



GT Resources for High School Counselors & Teachers:

This is a mix of helpful resources for secondary counselors and teachers. Either the BPS Gifted Department or myself owns a copy of all of these resources. Please see me if you'd like to borrow a copy:

Bruni, F. (2015). *Where you go is not who you'll be: An antidote to the college admissions mania*. New York, NY: Grand Central Publishing.

This is a resource that would be very helpful to use with parents who are overly concerned about whether their student gets into an Ivy League school (or even the right Ivy). It is used by the Wayzata GT coordinator to help parents calm down through the college application process and to get them to stop stressing over their student's schedule.

Byrdseed.com

This is a blog that I highly recommend. He is a nationally known elementary gifted teacher and speaker but as a high school teacher I have found his work to be very useful. His blog addresses giftedness, math, language arts, and social emotional learning. It is very well organized and the pieces are short and effective.

Cash, R. (2011). *Advancing differentiation: Thinking and learning for the 21st century*. Minneapolis, MN: Free Spirit Press.

This book is a great intro to gifted ed. I use chapter 10 "Creative Thinking: Stepping Outside the Box" as the intro to creative thinking and teaching creative learners in all my trainings.

Cash, R. (2016). *Self-regulation in the classroom: Helping students learn how to learn*. Minneapolis, MN: Free Spirit Press.

One of my main struggles with DAHS has been that many of our profoundly gifted students do not know how to study and when confronted with this difficulty they can give up. This book has plans and resources for how to teach study skills, goal setting, and focusing skills. I especially appreciated how Cash addressed how our students are

constantly being distracted by social media and how they need to learn how to focus in order to learn.

Cash, R. (2017). *ADHD and gifted students*.

<https://freespiritpublishingblog.com/2017/09/07/adhd-and-gifted-students/>

A short piece to give teachers ideas for how to challenge and directed ADHD gt students.

Cross, T. and J. Cross. (2012). *Handbook for counselors serving students with gifts and talents: Development, relationships, school issues, and counseling needs/interventions*. Waco, Texas: Prufrock Press.

This book has been invaluable to me and I recommend it as a resource for all counselors. It would also be a great resource for teachers who are new to gifted students and are struggling 2E students or with perfectionism. I have used the following chapters the most: “Academic Planning for Gifted Students”, “Career Planning”, “Lived Experience, Mixed Messages, and Stigma”, “Understanding and Addressing Underachievement in Gifted Students”, “Self-Concept of Gifted Students: A Multitheoretical Perspective”, and “The Importance of Teaching Strategies in the Education of the Gifted”.

Dawson, P. and R. Guare. (2010). *Executive skills in children and adolescents: A practical guide to assessment and intervention*. 2nd edition. New York, NY: Guilford.

The GT department uses this book in trainings on how to work with 2E kids and it's outstanding. I highly recommend it. I use it to help coach DAHS students through improving their study skills.

Delisle, J and J Galbraith. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Minneapolis, MN: Free Spirit Publishing.

This book is very accessible and an easy read. It focuses on the social emotional side of working with gifted kids but also does a good job of introducing the field of gifted education. It would be a great book for a new honors or AP teacher to read. It would also be a great tool for professional development or a in house workshop.

Dixon, F. and S. Moon. (2015). *The secondary handbook of secondary gifted education*. 2nd edition. Waco, TX: Prufrock Press.

This book is the most helpful GT resource I have found as a high school gifted coordinator. It has chapters that focus on how teachers should work with gifted students in specific disciplines and has a chapter that specifically addresses how to differentiate for gifted learners in Advanced Placement classes. I would highly

recommend “Counseling High-Ability Adolescents in School” and “Identity and Career Development in Gifted Students” for all counselors.

Drapeau, P. (2014). *Sparkling student creativity: Practical ways to promote innovative thinking and problem solving*. Alexandria, Virginia: ASCD.

This book is used by the Nobel PLC at VVMS and is a great intro to how to teach in a way that really develops the creative thinking of your students. It is practical and would be useful even if you weren't working with a specific G/C/T cohort.

ERIC Clearinghouse on Disabilities and Gifted Education

<http://www.hoagiesgifted.org/eric/index.html>

This is a great resource for research on gifted education!

