



# Meeting the Challenges of Working with Gifted Students

Strand: Meeting All Learner Needs

## Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

**Category:** Meeting All Learner Needs

**Duration:** Full workshop – 3 hours

### Desired Outcomes:

Participants will...

- Describe the characteristics of a gifted child.
- Identify techniques to motivate a gifted child to perform better in school.
- Describe standards on how to help a gifted child realize his or her potential.
- Explain the importance of special education services for the gifted.

### Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

### Resources in This Binder:

- Handouts
  - Handout 1: Characteristics of the Gifted
  - Handout 2: Assessing and Meeting the Needs of the Gifted in the Educational Setting
  - Attendee Notes
  - 3-2-1 Evaluation Form
  - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



## Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



### Main Topics:

1. The Gifted Students: An Overview
2. Motivating Gifted Students
3. Special Education Services
4. Best Practices and Methods for Gifted Education

### Subtopics:

#### 1. The Gifted Students: An Overview

- a. What Sets Them Apart?
- b. Myths Regarding the Gifted

#### 2. Motivating Gifted Students

- a. Motivating the Gifted
- b. Differentiation Strategies

#### 3. Special Education Services

- a. Standards for Working with Gifted Students
- b. Benefits of Gifted Education

#### 4. Best Practices for Gifted Education

- a. General Classroom Enrichment and Curriculum Compacting
- b. Cluster Grouping by Skill Level and Magnet or Special Schools
- c. Pull-Out Groups by Targeted Ability or Interest Areas and Advanced Classes
- d. Advanced Placement and International Baccalaureate
- e. Special Enrichment Options and Individual Options
- f. Subject Acceleration and Early Promotion

## Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
<b>Getting Started</b>		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	<b>10</b>
<b>Topic 1 – Overview of Giftedness</b>	3-9	<b>30</b>
<b>Activity</b> – Bright vs. Gifted	3	(10)
<b>Topic 2 – Motivating Gifted Students</b>	10-20	<b>60</b>
<b>Activity</b> – Role Play	20	(25)
Break		
<b>Topic 3 – Special Education Services</b>	21-25	<b>25</b>
<b>Discussion Point</b> – Benefits for Gifted Learners	25	(10)
<b>Topic 4 – Best Practices for Gifted Education</b>	26-32	<b>35</b>
<b>Discussion Point</b> – Practices for Gifted Students	32	(10)
<b>Closing Thoughts</b>	33	<b>5</b>
Total of 2 hours and 45 minutes (not including break)		

### Helpful tip!

**This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.**

### Slide 3

**PDXPERT** GETTING STARTED

Listen to the characteristic.

Does it describe a bright child or a gifted child?

**BRIGHT** **GIFTED**

**ACTIVITY: Bright vs. Gifted**

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#### Activity: Bright vs. Gifted

Allow 10 minutes for this activity.

#### Instructions:

Read the characteristics in a random order. Ask the participants to determine whether the characteristic pertains to a naturally bright child or to a gifted child.

#### BRIGHT

*Knows and volunteers answers*  
*Is interested*  
*Has good ideas*  
*Listens with interest*  
*Grasps the meaning*

*Enjoys school*  
*Absorbs information*  
*Good memorizer*  
*Is pleased with own learning*

#### GIFTED

*Asks questions*  
*Is highly curious; multiple interests*  
*Has wild, silly ideas*  
*Discusses in detail, elaborates*  
*Shows strong feelings and opinions*  
*Draws inferences and makes connections*

*Sustained power of concentration*  
*Ability to handle abstractions*  
*Manipulates information*  
*Good guesser*  
*Is highly self-critical*

**Debrief:** Ask the participants why they think the specific characteristic pertains to a bright child or vice versa. Based on the answers, determine what the participants believe about gifted children.

**Future Use:** The participants' answers can be recalled later, during the discussion on the myths regarding gifted children.

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Slide 6

**PDXPERT** **GIFTED STUDENTS: AN OVERVIEW**

*What Sets Them Apart?*

**3 characteristics that set the gifted apart:**

- Precocious; beginning to master an organized area of knowledge at an early age.
- Insistent on marching to their own drummer.
- Have a "rage" to master.

—Ellen Winner  
*Gifted Children: Myths and Realities*

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*These are the characteristics that make gifted students different:*

***Precocious; beginning to master an organized area of knowledge at an early age.*** *They will progress faster than ordinary children whether it be in school or in the arts.*

***They are insistent on marching to their own drummer.*** *They learn in different ways than an average student. They need minimum help and often teach themselves. Their high degree of creativity allows them to make discoveries on their own and solve problems in novel ways.*

***They have a "rage" to master.*** *They are passionate about a topic or a field in which they show interest. They display the ability to focus sharply as they work to master something, such as chess or playing the violin.*

*Gifted students usually have strengths in academics, aptitude, creative or productive thinking, leadership, psychomotor skills, and artistic talents. Most of them are actually very well adjusted students who are leaders, artists, and athletes.*

Distribute **Handout 1: Characteristics of the Gifted** to participants to help them identify more characteristics of gifted students.

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## “Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Describe one of the strategies that you have implemented, or seen implemented in your school, to support gifted students based on the information and content provided in the workshop. Describe both the strategy and your implementation of that strategy.

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2. Are there any other aspects of working with gifted students that the workshop did not cover? What are they, and how do they relate to your understanding of gifted students and their needs inside and outside classrooms?

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3. How could an educator support a gifted student in the general education curriculum at the elementary level? What types of activities could an educator be involved with in order to enhance the curriculum for gifted students?

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