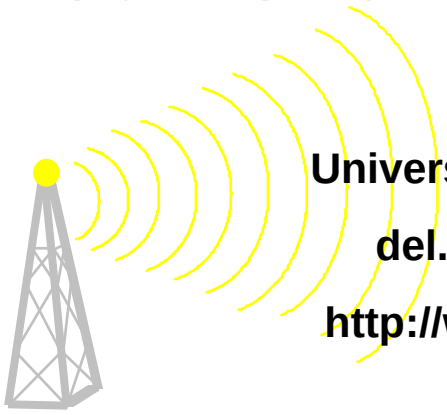
Myths and Realities in Gifted Education

Current Research



Del Siegle, PhD

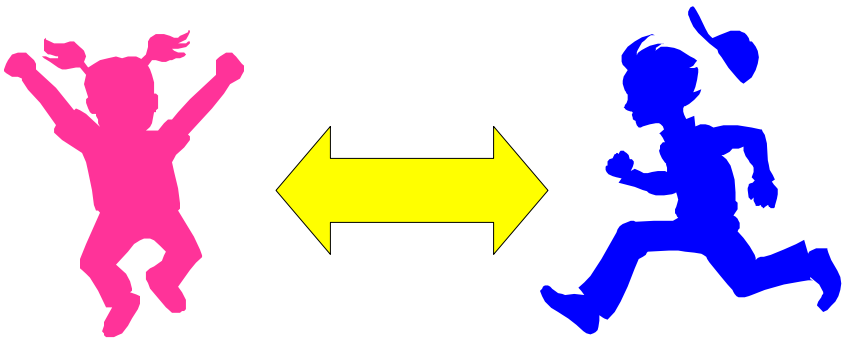
University of Connecticut

del.siegle@uconn.edu

http://www.delsiegle.info

860-486-0616

Teachers use similar criteria when identifying males and females for gifted programs.



Myth

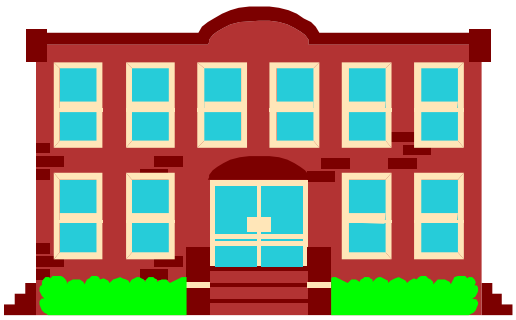
The esoteric nature of specific student knowledge matters...and it matters more with classroom teachers.

Introverted, absent-minded females are nominated with less confidence.

Problem solving producers are more likely to be nominated and G/T specialists rate them higher than classroom teachers do.

Mental computation is valued and G/T specialists value it more.

Classroom teachers and G/T specialists were similar in rating producing readers higher...while non-producing male nonreaders were rated higher than similar females by classroom teachers.



A majority of high schools say they have gifted and talented programs, and most have consultants or coordinators.

