

Who are Gifted Students and How Do We Serve Them?

Ayers Institute
for Learning & Innovation



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2. At the bottom of the chat area, click beside the "To" label and choose **Everyone**.
3. Introduce yourself in the **Chat Area**: name, organization, & role.



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THE AYERS INSTITUTE



"Be the bridge by which others cross to reach their goals."
—Janet Ayers

A bridge...

- Among educators
- Between PK-12 and higher ed
- From policy to practice

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Our Mission

To support teachers and leaders in improving student outcomes through proven professional learning and to incubate innovative instructional ideas and resources.

Ayers Institute for Learning & Innovation

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Objectives for this Session

Understand
the characteristics and behaviors of gifted and high-potential students.

Gain Ideas
for identifying and serving gifted students in the classroom.

Make Connections
Between characteristics of gifted students and curriculum design for gifted students.



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Webinar Helpful Hints



Webinar will be recorded and archived
No participant microphones are in use
Please use the chat feature
Polling questions throughout
Electronic survey after the session

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Leading Today's Webinar



Host
Dr. Karen Marklein,
Director of Programs, Ayers Institute

Technical Support:
Forrest Dodgington,
Technology & Digital Communications Specialist, Ayers Institute

Expert Voices:
Megan Parker Peters, *Interim Associate Dean, Co-Director of Gifted & Advanced Academics Program*
Emily Mofield, *Co-Director of Gifted & Advanced Academics Program*



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Who are Gifted Students and How Do We Serve Them?

Ayers Institute
for Learning & Innovation

Dr. Megan Parker Peters & Dr. Emily Mofield
College of Education at Lipscomb University



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Lipscomb University- College of Education Programs in Gifted and Advanced Academics

- TN Employment Standards (2 courses in Summer 2022)
- Endorsement (PK-12 Gifted- TN License): 4 courses (2 Summer, 2 Spring)
- M.Ed. in Gifted and Advanced Academics
 - Coaching Certificate Option
- Ed.S. in Gifted and Advanced Academics
 - Coaching Certificate Option

Contact Kristin Blankenship (kristin.blankenship@lipscomb.edu)

- 26% discount for full-time educators



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Answer in the pop-up polling window:

Who are we talking about? What does it mean to be gifted?



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Sample Characteristics (nagc.org)

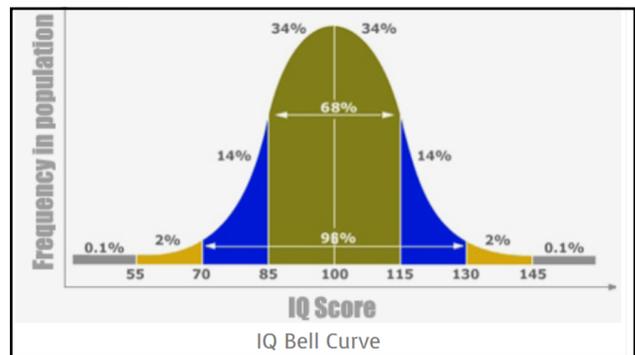
- Precocious – wise beyond years in certain areas but immature in others
- Asynchronous and uneven development
- Intense – about issues of interest
- Sensitive
- Thrive on complexity – enjoy ambiguity, question authority, note inconsistencies
- Varied interests and abilities that can be confusing or intense when decided what to do
- Perfectionistic
- Conceptual thinkers (whole-to-part)
- Large Vocabulary (for their environment)



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True or False?

- Teachers are well prepared to meet the needs of gifted students in the regular classroom.
- Gifted students are most likely to be the "A" students in the school.
- Psychologists, psychiatrists, and counselors know about gifted students and how to best work with them.
- Gifted students have more social and emotional issues than their non-gifted counterparts.



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True or False?

- Higher-income groups are more likely to be gifted than groups at lower income levels.
- Gifted students are more motivated to learn than non-gifted students.
- Giftedness can be taught through practice and a positive mindset.
- Gifted students are more likely to underachieve than non-gifted students.
- Gifted students are a homogeneous group.



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TDOE Definition (2017)

"Intellectually Gifted" means a child whose intellectual abilities, creativity, & potential for achievement are so outstanding that the child's needs exceed differentiated general education programming, thus requiring specifically designed instruction or support services. Children from all populations (e.g., all cultural, racial, & ethnic groups, English Learners, all economic strata, twice-exceptional, etc.) can be found to possess these abilities.



