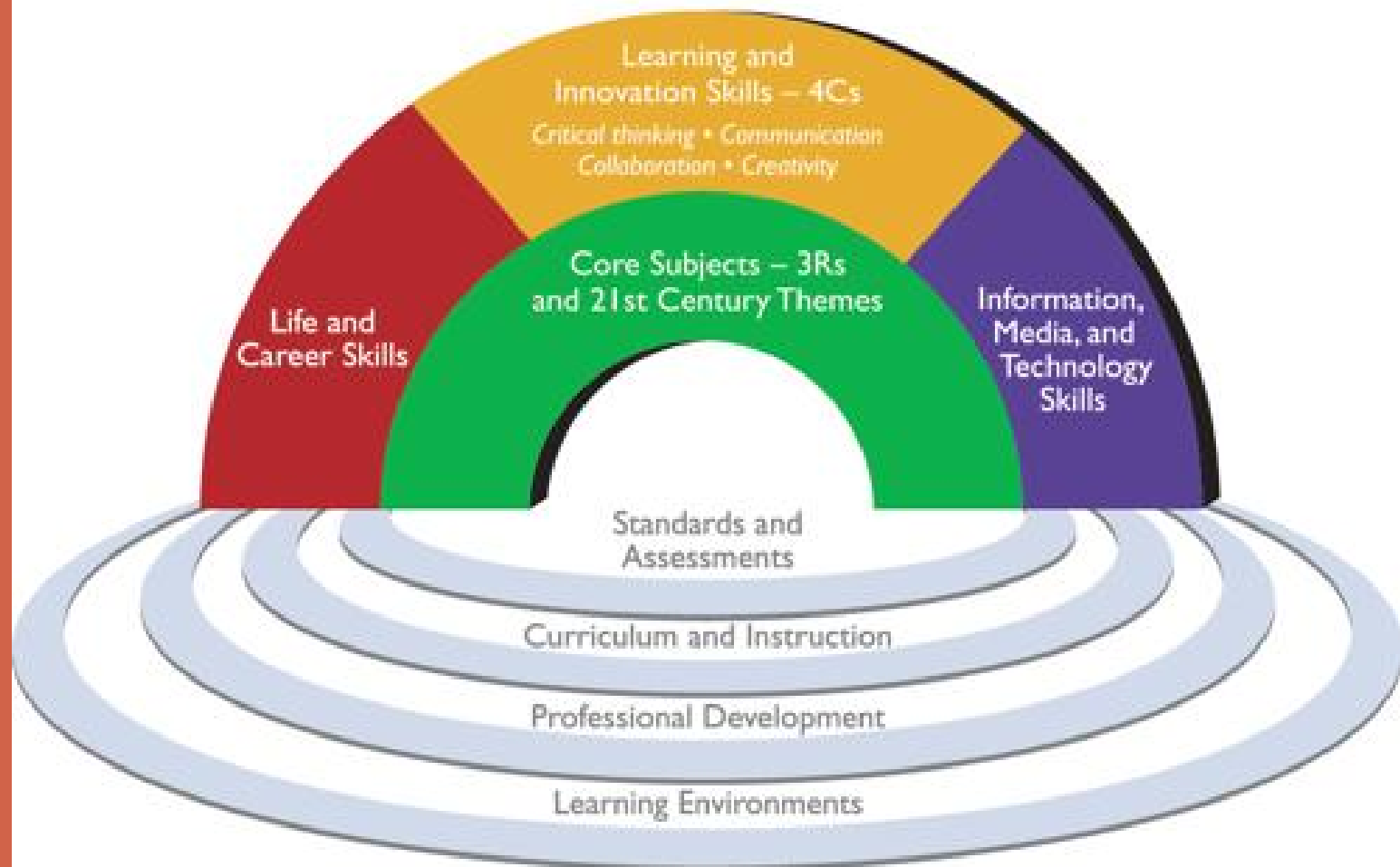
Rationale

Our students must be prepared to succeed in this world, and we must prepare students in a new way. Together, we must master an understanding of the global world. The success of our students is dependent on our ability to teach them the 21st century competencies.

