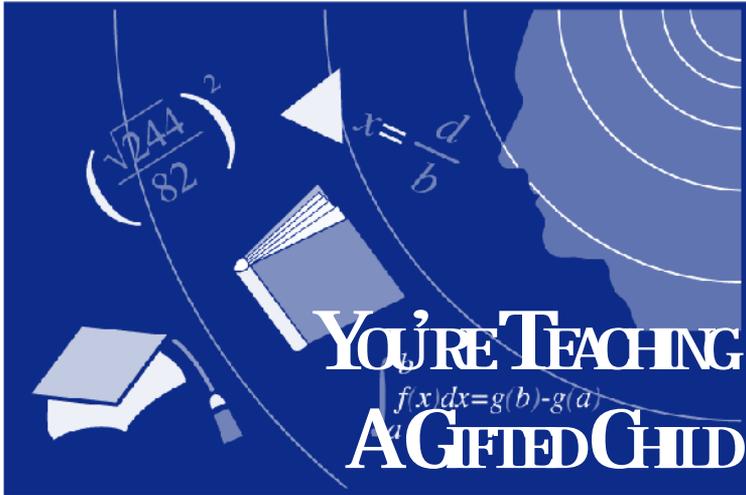


WHAT TO EXPECT WHEN...



A Handbook for Teachers of Gifted Children



OHIO ASSOCIATION for GIFTED CHILDREN



The Ohio Association for Gifted Children (OAGC) is pleased to provide you with a copy of **WHAT TO EXPECT WHEN... YOU'RE TEACHING A GIFTED CHILD**. The purpose of this booklet is to provide teachers with information about how giftedness is identified, the characteristics of gifted children, and educational strategies and resources which may be appropriate for gifted children in your classroom.

If you would like more information or additional resources, please contact a member of the OAGC governing board, your OAGC regional representative, or your local gifted education specialist. Additional copies of **WHAT TO EXPECT WHEN... YOU'RE TEACHING A GIFTED CHILD** are available through our website, or by contacting:



OHIO ASSOCIATION for GIFTED CHILDREN

P.O. Box 30801
Gahanna, OH 43230
Phone 614-337-0386
www.oagc.com

*The Ohio Association for Gifted Children
Fall, 2003*



A MESSAGE FROM OAGC

Dear Teachers:

Welcome to the world of gifted education! A gifted child's academic and intellectual future can be shaped considerably by your awareness of the special needs of gifted students and the provision of appropriate services to best meet their needs. Research suggests that a teacher is one of the main determiners of a child's educational success.

As a teacher of Ohio's brightest young citizens, it is important that you become a major player in a gifted child's education. You can take the first step by learning more about gifted education and the special needs of gifted students.

We believe that every child deserves an appropriate education, and gifted children are no exception. Without services, gifted children can regress to normal levels of achievement. The Ohio Content Standards published by the Ohio Department of Education state that "students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity {to advance} and be encouraged to do so."

We hope our publication for teachers, **WHAT TO EXPECT WHEN... YOU'RE TEACHING A GIFTED CHILD**, is helpful as you enter the realm of gifted education with the students in your classroom. We look forward with much enthusiasm to your involvement as a partner in our efforts to serve Ohio's gifted children.

Very truly yours,

Ohio Association for Gifted Children

WHAT TO EXPECT...

DEFINING GIFTEDNESS IN OHIO

In 1984, the Ohio General Assembly enacted legislation requiring school districts to identify gifted children. In 1999, the identification law was updated to standardize the identification process across districts as well as to provide more rights to parents and children. The law now requires school districts to notify parents if their children are identified as gifted. School districts are also required to assess gifted children at a parent, teacher or child's request. For more detailed information on the law, please visit our website at www.oagc.com. In Ohio, a child can be identified in one or more of the following categories:

SUPERIOR COGNITIVE ABILITY

Child has general intellectual ability which is consistently superior to that of other children in the school to the extent that he/she needs and can profit from specially planned educational services beyond those normally provided by the standard school curriculum.

