



what does it mean to be

GIFTED & TALENTED?

A PRESENTATION FOR PARENTS

*Explaining SC Regulations Pertaining to
Gifted/Talented Education

*How We Address These in Beaufort County
and at Red Cedar Elementary



SC DEFINITION

Gifted and talented students are those identified in grades **one through twelve** 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.

South Carolina Regulation 43-220



HOW DO WE DEFINE HIGH PERFORMANCE?

Dimension A: Aptitude

93rd age percentile or greater on nationally normed aptitude test:

- composite score
- verbal, nonverbal, or quantitative domains
- **96th%ile or higher **composite** score is automatic qualifier for 2nd grader or higher.



HOW DO WE DEFINE HIGH PERFORMANCE?

Dimension B: Achievement

_94th percentile or greater on nationally normed achievement test or state test;

- reading
- math

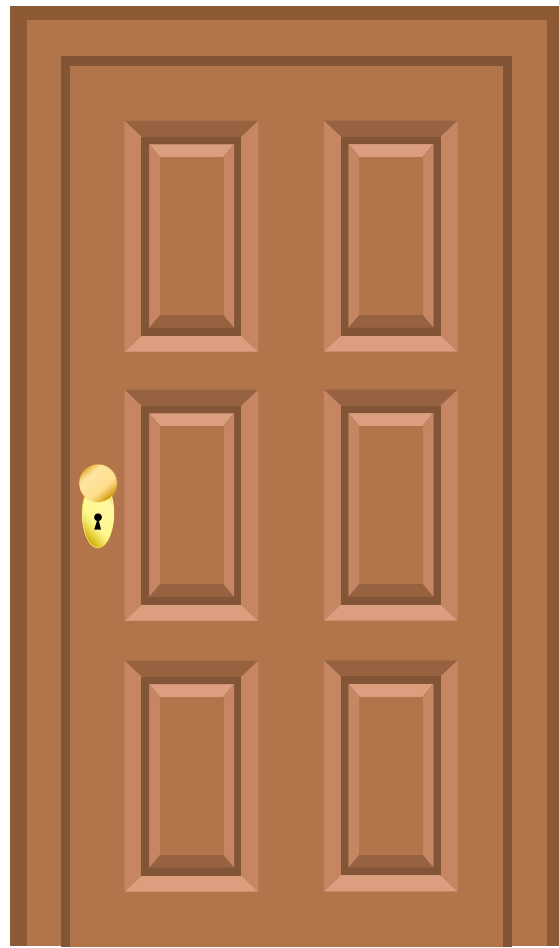


HOW DO WE DEFINE HIGH PERFORMANCE?

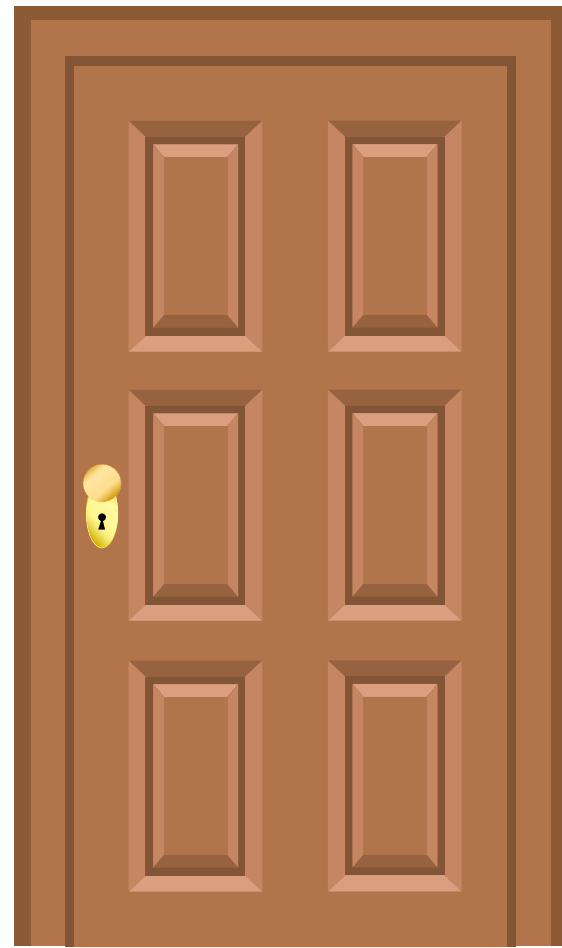
Dimension C: Intellectual/Academic Performance

