

Krystal Rodney  
CRIN E10  
Resource Notebook Draft.

- Gifted and Talented Students
  - Federal Definition (Marland) – demonstrates high performance or potential in general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual or performing arts, or psychomotor ability.
- What is being reviewed
  - Journal Article - Cognitive and Affective Learning Outcomes of Gifted Elementary School Students - <http://gcq.sagepub.com/cgi/content/abstract/51/4/359>
  - TeachersFirst.com – Working with Gifted and Talented Students - <http://www.teachersfirst.com/gifted.cfm>

#### Teacher's First

- Summary
  - How to Spot Gifted Students – a list of traits that are displayed by a gifted student.
  - Strategies for Teachers – ideas for teachers to use to help students reach their full potential
  - Additional resources – web resources that teachers can use.
- Portrayal – Pretty good, but not the best. I think that it is important to stress that not all of these traits, especially negative ones, are always seen. The website should stress that a student's personality has a very large impact on the traits that you will see in a gifted student. It would also be good to have some sort of brief explanation as to why some traits are seen and how to avoid them in the classroom (e.g. – being off task, not working well in groups, etc.). Some other good topic for the website to cover would be gifted underachievers and twice exceptional students, as both these groups are usually overlooked. You can find more information about these in our textbook (pg 524)
- Judgment – seems mostly accurate, but again, some parts of the website would make someone think that certain traits are always seen in gifted students. It seems that the website is really supposed to be a simple resource for teachers to use. The Strategies for Teachers page is almost exactly aligned with what we learned in class. It talks about using Bloom's Taxonomy, differentiation, Multiple Intelligences, and not making gifted students the class tutors.
- Evidence – the information on the website is written by educators that have been in the field for at least 10 years. The site lists about 8 educators who contribute and review the site, but the authors' names are not listed on any of the articles.
- Relevant Information – the spotting gifted children and strategies for teachers pages would probably be the most useful for teachers. These pages give you more information about some of the characteristics that gifted students may display, and

how to meet their needs in the classroom. Remember that the Strategies for Teachers page is most aligned with what we have learned, and provide some resources that can be useful.

#### Journal Article

- Summary
  - 2 year study
  - Cognitive and affective changes in students in gifted programs
  - Students in special schools, pull out programs, within class programs, separate gifted classes, gifted students in districts with no gifted program, non-gifted students in regular classes
  - Purpose is to compare which program is best
  - 14 school districts in 10 states, Caucasian and African-American students.
  - Determined through achievement tests, self-perception surveys and motivation inventories.
  - Results
    - No connection between race and type of program in which student is enrolled.
    - No significant different in motivation across all six groups
    - Students in pull-out programs, separate classes, and special schools showed higher cognitive gains than the other groups.
    - Students in pull-out programs, separate classes, and special schools displayed lower scholastic competence than their peers in the other groups.
    - Scholastic competence is a child's perception of their academic ability
- Portrayal – This is a pretty positive portrayal of this group. It looks like an unbiased article, as far as I can see. I do wish that the study was able to include even more ethnic groups, but it is definitely a step in the right direction. It also discusses minorities as an underrepresented group in the gifted and talented population, which aligns perfectly with what we have read in the book and discussed in class.
- Judgment – very accurate based on the book. Peer reviewed literature, and is based on research over a significant portion of time. All three writers have a psychology background, two are professors of education, and one (Maria Delcourt) works with the National Research Center on the Gifted and Talented. This article mainly addresses the debate on inclusion vs. pull-out programs for gifted students that is discussed in the book. While the article does not provide any suggestions for helping gifted students when there is no special program, our textbook does (found on pg 536).
- Evidence – The article lists about 3 pages of articles citations that were used in the review of literature included within the article, some of which were written by William & Mary faculty. Also, this article is published in the Gifted Child Quarterly, which is a peer-reviewed journal. The article also provides its experimental designs, procedures, results, and tables to show exactly how the study was carried out.

- Relevant Information - the Implications and Recommendations section of the article would be a good read for teachers. While it does have more of a focus towards administrators and policy makers, teachers should read the section on ability grouping for gifted students. The data from this article would suggest that, in places where there is no special program for gifted students, we are not meeting their needs. If we receive a job in a school system where this is the case, we must do more to differentiate out instruction to challenge gifted students.