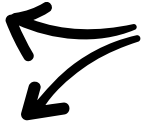




Introduction to Gifted/Talented at Red Cedar Elementary

A Title One School

**Informational Parent Meeting
2022-23**



Tonight's Agenda



Define "giftedness"

South Carolina's definition and Criteria for Identification.



01

Purpose of gifted education

Why is it important?



02

Characteristics of gifted

What are some things we see in common in many gifted children?



03

Red Cedar's Plan/ Program

What does BCSD and Red Cedar do to address these students' needs?



04

Parenting a bright child

Some important tips and things to think about....



05

Resources

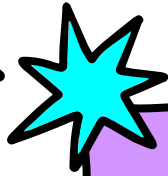
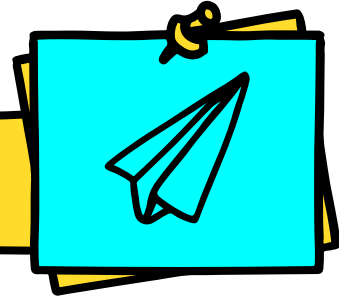
Help for you to access and use



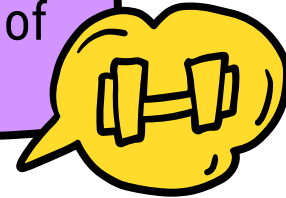
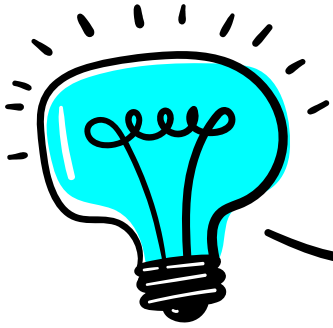
06



What IS Giftedness?



This is a very emotionally-charged word, and the concept of giftedness is constantly changing. There is a lot of disagreement about what it is.



6699

Gifted and talented students are those who are identified in grades 1 - 12 as demonstrating "*high performance ability or potential in academic and/or artistic areas and therefore require educational programming beyond that normally provided by the general school programming in order to achieve their potential.*"

-SC Regulation 43-220



Identification Criteria

A

Aptitude

Reasoning ability

B

Achievement

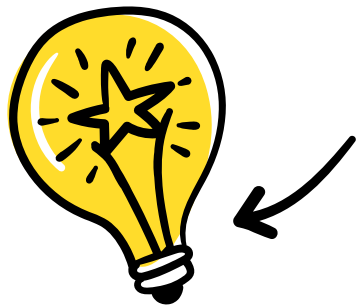
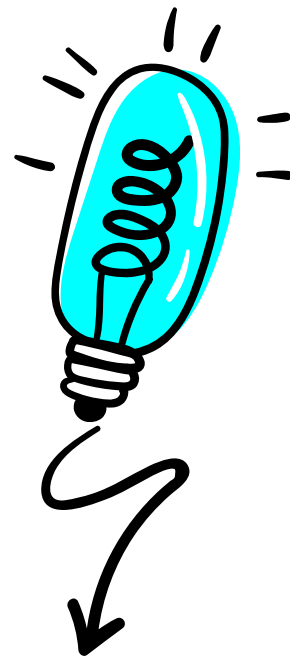
High achievement
(reading or math)

C

Academic
Performance

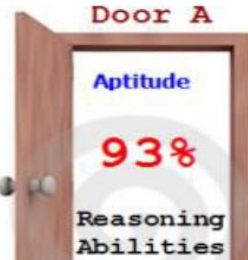
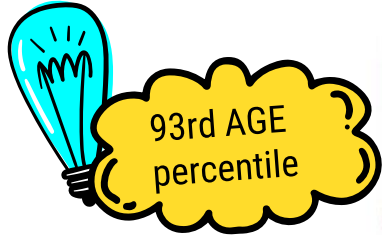
Intellectual/ Academic
Performance

Do you remember
"Let's Make a Deal?"



"The Three Doors"

A student must open 2 of the 3 doors to qualify for the gifted/talented program in the state of SC.



You MUST have a Dimension A OR B qualifying score in order to take the PTA.

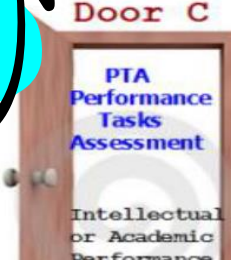
A student must score at or above 93rd percentile in either: verbal/linguistic, quantitative/mathematical, or nonverbal on an aptitude test. A composite score of 96th percentile is an automatic qualifier.