SPECIFIC ACADEMIC ABILITY

Child has an aptitude in a specific subject area that is consistently superior to the aptitudes of other children in the school to the extent that he/she needs and can profit from specifically planned educational services beyond those normally provided by the standard school curriculum. Ohio law specifies reading and/or writing, math, science and social studies as specific academic areas.

CREATIVE THINKING ABILITY

Child consistently engages in divergent thinking that results in unconventional responses to conventional tasks to the extent that he/she needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

VISUAL AND/OR

PERFORMING ARTS ABILITY

Child who demonstrates consistently outstanding aesthetic production in graphic arts, sculpture, music, theatre, or dance to the extent that he/she needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

The Ohio Department of Education has established criteria to identify children in each of these four ability areas. Your local school district may have additional identification criteria for entrance into your school's program for gifted students.



For additional information regarding the identification of gifted children:

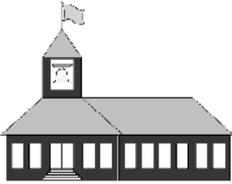
- ▶ Ask your local gifted specialist about your district's identification process and procedures and service plan.
- ▶ Contact Ohio's Consultants for Gifted Education in the Center for Exceptional Children of the Ohio Department of Education at (614) 466-2650.
- ▶ Contact your OAGC regional representative, www.oagc.com.
- ▶ Contact a member of the OAGC Governing Board, www.oagc.com.

For more information visit www.oagc.com

WHAT TO EXPECT...

UNDERSTANDING TERMS IN GIFTED EDUCATION

STATE FUNDED UNITS are provided by the State Department of Education to support educational services for gifted learners. The state regulates the number of students who can be served and in what manner they may be served.



LOCALLY FUNDED UNITS are provided by the local school district to support educational services for gifted learners. The local district regulates the number of students who can be served and in what manner they may be served.

ACHIEVEMENT TESTS are a way to measure your student's intellectual achievement. These tests are measures of "school learning." Most report scores in typical classroom subjects like reading, math, and science. Example: Iowa Test of Achievement.

APTITUDE/INTELLIGENCE TESTS are a way to measure a child's abilities in abstract thinking, reasoning, and speed of response. These types of assessments indicate a child's potential. Example: WISC-III, CogAT.

PERCENTILE RANK is an indicator of how your students' performance on a given assessment compares to other children taking the same assessment. For example, a percentile rank of 98 means that a child's performance equaled or excelled that of 98 out of each 100 children in his/her age or grade group (depending on which comparison was made).



DIFFERENTIATION is a process in which the curriculum or learning environment is modified to meet the needs of individual learners. Differentiation involves many strategies such as curriculum compacting, higher level questioning and tiered assignments.

WHAT TO EXPECT...

CHARACTERISTICS OF GIFTED CHILDREN

The following is a list of typical characteristics of gifted children including positive/negative behaviors which may be exhibited by some gifted children.

CHARACTERISTIC	POSITIVE BEHAVIOR	NEGATIVE BEHAVIOR
✓ learns rapidly/easily	memorizes and masters basic facts quickly	gets bored easily, resists drill, disturbs others, underachieves
✓ reads intensively	reads many books and uses library on own	neglects other responsibilities
✓ perfectionistic	exceptional accomplishments	intolerant of mistakes
✓ retains a quantity of information	ready recall and responses	monopolizes discussion
✓ long attention span	sticks with a task or project	resists class routine, dislikes interruptions
✓ curious, has a variety of interests, imaginative	asks questions, gets excited about ideas, takes risks	goes on tangents, no follow-through, disorganized
✓ works independently	creates and invents beyond assigned tasks	refuses to work with others
✓ alert and observant	recognizes problems	impolitely corrects adults
✓ has a good sense of humor	able to laugh at self	plays cruel jokes or tricks on others
✓ comprehends, recognizes relationships	able to solve social problems alone	interferes in the affairs of others
✓ high academic achievement	does school work well	brags, egotistical, impatient with others
✓ fluent, verbal facility advanced vocabulary	forceful with words, numbers; leads peers in positive ways	leads others into negative behaviors, bossy
✓ individualistic strong-willed	asserts self and ideas, has small circle of friends; sense of own uniqueness	stubborn in beliefs
✓ self motivated, self sufficient	requires minimum teacher direction or help	is overly aggressive, challenges authority
✓ prefers older peers	wise beyond years compared to same age peers	isolated or misunderstood
✓ highly sensitive, passionate	emphasizes fairness and morality, compassionate	over-reacts to situations

