

What does it mean to be gifted?



BY: JESSICA ETHRIDGE





WHAT IS A GIFTED LEARNER?

ACCORDING TO THE NATIONAL ASSOCIATION FOR GIFTED LEARNERS, GIFTED LEARNERS ARE

"STUDENTS WITH GIFTS AND TALENTS WHO 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"

We need to be more responsive to students who struggle to stay engaged in learning and we must extend those who have unique and exceptional learning abilities.

Gifted and talented children come from all walks of life. Giving them the chance to extend themselves within the public education system will result in all our children being offered the opportunity to succeed.

Nanaia Mahuta, 2012.

EXPLORER PROGRAM DESCRIPTION

THE EXPLORER PROGRAM IS SPECIFICALLY DESIGNED TO MEET THE UNIQUE NEEDS OF SECOND THROUGH SIXTH GRADE INTELLECTUAL AND CREATIVE GIFTED STUDENTS. EACH EXPLORER STUDENT RECEIVES A MINIMUM OF FIVE HOURS OF INSTRUCTION PER WEEK WITH A CERTIFIED GIFTED EDUCATION TEACHER.

DISTRICT POLICY FOR TESTING

MERIDIAN PUBLIC SCHOOL DISTRICT WILL CONDUCT INTELLECTUALLY GIFTED SCREENING FOR ALL FIRST GRADE STUDENTS EACH SPRING. STUDENTS IN THIRD GRADE WILL BE SCREENED AGAIN AT THE BEGINNING OF THEIR THIRD GRADE SCHOOL YEAR. TWICE A YEAR A STUDENT MAY BE REFERRED FOR THE GIFTED EDUCATION PROGRAM BY THEIR SCHOOL ADMINISTRATOR, TEACHER, PARENT, PEER OR BY THE STUDENT THEMSELVES IN WRITING. ANY PERSON HAVING REASON TO BELIEVE THAT THE STUDENT DEMONSTRATES AN EXCEPTIONALLY HIGH DEGREE OF INTELLIGENCE, CREATIVITY OR LEADERSHIP MAY REFER ANY STUDENT IN GRADES 2-6.



Intellectually Gifted Characteristics

REASONS WELL (GOOD THINKER)

- HAS HIGH DEGREE OF ENERGY

- LEARNS RAPIDLY

PREFERS OLDER COMPANIONS OR ADULTS

- HAS EXTENSIVE VOCABULARY

- HAS A WIDE RANGE OF INTERESTS

HAS AN EXCELLENT MEMORY

- HAS A GREAT SENSE OF HUMOR - HAS A LONG ATTENTION SPAN (IF INTERESTED)

EARLY AND AVID READER

- SENSITIVE (FEELINGS HURT EASILY)

- CONCERNED WITH JUSTICE, FAIRNESS

SHOWS COMPASSION

- JUDGEMENT MATURE FOR AGE

- PERFECTIONISM

IS A KEEN OBSERVER

- INTENSE

- HAS A VIVID IMAGINATION

MORALLY SENSITIVE

- IS HIGHLY CREATIVE

- HAS STRONG CURIOSITY

TENDS TO QUESTION AUTHORITY

- PRESERVING IN THEIR INTERESTS

- GOOD AT JIGSAW PUZZLES

EXPLORER REFERRAL PROCESS

STAGE 1 - REFERRAL

THERE ARE TWO TYPES OF GIFTED REFERRALS PROCESSES.

TYPE ONE - MASS SCREENING REFERRAL PROCESS ADDRESSES THOSE STUDENTS WHO ARE MASS SCREENED FOR GIFTED ELIGIBILITY.

TYPE TWO - INDIVIDUAL REFERRAL PROCESS ADDRESSES THOSE STUDENTS WHO ARE INDIVIDUALLY REFERRED FOR GIFTED ELIGIBILITY. REFERRAL FORMS ARE AVAILABLE THROUGH THE GIFTED TEACHER OR COUNSELOR AT EACH SCHOOL.

STAGE 2 - SCHOOL SITE LOCAL SURVEY COMMITTEE (LSC) REVIEW

ONCE THE REFERRAL DATA HAVE BEEN COLLECTED, THE LSC SHALL REVIEW ALL DATA

STAGE 3 - PARENTAL PERMISSION FOR TESTING

AT THIS TIME, DISTRICT PERSONNEL SHALL OBTAIN WRITTEN PARENTAL PERMISSION FOR TESTING. DISTRICT PERSONNEL SHALL ALSO NOTIFY PARENTS IN WRITING ABOUT THEIR RIGHTS UNDER FERPA.

STAGE 4 - INDIVIDUAL INTELLIGENCE ASSESSMENT

THE ASSESSMENT STAGE IS THE INDIVIDUAL TEST OF INTELLIGENCE, WHICH SHALL BE ADMINISTERED BY A LICENSED EXAMINER.

STAGE 5 - ASSESSMENT REPORT COMPLETED

DISTRICT PERSONNEL SHALL WRITE AN ASSESSMENT REPORT WHICH SHALL CONTAIN CERTAIN COMPONENTS.

STAGE 6 - DISTRICT LEVEL LSC ELIGIBILITY DETERMINATION

ONCE THE ASSESSMENT REPORT IS FINALIZED, THE LSC SHALL MEET TO REVIEW ALL DATA TO DETERMINE IF ELIGIBILITY CRITERIA HAVE OR HAVE NOT BEEN SATISFIED. THE LSC SHALL RULE THAT THE STUDENT IS OR IS NOT ELIGIBLE FOR THE INTELLECTUALLY GIFTED PROGRAM.

