HCSD Gifted Resource Guide   version 6   10/26/2016

Who are they? http://eleanormunsonphd.com/2011/01/the-five-levels-of-giftedness/

Why is gifted education important? http://www.nagc.org/resources-publications/gifted-education-practices/why-are-gifted-programs-needed

 http://www.nagc.org/sites/default/files/administrators/Rationale%20for%20Gifted%20Ed.pdf

PEOPLE/SOCIAL EMOTIONAL LEARNING-- Gifted students often have asynchronous development, e.g., average or even below average social-emotional skills (or uneven academic skills). http://www.nagc.org/resources-publications/resources/social-emotional-issues/asynchronous-development

What are major elements of S-E learning? http://www.scusd.edu/learn-more-about-sel

http://files.eric.ed.gov/fulltext/ED372554.pdf

http://www.ncmle.org/research%20summaries/ressum6.html

http://sengifted.org/archives/articles/9-important-topics-about-the-social-and-emotional-needs-of-the-gifted

"Playing" Friends: Most classrooms and the world are heterogeneous. Students may need explicit instruction to learn to engage positively with age-peers.	"Thinking" Friends: Research indicates gifted students benefit significantly from time with cognitive peers—at age level and across ages.
- Class meetings, morning meeting/moments *Positive Discipline In The Classroom* by Jane Nelson - Conflict management instruction http://www.scholastic.com/browse/article.jsp?id=3750554 *Talk It Out: Conflict Resolution in the Elementary Classroom* by Barbara Porro - EQ Kits/Emotional Intelligence Vocabulary - Journaling—Provide opportunities for self-reflection & evaluation - Specific instruction: social skills/group work skills - Dealing with "kids who don't get it" - When there's a problem: consider creating a recess "menu" of options/incentivizing making choices to experiment with the options/ participating with peers	- http://sengifted.org/archives/articles/play-partner-or-sure-shelter-what-gifted-children-look-for-in-friendship - Strategic clustering of "thinking friends" in class placement (4+) - Pulling "thinking friends" together across the grade level or other grades for structured group projects/problem solving. Consider benefits to both younger/older students. - Extra-curricular activities to foster similar interests - Gifted students may choose to interact with students much younger or older than they.

CURRICULUM/CONTENT--Gifted students require little if any repetition and can often cover grade-level materials rapidly. Materials may need to be modified /reduced/differentiated. http://www.davidsongifted.org/Search-Database/entry/A10342

Grade Level:

- Focus on work production and accountability (commensurate with ability—may need to be incentivized)
- Very limited use of timed tests: important not to equate giftedness with rapid work
- Reduce or eliminate rote work.
- Bloom's Taxonomy https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

ELA

- CCSS ELA standards: focus on depth/complexity: https://c.ymcdn.com/sites/cagifted.site-ym.com/resource/resmgr/docs/ccss-gate_cde_website.pdf

Acceleration

- Individual subject areas after demonstration of mastery of depth of knowledge

Academic Options beyond grade-level curriculum

- Khan Academy (more than math!) https://www.khanacademy.org/about
- Frontrowed (ELA and math) https://www.frontrowed.com/
- TeachersFirst (online classroom tools) http://www.teachersfirst.com/spectopics/dats.cfm
- World Languages http://www.bbc.co.uk/languages
- Free on-line courses—languages and more https://alison.com/AllCourses?utm_campaign=682_nca

- Focus on written expression: analytical
- Focus on work production and accountability (commensurate with ability)
- Socratic Dialogues
- Consider program such as **Schoolwide Enrichment Model Reading Framework (SEM-R)** http://gifted.uconn.edu/semr-resources/

MATH
- CCSS Math standards—focus on depth/ complexity http://www.nagc.org/resources-publications/resources/timely-topics/common-core-state-standards-national-science-0
- Low floor/high ceiling math tasks: https://www.youcubed.org/tasks/
- …"good acceleration includes much enrichment, and good enrichment is accelerative" p. 6, *Developing Math Talent, 2E* **by Susan Assouline Ph.D.**