For more information visit www.oagc.com

WHAT TO EXPECT...

MYTHS ABOUT GIFTED CHILDREN

There are many myths which have been associated with giftedness. The following list summarizes some of the facts and fallacies related to gifted children (GC).

Myth GC will achieve without guidance.

Fact Without guidance and support, GC may lose motivation or underachieve.

Myth GC should be given larger quantity of work at average grade level.

Fact GC need a high degree of educational challenge, not more of an average level.

Myth GC are “teacher pleasers” and easy to teach.

Fact In order for gifted children to maintain high levels of achievement, teachers must make curricular adjustments. Without appropriate modifications, gifted students may develop behavior problems.

Myth GC will make straight As.

Fact GC will not always achieve, especially if unmotivated.

Myth GC are nearly always from upper middle class professional families.

Fact GC are from diverse racial, ethnic, and socioeconomic backgrounds.

Myth GC are often socially popular with their peers.

Fact GC are often ostracized socially, especially at the secondary level.

Myth Most GC are failures in their adult life.

Fact Research indicates that outstanding success is achieved by most gifted individuals if they have been identified and their giftedness nurtured.

Myth Gifted children learn best on their own.

Fact GC need the stimulation of other GC and should be grouped together a portion of every day.

Myth Extra help for GC fosters snobbery and is likely to lead to an elitist class.

Fact Giftedness is fragile. Every child deserves an education which is appropriate to individual needs. Children at both extremes of the ability spectrum need special education.

Myth Gifted students are best served when tutoring others.

Fact When gifted students consistently tutor others, often they are not learning anything new. This can create unhealthy self esteem issues for both the tutored and the gifted student.

WHAT TO EXPECT...

TOP 10 TIPS

When planning interventions so GC will succeed, keep the following in mind:

- 1** Provide multiple opportunities for creative outlets through open-ended projects and products.
- 2** Provide depth in content areas and subjects of interest to gifted students, moving beyond the curriculum.
- 3** Allow gifted students to work together a portion of every day. This will stimulate them to achieve more than they would if they work alone or in mixed ability groups.
- 4** Make sure gifted students are not punished with MORE work or a lesser grade because they take a risk. Replace the standard curriculum with more challenging opportunities.
- 5** Provide higher level activities and lesson options on a regular basis, including divergent and evaluative thinking.
- 6** Allow time for gifted students to explore their passion areas and express them in varied disciplines and mediums.
- 7** Provide opportunities for gifted learners to be challenged and encourage perseverance in the face of obstacles.
- 8** Encourage independent study and research skills, including the use of multiple resources and the reading of original documents.
- 9** Reduce the amount of lecture.
- 10** Remember the 3 C's for gifted:



CHOICES

CHEERS

CHALLENGES

For more information visit www.oagc.com

WHAT TO EXPECT...

EDUCATIONAL PROGRAM OPTIONS

A variety of educational program options are appropriate for children who have been identified as gifted. Please ask your local gifted specialists what types of educational program options are available and supported by your school district. Common educational program options, many of which are differentiated instruction, include (in alphabetical order):

ACCELERATION

Progressing through an educational program at rates faster or ages younger than conventional.

ADVANCED PLACEMENT

A type of acceleration in which students have approved advanced placement classes in the high school, then take an Advanced Placement exam.