PARENTAL NOTIFICATION

DISTRICT PERSONNEL SHALL NOTIFY IN WRITING THE PARENTS OF EACH STUDENT TESTED FOR THE INTELLECTUALLY GIFTED PROGRAM ABOUT THE ASSESSMENT RESULTS.

TRANSFERS

1. WHEN A STUDENT TRANSFERS TO OUR SCHOOL DISTRICT FROM A PUBLIC SCHOOL WITHIN THE STATE, A COPY OF THE ELIGIBILITY RULING MUST BE SENT TO THE GIFTED EDUCATION DEPARTMENT. AFTER REVIEW, APPROPRIATE PLACEMENT IS MADE.
2. WHEN A STUDENT MOVES FROM ANOTHER STATE TO MISSISSIPPI WITH A GIFTED ELIGIBILITY RULING, THE STUDENT MUST SATISFY MISSISSIPPI ELIGIBILITY CRITERIA BEFORE BEING CONSIDERED FOR PLACEMENT IN THE GIFTED PROGRAM. THE ELIGIBILITY RULING FROM ANOTHER STATE MAY BE USED TO INITIATE THE REFERRAL PROCESS IN MISSISSIPPI. THERE IS NO TEMPORARY PLACEMENT WHILE THE STUDENT GOES THROUGH THE ELIGIBILITY PROCESS WITH THE LOCAL DISTRICT.

Overview of Gifted Education Competencies

THINKING SKILLS	CREATIVITY
<p>Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.</p>	<p>Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).</p>
INFORMATION LITERACY	COMMUNICATION SKILLS
<p>Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.</p>	<p>Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.</p>
AFFECTIVE SKILLS	SUCCESS SKILLS
<p>As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.</p>	<p>Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.</p>

Gifted Programs

Twice exceptional students

There are gifted students with disabilities.

These students can be hard to identify.

Some things to watch for are:

Possessing a large amount of info about lots of things, Keen & alert observer, works independently, Curious.

Gifted Programs

They are not a SERVICE.

They are a NEED and an INTERVENTION.

Just as a child with an IEP HAS SPECIFIC LEARNING NEEDS SO DOES THAT OF A GIFTED STUDENT.

Gifted Programs

It IS one piece of our puzzle by which we need to meet the needs of each and every student.

It is NOT fun for "FUN'S SAKE." IT IS FUN FOR THE SAKE OF CHALLENGE AND LEARNING.

Gifted Programs

Fun for a gifted student is debating, playing chess, solving logic puzzles, and in-depth research on various topics.

Gifted Programs

Provide your gifted students opportunity to expand on their learning, give them topics to research, allow them to work with other gifted students in their classroom

Gifted Programs

It is NOT about preparing students to
"SAVE THE WORLD."

It is about reaching students DIFFERENTLY
today and APPROPRIATELY preparing them
for whatever they may choose to do in the
future.

Gifted Programs

Similar to the student who feels as though they "belong" on the football field or the band, many gifted students find comfort and validation by being around intellectually equal peers in their gifted program.

Gifted Programs

It is NOT a reward for kids who behave well in class and turn in perfect work.

Some gifted kids are the ones who are off-task, work sloppily, or fail to turn in assignments.

Gifted Programs

Gifted intervention does NOT just address a single need.

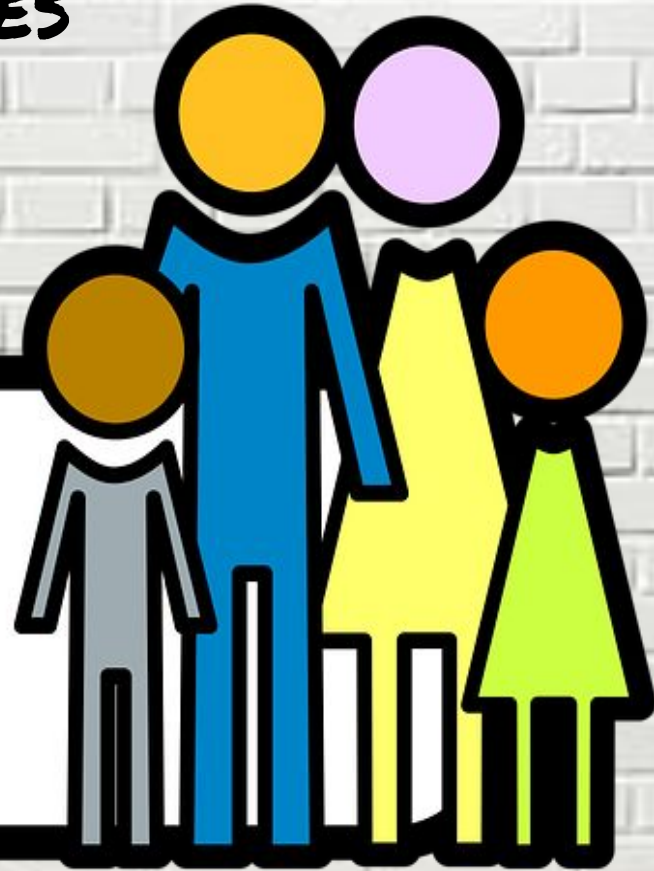
It ALSO addresses social and emotional needs.

10 Myths of a gifted kid



PARENT AND TEACHER RESOURCES

[Mississippi Association for Gifted Students](#)
[National Association for Gifted Students](#)
[Byrdseed](#)
[Big Ideas for Little Scholars](#)
[The Gifted Guru](#)
[UCONN Renzulli Center for Gifted Education](#)



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