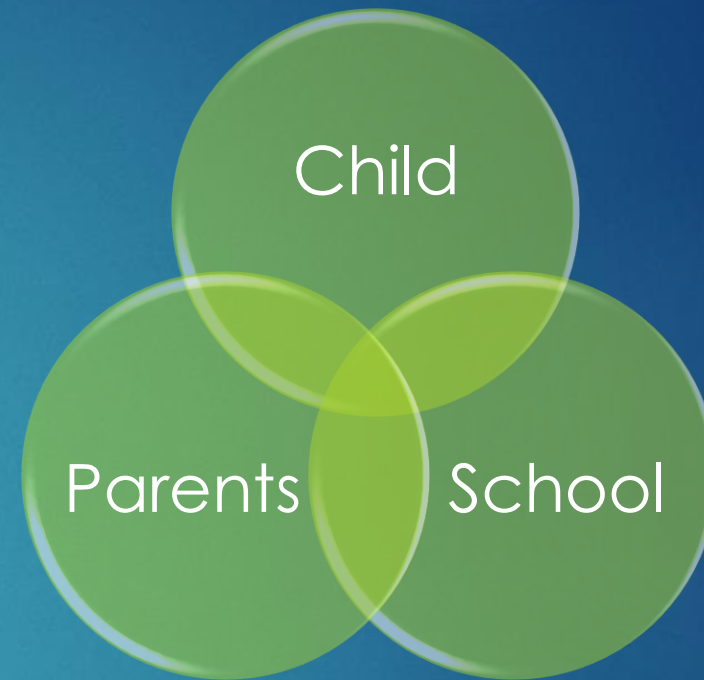


# A Venn Diagram for School Success



HOW TO WORK WITH YOUR SCHOOL TO GET YOUR CHILD THE  
EDUCATION THEY NEED.

MaryGrace Stewart  
mgs4gifted@gmail.com

# Table of Contents: Five Basic parts

## Knowledge

### Empower Yourself

- Giftedness and Gifted Education
- Your child as a student

## Relationships

### Build Relationships

- Teacher
- Administration
- Counselors

## Common Ground

Find Common Ground

Encourage what they can do. They may not even realize what that is.

## Options

Remember your options

Remember your power

## Emotions

Be polite

Save anger for home

# Knowledge

- ▶ Empower yourself with knowledge
  - ▶ NAGC Parent Tip Sheets
    - ▶ <http://www.nagc.org/resources-publications/resources-parents/parent-tip-sheets>



# Definitions

- ▶ **EXAMPLE:** Federal **definition** of **gifted children**
  - ▶ "Gifted and talented children are those identified by professionally qualified persons, who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.



# Speaking the same language

- ▶ "Children capable of high performance including those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:
  - ▶ General intellectual ability,
  - ▶ Specific academic aptitude,
  - ▶ Creative or productive thinking,
  - ▶ Leadership ability,
  - ▶ Visual and performing arts."

SOURCE: Public Law 91-230, Section 806.



# National Association for Gifted Children

- ▶ Children are gifted when their ability is significantly above the norm for their age.
- ▶ Giftedness may manifest in one or more domains such as; intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science.
- ▶ It is important to note that not all gifted children look or act alike. Giftedness exists in every demographic group and personality type. It is important that adults look hard to discover potential and support gifted children as they reach for their personal best.
- ▶ SOURCE: <https://www.nagc.org/resources-publications/resources/what-giftedness>



**CHALLENGE ME!**

Gifted children know nearly 50 percent of early elementary school material on the very first day of class. **Imagine how frustrating it is to sit through content you already know.**

Join the movement to **SEE, UNDERSTAND, TEACH,** and **CHALLENGE** gifted and talented children from all backgrounds.

 NATIONAL ASSOCIATION FOR GIFTED CHILDREN

# Whose definition?

- ▶ Federal Government?
- ▶ NAGC?
- ▶ Teacher?
- ▶ Administrator?
- ▶ School?
- ▶ District?
- ▶ You?
- ▶ **Clarify** what you all mean



# Who to know

- ▶ **NAGC.ORG**

- ▶ The General Idea of...