- Qualifying score on the South Carolina Performance Task Assessments (2nd - 5th)
- GPA of 3.75 on a 4 point scale (6th+)

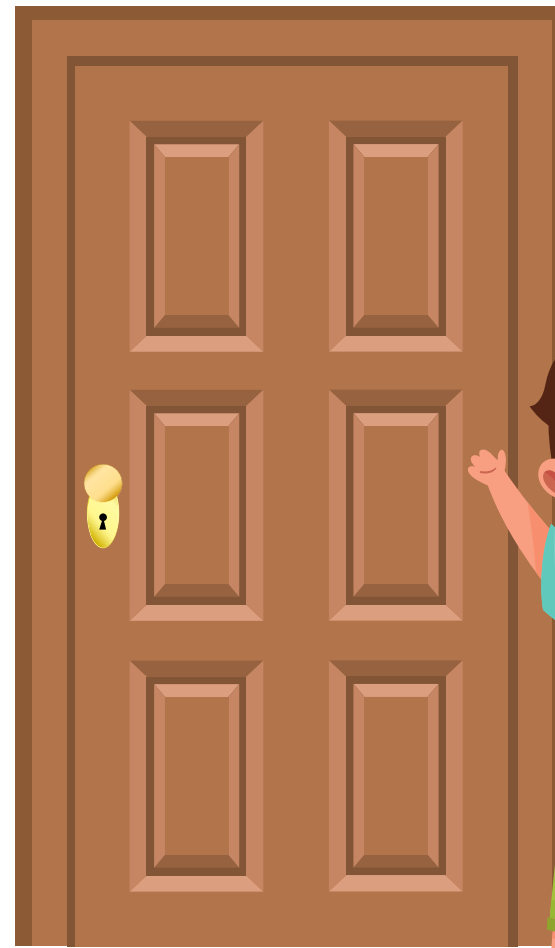




DIMENSION A:
APTITUDE



DIMENSION B:
ACHIEVEMENT



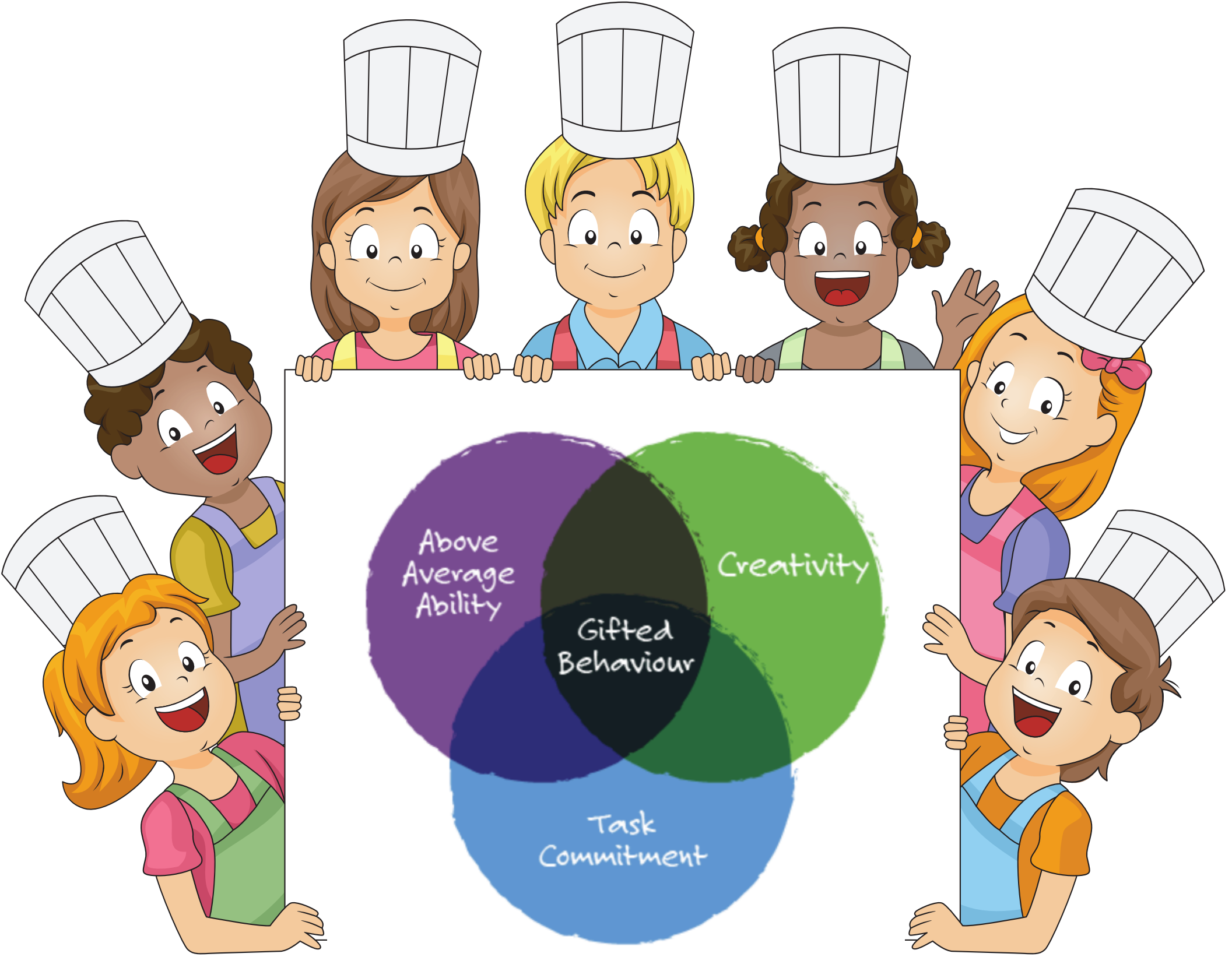
DIMENSION C:
INTELLECTUAL
OR ACADEMIC
PERFORMANCE



A student must
meet **2** of these
criteria --
open 2 of these
“doors” --
to qualify.

PATH TO IDENTIFICATION

RENZULLI'S THREE RING MODEL OF GIFTEDNESS



TRIAL PLACEMENT - “HIGH ACHIEVERS”

In 3rd grade**, students whose scores were strong, but not high enough to officially qualify, are sometimes included in the G/T classes as **high achievers**.

High achiever - indicates a student who hasn't yet met the mark, but who puts forth great effort and/or shows strong success in class, and appears to be capable of handling the rigor of a G/T class.

**this occasionally happens in 4th or 5th grade as well



TRIAL PLACEMENT - “HIGH ACHIEVERS”

This is possible because of a provision in the state regulation for gifted & talented:

“Placement may involve a trial period for at least one semester but not more than one year....

Students whose progress within the gifted and talented programming at the end of trial placement is not deemed adequate by the evaluation/placement team may be withdrawn from the programming.” - SC Regulation 43-220



MY CHILD HAS BEEN IDENTIFIED... WHAT DOES THAT MEAN?

