

Lessons Learned from
the Classroom:

Teaching FOR Achievement



<http://www.delsiegle.info>

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Lessons Learned from the CLASSROOM:

Teaching for Achievement

- There isn't an all purpose gifted child
- Curriculum needs to be student-based
- Service student strengths
- Students don't always love learning everything
- Students need to know about their giftedness
- The hidden curriculum is important

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Leave
the
world
better
than
you
found it.



Develop
the
talents
you
were
given.

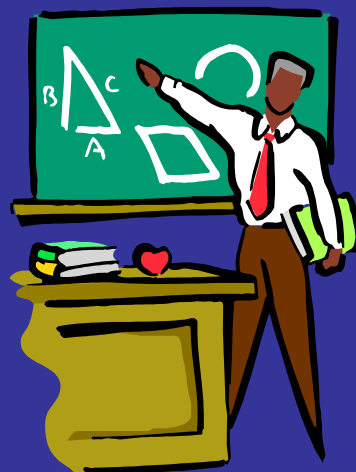




Pass on what you have learned.

...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



Differentiated Education for the Gifted

QUIZ

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

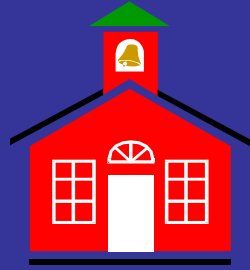
Personally Meaningful



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



Eccles and Wigfield



Most 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

Real
Products
for a Real
Audience

Garth's Photo Exhibit

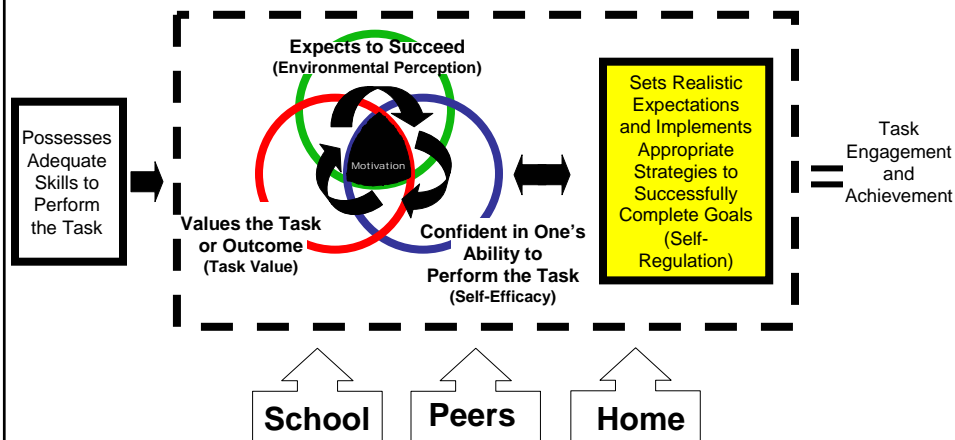


The future influences the present as much as the past.

Friedrich Wilhelm Nietzsche

Achievement-Orientation Model

Del Siegle, Ph.D. and D. Betsy McCoach, Ph.D.
Neag School of Education
University of Connecticut



Each of the four elements of the model (Meaningfulness, Self-Efficacy, Environmental Perception, 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 addressing them. Two individuals might have very different remediation programs based on their achievement-orientation profiles.