SCIENCE
- Emphasis on content standards—STEM: http://www.giftededpress.com/STEMLINKS.pdf

SOCIAL STUDIES
- Emphasis on content standards—consider further explorations, integrating ELA/Math

_20160627&utm_source=outbound+marketing&utm_medium=email
- Free on-line high school courses: http://www.hoagiesgifted.org/online_hs.htm (copy and paste into browser)
- **MATH: Comprehensive sets of resources:** *Developing Math Talent, 2E* **by Susan Assouline Ph.D.**

HOMEWORK Modifications
- Very limited repetition or "drill and kill"
- Different, not more
- Independent, integrated projects
- Interest-based enrichment projects
- Focus on depth/complexity
- Focus on problem solving
- Social skills tasks

- **CURRICULUM/ORGANIZATION—Gifted students need access to learning with cognitive peers and at a pace appropriate for them** …"good acceleration includes much enrichment, and good enrichment is accelerative" p. 6, *Developing Math Talent, 2E* **by Susan Assouline Ph.D.**

Acceleration
- http://www.nagc.org/resources-publications/gifted-education-practices/acceleration
- 20 Types of Acceleration http://www.accelerationinstitute.org/Resources/acceleration_types.aspx
- http://www.accelerationinstitute.org/Nation_Deceived/Get_Report.aspx
- http://www.nagc.org/resources-publications/gifted-education-practices/grouping
- Use pre-testing, e.g. student completes end-of-unit test before studying unit and scores +/>90% -- completes (limited) practice pages/stays with group for needed "new" material

Other Grouping –20 Types of Acceleration
- http://www.accelerationinstitute.org/Resources/acceleration_types.aspx
- http://www.nagc.org/resources-publications/gifted-education-practices/grouping
- Mentor a younger student or teach younger students areas of expertise
- Integrate visual and performing arts
- Structured group projects
- Interest-based enrichment projects/ presentations
- Provide choice
- See "Thinking Friends"

LIFELONG LEARNING/LIFE SKILLS /SELF-ADVOCACY

- Essential Outcomes (throughout above) e.g.,:
  -Communication (CCSS standards-differentiated)
  -Collaboration (Explicit group work instruction)
  -Critical thinking (CCSS standards-differentiated)
  -Resiliency/Risk Taking/Self-reliance/
    Perseverance http://www.mindsetworks.com/

- Self-Advocacy: for own interests/ different learning tools
  --*When Gifted Kids Don't Have All The Answers*
  --*The Survival Guide for Gifted Kids*
  --*The Gifted Teen Survival Guide* all by Judy Galbraith

- Global Citizenship/Leadership/Real World Connections http://www.rootsandshoots.org/ http://www.studentsoftheworld.info/ (cut and paste into your browser)
- Davidson Institute Guidebook on Volunteerism: https://issuu.com/ditd/docs/givingback
- Real World Problem Solving/Design Thinking http://www.designthinkingforeducators.com/
- Provide activities to support positive self - concept: gratitude journals, connections with real/famous/successful gifted people
- Provide alone/independent/daydreaming time

- Adult on-site (not classroom teacher) to conduct 1:1 meeting(s) to get student's input and buy-in to generate programming and incentive ideas, e.g., Ross Greene's CPS model http://www.livesinthebalance.org/walking-tour-educators
- Dealing with "boredom" or preferred tasks vs non-preferred tasks--**When Gifted Kids Don't Have All The Answers*
- Executive Functioning http://efs2therescue.ca/
- Technology: woven throughout the curriculum, e.g., TeachersFirst (free online classroom tools) http://www.teachersfirst.com/spectopics/dats.cfm

SPECIAL CHALLENGES—Are these affecting school/home life? Teachers need resources but parents may need suggestions for home support as well. http://sengifted.org/archives/articles/gifted-kids-at-risk-whos-listening and http://www.det.act.gov.au/__data/assets/pdf_file/0005/587318/Social-Emotional-Needs.pdf