What it *doesn't* mean:

It doesn't mean

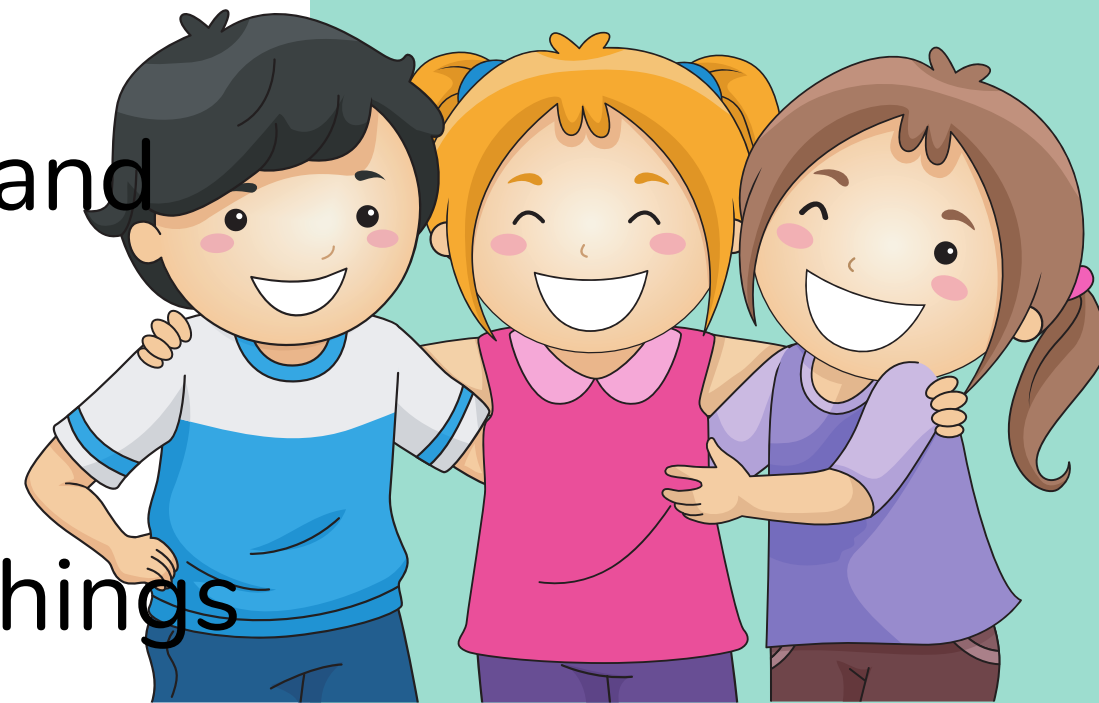
- your child has been granted a halo or magical powers
- your child will always find learning easy
- your child will be good at all academic tasks
- your child will get straight As
- your child will automatically be successful in a gifted/talented class



What it *does* likely mean...

