

Freedom For Gifted Students

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Purpose of this presentation



Recent study revealed most teachers in the LWCS have had no formal training related to gifted education (80%)



Over 50% of the LWCS staff agree they have not been properly trained to identify gifted students in their classrooms



Over 66% of the LWCS staff agree they need to be involved in training to better identify gifted students

Definition of 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.
- Require varied services based on their changing needs.

Dispelling Myths Around Gifted Education

- Myth 1: Gifted students don't need help. They will do fine on their own.
- Would you send a star athlete to train for the Olympics without a coach? Gifted students have a lot of needs:
 - Guidance from well-trained teachers
 - Assistance to avoid boredom and frustration
 - Nurturing and encouragement to fully develop their abilities

Thomas B Fordham Institute, M. Rene Islas

Myth 2:
Teachers
challenge all
the students,
so gifted kids
will be fine in
the regular
classroom.

Many teachers throughout the nation are not properly trained to assist with the needs of gifted children and cannot best serve them in the classroom.

The study showed that a majority of the LWCS staff do not know how to identify gifted students.

That same majority do not know how to teach gifted students.

Myth 3: Gifted students make everyone else in the class smarter by providing a role model.

Average or below-average students do not look at gifted students as role models.

Watching or relying on someone who is expected to succeed does little to increase a struggling student's sense of self-confidence.

Gifted students benefit from classroom interactions with peers at similar performance levels.

Myth 4: All children are gifted.

Yes, all children have strengths and positive attributes. However, the label “gifted” means that a child has advanced capacity to learn beyond the average student.

This advanced capacity requires modifications to the regular curriculum to ensure these children are challenged.

Gifted does not connote good or better. It allows students to be identified for services that meet their unique learning needs.

Myth 5:
Acceleration
placement
options are
socially
harmful for
gifted
students.

Academically gifted students often feel bored or out of place with their age peers and naturally gravitate towards older students who are more similar intellectually.

Many students are happier with older students who share their interests than they are with children their own age.

Acceleration placement options such as early entrance to kindergarten, grade skipping, or early exit should be considered for these students.

Myth 6: Gifted education programs are elitist.

Gifted education programs are meant to help all high-ability students.

Gifted students are in all cultures, ethnic backgrounds, and socioeconomic groups.

However, many teachers and school staff do not know how to identify non-traditional gifted students, thus leaving out many.

Myth 7: That student cannot be gifted – he is getting bad grades.

Underachievement describes a discrepancy between a student's performance and his actual ability.

Gifted students may become frustrated or bored in an unchallenging classroom situation causing lack of interest, bad study habits, or distrust in the school system.

Other students mask their abilities to fit in socially with their same-age peers.

Myth 8: Gifted students are happy, popular, and well adjusted in school.

This is true for many, however, some gifted children differ in terms of emotional and moral intensity.

Some gifted students have sensitivity to expectations and feels, issues with perfectionism, and deep concerns about societal problems.

Others do not share interests with their classmates, resulting in isolation.

Myth 9: That child cannot be gifted-she has a disability.

Some gifted students have a learning or other disability. This is called “twice-exceptional”.

The disability often masks the giftedness making the student appear average.

It is important to focus on the students’ abilities and allow them to access challenging curricula in addition to receiving help for their disabilities.

Myth 10: Our district has a gifted and talented program – AP courses.

While AP, dual-enrollment, and IB classes offer rigorous, advanced coursework, they do not constitute a gifted education program.

These classes are designed as college-level classes taught by high school teachers for students willing to work hard, not necessarily just gifted.

Gifted students still need specific services geared to their needs, regardless of the rigor of the classes.

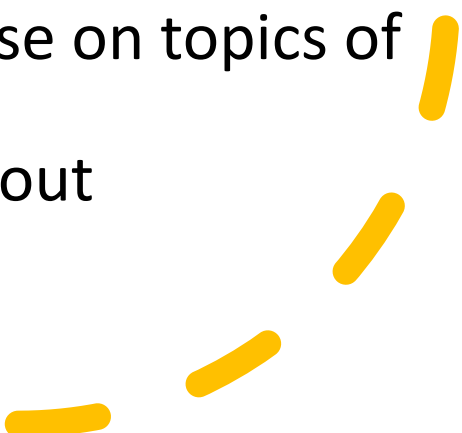


How to Identify Gifted Students


Sandra Manning, Kappa Delta Pi



Cognitive Characteristics of Intellectually Gifted Students

- Process and retain large amounts of information
 - Comprehend materials at advanced levels
 - Curious and have varied/intense interests
 - High levels of language development and verbal ability
 - Possess accelerated and flexible thought process
 - Early ability to delay closure of projects
 - See unusual relationships among disciplines or objects
 - Adept at generating original ideas and solutions to problems
 - Persistent, goal-oriented, and intense on topics of interest
 - Form their own ways of thinking about problems/ideas
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Cognitive Characteristics of Intellectually Gifted Students continued

- Learn things at an earlier age than peers
 - Need for freedom and individuality in learning situations
 - High desire to learn and seek out their own interests
 - Abstract thinkers at an earlier age than peers
 - Prefer complex and challenging work
 - Transfer knowledge and apply it to new situations
 - May prefer to work alone
 - May be early readers
 - May possess high energy levels and longer attention spans
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Affective Characteristics of Intellectually Gifted Students