The state tests all 2nd graders during the fall semester each year.



A student must score 94th percentile or above in either reading comprehension or math concepts/problems solving on a nationally norm-referenced achievement test, including ITBS (2nd grade only), SC READY (Qualifying scores vary by grade level), or MAP (only the Fall and Spring MAP scores may be used as a qualifier).

94th %ile reading or math



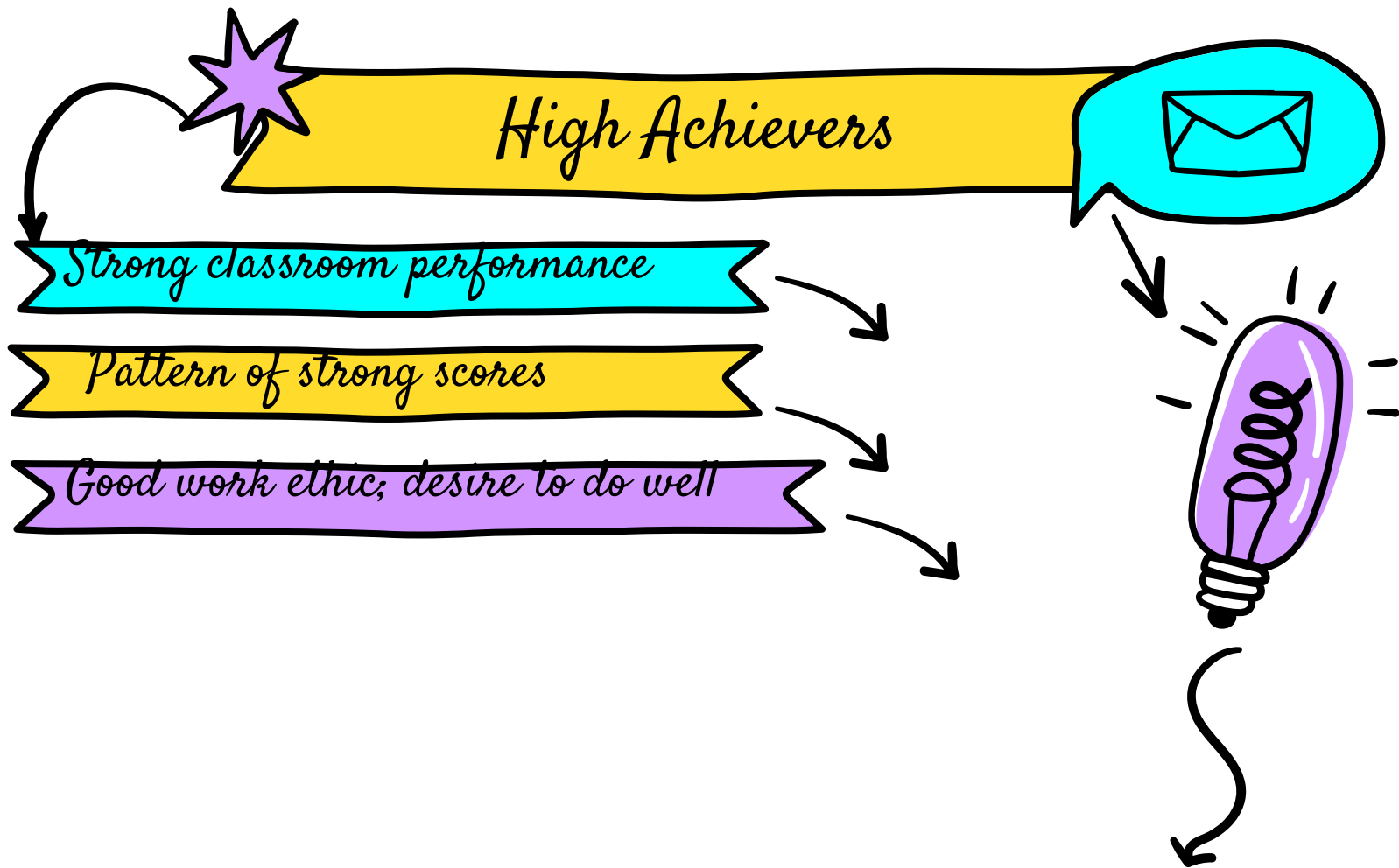
To qualify:

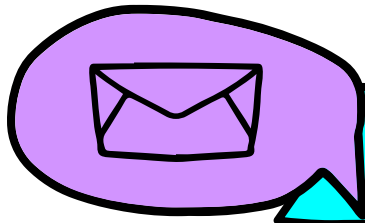
If Door A or Door B has been opened but not both, a student may use Door C- PTA Performance Tasks Assessment, usually given in Feb. or March and scored by an independent contractor.