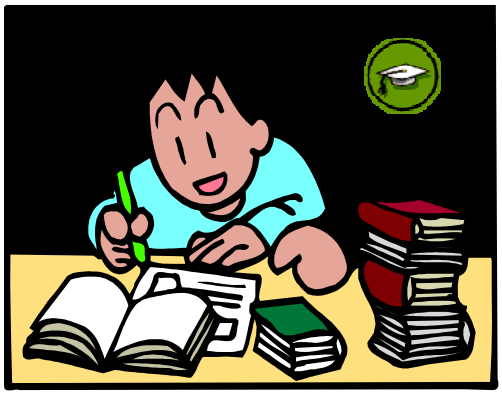
Myth Reality

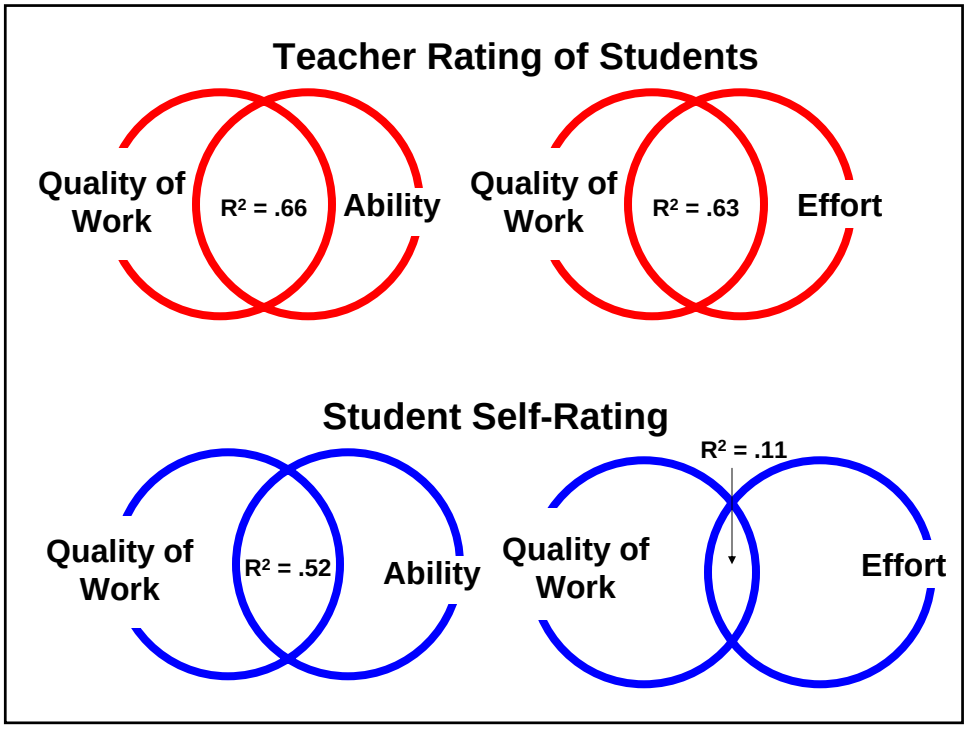
95% offer a high school gifted and talented program

35% have a consultant or coordinator associated with those programs.

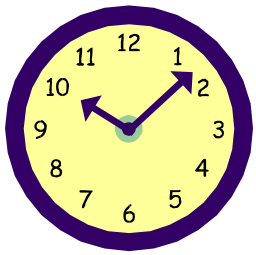
Myth

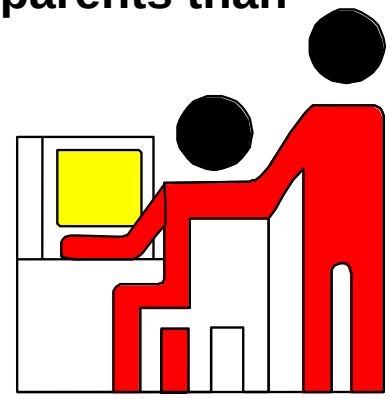
Students see effort and ability as being equally important in producing quality work.





As females grow older, they feel more pressure to be perfect from parents than males feel.





Myth Reality

Females expressed more concern about organization than males.

As they progressed from sixth to eighth grade, males reported higher expectations from parents than females.