- Perfectionism http://www.davidsongifted.org/Search-Database/entry/A10459
- Anxiety/Stress/Intensity/ "Over-excitability"   http://www.davidsongifted.org/Search-Database/entry/A10750
- Isolation (lack of belonging) http://chermerecafe.blogspot.com/2009/05/thoughts-on-isolation-of-giftedness-for.html
- Super sensitivities http://education.jhu.edu/PD/newhorizons/Neurosciences/articles/Brains%20on%20Fire/
- Asynchronous development https://www.verywell.com/dealing-with-your-childs-asynchronous-development-1449081
- Strong sense of justice--provide opportunities for moral dilemma & social justice discussions http://sengifted.org/archives/articles/the-moral-sensitivity-of-gifted-children-and-the-evolution-of-society
- "Imposter" syndrome http://www.byrdseed.com/the-curious-case-of-impostor-syndrome/

CASE OF THE 2E (TWICE EXCEPTIONAL) GIFTED STUDENT--Highly gifted students can also have learning disabilities.

http://www.2enewsletter.com/article_2e_what_are_they.html
http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/enriched/programs/gtld/0470.15_TwiceExceptionalStudents_Handbook_Web.pdf

PARENT INVOLVEMENT

Parent Meetings
- Hold "Gifted CST" meetings during fall conferences if requested with check-ins as necessary.
- Discuss child, research as needed with parent.

Parent Resources
- Discuss outside groups, classes, camps, and affiliated organizations for gifted kids http://cty.jhu.edu/ https://giftedandtalented.com/?utm_source=bing&utm_medium=cpc&utm_campaign=EPGY#+1&utm_term=stanford+epgy
- Discuss support groups and organizations for parents of gifted kids http://www.nagc.org http://www.cagifted.org/
- School suggests books and articles to read on the uniqueness of gifted kids
- http://www.hoagiesgifted.org/ (copy and paste into browser)
- http://www.accelerationinstitute.org/Nation_Empowered/NE_Vol2_AppendixE.pdf

EVEN MORE RESOURCES

Giftedness—the whole topic:
- *5 Levels of Gifted* by Deborah L. Ruf, Ph.D
- *Giftedness 101* by Linda Kreger Silverman

Early elementary—ideas, considerations, resources
- *Teaching Gifted Children in Today's Preschool and Primary Classrooms: Identifying, Nurturing, and Challenging Children Ages 4-9* by Smutney, et al

Enrichment/organization ideas
- *Teaching Gifted Kids in Today's Classroom* by Susan Winebrenner

Acceleration/enrichment resources: math
- https://www.iagcgifted.org/images/stories/pdf/CCSS-and-Gifted-Resource-Books.pdf
- http://www.prufrock.com/ (possibly cut and paste into browser)

Acceleration/enrichment resources: ELA
- Consider Conversational Reading
  http://www.dianefrankenstein.com/conversational-reading/

Acceleration/enrichment: cognition
- https://www.pinterest.com/hilliardg/gifted-thinking-skills/

Social-emotional resources
- *Make Your Worrier a Warrior* by Dan Peters, Ph.D.
- *Emotional Intensity in Gifted Students: Helping Kids Cope With Explosive Feelings* by Christine Fonseca
- http://sengifted.org/resources/resource-library/
- www.gtldnet.org (click through to resources section)

Follow-up to *A Nation Deceived*—and more resources
- http://www.accelerationinstitute.org/Nation_Empowered/NE_Vol2_AppendixE.pdf

5 Key Aspects of Differentiation
- https://youtu.be/3TRGl3iXoAE

Cognitive Rigor
- http://www.maverikeducation.com/what-is-cognitive-rigor-.html

Sample Lesson by Dr. Carol Tomlinson (and non negotiable elements of differentiation)
- https://www.youtube.com/watch?v=6xH0K3Z-dbo