

## *The 10 Myths of Gifted*

<b>View Point</b>	<b>Myth</b>	<b>Truth from Gifted Students Perspective</b>	<b>My School-based Evidence</b>
Policy – Budget	1		
Principal	2		
Teacher	3		
Parent	4		
Counselor	5		

University Professor	6		
Teacher	7		
Special Ed Dept. Chair	8		
Curriculum Coordinator	9		
School Board	10		

- How did the video "*The 10 Myths of Gifted*" dispel or reinforce your own thoughts about gifted education?
- How does the content of the video relate to your school's perspective on gifted education:  
programming? funding? acceleration? challenging students in the early grades? underachievers? twice- exceptional students?
- What actions might we want to take, if any, now that we have examined some of these myths?
- Are there some benefits for our school(s) having looked at these myths more closely?
- Who else do we need to include in this dialogue about misconceptions related to APS Gifted Services student giftedness?

## Gifted Education Research or Mandate Connections to the *10 Myths of Gifted*

Myth	Truth from Gifted Students Perspective	Research or Mandate Connections
<p>1 Gifted students don't need help; they'll be fine on their own</p>	<p>Gifted students need guidance and support of great teachers like everyone else</p>	<p><b><i>Items here apply to all 10 myths:</i></b></p> <ul style="list-style-type: none"> <li>• Federal Definition of Giftedness</li> <li>• Virginia Regulations Governing the Education of Gifted Students</li> <li>• APS Strategic Plan – Responsive Education – DI</li> <li>• APS Local Plan for the Education of the Gifted</li> <li>• County Policies related to Gifted Services:               <ul style="list-style-type: none"> <li>○ 20.3 Program Differentiation pages 7 &amp; 10 – 11</li> <li>○ 35-3.09 Teacher Qualifications – Education of Gifted Students</li> </ul> </li> </ul>
<p>2 The goal is for teachers to challenge every student. Gifted are fine in the regular classroom</p>	<p>Students say that teachers don't understand me; that it's hard to make changes for me; they haven't had any training in teaching gifted</p>	<p>National Research Center for Gifted Talented Education – which includes research from U Conn, UVA, Wm &amp; Mary ERICDIGEST.org Harry Passow, Columbia Carolyn Callahan, UVA James Gallagher, UNC</p>

<p>3 We need gifted students to provide role models and challenges for other students.</p>	<p>All students deserve challenges; we need challenging work just within their grasp; others don't see gifted students as a role model</p>	<p>Vgotsky – Zone of Proximal Development Research of - Carol A Tomlinson, UVA Joyce Van Tassel Baska, WM &amp; M Mary Landrum Slade, JMU Sandra Kaplan, USC Marcia Gentry, Purdue</p>
<p>4 All kids are gifted; don't see why some should be labeled</p>	<p>Gifted students aren't trying to be better than others; they just want their academics to be regarded a highly as varsity sports where the most talented are supported</p>	<p>Robert Sternberg, Yale Joe Renzulli, UConn Francoys Gagne' Univ. of Quebec Gilbert Clark, Indiana University (VPA theory) E Paul Torrance, creativity theory Csikszentmihalyi's theory of flow</p>
<p>5 Acceleration can be socially harmful to gifted students</p>	<p>Students feel better with students who are their intellectual peers</p>	<p>Report: A Nation Deceived Julian Stanley, JHU Linda Brody, JHU James A and Chen-Lin C Kulik, University of Michigan John F Feldhusen and Sidney Moon, Purdue Paula Olszewski-Kubilius, Northwestern Univ</p>
<p>6 Gifted Programs are elitist</p>	<p>Programs are not about status but about people finding their place; having their instructional needs met</p>	<p>Nicohlas Colangelo Univ of Iowa Donna Ford, Vanderbilt James Gallagher, UNC</p>

7 A student can't be gifted if he gets poor grades.	Gifted students may be afraid to stand out or fail. There can be affective domain issues for gifted students	Linda Silverman Donna Ford Sally Reis, UConn Susan Baum, College of New Rochelle Nicholas Colangelo, Univ. of Iowa Sidney Moon, Purdue Barbara Kerr, Arizona State
8 Students with disabilities can't be gifted	Students can be dually labeled (twice-exceptional). Students appreciate the ability to focus on their abilities and still get help for their learning needs	Sally Reis, UConn Susan Baum, College of New Rochelle Donna Ford, Vanderbilt
9 We have AP courses	AP is appropriate for all students who want to work hard and are motivated; we could use more help in our learning needs; we need programs that let gifted students pursue their interests and passions	Mihaly Csikszentmihalyi's Theory of flow Enid Zimmerman and Gilbert Clark, Indiana Univ. - VPA
10 In these tough economic times we can't afford abundant resources for gifted	We are your future leaders across all fields; believe in us; meet our needs; please have a commitment for us	June Maker, Univ. of Arizona Joyce Van Tassel Baska, Wm & M Sandra Kaplan, USC Donald Treffinger, Ctr for Creative Learning, FL Grant Wiggins, Ctr on Learning, Assessment & School Structure