Rolling Ridge Elementary

Gifted and Talented Education

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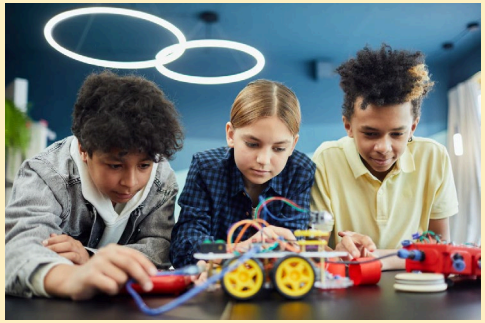
Who are the Gifted?

While there is no single definitive definition of gifted and talented most states agree that the definition include: 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.

National Association for Gifted Children

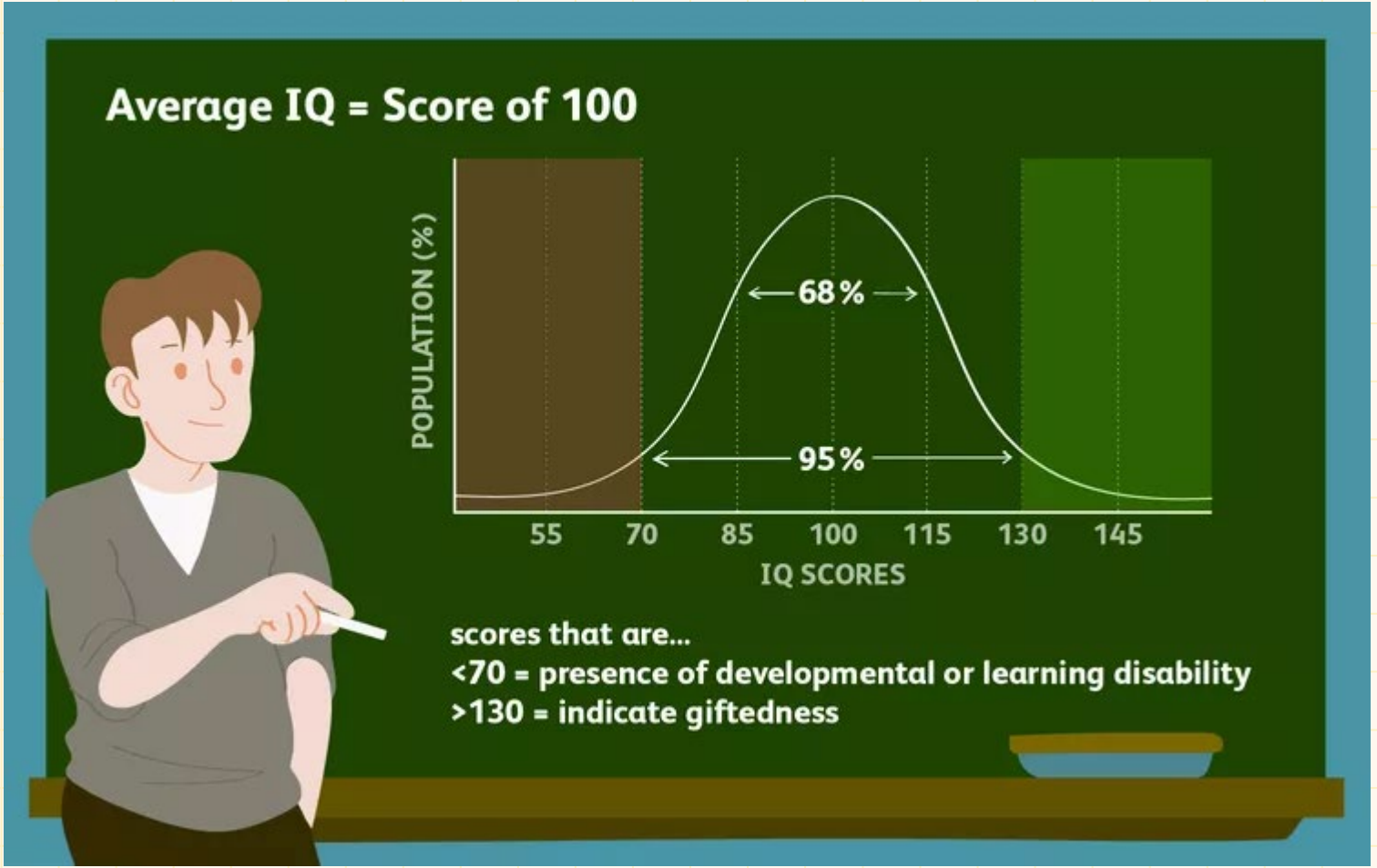


Who are the Gifted… Continued

- 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.