- ▶ **Gagne**

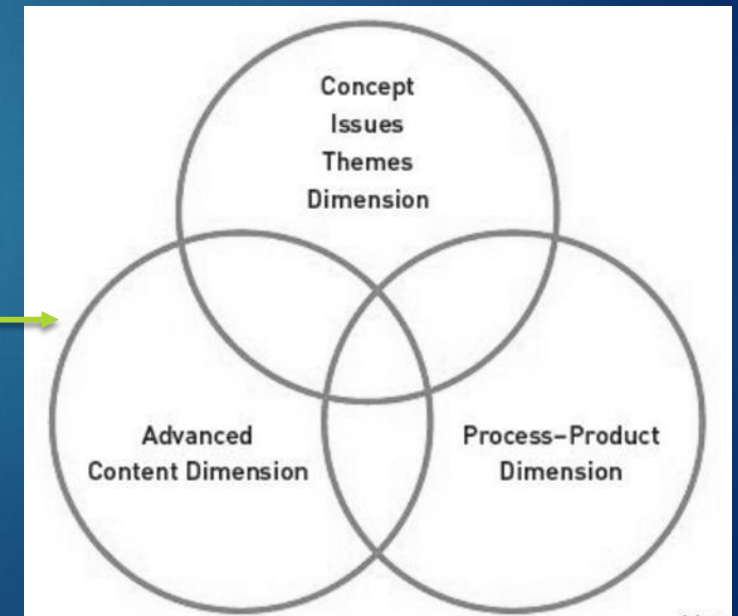
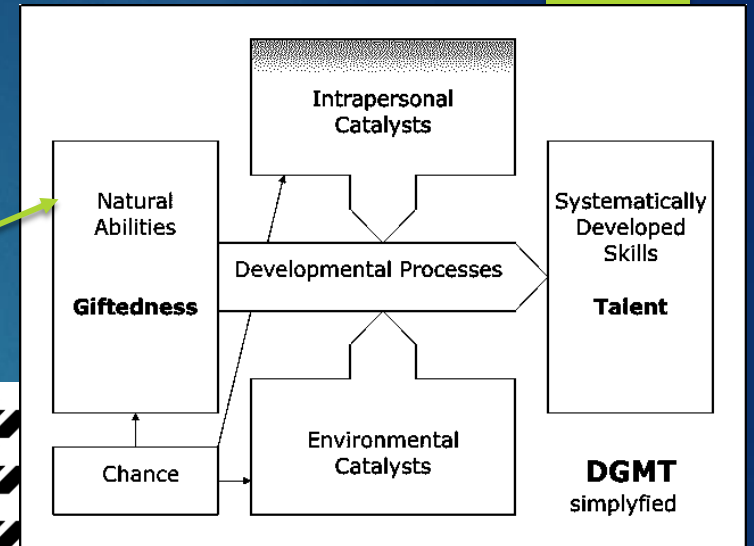
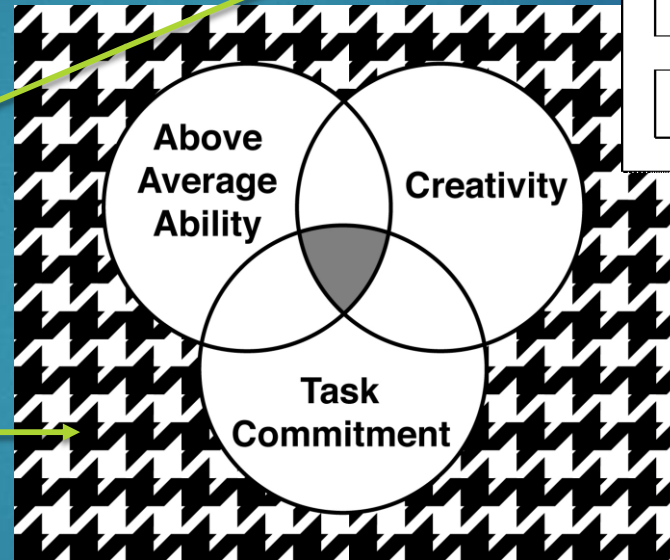
- ▶ Differentiated Model

- ▶ **Renzulli**

- ▶ Three Ring Model

- ▶ **VanTassel-Baska**

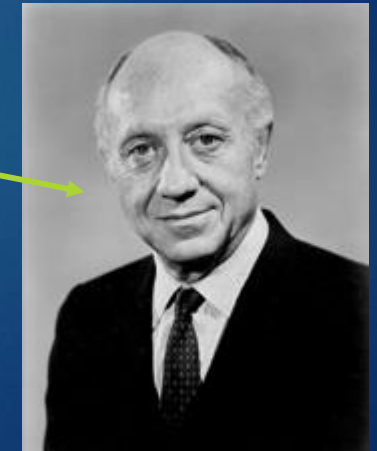
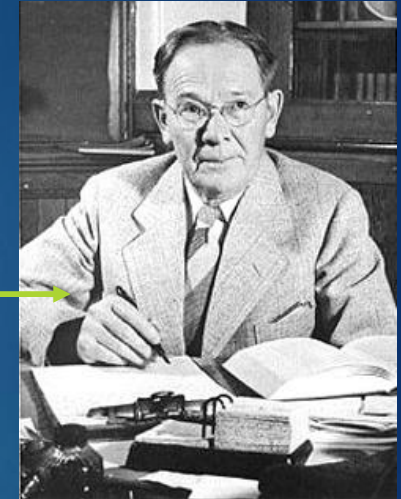
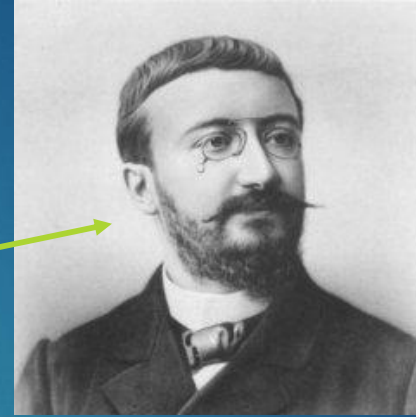
- ▶ Integrated Curriculum Model