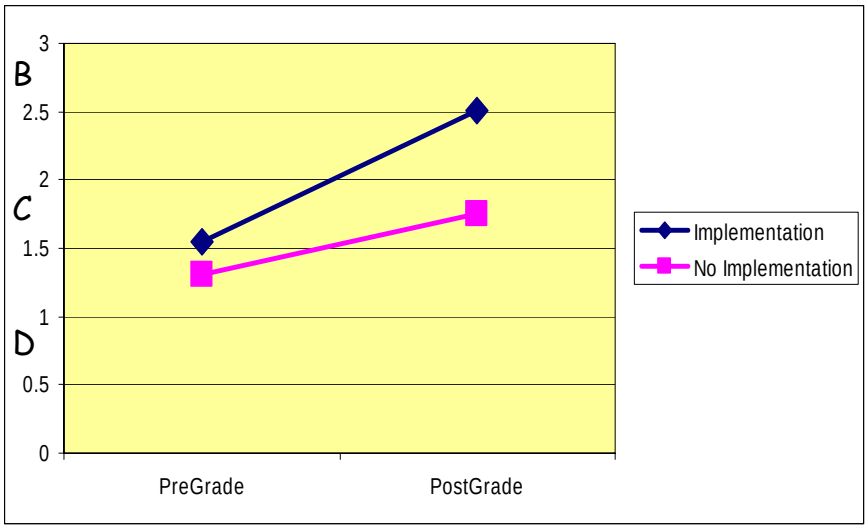
First born children reported greater parental criticism and parental expectations than youngest children.

6-7-8

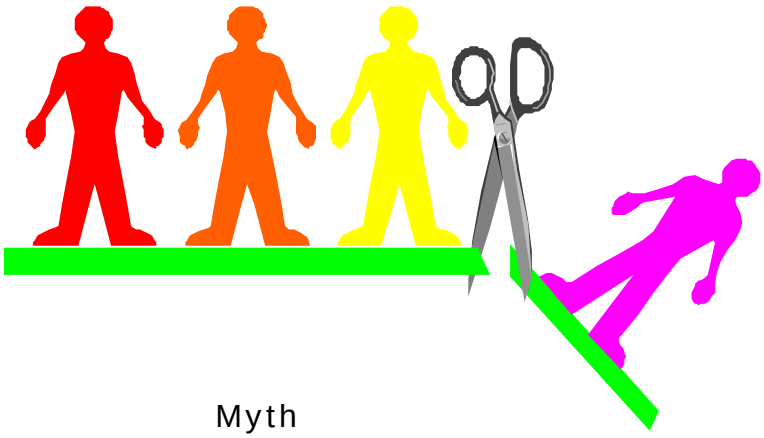
Non-academic interactions with gifted under-achievers provide few benefits.

Myth

Preliminary Study Findings

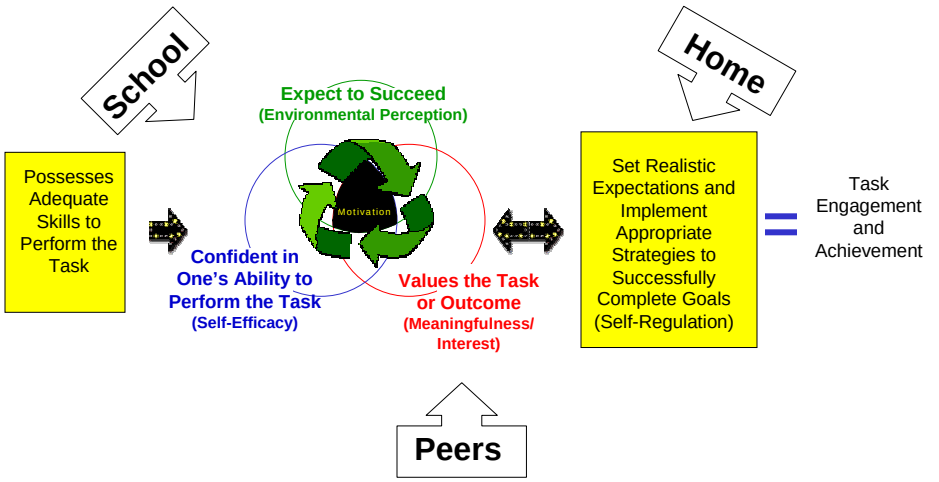


Gifted students who underachieve do not believe they have the ability to do well.