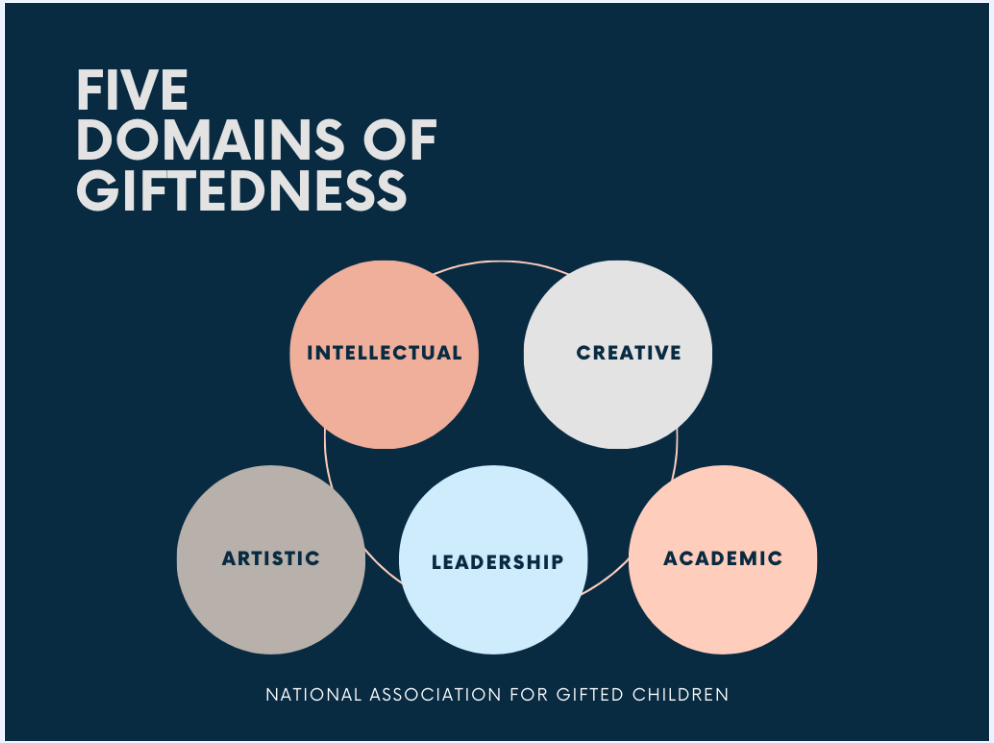
National Association for Gifted Children

The Gifted



Source: Very Well Mind

Five Domains of Giftedness



- Children may be gifted in one or more domains
- Children may demonstrate advanced abilities in mathematics, for example, while performing like same age peers in other subjects

Traits of Giftedness

Cognitive 	Creative 	Affective 	Behavioral 
Interest in problem-solving and applying concepts	Creative & Inventive	Unusual emotional depth & intensity	Boundless enthusiasm
Critical Thinkers & Problem Solvers	Keen sense of humor	High expectation of self and others - leads to frustration	High levels of frustration when not meeting perfectionistic standards
Persistent goal directed behavior	Ability for fantasy	Advanced levels of moral judgment	Insatiable curiosity – constantly questions
Large Vocabulary; Voracious and early reader	Independence in attitude and social behavior	Easily wounded - need for emotional support	Impulsive, eager and spirited
Diversity of interests & abilities	Commitment to self-selected work	Heightened self-awareness	Spontaneous and highly energetic
Independence in work and study	Intuitiveness and Flexibility	Sensitivity or empathy to the feeling of others	Non-stop talking and chattering

Source: Clark, B. (2008). *Growing up gifted (7th ed.)* Upper Saddle River, NJ: Pearson Prentice Hall.