CLUSTER GROUPING

Placing a group of five to ten identified gifted students in a classroom with other students of mixed abilities.

*CURRICULUM COMPACTING

Standard curriculum is compressed into a shorter period of time allowing the GC to study other related material while classmates master standard content.

ENRICHMENT

The curriculum is modified to provide greater depth and breadth than is generally provided.

*HIGHER LEVEL QUESTIONING

Use of analysis, synthesis, and evaluation levels of Bloom's Taxonomy as primary means of questioning. (See the tear out bookmark on page 13.)

HONORS CLASSES

Regular curriculum is covered at a faster pace with greater depth, abstraction, or complexity.

INDEPENDENT STUDY

Students work independently under the guidelines of a contract.

POST-SECONDARY ENROLLMENT OPTION (PSEO)

Provides students with the opportunity to attend college courses while earning both high school and college credit.

PULL-OUT

Program in which students are pulled out of the regular classroom on a scheduled basis to go to a resource room staffed by a teacher trained in the education of gifted children.



RESOURCE ROOM/AREA

A special classroom or area set up for advanced learning or enrichment opportunities.

SELF-CONTAINED CLASSROOM

A classroom in which all students have been identified as gifted. This is the students' everyday classroom assignment.

*TIERED ASSIGNMENTS

Adjusting the same lesson or concept to accommodate high, middle, and low readiness levels of students.

*Examples provided on consecutive pages.

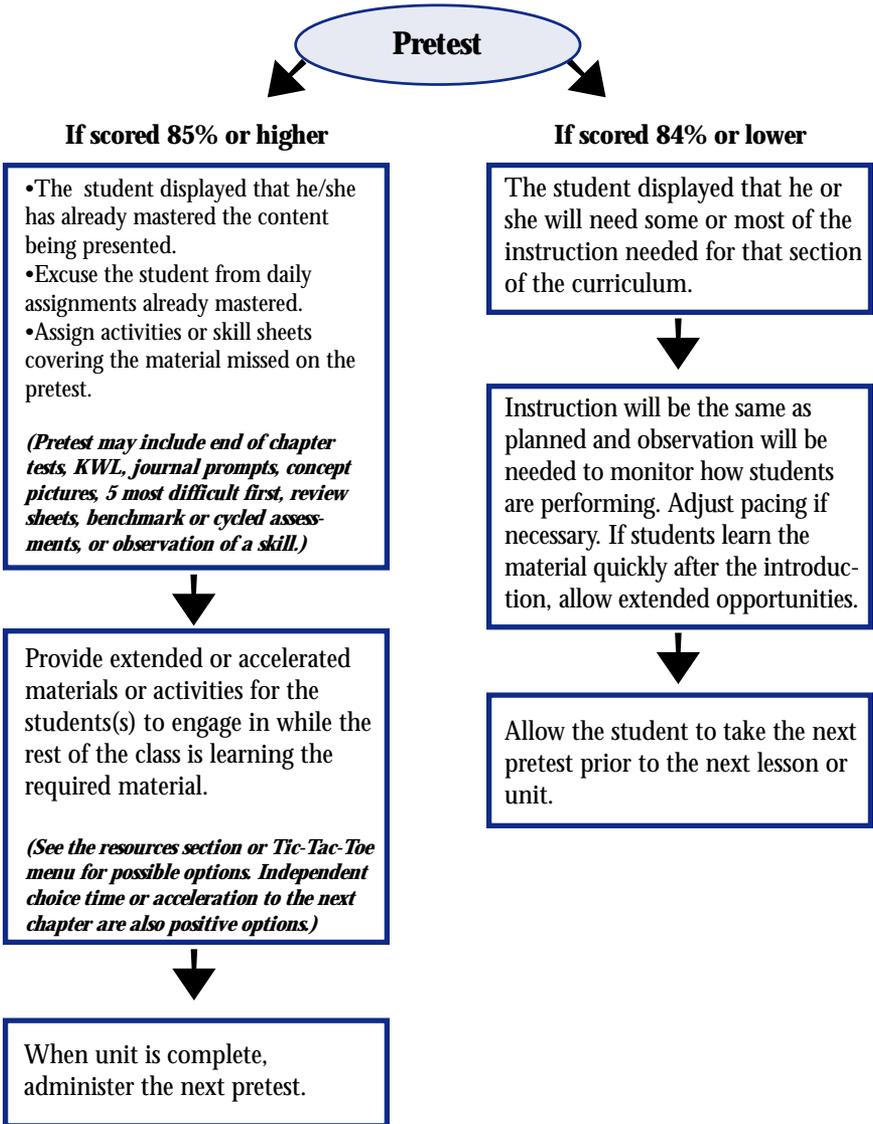
Adapted from "I Have a Cluster Group, Now What?" by Corrine Wells, Morgan Local Schools

