

ReDefining Gifted:

Understanding that All Students are Special



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SESSION TEAM

Anna
Awah
Candace
Jaiden
Madi
Mesmariah
Sirneh



WHO WE ARE



ANNA
SENIOR



AWAH
JUNIOR



CANDACE
SENIOR

WHO WE ARE



JAIDEN
JUNIOR



MADI
SENIOR

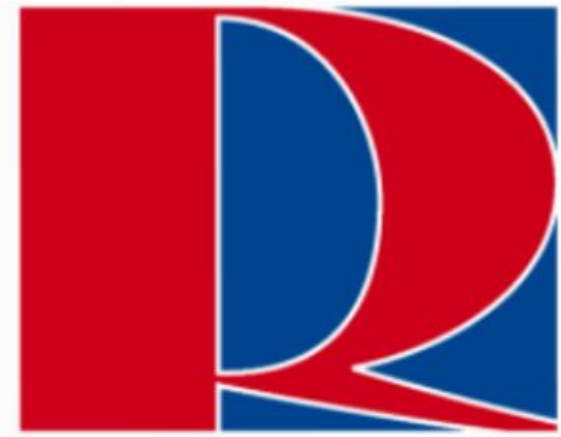


MESMARIAH
JUNIOR

WHO WE ARE



SIRNEH
SENIOR



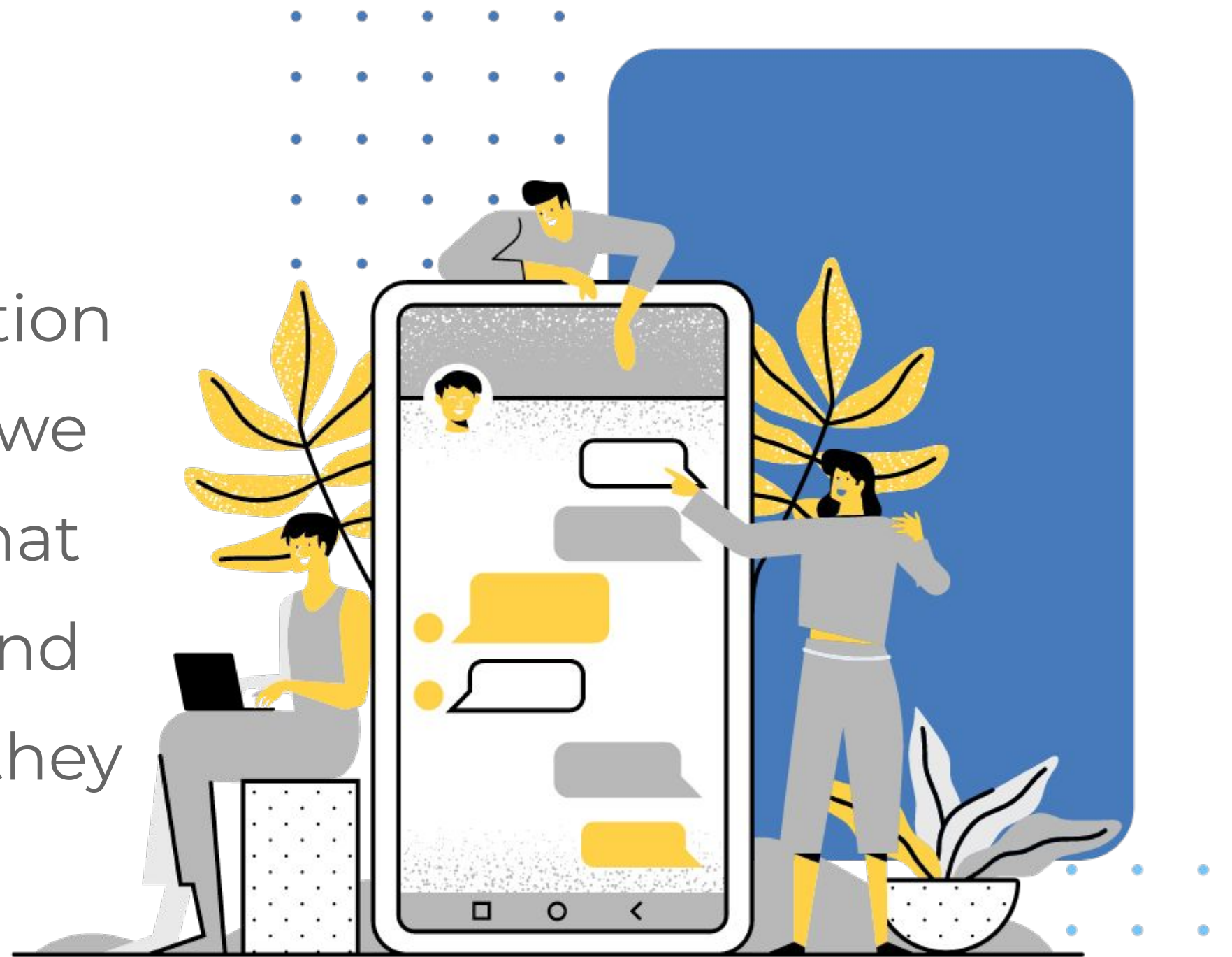
**RAYTOWN
QUALITY
SCHOOLS**
Expect the Exceptional



ALLECIA LOWERY
SESSION COORDINATOR

THE WHY

According to Time, “Since the inception of “Gifted and Talented” programs, we have operated based on the idea that children are either born with rare and exceptional intellectual capacity, or they are not.”