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Gifted in TN

Eligibility for services as a gifted student is based on evaluation in each of the following component areas:

1. Educational Performance
2. Creativity/Characteristics of Intellectual Giftedness
3. Cognition/Intelligence



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Identification

- Grade-level screenings
- Group tests (IQ or achievement)
- End-of-Year assessments
- Family or Teacher referral
- Characteristics- TABS, TnTOC, HOPE



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Integrated Curriculum Model



(VanTassel-Baska)

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Would

Could

Should

- *Would* all children want to be involved in such learning experience?
- *Could* all children participate in such learning experiences?
- *Should* all children be expected to succeed in such learning experiences?

If the answer is yes, then more challenge needs to be provided to “differentiate” for gifted students
 –Harry Passow



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Are they learning something new?

All children deserve the chance to learn something new every day!




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Answer in the pop-up polling window:

What is the grade-span in a regular education classroom?

POLL



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Gifted Child Paradigm

- “Qualitatively different” based on biological makeup
- Above average general intelligence/achievement
- Cut-off score
- Socially-emotionally vulnerable population
- Special programming/acceleration

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Talent Development

- Abilities are malleable
- Giftedness influenced by sociocultural factors
- Many different manifestations of giftedness
- Domain-specific abilities
- Psychosocial factors influence achievement
- Services focus on areas of talent (or exposure to various domains)

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Talent Trajectory

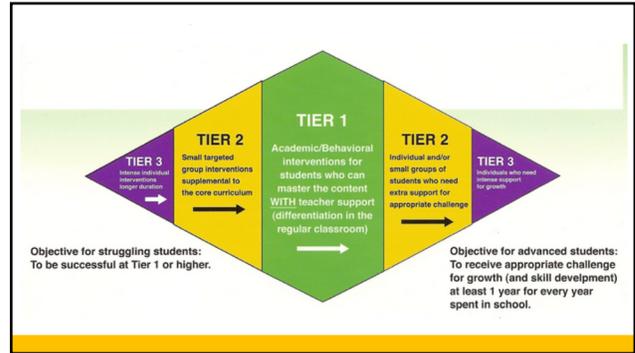


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Differentiation Paradigm

- Giftedness is contextual- needs based
- Differentiate → Zone of Proximal Development
- Subject-specific needs
- Individuals learn at different rates
- Response to Intervention- acceleration/enrichment

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Synthesis of Research- Best Practices

1. Gifted learners need daily challenge in their specific area of talent
2. Opportunities should be provided on a daily basis for gifted students to work independently in their areas of talent
3. Provide forms of subject- or grade-level acceleration as their needs require.
4. Provide opportunities for gifted students to work with like-ability peers
5. Differentiate pace, practice/review, and organization of content

Rogers- Gifted Child Quarterly

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Common Adjustments

- Compacting
- Acceleration
- Enrichment

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Most Difficult First

1. Assign 5 of the most difficult questions.
2. If student gets ALL 5 right, he/she does not have to do the rest.
3. Student does independent "interest" assignment or something with more depth/complexity.

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Acceleration

"71% reported satisfaction with their acceleration experience. Of those who reported they were unsatisfied, the majority indicated that they would have preferred more acceleration" (Lubinski et al., 2001).

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Acceleration

“There is no evidence that acceleration has a negative effect on a student’s social-emotional development” (Institute for Research and Policy on Acceleration, 2009)

Early entrance- showed improvement in socialization and self-esteem compared to slight difficulties faced by advanced students who were not accelerated (NAGC)

Whole-grade acceleration- had higher academic self-concepts and positive overall self-concepts compared to comparison group (Lee et al., 2012)

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Stretch Prompts

What are the parts of ___?
What is the overall structure?
How do parts relate to one another?

___ is made up of the smaller parts such as ___

___ changes the structure.

___ influences ___

___ relates to ___

___ changes ___

Analysis



What happens if a part is removed? What generalization can we make based on how the parts interact?

If ___ is removed, then ___

When ___ changes, we see its effect on ___

The big idea is ___

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Show You Know Planning Board		
Show you know		
Essential Question		
How can ___ be applied to ___? How does ___ influence ___? Why does ___? How is ___? What is the purpose of ___ in ___? Should ___ or ___? What is happening and why?		
Make/Design/Create ___		
Poster (digital) Advertisement Letter Song/Poem Visual Plan	Infographic Presentation Interview with... Lesson Newspaper article Proposal	Model Conversation between... and... Monologue Your own graphic organizer Written response (short essay) Invention/Solution
Critical/Analytical Thinking	Creative Thinking	Contextual Thinking
Show how ___ and ___ relates to/causes ___. What if ___ changed? Show examples of these relationships. Show an argument for/against ___. Include reasons, evidence, and implications.	Show how to improve ___ so that ___ Show a new way to ___ and how this would benefit ___ Show how ___ is like ___ (at least 5 ways).	Show how this works in a real-world situation and how it can be used in the future. Show many examples of how the big idea ___ relates to this content. Then show how the big idea ___ also works in other contexts.

