

Gifted Education Competencies Summary and Post-Assessment

Component 11 of the
Competencies
Collaboration

For discussion - What do you think now?

True or false?

- ☐ *Gifted students do not need help. If they are really gifted, they can manage on their own.*
- ☐ *The social and emotional development of the gifted student is at the same level as his/her intellectual development.*
- ☐ *The primary value of a gifted student lies in his/her brain power.*

For discussion - What do you think now?
True or false?

- ☐ *Gifted students need to serve as examples to others, and they should always assume extra responsibility.*
- ☐ *Gifted students are naturally creative and do not need encouragement.*

Post-assessment Discussion and Reflection

- 1. What are some characteristics of gifted students?*
- 2. How is the instruction in a gifted class different from the instruction in an advanced or honors class?*
- 3. How is a student identified as gifted in your division?*
- 4. How might assessments need to be different in a class for gifted students?*
- 5. What are some reasons that gifted students might become underachievers?*
- 6. In what ways might the social/emotional needs of gifted students influence their classroom performance?*
- 7. What are some of the research-based best practices for differentiation of instruction for gifted students?*
- 8. What is intelligence? What does it mean to be “gifted”?*

Have you changed your opinion on any of these?

1. Gifted students shouldn't need extra help; they can do fine on their own.

Strongly agree Agree Neutral Disagree Strongly disagree

2. Teachers challenge all of their students, so gifted kids will be fine in a traditional classroom.

Strongly agree Agree Neutral Disagree Strongly disagree

3. All children are gifted.

Strongly agree Agree Neutral Disagree Strongly disagree

4. Acceleration options, such as early entrance, grade skipping, or early exit can be socially harmful for gifted students.

Strongly agree Agree Neutral Disagree Strongly disagree

5. Gifted education programs are elitist.

Strongly agree Agree Neutral Disagree Strongly disagree

6. *That student can't be gifted; he's receiving poor grades.*

Strongly agree Agree Neutral Disagree Strongly disagree

7. *Gifted students are happy, popular, and well-adjusted in school.*

Strongly agree Agree Neutral Disagree Strongly disagree

8. *That child can't be gifted; he is in special education.*

Strongly agree Agree Neutral Disagree Strongly disagree

9. *The main difference between gifted students and regular students is that they learn faster and don't need as many repetitions for mastery.*

Strongly agree Agree Neutral Disagree Strongly disagree

*Post Assessment – to be submitted as directed
by your division gifted coordinator*

Required Items: Complete the following two assignments.

1. Design a differentiated lesson for your content area (e.g., middle or high school) or a content area at your grade level (elementary).

Be sure to indicate clearly:

How instructional decisions will be based on formative assessment

- a. How instruction will be differentiated and why*
- b. How instruction meets the needs of the identified students in your class*
- c.*

2. Respond to a colleague's email by email. Imagine you receive one of the following inquiries from a colleague. How will you respond given your recent training in the Gifted Education competencies? Be clear and concise—nobody wants to read a book-length email message. You only need to respond to one.

- a. "Help! I have a student in my class that is gifted. He reads above grade level but his writing is messy and disorganized and he has yet to complete an AR book. His desk and backpack are a mess and he never turns in any of his assignments. What am I supposed to do?"
- b. "I just received my class rosters and there is a double asterisk (**) beside the names of some students. During our department meeting, our Assistant Principal said that the ** indicates students are gifted and that we need to make accommodations for them. Since I am new to Virginia and the division, what do I need to do here? In my old school, I didn't have any gifted students in my classes."
- c. "I have a group of students who are identified as gifted in my class after lunch. This class already has an advanced curriculum with above level reading assignments. Several students in this group constantly ask if every assignment is graded or if they can re-do an assignment when they don't get an 'A'. What do I do?"

For further information, visit the following web sites:

- *Virginia Department of Education, Gifted Education and Governor's Schools:* <http://www.doe.virginia.gov/VDOE/Instruction/Gifted/gifted.htm>
- *Virginia Association for the Gifted:* <http://www.vagifted.org>
- *National Association for Gifted Children:* <http://www.nagc.org>
- *The Center for Gifted Education, The College of William and Mary:* <http://www.cfge.wm.edu>
- *Johns Hopkins Center for Talented Youth:* <http://www.cty.jhu.edu>
- *SENG – Supporting Emotional Needs of the Gifted:* <http://www.sengifted.org>
- *Hoagies' Gifted Education Homepage:* <http://www.hoagiesgifted.org>
- *Council for Exceptional Children (includes gifted)* www.cec.sped.org
- *Neag Center for Gifted Education* <http://www.gifted.uconn.edu/parents/parentrp.html>
- *Odyssey of the Mind* http://www.odysseyofthemind.com/learn_more.php

For additional information about any of the components of this collaboration, contact the gifted education coordinator in your local school division.