Fields, Matthew Mugo. “Gifted and Talented Programs Dumb Down Our Students.” Time, Time, 6 Feb. 2015, time.com/3698686/gifted-and-talented/.

THE WHY

- Redefining Gifted
- Importance of identifying and acknowledging each student's gifts in various areas



DEFINING KEY TERMS

- Gifted
- Equity
- Performance
- Insight
- Exclusion
- Opportunity



THE WHAT

- Discussions we had
 - Extracurriculars
 - Gifted programs
- Challenges and Recommendations
 - How we came to these conclusions

Socioeconomics - History

As a team we realized that not every student have the same home life and space o foster their gifts.

Extracurriculars - Relevance

Connect the topic to the lives of students, teachers, and families in Kansas City.

Challenges

We found that students feel excluded from advanced opportunities and this affects motivation.

Recommendations

The expansion of the gifted program and its meaning.

HISTORY

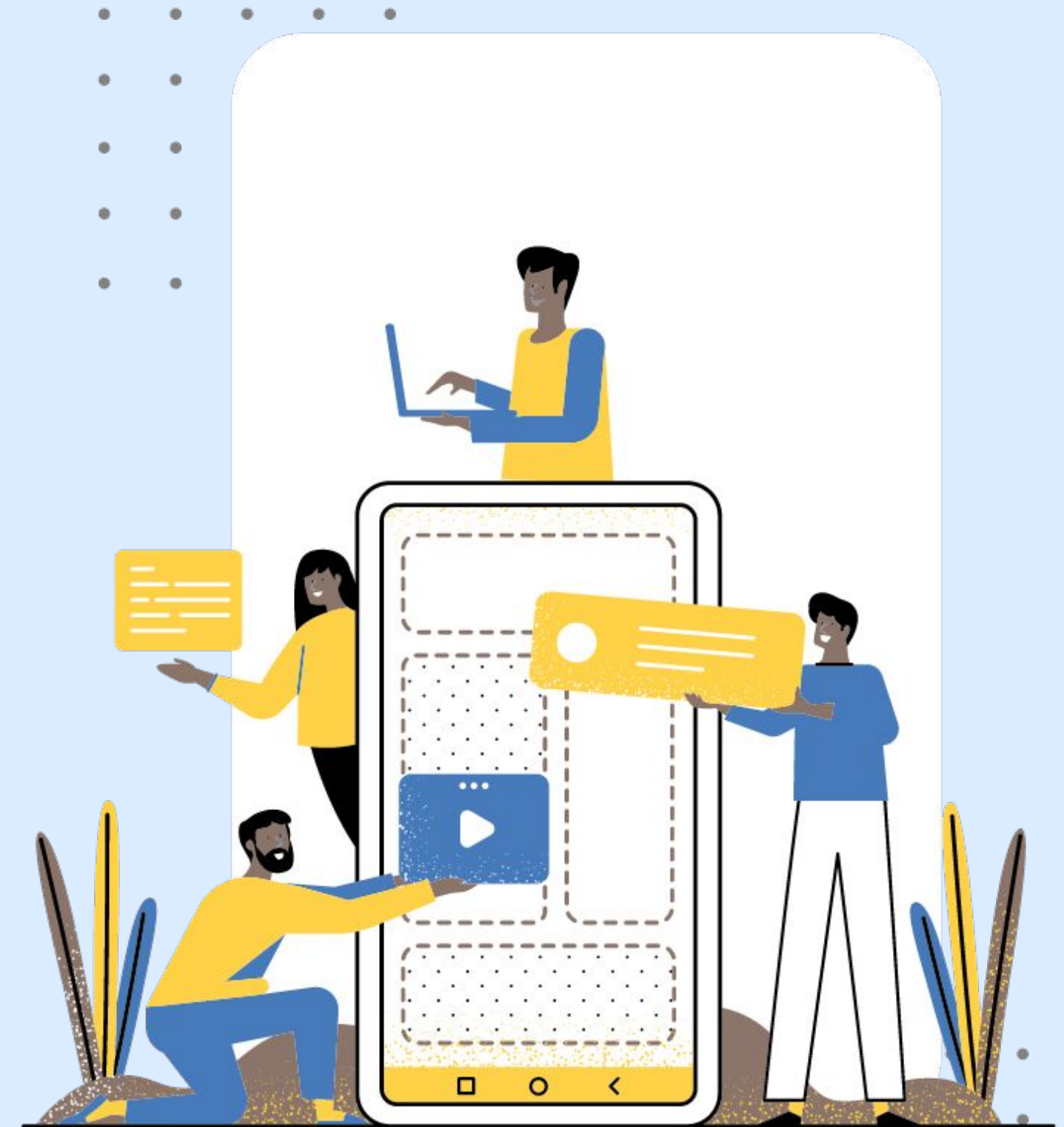
According to Dese, “There is no limit to the number of students who can be served in a state approved gifted program”.