For more information visit www.oagc.com

WHAT TO EXPECT...

USING CURRICULUM COMPACTING

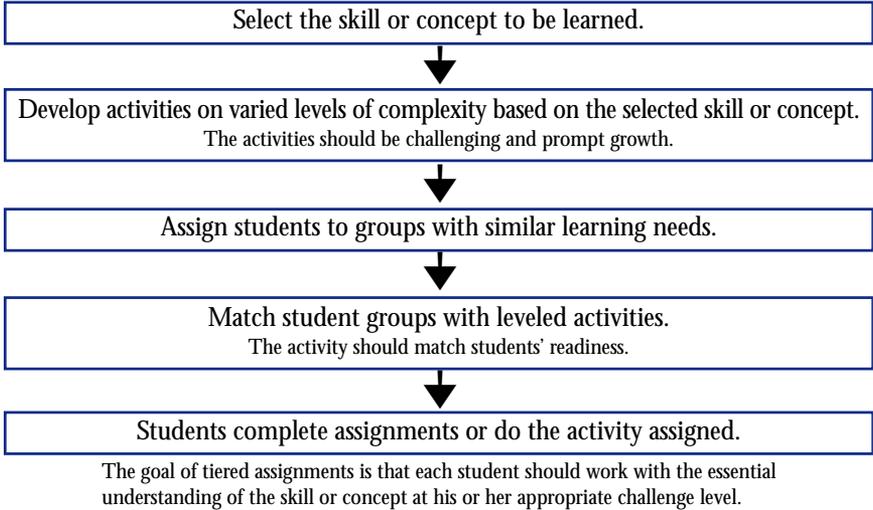
Curriculum compacting is a highly effective means for meeting the needs of gifted children and maintaining their achievement levels. Compacting works best with spelling, vocabulary of the discipline, math skills, state capitals, or other skill-based teachings, although it can be used with any subject area or content.



WHAT TO EXPECT...

USING TIERED LESSONS

Tiered assignments are varied levels of assignments or activities that focus on a skill or concept, but approached at the student's level of readiness. The assignments or activities build on prior knowledge and prompt continued growth.



TIERED LESSONS EXAMPLE

Subject: Social Studies Skill: Cultural Development Grade: 7

Assignment 1 - Group 1
Using an encyclopedia, list 5 great artists that came from Great Britain, Japan, or Egypt until 1490 AD. Find pictures of their work and make a display with captions to show it. Write a one-page biography of each artist's life and present it to the class.

← **Only for Below Grade Level Students**

Only for At Grade Level Students →

Assignment 2 - Group 2
Using three different resources, identify and trace the governments of Great Britain, Japan, and Egypt until 1490. Make a chart and compare how each type of government affected the people in terms of health care, employment, and agriculture.

Assignment 3 - Group 3
Using at least three different resources plus the Internet, identify how the cultures of Great Britain, Japan, and Egypt might have had contact up until 1490 and explain how these contacts might have influenced each country's development. Develop a debate regarding a critical issue that might have occurred over the topic of imports during that time frame. Present this debate to the class.