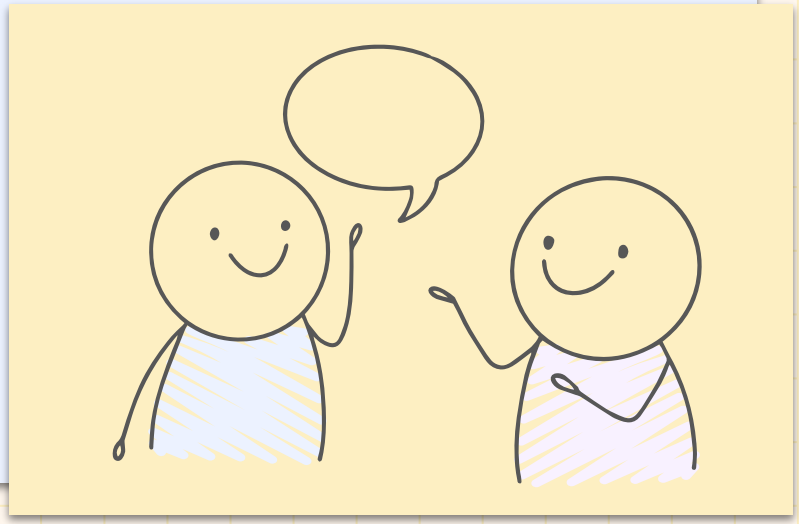
How to Support at Home

01 Make time to talk everyday and encourage active questioning

02 Allow freedoms or responsibilities appropriate for their emotional or social development

03 Provide enrichment and challenges outside of school

04 Encourage child to take risks and celebrate mistakes as learning opportunities



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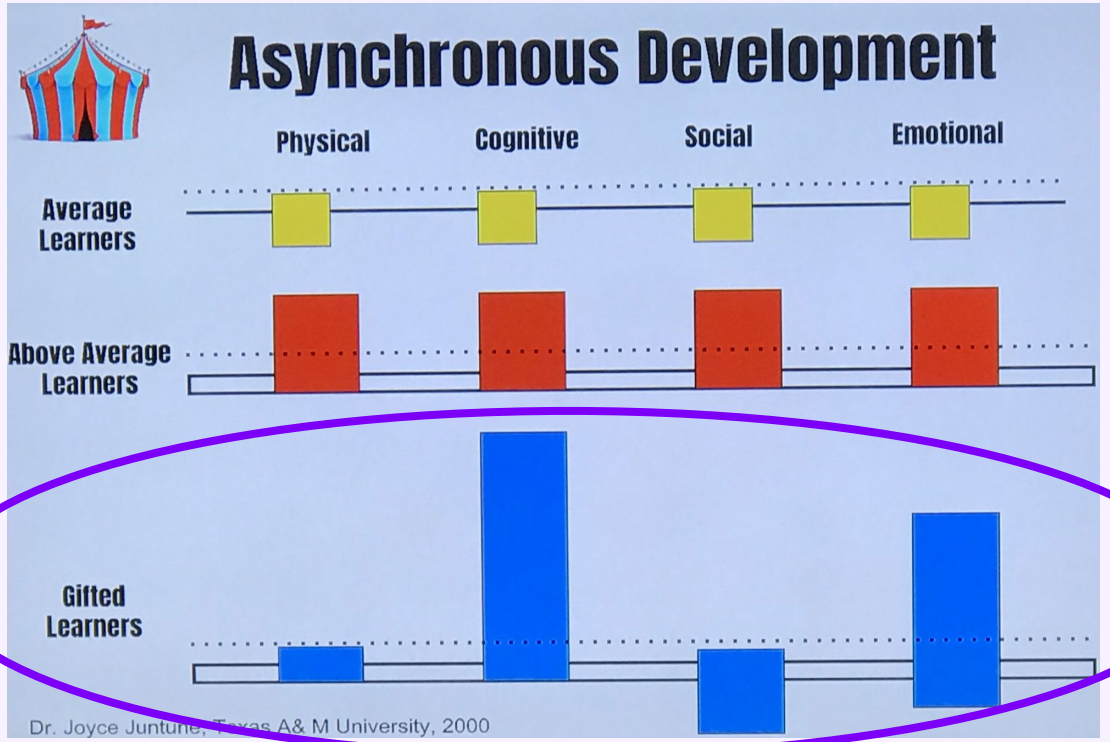
Source: 2018 National Association for Gifted Children

"Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in **top 10% or rarer**) in one or more domains."