RELEVANCE

The gifted program has a direct impact on students and families within the program and outside of it.

“The gifted label is a golden ticket in our education system... most often based on standardized test scores.” -Matthew Mugo Fields, Time



CHALLENGES

Funding

- **Cause:** Lack of support
- **Potential effects:** Inability to reach full potential
- **Need:** Community support, innovation, and reallocation of funds

Labeling and perception

- **Cause:** A lack of solid definitions
- **Potential effects:** A drop in self-esteem, motivation, and growth amongst students
- **Need:** Redefine and solidify what it means to be gifted

RECOMMENDATIONS

- Updating the criteria and expanding capacity to support all students in developing their gift.
 - Pooling resources amongst our community of districts to expand funds and facilitate collaboration
- Changing perception of the programming

Thinking outside the box

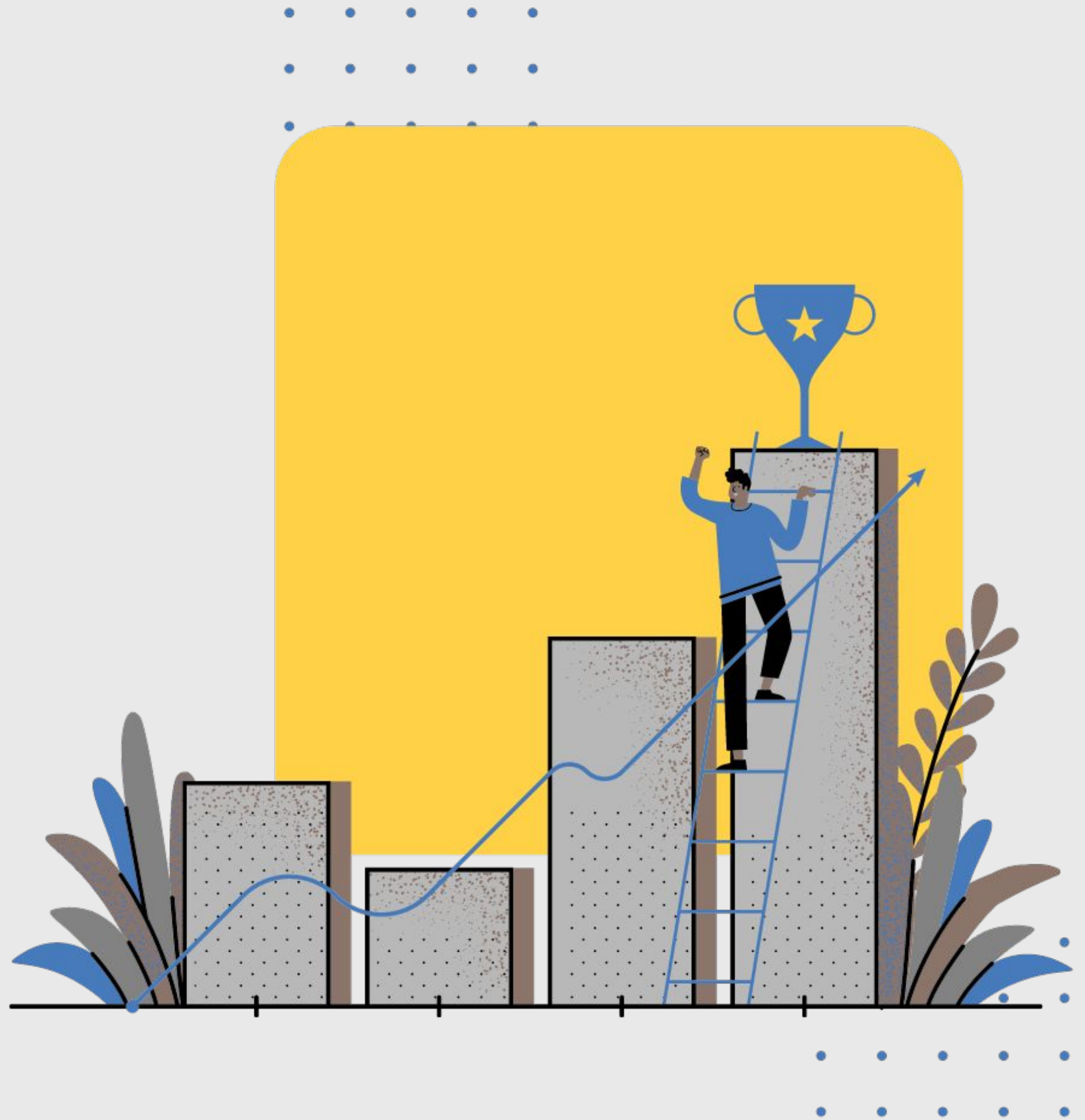
- Student pace school structure

THE HOW

Implementation

Collaboration

Funding



THANK YOU

“Yes, each child is born with his or her own personality for learning within the traditional classroom, But we need to think about “gifted and talented” as the goal, not the starting point.”

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