← **Only for Above Grade Level Students**

For more information visit www.oagc.com

WHAT TO EXPECT...

MENU OF OPTIONS

When helping students with independent study, open-ended projects, or options after pre-testing out of a unit, consider doing a tic-tac-toe menu or other menu of options for gifted students. Here is an example:

PLAY TIC-TAC-TOE

1. Draw a cartoon strip of a story using only 4 frames.	2. Create an audio or visual tape of your favorite story.	3. Design a diorama of a story. Be very specific.
4. Re-write a traditional story from another point of view. Example: <u>The Three Little Pigs</u>	5. Compare and contrast two versions of the same story.	6. Create new words to a common nursery rhyme.
7. Create a recipe for making a good story. What does a good story need in it?	8. Invent an unusual pet and write a story about it.	9. Write and illustrate an alphabet book.

Name: _____

Date: _____ Subject: _____

I choose activities # __ , # __ , and # __ .

Additional Strategies to Adjust Learning for Gifted Students

- ▶ Provide multi-leveled journal prompts.
- ▶ Vary level of complexity of products.
- ▶ Allow gifted students to test-out of material.
- ▶ Provide choices for activities.
- ▶ Allow for varied levels of reading materials on the same content.
- ▶ Provide whole to part learning, giving the generalization or concept first.
- ▶ Adjust the pace of learning.
- ▶ Adjust the levels of complexity or abstractness.
- ▶ Modify the number of steps to a problem.

Tips for Adjusting the Curriculum

- ▶ All students are doing meaningful work, not busy work to keep them occupied.
- ▶ Students are doing equally engaging work.
- ▶ Students are learning something new instead of tutoring others on the concept.
- ▶ All students are challenged not challenging.
- ▶ Students are working on their readiness level doing different work not MORE review if it isn't needed.

Management Ideas

- ▶ Start Small (one subject area or unit).
- ▶ Prepare class for differentiated activities.
- ▶ Set tone of acceptance for varied abilities.
- ▶ Use contracts or other management forms. (See Susan Winebrenner's book in the resource section page 15 for ready-made contracts.)
- ▶ Ask your teacher of gifted or coordinator for resources or assistance.
- ▶ Attend OAGC Fall Conference or Spring Teacher Academies for networking and resource ideas.
- ▶ Find another teacher in your building to team together or share ideas, resources, and lesson plans.
- ▶ Explain to students that fair doesn't mean everyone doing the same.



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Who? _____

What? _____

When? _____

Where? _____

How? _____

Why? _____

Then ratchet up to...

Compare . . . to . . .

Do you think that . . .

What if . . .

What are all the ways to . . .

How is . . . different from . . .

Explain your point of view . . .

How do you feel about . . .

Why was it better that . . .

What would happen if . . .

How could you determine . . .

How is . . . related to . . .

What can you infer about . . .

What information would you use to support . . .

Questions make a difference.



EVALUATION LEVEL

Judge the value of something. Present and defend opinions and judgements based on a set of criteria. Support a judgement.

Key Words

Critique, Dispute, Prioritize and Justify, Conclude, Defend, Rate, Appraise, Rule, Support, Prove, Evaluate, Measure, Argue

Products

Debate, Persuasive Speech, Editorials, Defense/Verdict, Set Criteria, Design Rating Scale and Rate, Scenarios

SYNTHESIS LEVEL

Combine information in a different way to come up with a different solution. Rearrange parts to make a new whole.

Key Words

Build, Compile, Create, Invent, Combine, Construct, Develop, Imagine, Suppose, Elaborate, Adapt, Propose, Make Up

Products

Lesson Plan, Song, Poem, Story, Ad, Invention, Scientific Method, Skit, Role Play

ANALYSIS LEVEL

Understand how parts are related to a whole. Make inferences and find evidence.