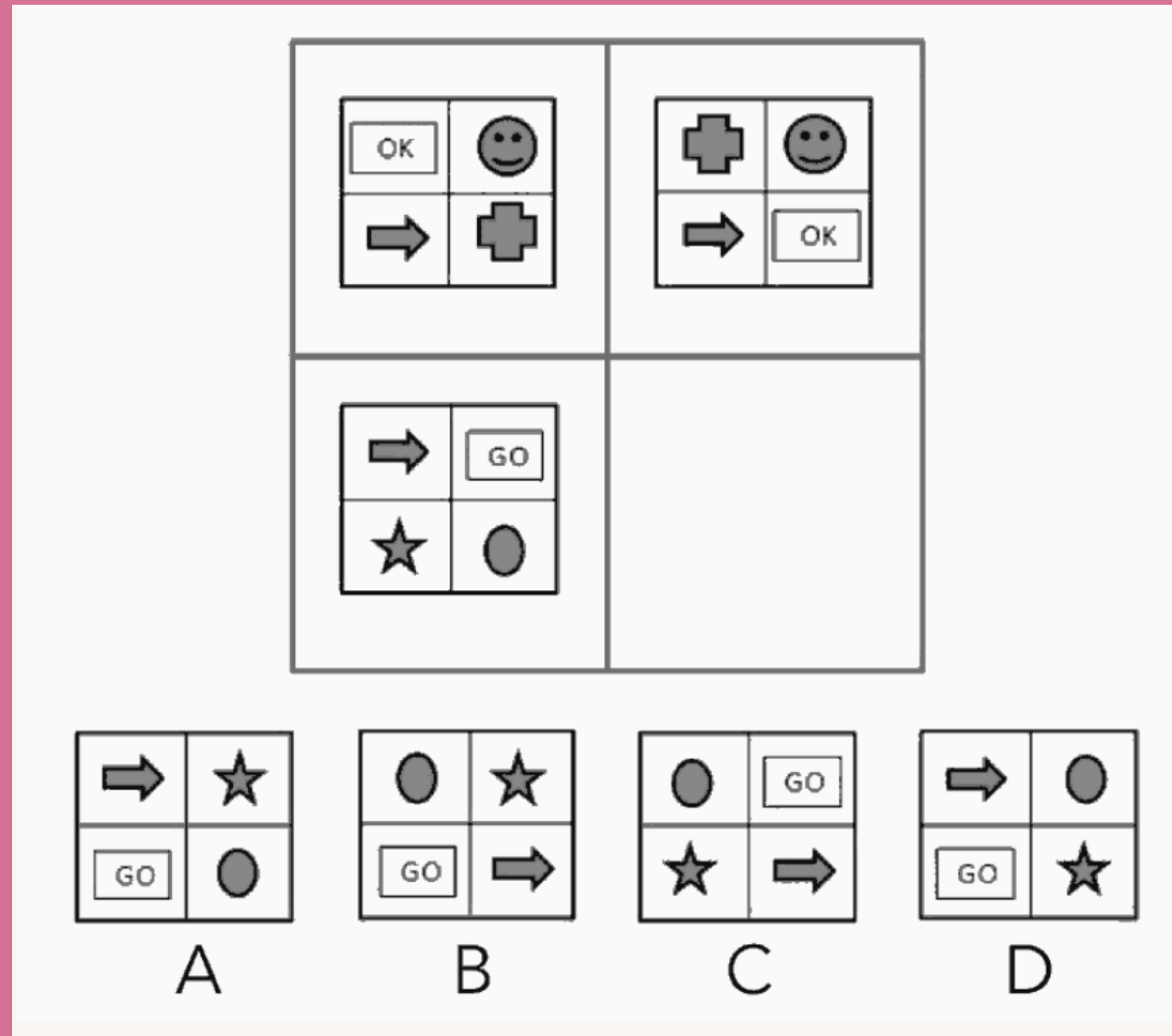
Your child...

- has one or more areas of strength and/or interest that need to be nurtured and encouraged in order to realize their potential
- has a brain that works differently, and thus requires instruction that addresses this.
- may have some characteristics including heightened creativity, emotionality, awareness of sensory stimuli, and movement
- if unchallenged, will not develop the study skills, self-advocacy, grit, and determination to persevere when things get tough



3 Images to Help Explain Giftedness

-Ian Byrd, Byrdseed.com



3 Images to Help Explain Giftedness

-Ian Byrd, Byrdseed.com



3 Images to Help Explain Giftedness

-Ian Byrd, Byrdseed.com



Characteristics Commonly Seen in Gifted Students

Cognitive Strengths and Potential Difficulties

- Learns rapidly and easily; retains extraordinary quantity of information when interested
- Easily bored; impatient with others; exhibits off-task behavior
- High level of verbal ability
- Dominates discussions with extra information and questions



