**Characteristics of Gifted Students and How to Support Them Notetaking Guide**

<https://dcsd.sharepoint.com/sites/DCSDGifted> **or** [**worksheetless.com**](http://worksheetless.com/)

**What is Gifted?**

National Association for Gifted Children (NAGC) definition

Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential. Student with gifts and talents:

* Come from all racial, ethnic, and cultural populations, as well as all economic strata.
* Require sufficient access to appropriate learning opportunities to realize their potential.
* Can have learning and processing disorders that require specialized intervention and accommodation.
* Need support and guidance to develop socially and emotionally as well as in their areas of talent.

**Myth or Truth**

**Divergent Thinking** – definitions from Michigan State University

* fluency – the ability to develop large numbers of ideas,
* flexibility – the ability to produce ideas in numerous categories,
* originality - the ability to produce unusual or unique ideas, and
* elaboration – the ability to adapt abstract ideas into realistic solutions

**Characteristics of Gifted**

Generate a list of characteristics.

**Identification in the State of Georgia**

**DCSD – Testing and Identification**​

**DCSD – Approved Models**

[https://www.dekalbschoolsga.org/gifted/](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.dekalbschoolsga.org%2Fgifted%2F&data=05%7C01%7CKristen_Drake%40dekalbschoolsga.org%7Cffd7a02fe1094f978a0608db5ffc4340%7C312b238ac08341c1a18b736b02696f79%7C0%7C0%7C638209309301032710%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=YOkhN4JiiT6jCPqS39MNAlwmuY%2B%2BWMvk5%2Bi5uYb97Do%3D&reserved=0)

**In a typical public classroom, there are 27 students whose academic performance spans five grade levels.**

-from “Support and sabotage: Principal’s influence on middle school teachers’ responses to differentiation” in The Journal of Secondary Gifted Education.

**High-ability learners received no differentiated instruction in 84% of the activities.**

-from “The classroom practices observation study” in Journal for the Education of Gifted.

**Differentiation Video**

[Differentiated Instruction](https://www.youtube.com/watch?v=kn8faeuQjE0&feature=youtu.be)

**Relevance** – TKES and DCSD Goals

​[TAPS 3: Instructional Strategies Quick Guide​](https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/Professional%20Leanring%20Documents%202019-2020/QG%20-%20TKES%20-%20TAPS%203%20Instructional%20StrategiesTeachers.pdf)

[TAPS 3: Instructional Strategies Fact Sheet](https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/PDFs%20of%20Fact%20Sheets/Fact%20Sheet%20TKES%20Performance%20Standard%203.pdf)

​[TAPS 4: Differentiated Instruction Quick Guide](https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/QG%20TAPS%204%20Differentiated%20Instruction%202014-15.pdf)

[TAPS 4: Differentiated Instruction Fact Sheet​](https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/PDFs%20of%20Fact%20Sheets/Fact%20Sheet%20TKES%20Performance%20Standard%204.pdf)

**Choice Boards**

**RAFT**

* Role
* Audience
* Format
* Topic

**Ed Media Resources**

**Work Time**

**“If we want all our students to become better thinkers and learners, we must design rigorous learning experiences that go beyond helping them simply master standards.”**

 -Robyn R. Jackson