

# STRATEGIES FOR EFFECTIVE ADVOCACY FOR GIFTED AND TALENTED STUDENTS



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Consultant in Gifted & Special Education  
Chapel Hill, NC

# ADVOCACY

*for the*

# GIFTED &

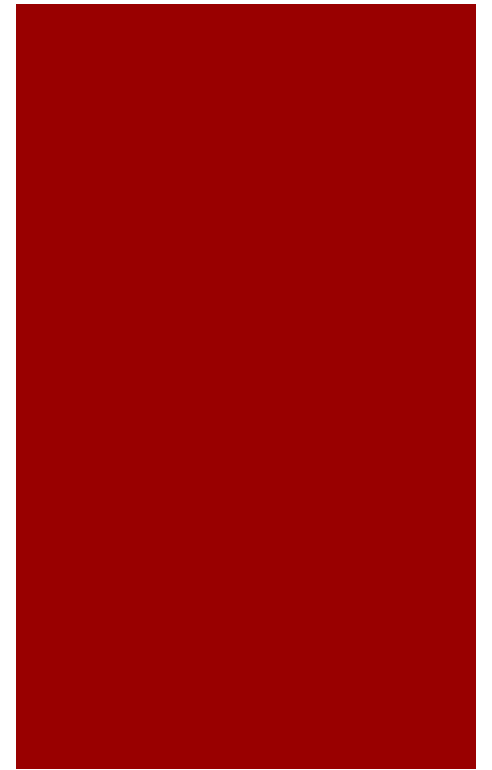
# TALENTED:

Who they are,

What they need,

Why they don't have it, and

What we can do about it.






# NORTH CAROLINA'S EFFORTS

- Creech Amendment to P.L. 94-142
- NC Governor's School
- UNC School of the Arts
- NC School of Science & Mathematics
- Article 9B



 NCSSM  
MATHEMATICS

HOME ABOUT US FACULTY RESOURCES

TEACHING CONTEMPORARY MATHEMATICS CONFERENCE  
JANUARY 24-25, 2014  
FRIDAY / SATURDAY  
WATTS HOSPITAL

Teaching Contemporary Mathematics Conference January 24-25, 2014

MESSAGE FROM THE DEAN  
Welcome to the Mathematics Department at NCSSM. We offer a wide variety of challenging mathematics courses. Throughout our curriculum we encourage students to think deeply about the mathematical concepts they learn and to apply those concepts to real-world situations. Please take time to explore our website. You will find information about our students and faculty. Teachers will find educational resources and TCM Conference information.

EVENTS AND ACCOLADES  
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# Gifted & Talented Programs

## North Carolina's Governor's School



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

EXCEPTIONAL CHILDREN DIVISION

GOVERNOR'S SCHOOL  
OF NORTH CAROLINA


EXCEPTIONAL CHILDREN QUICK LINKS

GOVERNOR'S SCHOOL OF NORTH CAROLINA

*IMAGINE ... A Summer Program*

- ... where students who are among the best and brightest gather for the love of learning and the joy of creativity*
- ... where teachers and students form a community while searching together for answers to challenging questions*
- ... where there are no grades or tests*
- ... where a synergy of intellectual curiosity fuels the exploration of the latest ideas in various disciplines*

This is the Governor's School of North Carolina . . .  
Two campuses. One vision. Over fifty years of experience.



# Gifted & Talented Programs

## University of North Carolina School of the Arts

UNIVERSITY OF NORTH CAROLINA SCHOOL OF THE ARTS

Dance Design & Production Drama Filmmaking Music Visual Arts Academic Programs Student Life

NORTH CAROLINA SCHOOL OF THE ARTS  
Est. 1963; opened 1965.  
First state-supported school for performing arts in U.S. A campus of The University of North Carolina since 1971.