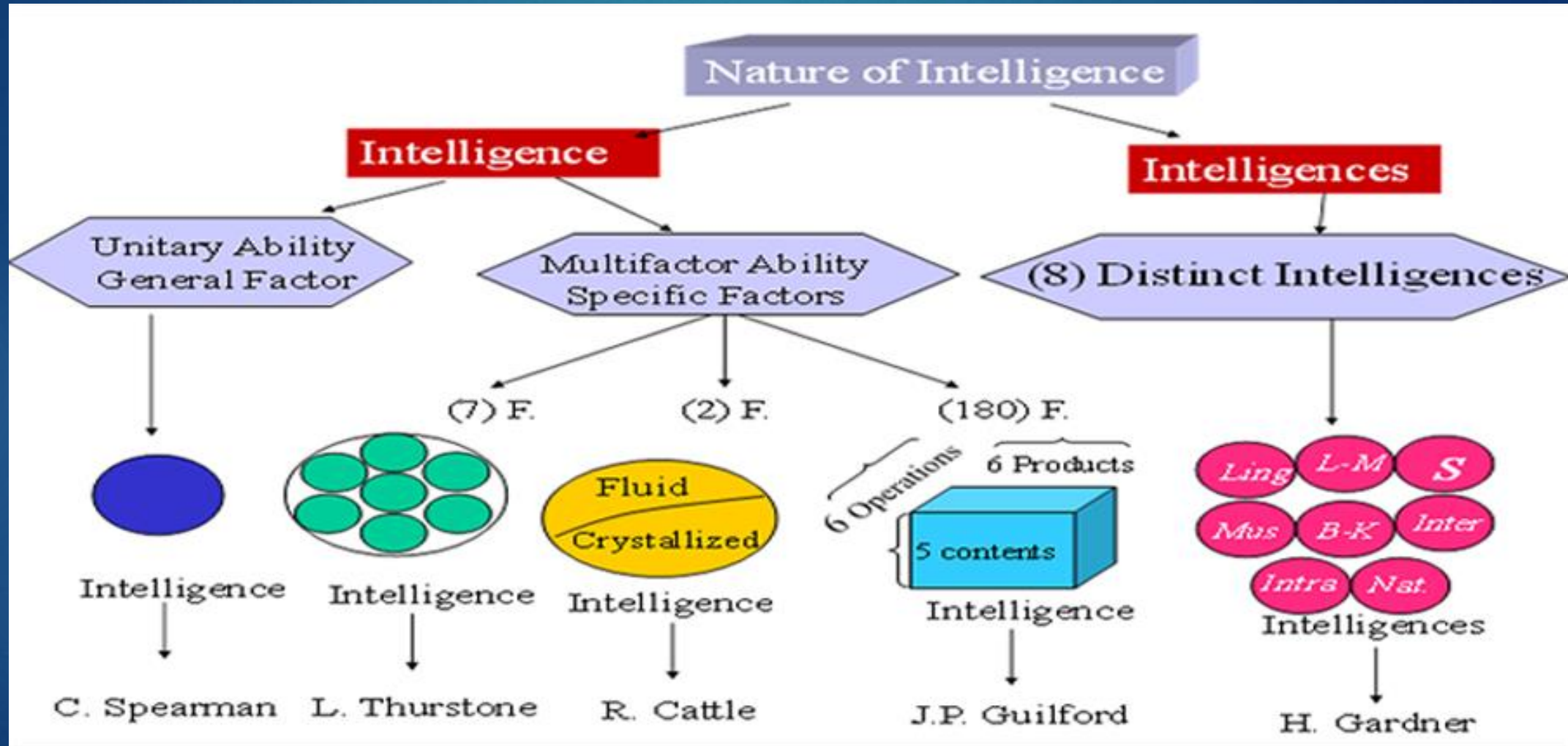
# Framing through history

- ▶ **IQ**
  - ▶ Alfred Bennet and the French government
- ▶ **Louis Terman**
- ▶ **Sputnik**
- ▶ **Javits Grants**
  - ▶ Federal Money for Gifted Education
  - ▶ Early 1970's to early 2000's
    - ▶ When federal money ran out...
    - ▶ MA lost Gifted Education



- ▶ **Source:** <http://www.nagc.org/resources-publications/resources/gifted-education-us/brief-history-gifted-and-talented-education>

# Intelligence: From one to many



# Forms of Intelligence

- ▶ Thurstone (1938)
  - ▶ **Primary mental abilities**
    - ▶ verbal comprehension
    - ▶ word fluency
    - ▶ number facility
    - ▶ spatial visualization
    - ▶ associative memory
    - ▶ perceptual speed
    - ▶ reasoning
  - ▶ Connection to IQ scores



## Louis L. Thurstone Primary Mental Abilities

### 7 Primary Mental Abilities



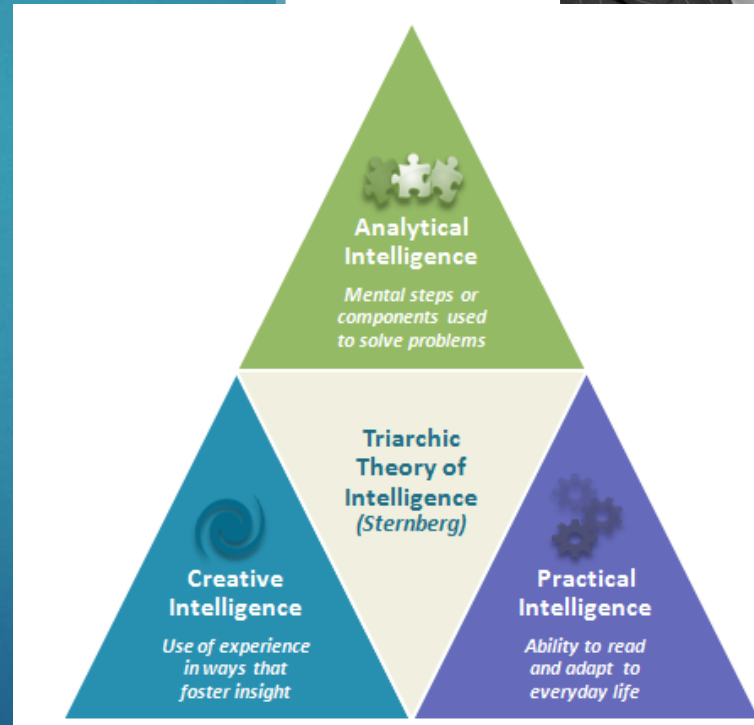
# Gardner

- ▶ Multiple Intelligences (1983)
  - ▶ Logical/Mathematical
  - ▶ Verbal/Linguistic
  - ▶ Bodily-kinesthetic
  - ▶ Naturalistic
  - ▶ Visual/spatial
  - ▶ Musical
  - ▶ Interpersonal
  - ▶ Intrapersonal