A Vision for WW-P: Competencies for 21st Century Learners

- Collaborative Team Member
- Effective Communicator
- Globally Aware, Active, and Responsible Student/Citizen
- Information Literate Researcher
- Innovative and Practical Problem Solver
- Self-Directed Learner

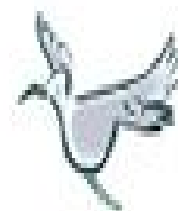
21st Century Student Outcomes and Support Systems



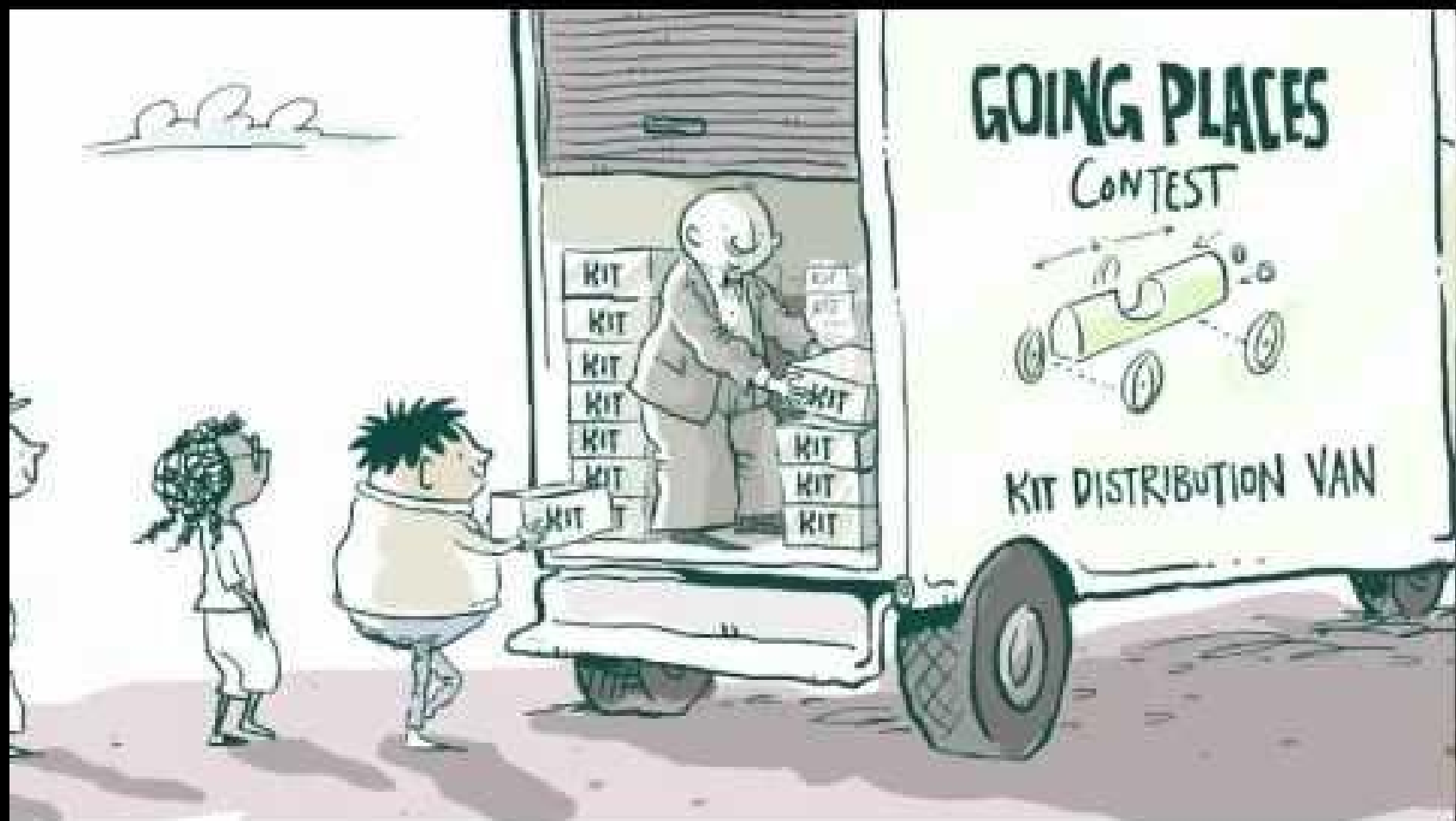
FableVision & the Partnership for 21st Century Skills present:



Above and Beyond



The Story of the 4Cs





What types of skills did Charlie and Maya use to build their extraordinary flying go kart?

Turn & Talk





We're taking teaching and learning **Above & Beyond**

Today's students are moving beyond the basics
and embracing the 4C's — "super skills" for the 21st century!



Communication

Sharing thoughts, questions,
ideas, and solutions



Collaboration

Working together to reach a
goal — putting talent, expertise,
and smarts to work



Critical Thinking

Looking at problems in
a new way, linking learning
across subjects & disciplines



Creativity

Trying new approaches
to get things done equals
innovation & invention



For more 4C resources from
the Partnership for 21st Century Skills,
including the animated film ABOVE & BEYOND
by Peter H. Reynolds & FableVision, journey to
www.p21.org/4Cs



PARTNERSHIP FOR
21ST CENTURY SKILLS



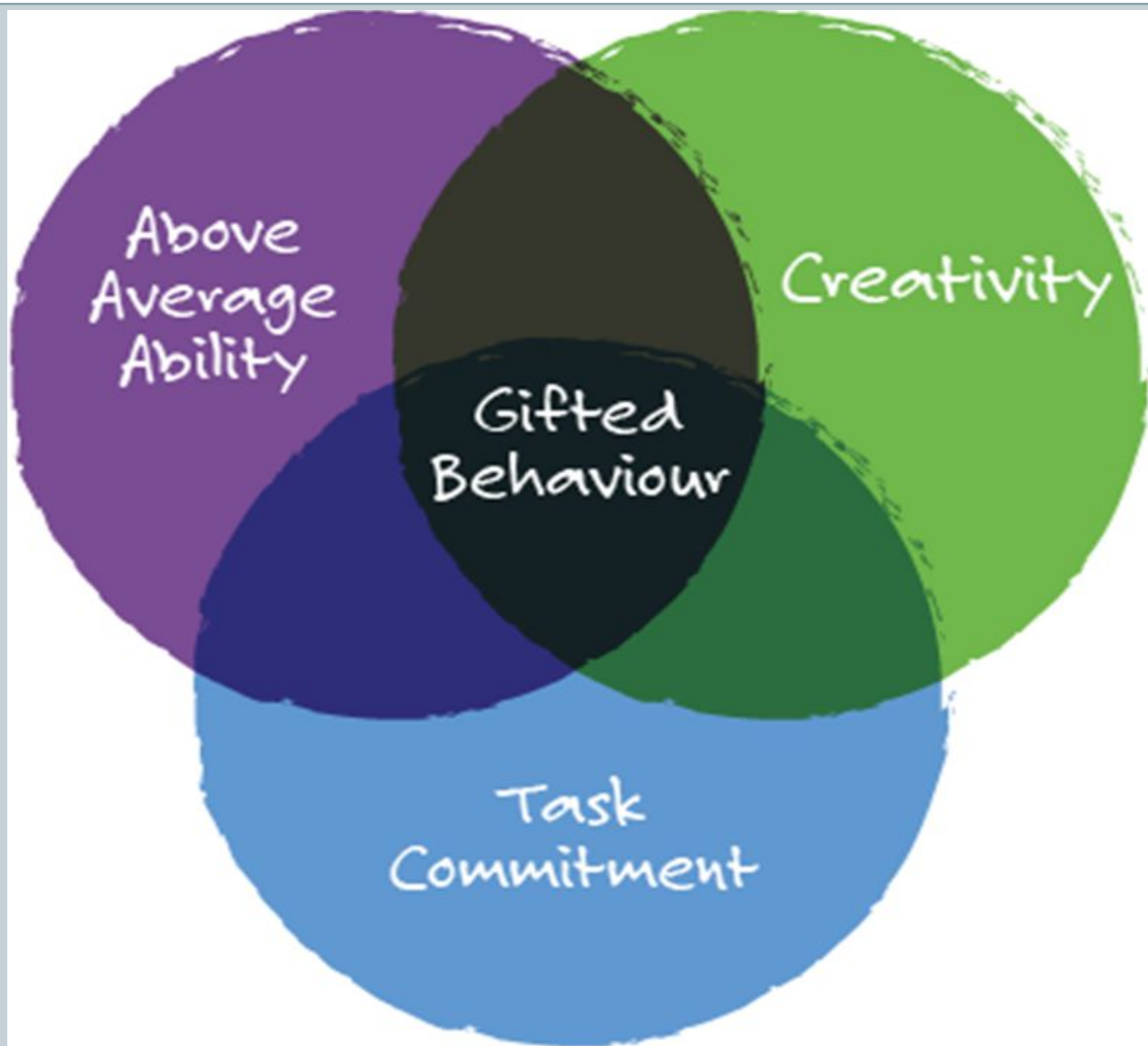


Charlie was an exceptionally good builder, with a set of knowledge and skills that he was able to apply to Maya's idea.

Maya was exceptionally creative. She thought "outside the box" and was willing to take risks and try new things.