Characteristics Commonly Seen in Gifted Students

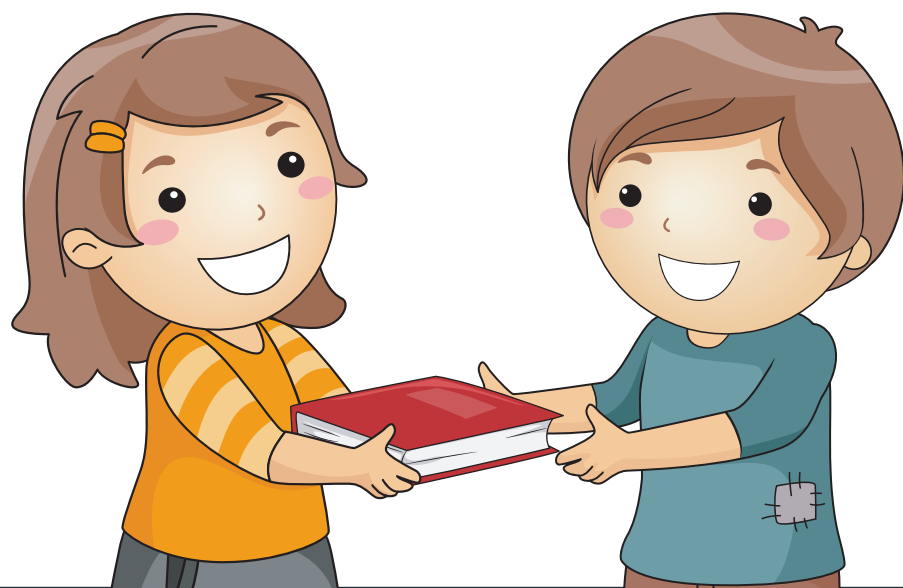
Cognitive Strengths and Potential Difficulties

- May be lopsided intellectually
- Exceptional ability in one area, average or indication of a learning problem in another
- Capable of great concentration /persistence when working on an interest
- Easily distracted and disengaged when work appears to be “busy work”.
- Above average reasoning ability
- Questions others’ logic and responses may be argumentative; can become frustrated by others’ lack of understanding

Characteristics Commonly Seen in Gifted Students

Cognitive & Affective Strengths and Potential Difficulties

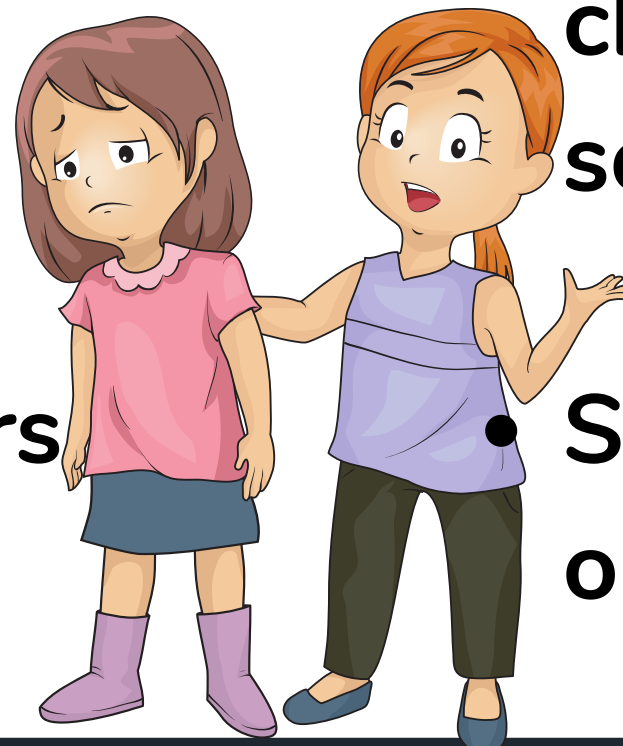
- Creative, playful, imaginative; original
- May “zone-off”, appear to daydream or be in “own world”; ideas may seem wild or silly. Connections made may not be easily/readily understood by others.
- Sense of humor
- Quick to understand jokes involving wordplay; can play “class clown” or be hurtful with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



Characteristics Commonly Seen in Gifted Students

Affective Strengths and Potential Difficulties

- High expectations of self and others
- High expectations of self and others; perceived as highly critical of others and self; can be easily discouraged by high levels of self-criticism;
- Highly sensitive to world and moral problems; often idealistic
- May “feel the weight of the world”; classmates may not understand this sensitivity.
- Seeks intellectual peers
- Shadows teacher/ adults; enjoys older kids



Social - Emotional Considerations

1) **Asynchronous Development** - aspects of a child mature at different rates; this can make social situations difficult because of inappropriate expectations. Giftedness in one area doesn't mean giftedness in all areas.