Scoring:

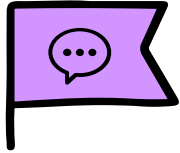
2nd- "16"- verbal or non verb.
3rd- "18"- verb. or nonverb.
4th- "16"-verb. or "22"-nonverb
5th- "18"-verb. or "25"-nonverb.

Grades 2 - 5; pass PTA
Grades 6 - 8
3.75 GPA

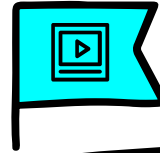




Talent Development



Early experience with
advanced curriculum (K-2)



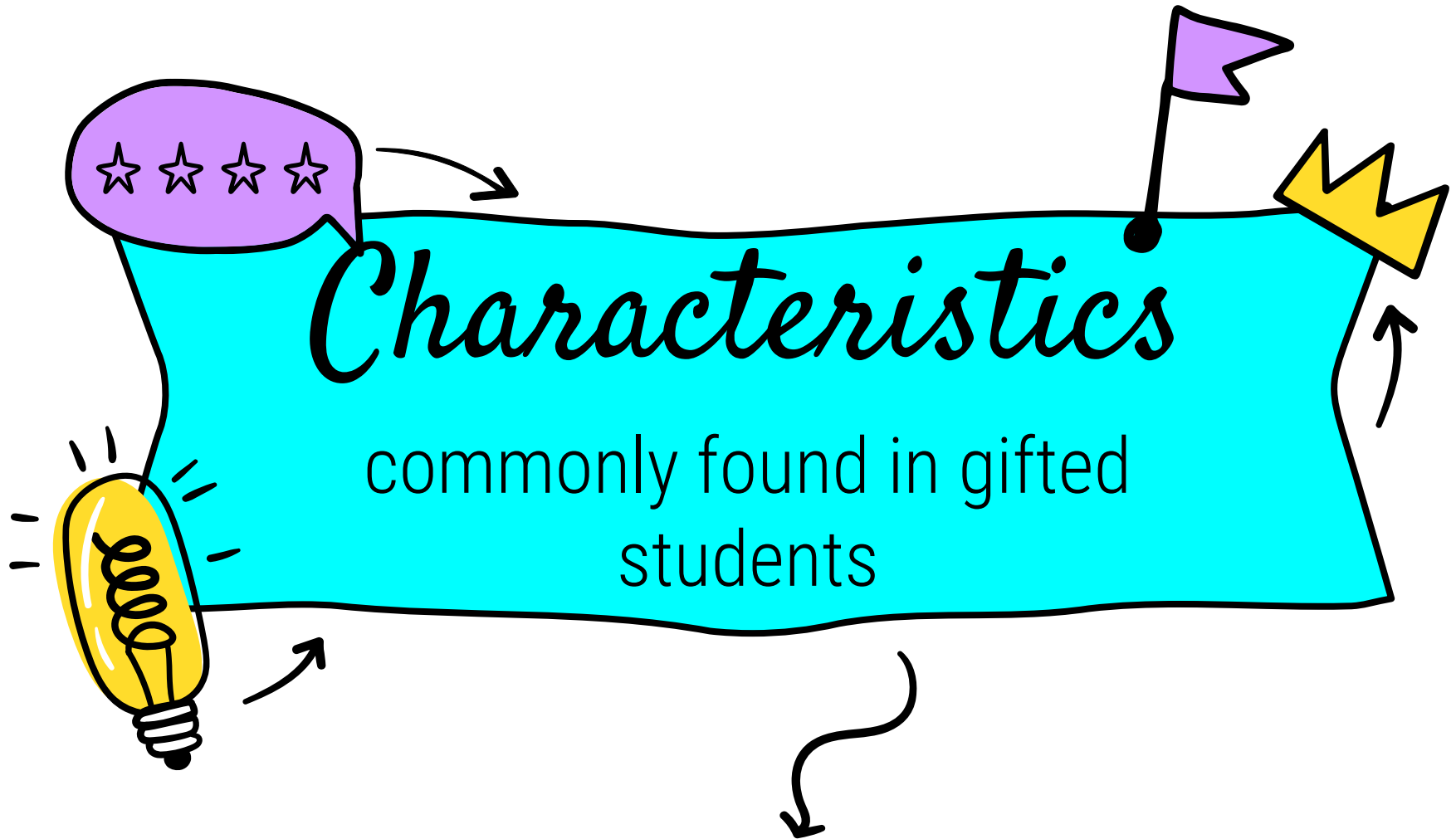
Training for teachers as
"treasure hunters"; emphasis
on appropriate challenge for all.