They were both **INTRINSICALLY MOTIVATED** to work on this project because of their interests and unique capabilities.

They were **SELF-DIRECTED LEARNERS**.



Renzulli's Three Ring Conception of Gifted Behavior

What is Gifted and Talented?



The New Jersey Department of Education provides the following definition:

Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

What is Gifted and Talented?



“The quick response is that there is, as yet, no universally agreed upon answer to this question. Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures.

Even within schools you will find a range of personal beliefs about the word "gifted," which has become a term with multiple meanings and much nuance.”



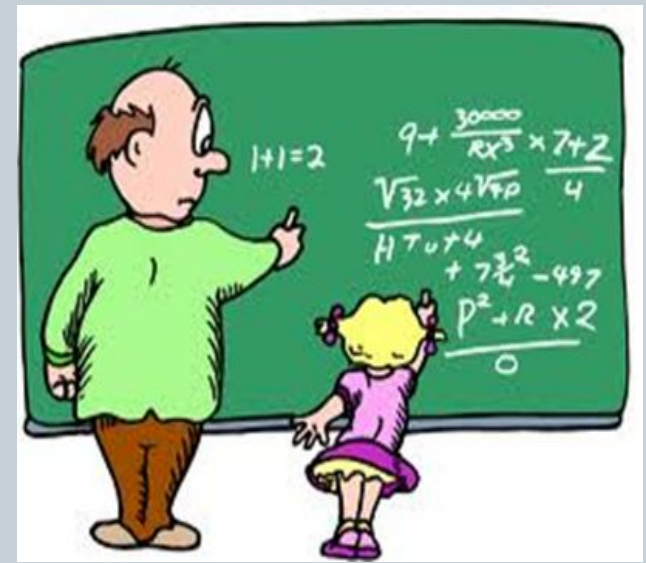
NATIONAL ASSOCIATION FOR
Gifted Children

Supporting the needs of high potential learners.



Characteristics of Gifted & Talented Children

- Academic need for higher level, conceptual thinking, and often an accelerated pace
- Asynchronous development
- Perfectionism
- Underachievement
- Social-emotional needs



Asynchrony



Discrepancy between intellectual abilities, social and emotional maturity, and chronological age.

Why might this be problematic for a child?