2) **Heightened Awareness** - Based on Dabrowski's "overexcitabilities" -- areas include:
psychomotor * sensory * intellectual *
emotional * imaginal



Social - Emotional Considerations

3) **Mental Health**- Anxiety, perfectionism, stress, & underachievement All can be related to unrealistic expectations of self, a fear of not living up to expectations of others, too much emphasis on product over process, or equating work or ability with personal worth



Messages About Success and Failure



Our mindsets are beliefs we have about our abilities and potential that impact our

success



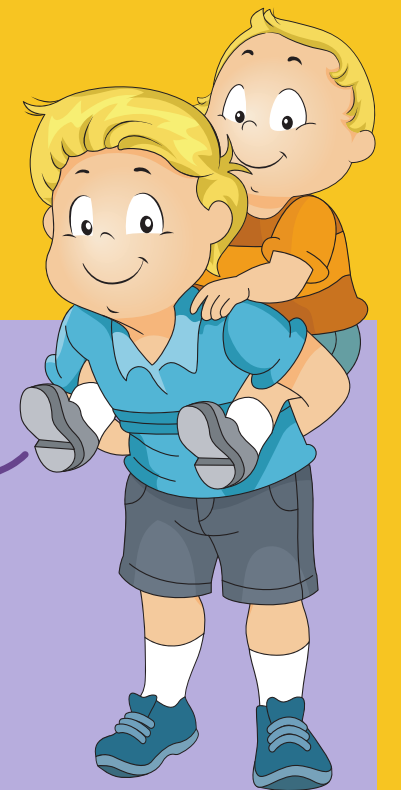
Growth

Fixed

Mindsets

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?



PARENTS OF THE GIFTED AND 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.



Resources

National Association for Gifted Children <http://www.nagc.org/>

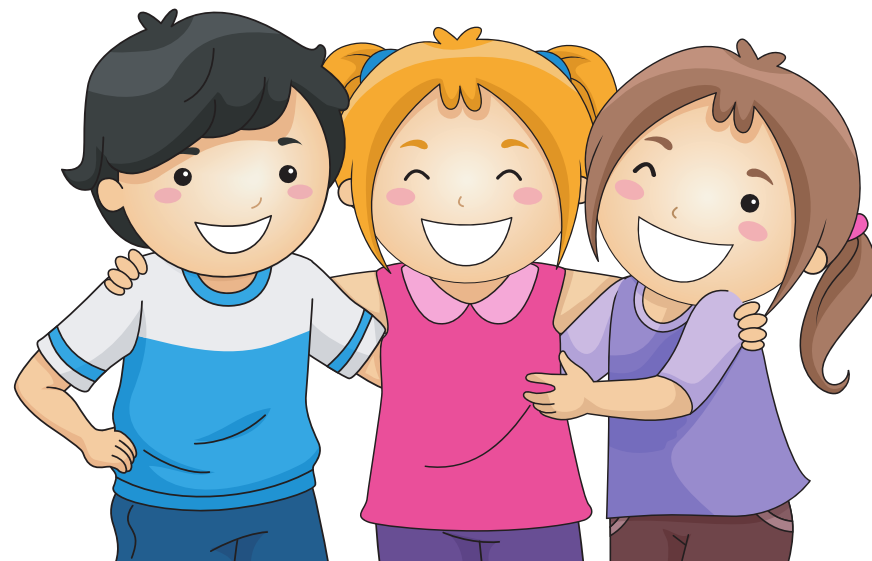
Requirements for Gifted Identification - South Carolina

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/>



QUESTIONS?

Please contact us!

Virginia G. Pratt, EdD
Lead Teacher, Gifted/Talented
virginia.pratt@beaufort.k12.sc.us
843-707-0608

Kelly Bausher, MEd
Gifted/Talented
kelly.bausher@beaufort.k12.sc.us
843-707-0681

Stephanie. Moldenhauer
Gifted/ Talented
stephanie.moldenhauer@beaufort.k12.sc.us
843-707-0664