Inclusion of "high achieving"
students in gifted/talented
classes from grade 3 on



Ongoing screening of students'
test scores and discussion with
teachers; Newly added aptitude
testing for 4th grade



Characteristics: Strengths and Possible Difficulties

Cognitive

- Learns rapidly and easily; retains extraordinary quantity of information when interested
- High level of verbal ability

- Easily bored; impatient with others; exhibits off-task behavior
- Dominates discussions with extra information and questions

Cognitive

- May be lopsided intellectually
- Capable of great concentration and persistence *when working on a topic of interest.*
- Above average reasoning ability

- Exceptional ability in one area, average or indication of a learning problem in another
- Easily distracted and disengaged when work appears to be “busy work”.
- Questions others’ logic and responses may be argumentative; can become frustrated by others’ lack of understanding

Cognitive

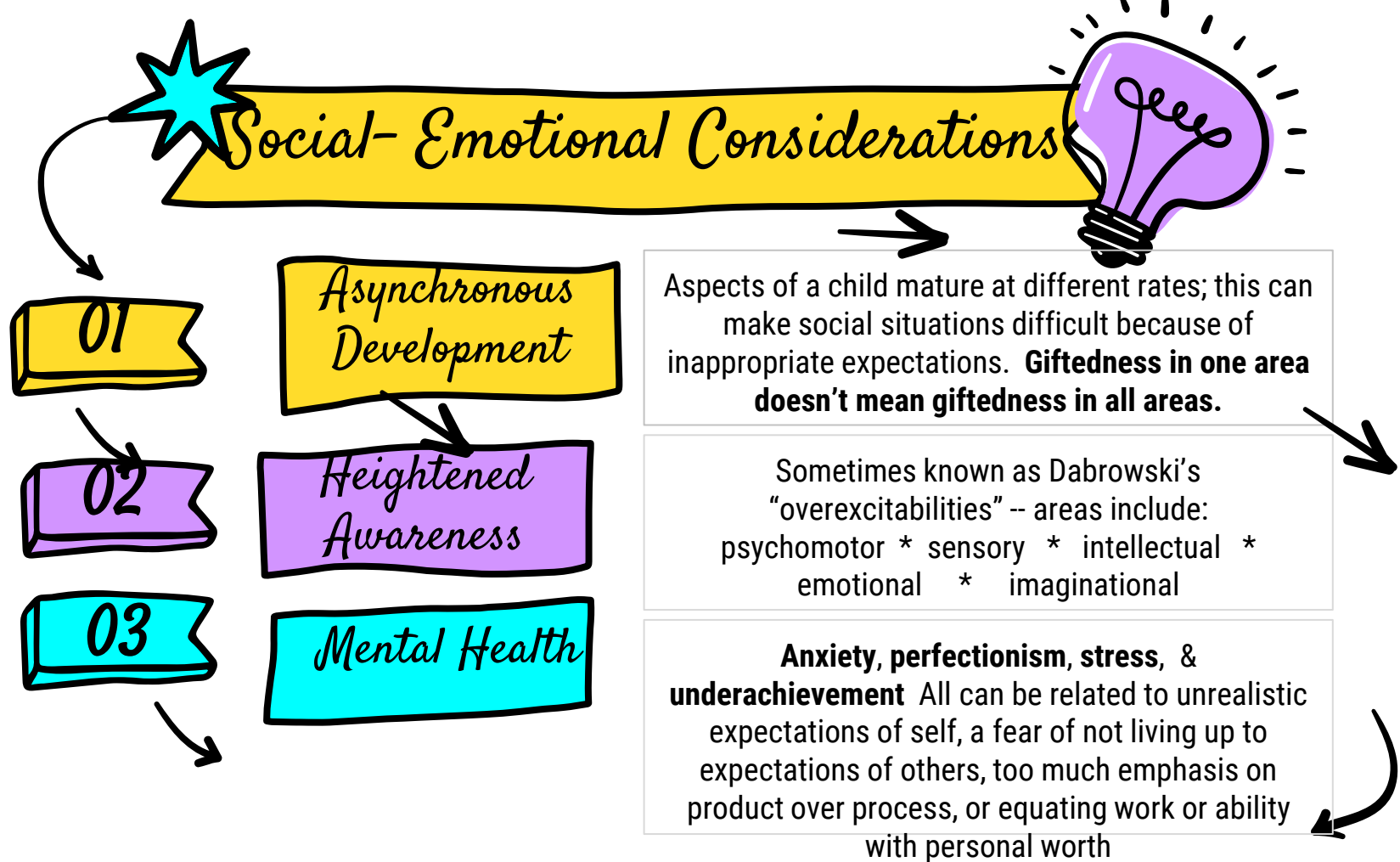
- Creative, playful, imaginative; original
- Sense of humor