Galbraith, J. and J. Delisle. (2011). *The gifted teen survival guide: Smart, sharp, and ready for (almost) anything*. Minneapolis, MN: Free Spirit Publishing.

This book is excellent. It is written for teens and contains a lot of great chapters which would be great for doing social-emotional work with them. I have used chapter 7 “College, Careers and Beyond” in my own programming and highly recommend it.

Geddes, K.A. (2010). Using tiered assignments to engage learners in Advanced Placement Physics. *Gifted Child Today*, 33(1), 32-40.

<http://files.eric.ed.gov/fulltext/EJ874022.pdf>

Frequently teachers tell me that they cannot differentiate in the AP classroom. This article does a great job of offering 3 tiered lessons for AP Physics and can provide a great example of how to differentiate within the AP program.

Greenspon, T. (2016). Helping gifted students move beyond perfectionism. *Teaching for High Potential*, November 2016. [Link to pdf](#)

This is a short piece on how to support perfectionist students and is a great start for thinking about how to meet the social emotional needs of gifted learners.

Heacox, D. (2002). *Differentiating instruction in the regular classroom: How to reach and teach all learners, grades 3-12*. Minneapolis, MN: Free Spirit Publishing.

Heacox is a local guru. The classroom practices inventory is a great place to start as a teacher (p. 19) to assess where you are at. Then you can use the book or other resources to figure out how you can grow your differentiation. The list of 25 formats for differentiation (p. 116) is another great resource. Sometimes it's just helpful for people to see where they could even start! Another section I really enjoyed was differentiating classroom discussions (appendix B). This book would be a good resource if someone

was tiering or compacting for the first time. I have used sections of it for professional development with teachers.

Heacox, D. (2009). *Making differentiation a habit: How to ensure success in academically diverse classrooms*. Minneapolis, MN: Free Spirit Publishing.

Her books are very accessible for teachers because they are practical and focused on teaching. This book has a lot focusing on how to integrate DI and RTI that includes differentiation for GT students. One of my favorite sections of the book is where it walks the teacher through the differences between differentiation for all and differentiation for the gifted. I have used the section on Tic Tac Toe boards in my professional development with teachers.

Mamlet, R. and C. Vandeveld (2011). *College admission: From application to acceptance, step by step*. New York, NY: Three Rivers Press.

This book is a great resource for high school students and their families. It breaks down the college application process and goes from 9-12th grade with step by step information. It will make what can seem like a daunting process more manageable! The Wayzata GT coordinator uses this with a lot of families and has brought in one of the authors to speak.

Oakley, B. (2014). *A mind for numbers: How to excel at math and science (even if you flunked algebra)*. New York, NY: Penguin Group.

I have used this book, chapter 7 “Chunking versus Choking” to try to teach study skills to gifted math students who come to Calculus without the memorization or study skills for this level of math. The book does a great job of explaining how to learn math and science and would be a great resource for a family where a student is struggling for the first time and can’t seem to figure out how to learn even though historically it’s been very easy for them.

Peterson, J. (2008). *The essential guide to talking with gifted teens: Ready-to-use discussions about identity, stress, relationships, and more*. Minneapolis, MN: Free Spirit Publishing.

This is an outstanding resource for counselors and GT coordinators. I have used the chapters “Choosing a Career” and “Asking 'Dumb' Questions About College” to structure a lot of the non-NCC days for DAHS students.

Rogers, K. (2002). *Re-forming gifted education: Matching the program with the child*. Scottsdale, AZ: Great Potential Press.

This is one of my favorite books on gifted ed of all time. I give it away as a present to friends all the time! The most important chapter for teachers to read is on grouping. Most teachers are grouping based on assumptions as opposed to on research. This chapter does a great job for advocating for ability based grouping and of debunking the common myth that GT kids should be used as teaching assistants rather than expanding their own learning. I highly recommend it!

Rakow, Susan. "Helping Gifted Learners Soar," *Educational Leadership*, February 2012.

This is a great short reading which I have used for professional development which talks teachers through how to think about differentiation.

