

# Notes on Giftedness

We usually identify students for AIG/TD based on how they perform where all three circles overlap (in both models, above and below).

- All people have gifts of different kinds. At this time in WCPSS, we specifically support academic and intellectual giftedness (also called schoolhouse giftedness), but it's our job to help identify student strengths and lean into those as students grow in weaker areas. We also have to be aware that sometimes giftedness is hard to see due to the structure of how we "do school". Here are the other types of giftedness you can help harness in students:
  - **Creative** - How can we incorporate more opportunities for problem-solving, expression, and creation?
  - **Artistic** - What are some ways we can integrate the Arts meaningfully in our instruction?
  - **Leadership** - How can we encourage the natural leaders in our classrooms and help them harness their influence?
- Gifted students are served under the Special Ed umbrella (Javits Act). These (and all) students require differentiation in lessons (intervention and enrichment). There are some resources provided by the county when students show need for enrichment, and I am happy to consult and collaborate with you. What I've found in the learning of my role is this:

**ALL students thrive with PBL (Project-Based Learning with rubrics) and character development (we can do this by pushing Positivity Project).**

- ADHD, Depression, and Anxiety are all common with people who are academically or intellectually gifted (adults too). This is why sometimes we see students who we KNOW are capable but aren't quite showing us what they can do. We must be patient with these students and think about what supports we can provide for them.
- Minority groups are still often underrepresented in gifted programs. We have to be cognizant of this and reflect on how equitable our own classrooms are. This is often hard work and requires tough conversations with ourselves (and others).
- Language can be both empowering and destructive. We have to move away from defining kids as "smart" and move toward acknowledging character strengths like *perseverance* to work through material and *courage* to try something new. Calling kids "smart" can feel good at the time but it can also lead to perfectionistic tendencies because they become afraid to fail and lose that label. **Adopting a Growth Mindset helps both students and educators.**