

## The **TRUTH** Behind Gifted Education.

**MYTH** Gifted students don't need help; They'll do fine on their own.

**TRUTH** Gifted children cannot teach themselves.

**MYTH** Teachers challenge all the students, so gifted kids will be fine in the regular classroom.

**TRUTH** Most teachers have not been prepared to work with advanced students; therefore, many of these children are not learning new material every day.

**MYTH** Gifted students make everyone else in the class smarter by providing a role model or a challenge.

**TRUTH** Average or below-average students do not look to the gifted students in the class as role models.

**MYTH** All children are gifted.

**TRUTH** All children have strengths and positive attributes, but not all children are gifted in the academic sense.

**MYTH** Acceleration placement options are socially harmful for gifted students.

**TRUTH** Gifted children are often happier with older children who share their interests and abilities than with children their own age.

**MYTH** Gifted education programs are elitist.

**TRUTH** Gifted education program funding and availability of services can be elitist, but meeting the need is not.

**MYTH** That student can't be gifted; He's receiving poor grades

**TRUTH** Not all gifted students are academically successful.

**MYTH** Gifted students are happy, popular, and well adjusted in school.

**TRUTH** School can be a negative experience for some gifted students.

**MYTH** A child receiving special education services cannot also be gifted.

**TRUTH** Having strengths in one area does not preclude the need for support in another.

**MYTH** Gifted education requires an abundance of resources.

**TRUTH** Offering gifted education services does not need to break the bank.

*Source: National Association for Gifted Children (2010); Used with permission*

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## Wrap your arms around **GIFTED EDUCATION**



Your donation helps support the efforts of IAGC.

Visit the IAGC website at [www.iagcgifted.org](http://www.iagcgifted.org) or:

<http://www.firstgiving.com/fundraiser/iagcgifted/supportiagc>

**Gifted Education Awareness Week**  
12-18 February 2012



# New year... New **RESOLUTIONS.**

## **LET'S RESOLVE TO PROVIDE ENRICHMENT OPPORTUNITIES TO ALL TEACHERS AND ADMINISTRATORS, WITH THE AIM BEING TO HELP THEM BECOME MORE INFORMED ABOUT THE NEEDS OF THESE STUDENTS.**

**PARENTS** could pay for an Illinois Association for Gifted Children (IAGC) or a National Association for Gifted Children (NAGC) membership for their child's teacher or the school principal. A parent organization or an individual parent could pay for a teacher or principal to attend the IAGC convention.

**TEACHERS** can seek out professional development regarding gifted learners. Teachers can join professional organizations (IAGC, NAGC) or attend a conference that ensures they are knowledgeable about the needs of gifted learners.

**ADMINISTRATORS** can hire teachers who have certification in gifted education. Administrators can ensure that they and their teachers have ongoing access to professional development related to gifted learners. Administrators can attend and send their teachers to state and/or nation gifted conventions.

## **LET'S RESOLVE TO CONSIDER EVERY DAY AN OCCASION TO CONDUCT A TALENT SEARCH SO THAT EVERY CHILD IN NEED OF ADVANCED LEARNING OPPORTUNITIES IS ON THE RADAR OF SOMEONE WHO CAN DO SOMETHING ABOUT IT.**

**PARENTS** can become familiar with indicators of giftedness. Parents can share with their child's teachers information and examples of their child's abilities in outside of school situations that may be relevant to their child's placement in school.

**TEACHERS** can become knowledgeable of the indicators of giftedness and be looking for them. Teachers can expect all their students to learn and use assessments to measure growth.

**ADMINISTRATORS** can provide training for teachers on gifted identification across the broad spectrum of learners. Administrators can set expectations of growth for all learners (commensurate with student's abilities).

## **LET'S RESOLVE TO KNOCK ON THE GATE OF THE POWERS THAT BE AND REMIND THEM THAT THEY ARE TAGGED WITH THE RESPONSIBILITY OF KNOWING ABOUT AND ENFORCING LOCAL AND STATE POLICIES REGARDING THE EDUCATION OF GIFTED STUDENTS.**

**PARENTS** should ask building and district administrators specific questions regarding school district and state policies concerning gifted learners.

**TEACHERS** should make sure that they are aware of district definitions and policies regarding identification and programming for gifted learners. Teachers can bookmark IAGC and NAGC on their browser and check frequently to ensure that they are aware of state and national policies.

**ADMINISTRATORS** should review local and state policies concerning gifted learners to ensure that policies are aligned with best practices.

*Adapted by Cathy Greene, IAGC Advocacy Co-Chair, from material created by Tamara Fisher, M.A.; "Unwrapping the Gifted" at [http://blogs.edweek.org/teachers/unwrapping\\_the\\_gifted/](http://blogs.edweek.org/teachers/unwrapping_the_gifted/)*

## **LET'S RESOLVE TO ADVANCE THE PLACEMENT OF GIFTED EDUCATION ON THE AGENDA AT THE LOCAL, STATE, AND NATIONAL LEVELS.**

**PARENTS** can work individually or form local groups to inform decision makers about the needs of gifted learners at the local, state and national levels. Parents can work with their organizations to influence legislators on behalf of gifted learners. Parents can use opportunities to contact the media to help dispel the myths related to gifted learners.

**TEACHERS** should include the needs of gifted learners in all discussions of "special needs students" at the local, state and national levels. Teachers can work with their organizations (IEA, NEA, IFT, ECE) to influence legislators on behalf of gifted learners.

**ADMINISTRATORS** should include the needs of gifted learners in all discussions regarding student progress. Administrators should work with their organizations (IPA, IASCD, LUDA) to influence legislators on behalf of gifted learners.

## **LET'S RESOLVE TO COMPACT OUR KNOWLEDGE ABOUT GIFTED LEARNERS INTO A FORMAT THAT MATCHES THE LEARNING NEEDS OF THE TEACHERS AND ADMINISTRATORS WHOM WE ARE HELPING TO SEE THE LIGHT.**

**PARENTS** should participate in the GES (Gifted Education Seminar) Parent Module and/ or Counselor Module which addresses the Social and Emotional Needs of gifted learners.

**TEACHERS** should participate in the GES training and additional companion modules that support their needs.

**ADMINISTRATORS** should participate in the GES Administrator Module.

## **LET'S RESOLVE TO TELESCOPE THE PROCESS OF ADVOCACY IN OUR EFFORTS TO SPREAD THE MESSAGE MORE EFFICIENTLY.**

**PARENTS** should make at least one contact with their school administrator each year regarding opportunities for gifted learners. Parents should make at least one contact each year with their local legislator regarding funding for gifted education.

**TEACHERS** should request, from their administration, the materials and the support they need to deliver appropriate services to gifted learners. Teachers should make at least one contact each year with their local legislator regarding funding for gifted education.

**ADMINISTRATORS** should include requests for funding for gifted education in conversations with local legislators, the ISBE and their Regional Offices of Education.

## **LET'S RESOLVE TO ACCELERATE THE AVAILABILITY OF APPROPRIATE SERVICES FOR OUR NATION'S MOST ADVANCED LEARNERS.**

By working together we can accelerate the availability of appropriate services. Alone, we can do very little, but working together, **LET'S MAKE THINGS HAPPEN!**