- May “zone-off”, appear to daydream or be in “own world”; ideas may seem wild or silly. Connections made may not be easily/readily understood by others.
- Quick to understand jokes involving wordplay; can play “class clown” or be hurtful with humor.

Affective

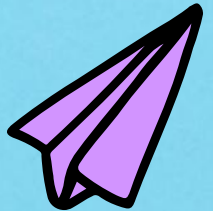
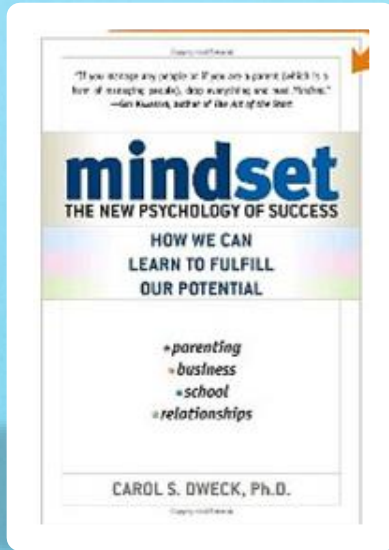
- High expectations of self and others
- Highly sensitive to world and moral problems; often idealistic
- Seeks intellectual peers

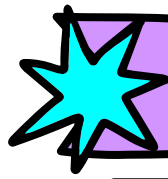
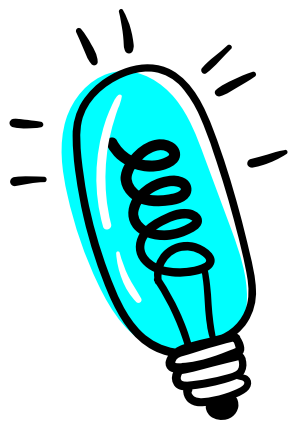
- Perceived as highly critical of others **and** self; can become easily discouraged by high levels of self-criticism; **Perfectionism** or **underachievement** may be a result
- May “feel the weight of the world”; classmates may not understand this sensitivity.
- Shadows teacher/ adults; enjoys older kids





