

Lessons **Learned**  
from TEACHING the **GIFTED**



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Lessons **Learned**  
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**Remember the Gift in Gifted**

- There isn't an all purpose gifted child

Two Types of Giftedness



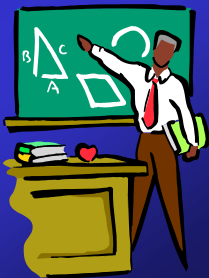
**School House**  
Nikki/Donnie



**Creative Producer**  
Bobbie/Danny

...nor is there an all-purpose teacher of the gifted...

1. Teach them to love the field
2. Develop their skills and discipline
3. Help them to make a unique contribution



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**Differentiated Education for the Gifted**

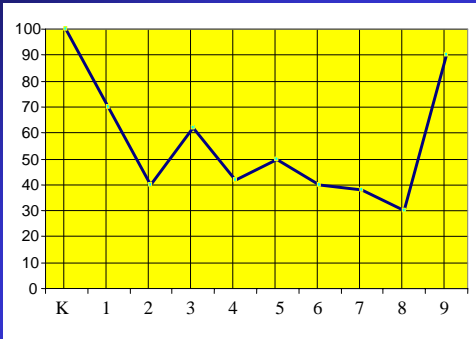
**QUIZ**

	YES	NO
1. Did every kid do it?	___	___
2. Could every kid do it?	___	___
3. Should every kid do it?	___	___
4. Would every kid want to do it?	___	___
5. Did the student do it willingly and zestfully?	___	___
6. Did the student use appropriate resources and methodology?	___	___

For the past two decades gifted education has emphasized the need to provide gifted and talented students with an academically challenging curriculum.



Average Percentage of New Mathematics Content in Three Mathematics Series



## Personally Meaningful

- ➔ Tied to Student's Identity
- ➔ Personally Interesting to the Student
- ➔ Integral to Student's Vision of the Future
- ➔ Viewed as Useful



## Novelty



## Unanswered Questions

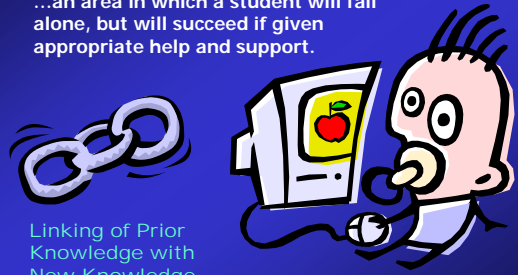
*A Function of Ambiguity and Complexity*

- Promotes Discussion
- Usually Involves Big Ideas
- No Content Ceiling
- Encourages Higher Level Cognition
- Offers Multiple Perspectives
- No Single Path to a Solution
- Definition of the Problem May Vary



## Zone of Proximal Development

...an area in which a student will fail alone, but will succeed if given appropriate help and support.



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- Service the strength that brought the child to your attention in the first place



**M**ost public schools are practicing a deficit model... We're so concerned with diagnosing what the child can't do that we spend ...the year beating him or her to death with it.

-- Joseph S. Renzulli

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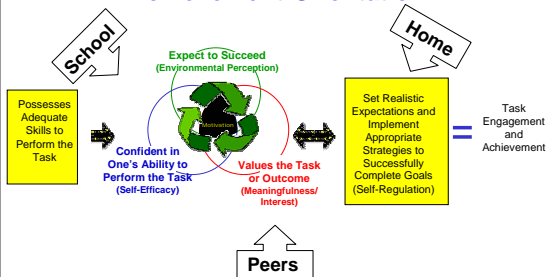
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- Gifted students don't always love learning everything

Real Products  
for a Real Audience



MAKE THE DIFFERENCE

### A Proposed Model of Achievement-Orientation



Each of the four elements of the model (Environmental Perception, Self-Efficacy, Meaningfulness, and Self-Regulation) is usually present in individuals who achieve at a level commensurate with their abilities. Some of these factors may be stronger than others, but overall, achievement-oriented individuals display a combination of all four traits. Remediation can be based on diagnosing which element or elements are deficit and strengthening them. Two individuals might have very different remediation programs based on their achievement-orientation profiles.

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- Gifted students don't always love learning everything
- The hidden curriculum is as important as the curriculum