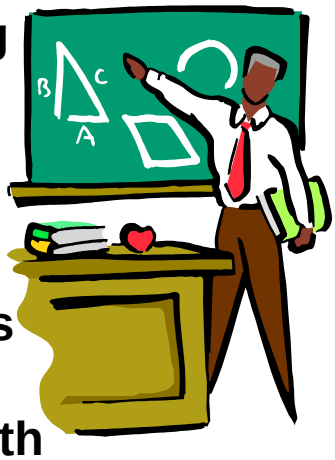
Myth

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.

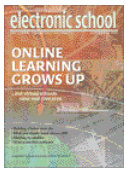
Home schooling is one of the few options available to parents of gifted students who are dissatisfied with their children's education.



Myth

ONLINE LEARNING GROWS UP

No longer an experiment, virtual schooling is here to stay



BY KATHLEEN VAIL

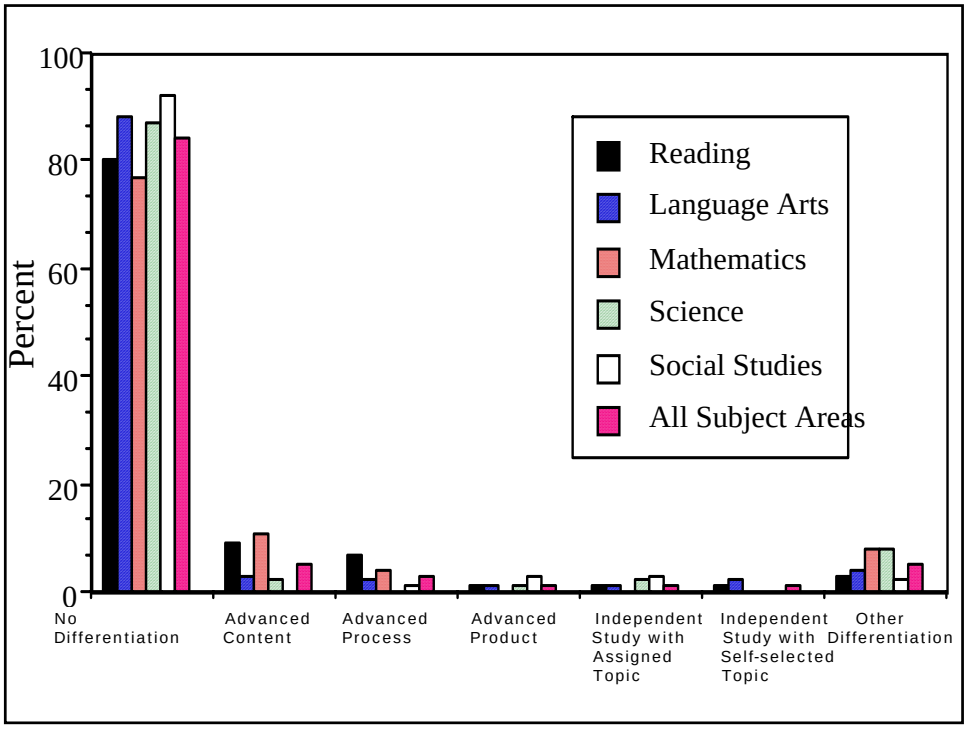
Adam Dearing begged his mom not to send him back to school. "It's not fair that I have to sit and wait for the other kids," he told her. Melanie Dearing knew her son was gifted. When Adam was hospitalized with asthma in middle school, he finished nearly three weeks worth of schoolwork in just a couple of hours. Dearing began exploring alternatives for her son.

Darren Smith was a bright student, too, but he had problems paying attention in a regular classroom. His mother, Susan, worried about him, especially when he reached sixth-grade. "I was watching him get lost in middle school," she says. Smith, too, searched for options to traditional schooling.