# Sternberg

- ▶ Triarchic Theory of Intelligence (1980's)
  - ▶ <https://study.com/academy/lesson/sternbergs-triarchic-theory-of-intelligence.html>
  - ▶ Analytical
  - ▶ Creative
  - ▶ Practical
- ▶ Successful Intelligences (1996)
- ▶ Creative Intelligence (2016)



**IQ Tests**  
IQ is  
measured as  
“Mental Age”=  
Distance from  
“average.”

### Examples of commonly used IQ tests

WISC-V (2014)

CoGAT often used in g/t program identification

**NNAT** – Naglieri Nonverbal Abilities Test  
least biased standardized human abilities  
measurement.

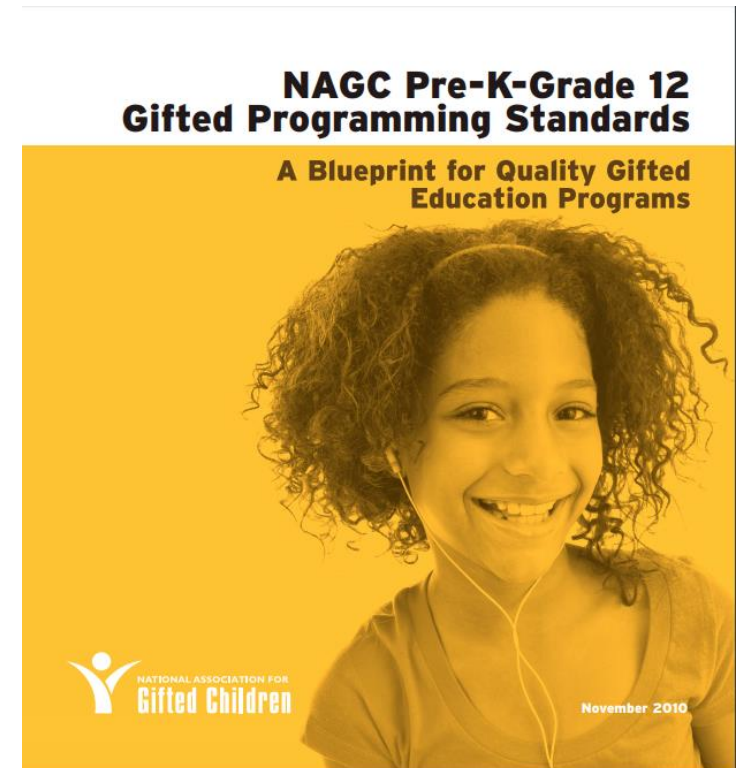
**“Disaggregating the data”** – may help  
Look at the sub-tests to see where the strengths are.

# Standards: For Programs

## The Six Gifted Education Programming Standards

- ▶ Learning and Development
- ▶ Assessment
- ▶ Curriculum & Instruction
- ▶ Learning Environments
- ▶ Programming
- ▶ Professional Development

**Source:** <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education>



# Standards - For Teachers

- ▶ **Standard 1** Respond to learners' individual needs.
- ▶ **Standard 2** Create a continuum of services in multiple appropriate learning environments
- ▶ **Standard 3** Know and use of specialized curricula
- ▶ **Standard 4** Use appropriate assessments, for identification, differentiation, & accelerated instruction.
- ▶ **Standard 5** Use evidence-based instruction to advance learning for students.
- ▶ **Standard 6** Know principles and programming standards
- ▶ **Standard 7** Maintain professional collaboration with families, other educators, related-service providers, in culturally responsive ways

**Summarized from:** NAGC & Council for Exceptional Children at <http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher-0>





