

What is Giftedness?

lifted from the NAGC website

(<http://nagc.org/>)

You are invited to explore the website

The quick response is that there is, as yet, no universally agreed upon answer to this question. Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures. Even within schools you will find a range of personal beliefs about the word "gifted," which has become a term with multiple meanings and much nuance.

NAGC does not subscribe to any one theory of the nature of human abilities or their origins. We assert that there are children who demonstrate high performance, or who have the potential to do so, and that we have a responsibility to provide optimal educational experiences for talents to flourish in as many children as possible, for the benefit of the individual and the community.

Current Definitions

Although interpretations of the word "gifted" seem limitless, there are a handful of foundational definitions that may be categorized from conservative (related to demonstrated high IQ) to liberal (a broadened conception that includes multiple criteria that might not be measured through an IQ test).

National Association for Gifted Children (NAGC)
Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).

The development of ability or talent is a lifelong process. It can be evident in young children as



*ELEMENTARY QUEST STUDENTS DISCOVERING
BY DOING*

exceptional performance on tests and/or other measures of ability or as a rapid rate of learning, compared to other students of the same age, or in actual achievement in a domain. As individuals mature through childhood to adolescence, however, achievement and high levels of motivation in the domain become the primary characteristics of their giftedness. Various factors can either enhance or inhibit the development and expression of abilities. To read the NAGC position paper, *Redefining Giftedness for a New Century*:

A person's giftedness should not be confused with the means by which giftedness is observed or assessed. Parent, teacher, or student recommendations, a high mark on an examination, or a high IQ score are not giftedness; they may be a signal that giftedness exists. Some of these indices of giftedness are more sensitive than others to differences in the person's environment.

TALENTED AND GIFTED STARS

SUFFOLK PUBLIC SCHOOLS

MARCH 2014

Visit the SPS Gifted Blog

<http://blogs.spsk12.net/spsgifted/>

You will find information about upcoming events on the opening page.

There are separate pages to present information about our programs which include:

- Contact information**
- Elementary Description**
- Middle School Description**
- Resources**
- The SPS Gifted Plan**
- High School Programs**
- Gifted Standards**
- Summer Opportunities**
- Talented Music**
- Talented Art**
- Scope & Sequence**

An effective Gifted Education Advisory Committee:

- ✚ positively represents the community it serves;
- ✚ collaborates with school division staff and the community;
- ✚ utilizes operating procedures agreed upon by the committee membership;
- ✚ focuses attention on gifted education issues, not individual concerns or complaints; and
- ✚ utilizes new information, current research and best practices in gifted education for its program effectiveness review.

Prepared with assistance from the Virginia Advisory Committee for Education of the Gifted.

16 Scholarships: (4) \$250, (6) \$500, (6) \$1,000

The NSGT Board of Trustees Scholarship is a prestigious award given each year to NSGT students who wish to pursue their passions for learning in educational programs offered beyond the school day or year. You must have a \$45 membership.

<http://www.nsgt.org/scholarships-available/>



King's Fork High Pre-International Baccalaureate Chemistry students participated in an activity involving ionic salts and fire.



IB STUDENTS DISSECTING IN THE LAB

TALENTED AND GIFTED STARS

SUFFOLK PUBLIC SCHOOLS

MARCH 2014

Summer Camp at Ferrum College



What The Research Says: Gifted Education Works

CHECK IT OUT...LIFTED FROM-
<http://www.nagc.org/giftededucationworks.aspx>

ACCELERATION WORKS

Educational acceleration is one of the cornerstones of exemplary gifted education practices, with more research supporting this intervention than any other in the literature on gifted individuals. The practice of educational acceleration has long been used to match high level student general ability and specific talent with optimal learning opportunities.

GROUPING WORKS

The practice of grouping, placing students with similar abilities and/or performance together for instruction, has been shown to positively impact student learning gains. Grouping gifted children together allows for more appropriate, rapid, and advanced instruction, which matches the rapidly developing skills and capabilities of gifted students.

PULL-OUT PROGRAMS AND SPECIALIZED CLASSES WORK

Programming options for gifted and talented students occur in a variety of ways, and research demonstrates the effectiveness of pull-out and specialized classes and their curriculum in raising student achievement.

WHY IS THE INTERNATIONAL BACCALAUREATE PROGRAMME A GOOD CHOICE FOR GIFTED CHILDREN IN HIGH SCHOOL

The Virginia Regulation reads... 8 VAC 20-40-60A.10

Evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth.

How the program satisfies the regulation

The learner profile traits are addressed throughout the curriculum. The course of Theory of Knowledge explores the ways of knowing and how they know across the disciplines.

The requirement to complete the **Creativity, Action, and Service (CAS)** component provides the students with continued opportunities to be reflective. They must address a set of learning outcomes. The entire curriculum and instructional strategies of the IB are research-based with the aim of challenging all learners.

Students are assessed in a variety of manners. Each of the subjects requires internal and external assessments. These can range from writing essays, to investigating topics, to oral presentations, to laboratory work, to presentation of projects, to research projects. The end-of-course examinations measure acquired knowledge of the subject and ability to use their knowledge to make informed observations. They encourage critical thinking and analyzing.

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QUEST students at KFMS

Three Project Lead the Way (PLTW) juniors Logan Crews, Ryan Greening and Samantha Henry, were recently accepted into the Virginia Aerospace Science and Technology Scholars program. The Virginia Aerospace Science and Technology Scholars (VASTS) program is an interactive online science, technology, engineering and mathematics learning experience, highlighted by a seven-day residential summer academy at NASA Langley Research Center in Hampton. Students selected to participate in the program are immersed in NASA-related research through interaction with scientists, engineers and technologists. The program is a partnership between the Virginia Space Grant Consortium and NASA Langley Research Center with assistance from the Virginia Department of Education. During the school year, scholars will complete eight web-based modules. The modules begin in December and are due every two weeks. Based upon the content of each module, scholars will provide solutions to real-world questions, design upgrades to be used on the International Space Station (ISS) or design a new Crew Exploration Vehicle, participate in discussion forums on current space-related topics with other Scholars and NASA scientists and engineers, and will hone their technical writing skills.



Upon successful completion of the online course, scholars who perform well in the course may be selected to attend a week-long Summer Academy at NASA Langley in Hampton. This academy will include a team project in which students design a human mission to Mars; tours of NASA Langley facilities, mentoring by NASA engineers, scientists, and technologists, participation in hands-on scientific and engineering activities, and briefings and seminars by astronauts, engineers, scientists and other NASA experts. Scholars who are selected for the week-long academy at NASA Langley are provided transportation, housing, and meals during their stay. Call PLTW and technology and engineering education teacher Dawn Rountree at 923-4101 or email dawnroutree@spsk12.net for more information.