Key Words

Inspect, Classify, Survey, Compare, Infer, Contrast, Test for, Assume, Investigate

Products

Survey, Questionnaire, Research Project, Venn Diagram, Experiment, Logic Puzzles

APPLICATION LEVEL

Apply knowledge to solve problems in new and different situations.

Key Words

Demonstrate, Use, Model, Build, Develop, Solve, Identify, Organize, Choose, Plan

Products

Recipe, Model, Artwork, Craft, Interview, Demonstration, Essay, Project, Report

WEBSITE RESOURCES FOR MORE INFORMATION

Eric Clearinghouse on Disabilities and Gifted Education

ericec.org

Hoagies Gifted Education Home Page

www.hoagiesgifted.org

National Association for Gifted Children

www.nagc.org

National Research Center for Gifted and Talented

www.gifted.uconn.edu/nrcgt.html

Ohio Association for Gifted Children (OAGC)

www.oagc.com

www.oagc.com/gtinternetsites.htm

Ohio Department of Education

www.ode.state.oh.us

TEACHER RESOURCES

BOOKS & STUDENT EXTENSIONS OPTIONS

Amazon Books

www.amazon.com

Critical Thinking Press

www.criticalthinking.com

Engine-Uity

1-800-877-8718

Free Spirit Publishing

www.freespirit.com

Gifted Education Press

www.giftedpress.com

Gifted Psychology Press

www.giftedpsychologypress.com

Marcy Cook Math

www.marcycookmath.com

Mindware

www.mindwareonline.com

Pieces of Learning

www.piecesoflearning.com

Prufrock Press

www.prufrock.com

Synergetics

www.synergeticspress.com

Wright Group

www.wrightgroup.com

Resources listed are not necessarily endorsed by OAGC. The list is not comprehensive.

WHAT TO EXPECT...

RESOURCES TO EXPLORE

College Planning

Berger, S. (1994)
College Planning for Gifted Students
Reston, VA: The Council for
Exceptional Children

Guidance for Gifted

Webb, J.T., Meckstroth, E.A.,
and Tolan, S.S. (1982)
Guiding the Gifted Child
Columbus, OH: Great Potential Press

Neihart, N., Reis, S.M., Robinson, N.M &
Moon, S.M. (Eds.) (2002)
**The Social and Emotional Development
of Gifted Children: What Do We Know?**
Waco, TX: Prufrock Press, Inc.

Underachievement

Coil, C. (1994)
Becoming an Achiever
Dayton, OH: Pieces of Learning

Coil, C. (1999)
Encouraging Achievement
Dayton, OH: Pieces of Learning

Questioning

Johnson, N. (1995)
Active Questioning
Dayton, OH: Pieces of Learning

Johnson, N. (1999)
The Quick Question Workbook
Dayton, OH: Pieces of Learning

Menu of Options (Tic-Tac-Toe)

Aydelott, J. and Buck, D. (2001)
You Choose
Dayton, OH: Pieces of Learning

Curriculum Compacting

Reis, S., Burns, D., and Renzulli, J.
**Curriculum Compacting: The Complete
Guide to Modifying the Regular
Curriculum for High Ability Students**
Mansfield Center, CT: Creative Learning
Press, Inc.

General Strategies for Differentiation

Heacox, D. (2002)
**Differentiating Instruction in the Regular
Classroom: How to Reach and Teach
All Learners, Grades 3-12**
Minneapolis, MN: Free Spirit Publishing

Rogers, K. (2002)
Re-forming Gifted Education
Columbus, OH: Great Potential Press

Smutny, J., Walker, S., and Meckstroth, E.
(1997)
**Teaching Young Gifted Children in the
Regular Classroom**
Minneapolis, MN: Free Spirit Publishing

Tomlinson, C. (1999)
**The Differentiated Classroom:
Responding to the Needs of All Learners**
Alexandria, VA: ASCD

Winebrenner, S. (2001)
**Teaching Gifted Kids in the Regular
Classroom**
Minneapolis, MN: Free Spirit Publishing

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