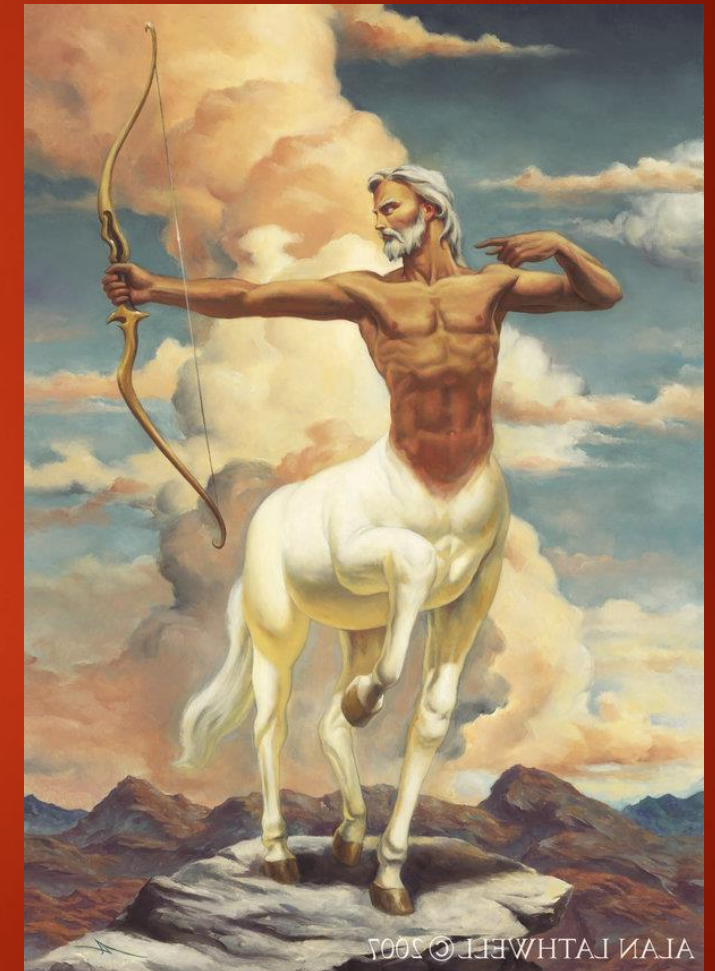
# Myths and Misconceptions

- ▶ Gifted Students Don't Need Help; They'll Do Fine On Their Own
- ▶ Teachers Challenge All The Students, So Gifted Kids Will Be Fine In The Regular Classroom
- ▶ Gifted Students Make Everyone Else In The Class Smarter By Providing A Role Model Or A Challenge
- ▶ All Children Are Gifted
- ▶ Acceleration Placement Options Are Socially Harmful For Gifted Students



- ▶ Gifted Education Programs Are Elitist
- ▶ That Student Can't Be Gifted, He Is Receiving Poor Grades
- ▶ Gifted Students Are Happy, Popular, And Well Adjusted In School
- ▶ This Child Can't Be Gifted, He Has A Disability
- ▶ Our District Has A Gifted And Talented Program: We Have AP Courses
- ▶ Gifted Education Requires An Abundance Of Resources

▶ Source: <http://www.nagc.org/myths-about-gifted-students>



# Key Words

- ▶ **Acceleration** - 20 different forms ([accelerationinsitute.org](http://accelerationinsitute.org))
- ▶ **Asynchronous Development** - very different rates of intellectual, emotional, and physical growth or development often displayed by gifted children.
- ▶ **Compacting** - An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student's time.
- ▶ **Differentiation for all** (Carol Ann Tomlinson)
- ▶ **Differentiation for gifted** (Sandra N. Kaplan)
- ▶ **Enrichment for gifted** (J.S. Renzulli & Sally Reis)
- ▶ For others see - <https://www.nagc.org/resources-publications/resources/glossary-terms>



# Know your child as a student

1

## Academically

- Strengths
- Interests
- IQ (?)

2

## Socially & Emotionally

- Sensitivities
- Perfectionism

3

## Learning style preferences -

- Visual
- Auditory
- Kinesthetic

4

## Thinking styles preferences

- Concrete
- Abstract
- Random
- Sequential

5

## Personality types

- Meyer's Brigg's

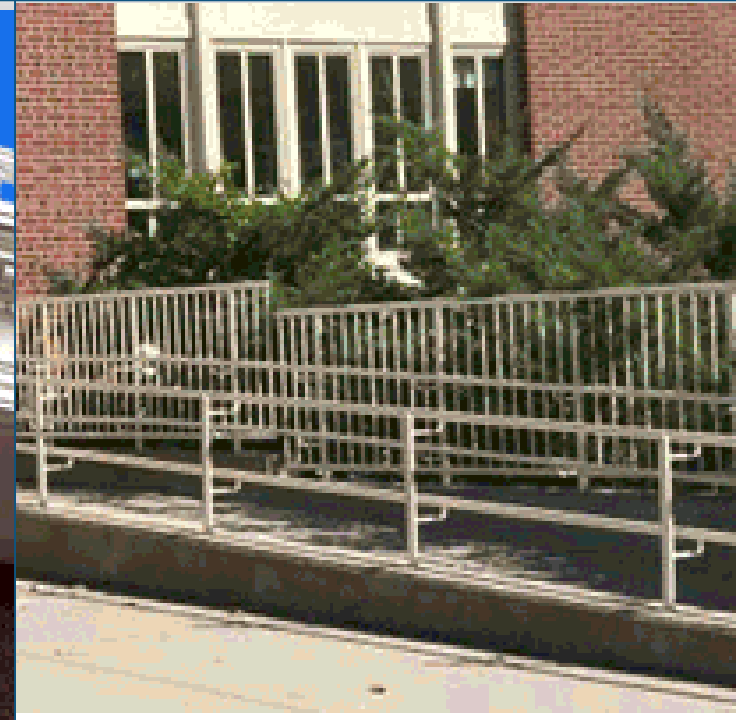
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## Creativity style