—National Association for Gifted Children (NAGC)

Asynchronous Development



Four Eligibility Categories in CVUSD

EXCEPTIONAL ABILITY

INTELLECTUAL ABILITY

SPECIFIC ACADEMIC ACHIEVEMENT

HIGH ACADEMIC ACHIEVEMENT

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Depth & Complexity Iconic Prompts

	Icon	Definition	Example
Language of the Discipline		What vocabulary terms are specific to the content or discipline?	Tools Jargon Icons Acronyms Special phrases Terms Slang Abbreviations
Details		What are the defining features or characteristics? Find examples and evidence to support opinions and ideas.	Parts Factors Attributes Variables Distinguishing Traits
Patterns		What elements reoccur? What is the sequence or order of events? Make predictions based on past events.	Predictability Repetition
Trends		Note factors (Social Economic, Political, Geographic) that cause events to occur. Identify patterns of change over time	Influence Forces Direction Course of Action Compare, Contrast and Forecast
Rules		What structure underlies this subject? What guidelines or regulations affect it? What hierarchy or ordering principle is at work?	Structure Order Reasons Organization Explanation Classification "Because..."
Ethics		What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic?	Values Morals Pro and Con Bias Discrimination Prejudice Judging Differing Opinions Point of View Right and Wrong Wisdom
Big Ideas		What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc? What is the main idea?	Draw conclusions based on evidence Make generalizations Summarize Theory Principle Main Idea
Unanswered Questions		What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven?	Missing Parts Incomplete Ideas Discrepancies Unresolved Issues Ambiguity
Changes over Time		How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change?	Connecting points in time Examining a time period Compare and Contrast
Across the Disciplines		Relate the area of study to other subjects within, between, and across disciplines.	Connect Associate Integrate Link Ideas Cross-Curricular study
Multiple Perspectives		How would others see the situation differently?	Different roles and knowledge Opposing viewpoints

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Scholarly Behaviors

Scholars exercise their intellects by practicing and trying challenging tasks.

Scholars persevere. They stick to difficult tasks.

Scholars are risk-takers. They are willing to try something new and difficult.

Scholars are willing to actively participate.

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Scholarly Behaviors

The following ideas, suggestions, and the like are from the work of Dr. Sandra Kaplan - USC School of Education

Scholars come prepared to learn. They bring their tools with them.

Scholars are curious. They ask thoughtful questions.

Scholars set short and long term goals for themselves. They have a vision.
- Set SMART goals (specific, measurable, achievable, realistic, time framed)

Scholars do professional work: shoot for the stars!

Scholars consider themselves half full; there is always more to learn. They exercise academic humility by realizing that they will always have more to learn.

Scholars spend time pondering ideas and problems. They elaborate on the connection of facts to big ideas.

Scholars save unfinished work, ideas, and documents so that they may come back to them later.

Scholars view ideas and problems from multiple perspectives.

Scholars look at multiple resources which include primary and secondary resources as well as different genres of literature in their research.

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Think Like a DISCIPLINARIAN

Discover new ways to get students thinking across curricular areas.

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Think Like An...

ENGINEER

a person who has scientific training and who designs and builds machines, systems, or structures

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Think Like an Engineer

Definition

Engineers apply the principles of science and mathematics to develop economical solutions to technical problems. Their work is the link between scientific discoveries and the commercial applications that meet societal and consumer needs. Many engineers develop new products. During the process, they consider several factors such as: specifying the functional requirements, designing and testing components, integrating the components to produce the final design, and evaluating the overall effectiveness, cost, reliability, and safety of the design. This process applies to the development of many different products, such as chemicals, computers, power plants, helicopters, and toys. Engineers use computers extensively to produce and analyze designs; to simulate and test how a machine, structure, or system operates; to generate specifications for parts; to monitor the quality of products; and to control the efficiency of processes. Nanotechnology, which involves the creation of high-performance materials and components by integrating atoms and molecules, also is introducing entirely new principles to the design process. Most engineers specialize in a field, and each of the major branches of engineering has numerous subdivisions. Civil engineering, for example, includes structural and transportation engineering, and materials engineering includes ceramic, metallurgical, and polymer engineering. Engineers also may specialize in one industry, such as motor vehicles, or in one type of technology, such as turbines or semiconductor materials.

Thinking/Learning Skills:

- Data modeling
- Probability and statistics
- System design
- Communication
- Critical thinking and problem-solving

Questions an Engineer Asks:

- How does that work and what is it used for?
- Does the math support the design?
- How does that look in 2D? 3D?
- How can _____ be upgraded?
- What can we learn from nature's design?

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CONGRATS!
Spontaneous
Squad!


CONGRATS!
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Squad!


CONGRATS!
Spontaneous


Nesting Answers
Name things that are inside of something, that is inside of something else.
Example: Foot inside of a sock inside of a shoe
Think outside the box!
Be humorous and creative.
Stay relevant.
Use rhymes, puns, improvisation, and dramatization.
Building up from previous answers. (no criticizing!)
Or you are OUT!


CONGRATS!
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Squad!


thank
you