Messages About Success & Failure





Two Types of Mindsets



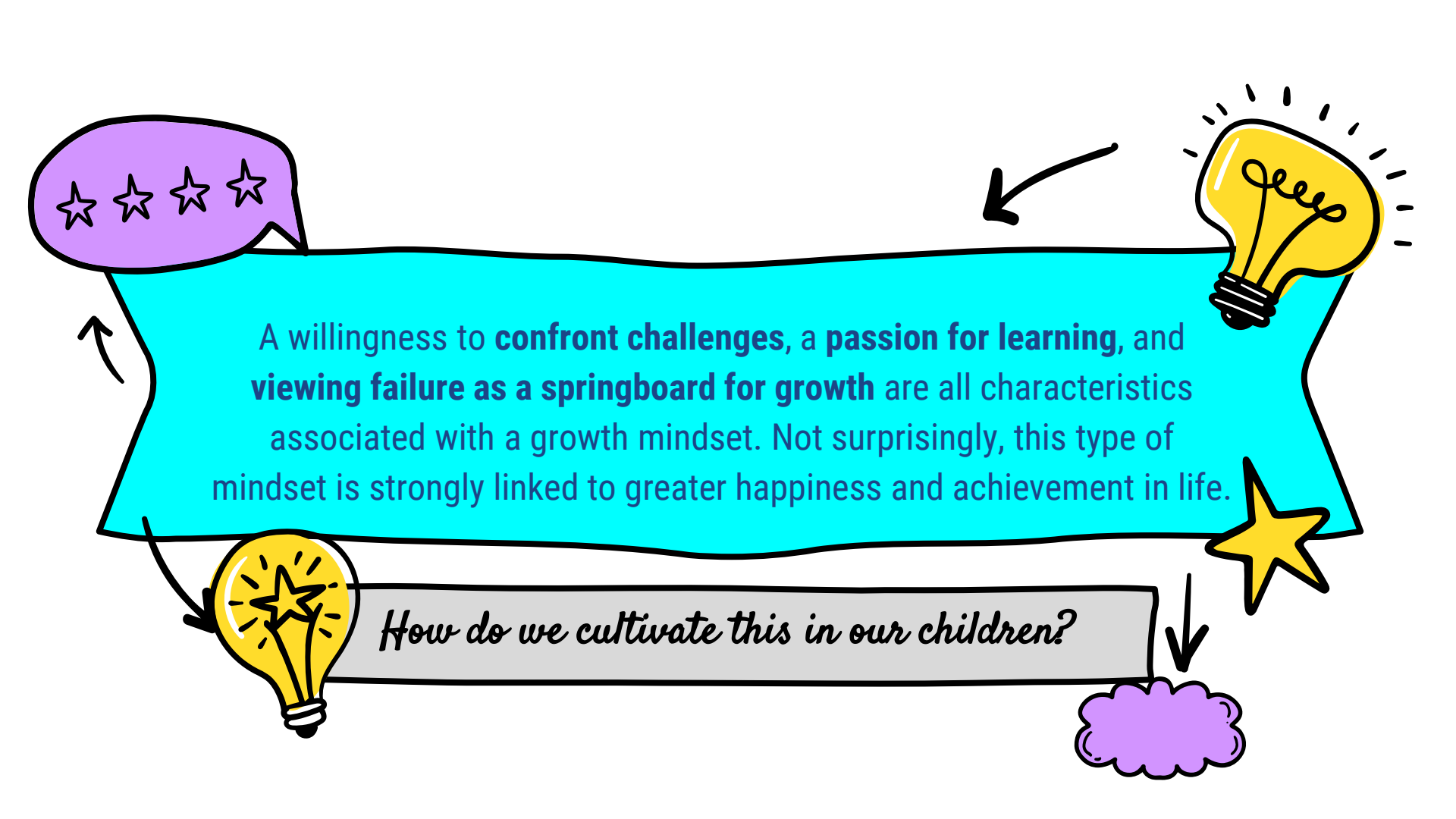
Mindsets = beliefs we have about our abilities and potential that impact our success

FIXED

Growth

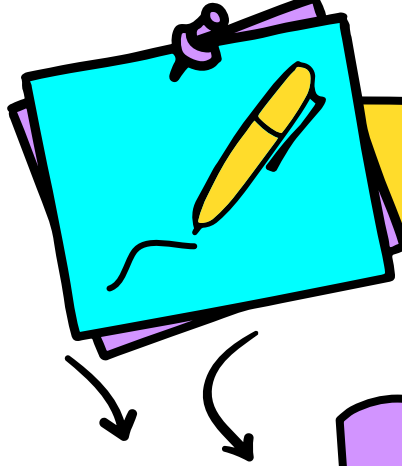
We are born with all the abilities and intelligence we will ever have. These cannot be grown, and so success/failure is the fault of our genetics.

Basic abilities can be grown and strengthened through effort and hard work. We have some control over our level of success. This leads to increased motivation and love of learning.



A willingness to **confront challenges**, a **passion for learning**, and **viewing failure as a springboard for growth** are all characteristics associated with a growth mindset. Not surprisingly, this type of mindset is strongly linked to greater happiness and achievement in life.

How do we cultivate this in our children?



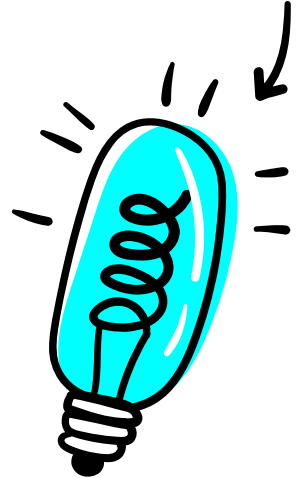
Teachers of the gifted & talented



strive to develop students who are willing to work hard and take on challenges.