Perfectionism & Underachievement



Academic Achievers

Risk Evaders

Procrastination Perfectionists

Aggravated Accuracy Assessors

Controlling Image Managers

1. Explain Newton's First Law of Motion in your own words.



!



YAKKA FOOB MOG, GRUG
PUBBAPUP ZINK WATTOOM
GAZORK, CHUMBLE SPUIZZ.



I LOVE
LOOPHOLES.



INTENSITY!!



- Giftedness is often marked by extreme INTENSITY!
- Intensity can serve to enhance giftedness, but also can make it difficult to function in the world.
- Dabrowski's Over-excitabilities
 - Psychomotor
 - Sensory
 - Imaginational
 - Intellectual
 - Emotional

WHAT DO WE IDENTIFY?

Recalling the theoretical foundations of our Gifted and Talented programming...

We identify “gifted behaviors”

- characteristics
- intrinsic motivation
- student’s need for:
 - FASTER PACE
 - CHOICE
 - AUTHENTIC PURPOSE

HOW DO WE IDENTIFY GIFTED BEHAVIORS?

As called for by National Association for Gifted Children standards...

We employ multiple measures:

- **Quantitative / INView test scores**
 - Informational
 - NOT required!
- **Previous identification**
- **Observation**
 - teachers' observations
 - G&T specialists' observations
 - Parent Input Forms
- **Student behaviors!!**
 - student products
 - interest areas
 - evidence of intrinsic motivation

**Identification is
flexible, fluid and
ongoing....**

Growth Mindset



**"DO WE WANT TO BE REMEMBERED
AS PEOPLE WHO CATEGORIZED AND
LABELED CHILDREN,
OR AS PEOPLE WHO HELPED ALL CHILDREN
FULFILL THEIR POTENTIAL?"
- DR. CAROL DWECK**



Growth Mindset



 **KHANACADEMY**
KHANACADEMY

#YouCanLearnAnything

WHY DO WE IDENTIFY GIFTED BEHAVIORS?

Goals of identifying a “talent pool”, as it relates to the three-ring conception of giftedness:

1. To provide learning experiences and support systems that promote the interaction of creativity, task commitment, and above average ability (i.e., bring the "rings" together)
2. To provide opportunities, resources, and encouragement for the development and application of gifted behaviors.
3. To develop creativity and/or task commitment in talent pool students and other students who may come to our attention through alternate means of identification.

**From “A Practical System for Identifying Gifted and Talented Students”
by Dr. Joseph Renzulli at <http://www.gifted.uconn.edu/sem/semarto4.html>**

Push-in classroom support



- Support for high-ability students begins IN THE CLASSROOM through differentiation and workshop model teaching.
- G&T teacher resource specialists work to support teachers in development of the Competencies as well as structures and philosophies that promote higher order thinking and metacognition.
- This is done as needs arise and as teachers request.

M.A.G.I.C.

Motivation

Ability

Grit

Innovation

Creativity

CURRENT EVENTS



Pull-out Groups



Occasionally, programming may occur outside of the classroom during class time.

Groups meet for different purposes at different times. Examples of reasons for pull-out groups include:

- Students self-directed projects related to MAGIC
- Curriculum compacting and extensions of classwork
- Creative Problem Solving/Autonomous Learning (approximately 6 weeks)
- Independent Inquiry

Students will move in and out of flexible groups based on what is appropriate for their learning and social-emotional needs at that time.

G&T Programming – not a Program



- We do not have ONE Gifted Program, in which all students receive identical opportunities and services.
- We provide a variety of programming to address abilities, interests and needs of all of our students.
- We support the district motto of “Whole Child, Every Child”
- Our programming is aligned with NAGC Standards, designed to meet academic, as well as social-emotional needs of high-potential students.



NATIONAL ASSOCIATION FOR
Gifted Children

Supporting the needs of high potential learners.



Communication



Parent input is important to us!

Call or email anytime with questions or concerns.

We will do the same.

4-5 Gifted and Talented Teacher Resource Specialists

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