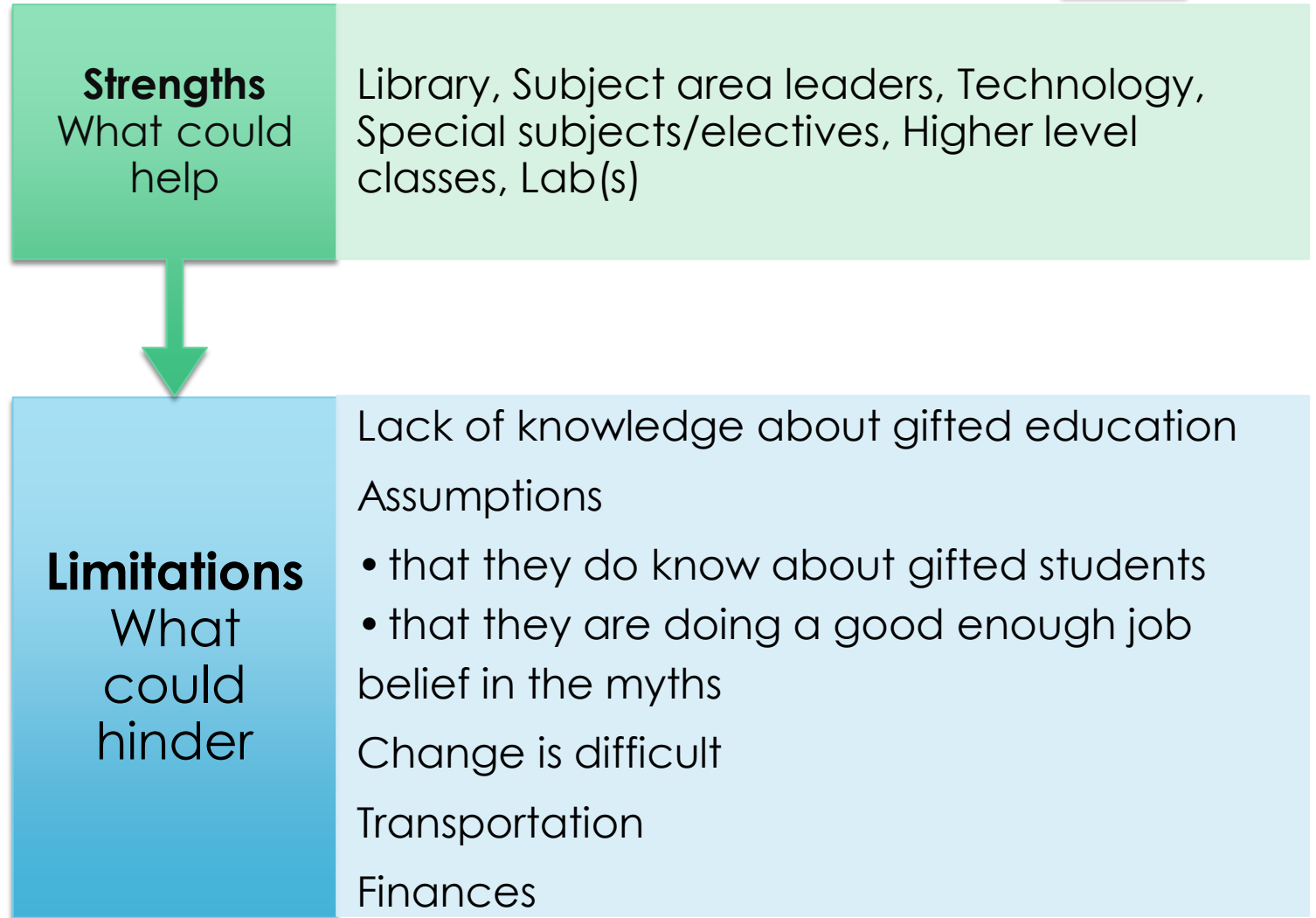
- Torrance Test of Creativity

# Know Your School System

- ▶ District
  - ▶ Mission statement
    - ▶ Strategic plan
  - ▶ Culture
  - ▶ Superintendent
  - ▶ Administrator in charge of curriculum
- ▶ School
  - ▶ Administration
  - ▶ Teachers
  - ▶ Parents




# The District's Strengths & Limitations





- ▶ **1. Build a Portfolio** for your child
  - ▶ **“A Preponderance of the Evidence”**
    - ▶ Academics
      - ▶ Grades
      - ▶ Test scores/samples
        - ▶ Standardized test scores
    - ▶ Work samples
    - ▶ Products from outside of school
    - ▶ Independent projects
    - ▶ Initiatives
    - ▶ Awards
    - ▶ Creations
    - ▶ Actual, photo, or video
    - ▶ **Records of social/emotional issues**
    - ▶ **Diagnoses**





How you are  
most likely to get  
what you need!



# BUILD A POSITIVE RELATIONSHIP

2.

## SCHEDULE A MEETING



## Use their protocol

- Usually goes like this.
  - Teacher, Principal, Curriculum leader, Superintendent,
  - School Committee

## Bring their favorite snack

- When in doubt bring Hershey's kisses
  - **Sets the mood**
    - Non-confrontational
    - Human
    - Elevates endorphins

# Find Common Ground !

1

**Find something in common**

(sports, food, music, age)