"If gifted children are not challenged by curriculum early in their school lives, they will equate **smart** with **easy**, and challenge and hard work will feel threatening to their self-esteem."

*Dr. Sylvia Rimm
Psychologist specializing in gifted
children and underachievement.*



Parents of the Gifted/Talented...

Model a growth mindset!

Help kids to reframe their thinking, "I can't do it yet...", and learn strategies for managing stress/frustration

Rethink praise: praise perseverance and effort, and help to connect success with the effort and planning that lead to that success.

Click on the image for some good tips on the use of praise!

The **ULTIMATE** GUIDE to **PRAISING** children
by Big Life Journal

EFFECTIVE PRAISE IS
Sparing ✦ Specific ✦ Sincere

don't ✗	do ✓
PERSON PRAISE Avoid ability oriented praise, like: "You're very good at solving puzzles!"	PROCESS PRAISE Focus on process, strategies, effort, like: "You're using great puzzle-solving strategies!"
PRaise AS REWARD Avoid "rewarding" with praise. When kids anticipate rewards, they lose interest.	INFORMATIONAL FEEDBACK Provide specific feedback on performance.
SOCIAL COMPARISON Avoid comparing to others.	PERSONAL MASTERY Focus on child's individual performance.
TOO LOW OR HIGH EXPECTATIONS Avoid setting low expectations, like "Great job! You wrote a story!" or too high, like "This is the best story I've ever read!"	REASONABLE EXPECTATIONS Praise should reflect standards that could be realistically met.
EVALUATION Avoid focusing on judgement with "I like" statements, such as, "I like how clean your room looks."	ENCOURAGEMENT Give encouragement, like "Your room looks clean!". This helps develop internal evaluation.

VS.

PRAISE MORE THAN ACHIEVEMENTS
generosity, forgiveness, compassion, courage, being a loving friend or sibling, taking a stand, appreciation of art, etc.

ALTERNATIVES TO PRAISE
Say thank-you ✦ Acknowledge goals ✦ Say nothing ✦ Ask questions





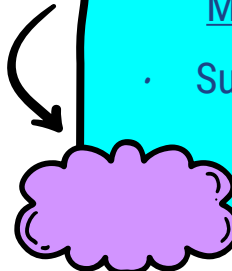
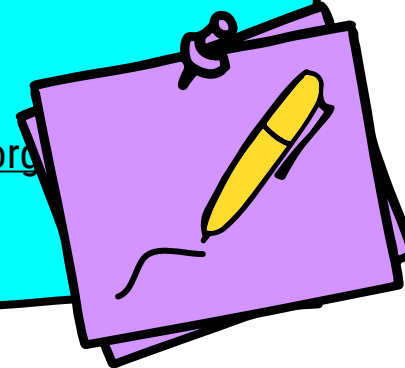
"You realize that *anyone* can accomplish easy tasks. It's when you take the risk of attempting a difficult task and find that you can accomplish something you never believed you could that you grow in self-confidence.

Permit your children the wonderful sense of accomplishment that comes with earnest effort and perseverance."