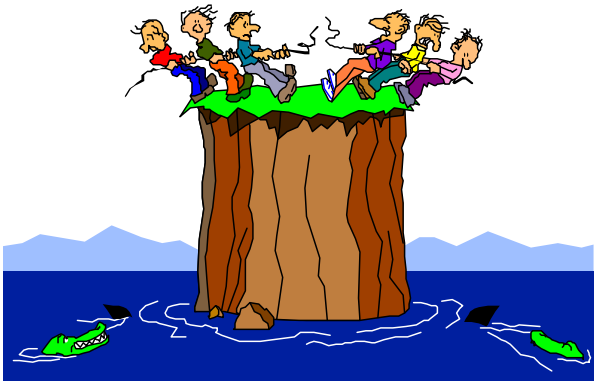
The Smiths and the Dearings plugged into the burgeoning world of online education, a world where they found flexibility, focus -- and success. Adam Dearing is now a junior at the Basehor-Linwood Virtual Charter School in Basehor, Kan. Darren Smith graduated in June from the Choice 2000 Charter School in Perris, Calif.

Gifted and talented students experience some instructional or curricular differentiation in at least 25% of the instructional activities in which they participate.

Myth



Heterogenous cooperative groups are harmful to gifted students.



Myth

786 fourth grade students in 42 classrooms from 8 school districts

GGG

GNN

NNN

Gnn

Viewed More Friendly

Viewed Better Leader

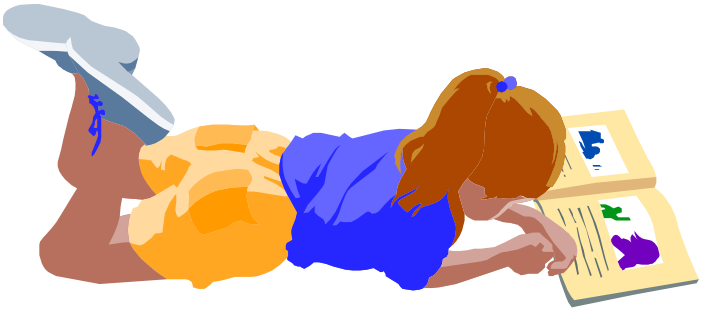
Higher Social Self-Esteem

gNN

Viewed Lower in Task-Relevant Activities

Lower Self-Esteem

Early reading and early writing skills should keep pace with each other.



Myth

While U.S. students overall may score lower in math and science than students in other countries, when the top students of each country are compared, the U.S. students compare favorably.

Myth

	Slovenia	France	Australia	Denmark	Switzerland	Canada	Sweden	Germany	Austria	Italy	Greece	United States	Czech Republic
Slovenia		*	>	>	>	>	>	>	>	>	>	>	>
France	*		>	>	>	>	>	>	>	>	>	>	>
Australia	<	<		*	*	>	>	>	>	>	>	>	>
Denmark	<	<	*		*	>	>	>	>	>	>	>	>
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Canada	<	<	<	<	*		*	>	>	>	>	>	>
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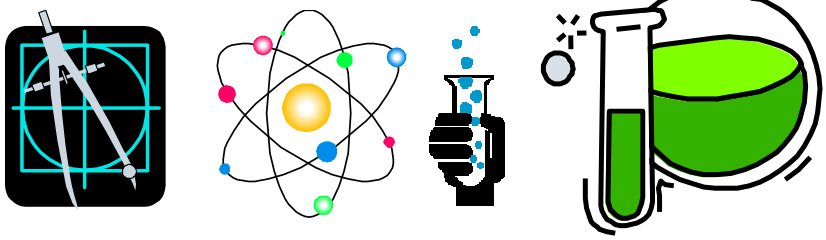
Austria	<	<	<	<	<	<	<	*		*	>	>	>
Italy	<	<	<	<	<	<	<	<	*		*	>	>
Greece	<	<	<	<	<	<	<	<	<	*		>	*
United States	<	<	<	<	<	<	<	<	<	<	<		*
Czech Republic	<	<	<	<	<	<	<	<	<	<	*	*	

Gender differences in mathematics and science are less in the United States than in other countries.



Reality