2

**Note common goals**

- Mission statement

3

**Affirm the resources**

- Advanced classes
  - Library
- Subject leaders
  - Technology
  - Electives

4

**Find Agreement every chance you get...**

even on small things

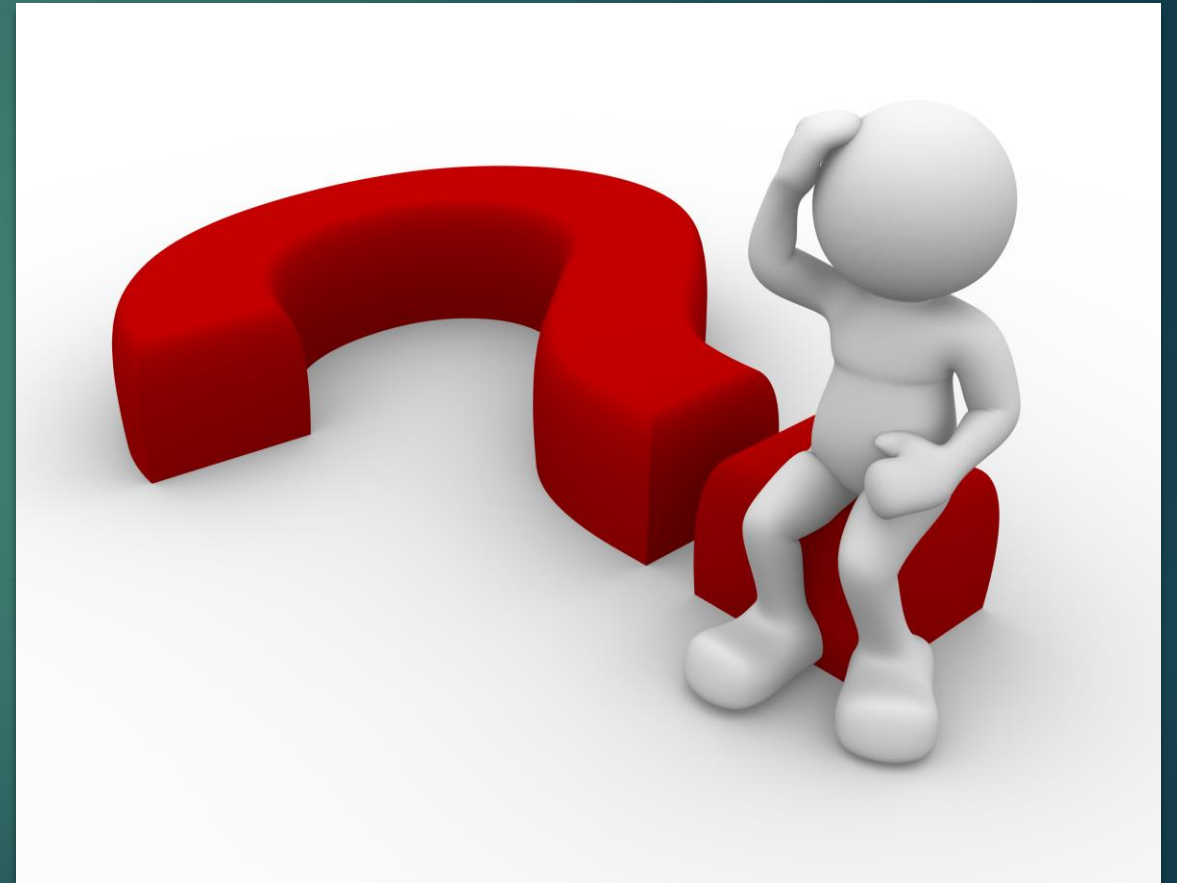
# Behavioral Necessities!

- ▶ Maintain respectfulness at all times.
- ▶ Listen more than talk!
  - ▶ Getting them to put their cards on the table first.
- ▶ Assume you are both on the same side even if they don't
  - ▶ You both want what is “best” for the student.
- ▶ Be inquisitive
- ▶ Use your best “Poker face.”
  - ▶ Don't let negative emotions get in the way!



# ASK - Don't Tell

- ▶ Bring your child's portfolio
- ▶ **Present the situation as a conundrum**
  - ▶ **Keep it short!**
    - ▶ 10 minutes max.
- ▶ **Ask for Help**
- ▶ **Listen**
  - ▶ Keep their strengths and limitations in mind.



# USE your best...

- ▶ **Questioning skills**
  - ▶ Clarifying questions
- ▶ **Counseling skills**
  - ▶ Active listening
- ▶ **Creative Problem-Solving Skills**
  - ▶ "In what ways might we..."
  - ▶ "Differ judgement" (hold your temper until you get home)
  - ▶ "Brainstorm" **together**
    - ▶ "S-C-A-M-P-E-R"
      - ▶ Substitute, Combine, Adapt, Modify, Put to other uses, Rearrange



# Found agreement?

- ▶ Pin it down  
Who will,  
Do what,  
By when?



# End with...

- ▶ **Recap**
  - ▶ What was agreed
- ▶ **Time and date for next meeting**
- ▶ **Appreciation** for their...
  - ▶ Time
  - ▶ Attention
  - ▶ Consideration
  - ▶ Compassion





# Possibilities

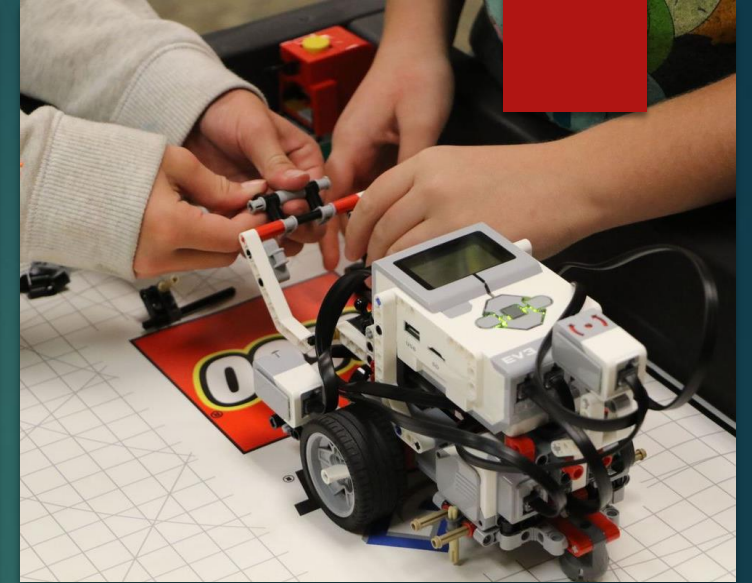
## IN SCHOOL:

- ▶ **Acceleration**
  - ▶ by concept, unit, chapter, subject, academics, grade
- ▶ **Differentiation**
  - ▶ increasing depth, complexity, and scholarliness
- ▶ **Help the student**
  - ▶ understand the limitations of the school and others
  - ▶ differentiate for themselves
- ▶ **Enrichment** opportunities in the district
- ▶ **Tutor(s)**



# Options

- ▶ **Supplementing**
  - ▶ By the child's interest!
  - ▶ Free time
  - ▶ Afterschool
  - ▶ Weekends
  - ▶ Vacations



# Hope

- ▶ **HOME EDUCATION** (a.k.a. "Homeschooling")