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Critical/Analytical Thinking	Creative Thinking	Contextual Thinking
Show how ___ and ___ relates to/causes ___. What if ___ changed? Show examples of these relationships. Show an argument for/against ___. Include reasons, evidence, and implications. Show an argument for/against ___. Defend your argument explaining how concepts interact. Show the decision that needs to be made and criteria used to make a decision. (Consider feasibility and impact.) Show a prediction/hypothesis based on the relationships you	Show how to improve ___ so that ___ Show a new way to ___ and how this would benefit ___ Show how ___ is like ___ (at least 5 ways). Show a plan for solving ___, considering multiple effects of the solution. Show how ___ would see the situation/issue. What are their underlying assumptions, values, thoughts, questions?	Show how this works in a real-world situation and how it can be used in the future. Show many examples of how the big idea ___ relates to this content. Then show how the big idea ___ also works in other contexts. Show how if ___ were applied to another context, what would be the same and what would be different? Show a plan for solving ___ explaining how the problem is similar to another situation or context.

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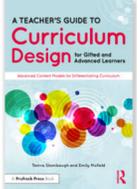
Essential Question		
What motivates a character?		
Choose one:		
Critical Thinking	Creative Thinking	Contextual Thinking
Perform a monologue to show how change, power, and needs affect the character’s motivation. How does the character’s problem affect their motivation? Be sure to answer the essential question in your response.	Conduct an interview with the main character in the book. In the interview, show how the character wished to improve the situation he was in so that he could accomplish his own goals. Be sure to answer the essential question in your interview.	Make a graphic organizer to show many examples of how the big idea “change can be positive or negative” relates to the character’s motivation. Then explain how this idea “change can be positive or negative” is also relevant in other stories. Be sure to answer the essential question.

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Released this Summer

Vertical Differentiation for Gifted, Advanced, and High-Potential Students: 25 Strategies to Stretch Student Thinking (Mofield)

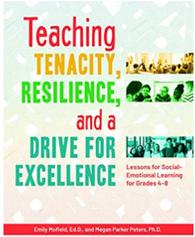
A Teacher’s Guide to Curriculum Design for Gifted and Advanced Learners (Stambaugh & Mofield)

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Resources

Teaching Tenacity, Resilience, and a Drive for Excellence
(Mofield & Parker Peters)



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References

National Association for Gifted Children: www.nagc.org

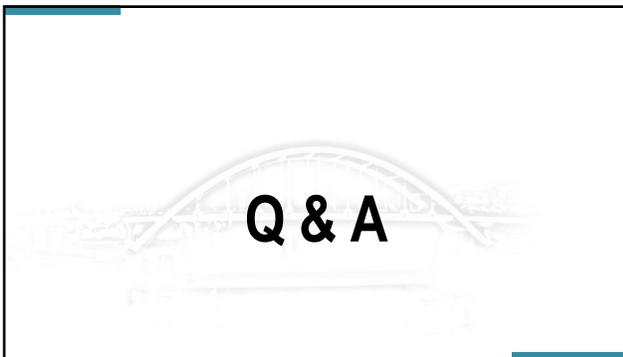
Acceleration: <https://www.nagc.org/resources-publications/gifted-education-practices/acceleration>

Tennessee Association for the Gifted: <http://www.tnagifted.com/>

Tennessee Department of Education Guidance for Intellectually Gifted: https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_intellectually_gifted_evaluation_guidance.pdf

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Q & A



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Reflection

Complete this statement:

Based on what I have learned today, one thing I will try is...




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Please complete the feedback questionnaire:
<https://forms.gle/8gRtuFL4BvRPAZKN9>

(Link posted in CHAT and in the follow-up e-mail.)




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Further Questions?

Please reach out by e-mail.

Megan Parker Peters megan.parkerpeters@lionscomb.edu
Emily Mofield emily.mofield@lionscomb.edu
Forrest Doddington forrest.doddington@lionscomb.edu
Karen Marklein karen.marklein@lionscomb.edu

www.ayersinstitute.org



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