- Possess large amounts of information about emotions
- May possess an unusual sensitivity to the feelings of others
- Possess a keen or subtle sense of humor
- Possess a heightened sense of self-awareness
- Idealism and sense of justice appear at an early age
- Develop inner controls early
- Possess unusual emotional depth and intensity
- Exhibit high expectations of self and others
- Display a strong need for consistency in themselves and others
- Possess advanced levels of moral judgment

Characteristics of Atypical Gifted Students

- Ability to manipulate a symbol system
- Think logically
- Ability to use stored knowledge to solve problems
- Reason by analogy
- Transfer knowledge to new circumstances
- May possess creative and artistic abilities
- Resilient; able to cope with trying family situations
- Take on adult roles in the home
- Strong sense of pride and self-worth
- Exhibit leadership ability and independent thinking
- Possess a strong desire to learn about and understand their culture
- Display strong inner will
- May display a heightened sensitivity to others and the world around them



Examples of Student Work





Leaving Smiles, One Pair at a Time

CASTING LURES FOR CURES

HOME

OUR STORY

CLFC'S 2020

CLFC'S 2021

DETAILS

REGISTER-SPONSORSHIP

GuyHarveyCampMack.com

BASS FISHING TEAM

CAMP MACK

LAKE KISSIMMEE

2019 CASTING LURES FOR CURES

RIGHT GUY LAWN & PEST CONTROL

CAMP MACK

BROWNS

NATIONAL PEDIATRIC CANCER FOUNDATION

Agri Services International

Badcock & More

Miller's

TA Fabrication LLC

Allstate

ELIC

CROSS BONE

CROSSED

Meridows Mowing

tropical temptations

Ode to A Moon
By Elaina Johnson

Oh moon,
How your light falls
To the ground, to the streets,
And to our eyes.

Oh moon,
You are as radiant as the sun,
Or it's beams that you reflect.

Oh moon,
How your ethereal silence fills space,
And we long for a whisper, a word,
To know your origin.

Oh moon,
How your light beams grace us,
So much that we worship you,
Making you heavenly, pure, and
divine.

Oh moon,
How I wish I could see you,
All night and all day.
But dawn must come,
And it brings the Sun.



THE CRIMSON COMPASS



BY: EVERETT WHITEHEAD



Gifted Identification Using Data

- Data can be used as one of the pieces within the identification process for gifted students.
- Data is an objective way to look at a student's performance.
- Standardized test scores could begin the screening process.

What to Look For

- Students who are consistently high performing
- Test scores that are well above average
- High test scores in multiple subject areas

Potential Gifted
Students Based
on Data
Examples



Student 1 - John

First Name	School Year	Testing Grade Level	ELA Scale Score	ELA Achievement	504 Type	EL	ES	Gender	Lunch Status
John	2018-2019	3	345	5				M - Male	Yes
John	2020-2021	5	352	5				M - Male	Yes

First Name	School Year	Testing Grade Level	Math Scale Score	Math Achievement	504 Type	EL	ES	Gender	Lunch Status
John	2018-2019	3	350	5				M - Male	Y
John	2020-2021	5	359	5				M - Male	Y

- John is not labeled gifted
- Scored 5's consistently in ELA and Math in grade 3 and 5 (did not test in grade 4 due to COVID shut down)

Student 2 - Chase

First Name	School Year	Testing Grade Level	ELA Scale Score	ELA Achievement	504 Type	EL	ES	Gender	Lunch Status
Chase	2018-2019	3	339	5				M - Male	Yes
Chase	2020-2021	5	355	5				M - Male	Yes

First Name	School Year	Testing Grade Level	Math Scale Score	Math Achievement	504 Type	EL	ES	Gender	Lunch Status
Chase	2018-2019	3	320	4				M - Male	Y
Chase	2020-2021	5	366	5				M - Male	Y

- Chase is not labeled gifted
- Scored 5's consistently in ELA and 4's and 5's Math in grade 3 and 5 (did not test in grade 4 due to COVID shut down)

Data Can Identify Special Needs

- Students who are consistently low performing
- Test scores that are well below average
- Low test scores in multiple subject areas

Student 3 - Samantha

First Name	School Year	Testing Grade Level	ELA Scale Score	ELA Achievement	504 Type	EL	ES	Gender	Lunch Status
Samantha	2017-2018	3	246	1				F - Female	Yes
Samantha	2016-2017	3	275	1				F - Female	Yes
Samantha	2018-2019	4	287	1				F - Female	Yes

First Name	School Year	Testing Grade Level	Math Scale Score	Math Achievement	504 Type	EL	ES	Gender	Lunch Status
Samantha	2016-2017	3	267	1				F - Female	Y
Samantha	2017-2018	3	286	2				F - Female	Y
Samantha	2018-2019	4	279	1				F - Female	Y
Samantha	2020-2021	6	260	1				F - Female	Y

- Samantha is not labeled ESE
- Scored 1's in ELA for 3 years (retained in 3rd)
- Scored 1's and 2's in Math for 3 years (the 2 was in the retention year)
(did not test in grade 5 due to COVID shut down)

Review

- Teachers need training to identify students for gifted services.
- Gifted students do not fit into a box. Dispel the myths.
- Look for specific characteristics, but also look for the outliers.
- Students can be gifted in a variety of ways.
- Watch for characteristics in all students.
- Dissect the data to find gifted students.



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References

[Dispelling the Myths Around Gifted Education](#)

[NAGC's Definition of Giftedness](#)

[Recognizing Gifted Students: A Practical Guide for Teachers](#)

[Resource Guide For the Education of Gifted Students](#)

Florida Department of Education 2021 FSA ELA and Math Scores For Edward W. Bok Academy

[National Association for Gifted Children](#)