- ▶ Get the facts

- ▶ **AHEM** - Advocates for Home Education in Massachusetts <http://www.ahem.info/>

- ▶ **Homeschooling in MA** - <http://www.homeschoolinginmassachusetts.com/>

- ▶ **Social Security benefits for homeschooled children** - <https://hsllda.org/docs/news/hsllda/200209/200209170.asp>

- ▶ **Partial**

- ▶ Academics "homeschooled"

- ▶ "Specials" or electives in school

- ▶ **Full**

- ▶ by parents

- ▶ by tutors

- ▶ **MAGE Services Network**



# The ball is in your court

**You** have to keep it bouncing

- ▶ **Continue**

- ▶ **Follow up**

- ▶ Regular meetings

- ▶ Step by step - living flow chart

- ▶ Solve problems as they arise

- ▶ Don't wait until they get big



# “Keep leaning forward”

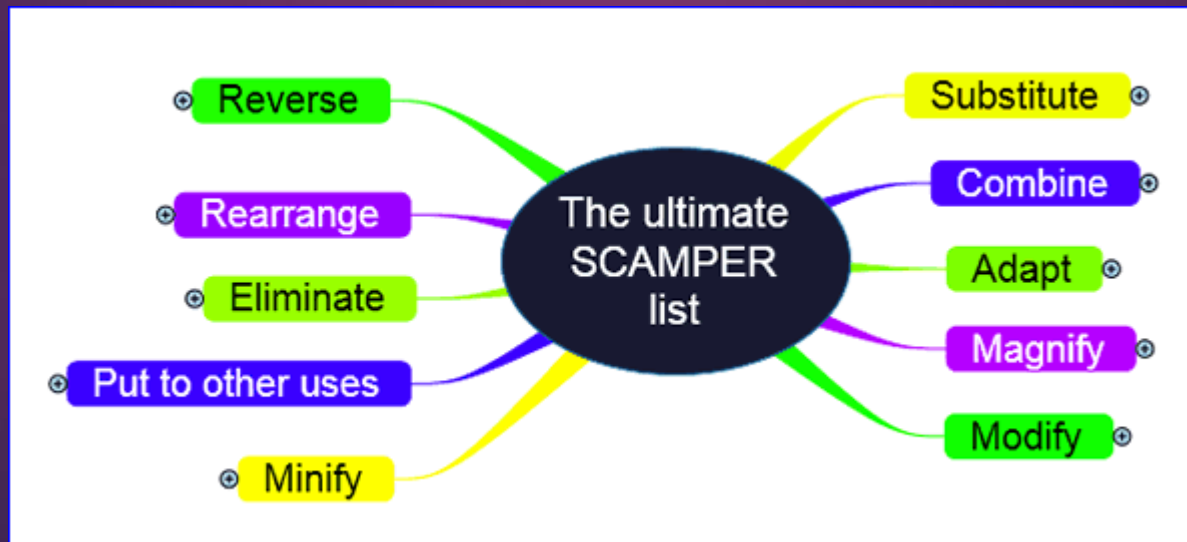
## ▶ PERSIST

- ▶ Don't give up.
  - ▶ "It isn't over until it's over."
- ▶ "No" doesn't need to be the end.
  - ▶ Find out why they said no.
    - ▶ Work to solve that hurdle.
  - ▶ Take one thing at a time.



# Their “no” ≠ your no

- ▶ Principles and Practices of Creative Problem Solving
  - ▶ Differ Judgement
  - ▶ Brainstorming
  - ▶ Criteria for decisions
  - ▶ In what ways might we...
  - ▶ SCAMPER



# If it **is** over...

- ▶ **EXIT STRATEGY**
- ▶ **May be necessary**
- ▶ **Have a plan**
  - ▶ **Do it gracefully**
- ▶ **Try not to burn your bridges**



# Logic has nothing to do with it!

- ▶ It's about the emotions
  - ▶ **Building relationships**
    - ▶ Trust
    - ▶ Fear
      - ▶ Of the unknown
      - ▶ Setting precedent
      - ▶ Making waves
    - ▶ Reassurance
    - ▶ Non-threatening



# About Power

## ▶ What you have

- ▶ You are your child's legal guardian.
- ▶ The school, administration, teacher, is not.
- ▶ You can visit your child's classes
  - ▶ any day, every day, any time.
  - ▶ You don't need an invitation.

## ▶ What you don't have

- ▶ A law that requires progress.





Knowledge	Relationships	Common Ground	Options	Emotions
<p>Giftedness and Gifted Education</p> <p>Your child as a student</p>	<p>Teacher</p> <p>Administration</p> <p>Counselors</p>	<p>Encourage what they can do.</p> <p>They may not even realize what that is.</p>	<p>Remember your options</p> <p>Remember your power</p>	<p>Be polite</p> <p>Save anger for home</p> <p>Have an exit strategy</p>

# Recap

# Sources

- ▶ Book
  - ▶ [The Power of Self-advocacy for Gifted Learners](#) (2018) by Deborah Douglas
- ▶ Associations
  - ▶ Massachusetts Association for Gifted Education
  - ▶ National Association for Gifted Children
- ▶ Supporting Emotional Needs of the Gifted
- ▶ Leaders
  - ▶ J.S. Renzulli & S. Reis
  - ▶ Howard Gardner
  - ▶ Robert Sternberg
  - ▶ Joyce VanTassel-Baska
- ▶ Magazines
  - ▶ Parenting for High Potential
  - ▶ Teaching for High Potential
  - ▶ Gifted Child Quarterly
  - ▶ Gifted Child Today
  - ▶ Journal of Secondary Gifted Education