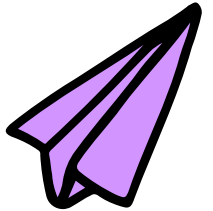
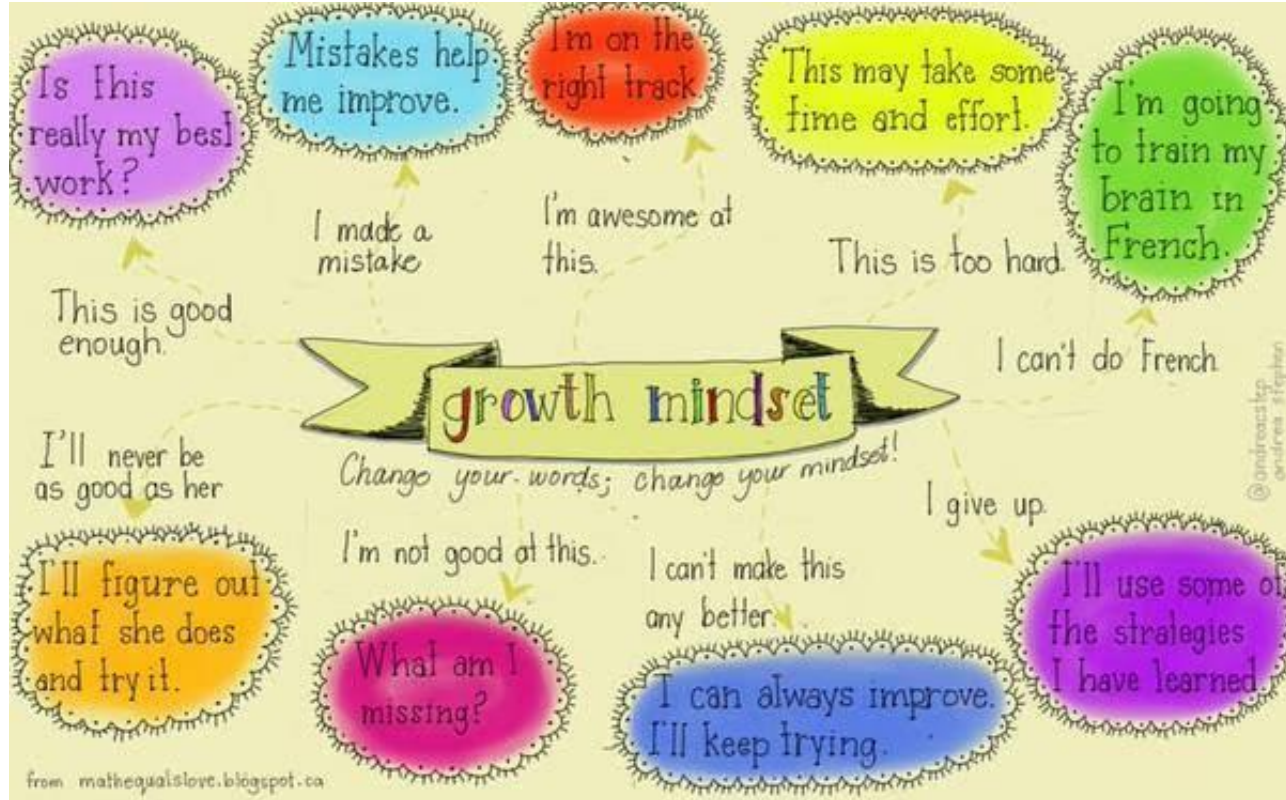
~Sylvia Rimm

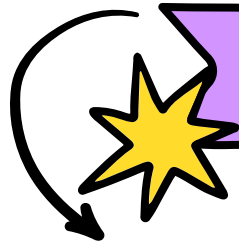


Resources!

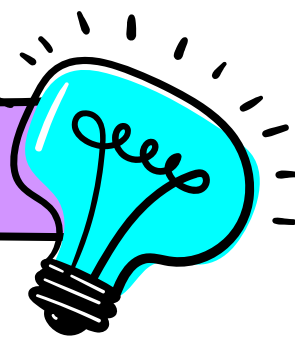
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- National Association for Gifted Children <http://www.nagc.org/>
 - [Requirements for Gifted Identification - South Carolina](#)
 - [Asynchronous Development](#)
 - [Parent TIP \(Timely Information for Parents\) Sheets from NAGC](#)
 - [Mindsets/ Growth Mindset](#)
 - Supporting Emotional Needs of the Gifted (SENG) <https://www.sengifted.org/>
- 
- 
- 

Growth Mindset Resource





Resource about Praise



The **ULTIMATE** GUIDE to **PRAISING** children

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Spring ✨ Specific ✨ Sincere

don't ✖

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TOO LOW OR HIGH EXPECTATIONS

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You wrote a story!" or too high, like
"This is the best story I've ever read!"

EVALUATION

Avoid focusing on judgement with "I like"
statements, such as, "I like how clean
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Vs.

do ✔

PROCESS PRAISE

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"You're using great puzzle-solving strategies"

INFORMATIONAL FEEDBACK

Provide specific feedback
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PERSONAL MASTERY

Focus on child's *individual* performance.

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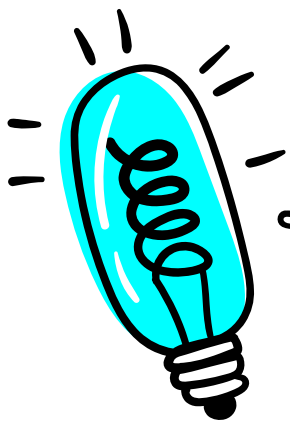
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Thanks!



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