

# GIFTED & TALENTED

SUMMER 2019 | BRIEF 1

## WHO IS THIS LEARNER?

Gifted and talented students are identified at the preschool, elementary and secondary level as students who have potential high academic capabilities and need differentiated or accelerated education or services.

In order to ensure all student populations have the opportunity for gifted and talented services, Oklahoma has established guidelines for identification. There are two ways for school districts to identify gifted students:

- **Category 1** – Students who score in the top 3% on any national standardized assessment of intellectual ability.
- **Category 2** – Students who excel in one or more of the following areas: creative thinking, leadership, visual or performing arts and specific academic ability as identified through a multicriteria process.

Gifted education in Oklahoma is mandated by state law. Each district is required to identify and serve their gifted population and must maintain an [updated Gifted Education Plan](#).

## WHY IT MATTERS

As the diversity of Oklahoma's student population grows more diverse, it is important to find ways to ensure access and opportunity are available to all students.

### Oklahoma Gifted Student Demographic Data for 2018-19:

- 95,078 were identified and served.
- 38,162 were identified in the top 3%.
- 56,884 were identified by multiple criteria.
- 2,167 had disabilities.
- 11,885 were American Indian or Alaskan Native.
- 3,569 were Asian.
- 3,822 were African American.
- 184 Native Hawaiian or Pacific Islander.
- 55,245 were White.
- 9,046 were Multi-racial.

## THINGS TO CONSIDER

As a result of intellectual and social differences, gifted students face unique challenges.

**Underachievers** are students who have a large gap between their potential and their performance.

**Perfectionists** are students who have a desire to please others while having difficulty setting realistic goals, which causes stress, procrastination or even illness.

**Twice-Exceptional Students** are high-ability children who also have conditions that interfere with their ability to learn (e.g., learning disabilities, attention deficit disorder, etc.) Educators must recognize and accommodate both exceptionalities.

## REFLECTION QUESTIONS

- How are you meeting the needs of your gifted students?
- How do you inform teachers so they are aware of how gifted students are identified within your district?
- How do you involve the families of your gifted population to support their education outside the classroom?
- How do you involve families of your yet-to-be identified gifted population to raise awareness of giftedness?

## ATTENDING TO EQUITY

Appropriate programming for gifted and talented students includes options for curricular and social-emotional modifications designed to meet the individual needs of gifted students. The goal is to provide challenging educational experiences for our gifted students through acceleration and/or enrichment opportunities.

### Acceleration

Cluster grouping  
Proficiency-based promotion  
Honors, AP and IB courses  
Concurrent enrollment  
Accelerating in specific content

### Enrichment

Within the regular classroom  
Creative and academic contests  
Differentiated curriculum  
Mentorships  
Pull-out programs

To create more equitable practices for gifted students, it is important to provide extensive training to teachers so they can know the latest educational research, resources, instructional strategies and practices available. Quality instruction develops [critical and creative thinking](#).

**GIFTED AND TALENTED EDUCATION**  
**(405) 522-3522**  
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