Shumsky, R., S. Islascox, and R. Bell (2014). *The survival guide for school success: Use your brain's built-in apps to sharpen attention, battle boredom, and build mental muscle*. Minneapolis, MN: Free Spirit Publishing.

This book is a great resource for helping gifted students who lack study skills or who are 2E. It uses computer games as a metaphor to talk to kids about how their brains work and what tricks they can use to improve their ability to focus. I think it would be particularly good with a middle school audience.

Steinberg, Jacques. (2002). *The gatekeepers: Inside the admissions process of a premier college*. New York, NY: Penguin Publishing.

This book would be a good read for counselors and for teachers who write letters of recommendation for AP students to go to Ivy or near Ivy League schools. It follows the Wesleyan College admissions department for a year as they review applications and gives you insight into what colleges are looking for and what a student can and cannot control about how their application is perceived. It is well written and is an interesting read.

Teaching Gifted Kids To Explain Their Thinking. (n.d.). Retrieved May 08, 2016, from <http://www.byrdseed.com/teaching-gifted-kids-to-explain-their-thinking/>

One of the main issues I deal with in DAHS is that many of my profoundly gifted students are brilliant but lack study skills. This article is a tool to help articulate how these profoundly gifted students can have issues explaining their academic shortcomings despite their academic potential.

Treat, A. (2016). Gifted lgbtq social-emotional issues. *Teaching for High Potential*. November 2016. [Link to pdf](#)

This is a short piece which discusses the needs of LGBTQ gifted students and is a great starting piece for thinking about the social emotional needs of GT learners.

Treffinger, D., P. Schoonover, and E. Shelby. (2013). *Educating for creativity and innovation*. Waco, Texas: Prufrock Press.

For teachers who are looking for ways to inject more creative strategies into their teaching I would highly recommend Section IV: How Do We Develop Creativity? I found it to be a great intro to a wide variety of strategies. Sometimes I felt I needed to do more reading from other sources to figure out how to design an activity but the book gives you enough info for you to know whether the strategy would be a good fit for your teaching or not.

Webb, J. (2016). When bright kids become disillusioned. *Teaching for High Potential*, <http://www.nagc.org/blog/when-bright-kids-become-disillusioned>

As a social studies teacher I frequently have to help GT students process their feelings about major world events. This article - especially at the end - has good points for teachers and counselors to think about when helping the social emotional needs of GT kids who are very emotional about current events.

Winebrenner, Susan (2001). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented*. Minneapolis, MN: Free Spirit Publishing.

This is one of the first resources I was given when I took the position as the JHS GT coordinator. Although at times it is too elementary orientated it was a great intro to some great starting points: grouping by ability, doing the most difficult problems first, name card method. I have used these sections in my own work with teachers and the pieces have been well received.

Short video and article for counselors on the special needs of GT kids:

<https://education.uiowa.edu/news/counselors-corner-when-minus-really-isnt-minus>

Organizations (many of whom hold conferences):

MN Educators of the Gifted and Talented

<http://www.mnegt.org/>

They hold a fall conference for educators and publish a newsletter and position papers on issues in gifted ed - including secondary ed.

Hormel Foundation Gifted and Talented Education Symposium

<http://education.state.mn.us/MDE/StuSuc/GiftEd/059387>

They hold an outstanding gifted ed conference early in the summer. This year's is from June 13-16, 2016 in Austin, MN. One day is just for administrators. Bloomington has had a lot of administrators and teachers go. BPS teachers have also presented at it.

Minnesota Council for the Gifted and Talented

<http://mcgt.net/>

I highly recommend their newsletter. It is a great resource for teachers!

National Association for Gifted Children

<http://www.nagc.org/>

NAGC holds a national conference each year in the fall. It has amazing panels on creativity, counseling, working with diverse GT learners, etc. I went in 2014 and I was using the information I got at the conference for a full year! It is the best professional conference I have ever attended in 20 years of teaching. I strongly encourage teachers and counselors to go!

Supporting Emotional Needs of the Gifted

<http://sengifted.org/>

Resource lists I have created:

[Summer institutes for GT learners list](#)

[Enrichment activities at JHS list](#)

[Creativity enrichment resource list](#)