Admissions Summer Session Visitors' Center Performance Alumni Giving Library Administration Financial Aid Kenan Institute Search

For Students For Parents For Faculty & Staff Chancellor Bierman Quick Links

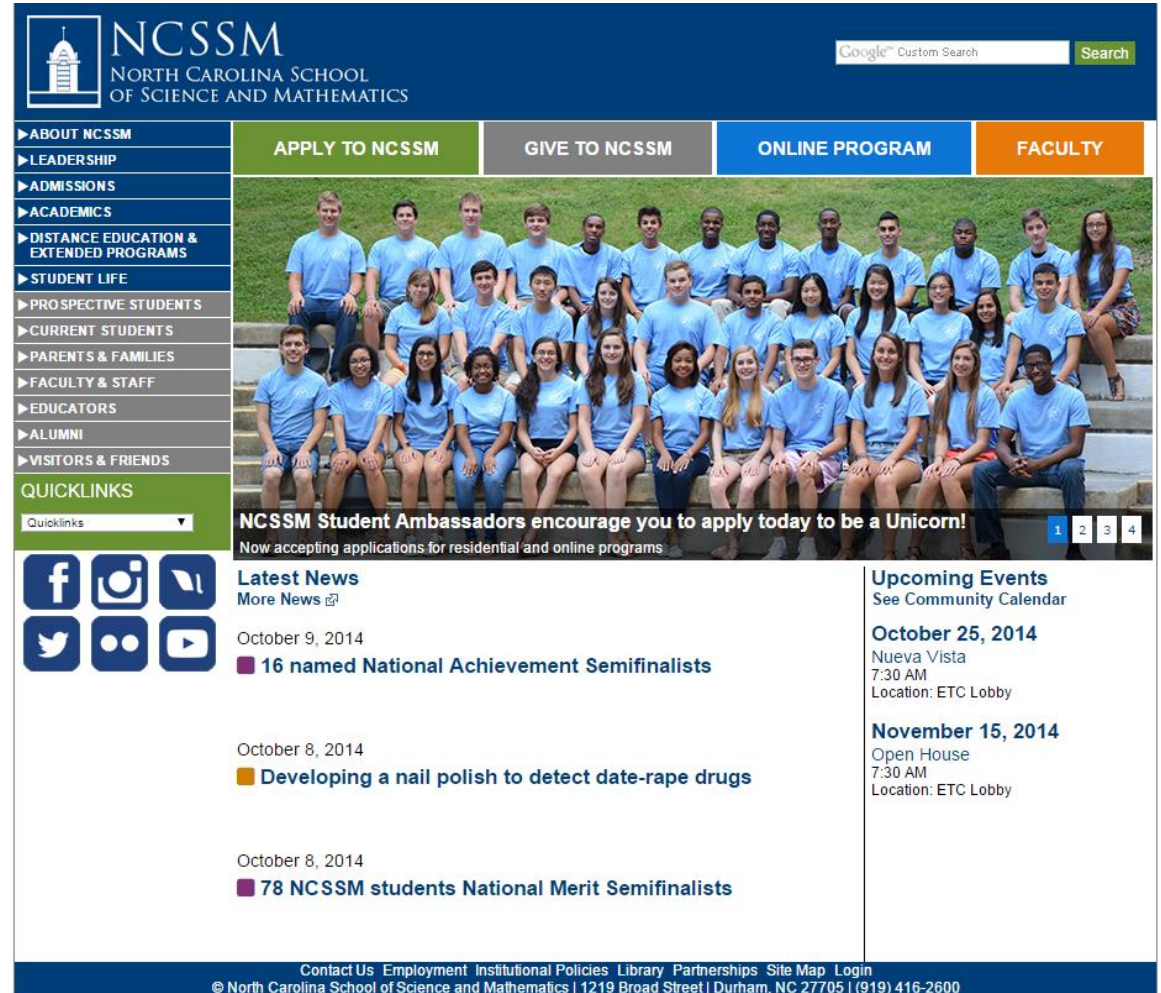
UNCSA 50

NEWS

- UNCSA provost welcomes new faculty and announces interim appointments / *Jamie Call Blankinship is interim dean of Design and Production; Joseph Lopina is interim director of Teaching and Learning Center*
- UNCSA mourns the loss of Sarah M. Turner
- High school dean and headmaster at UNCSA steps down to teach full time / *Dean for eight years, Jill Lane will continue to teach high school math*
- This School, This City to revisit "A Passionate Preference" with author Leslie Banner and contributor Douglas Zinn on Nov. 4 / *Also celebrates book's re-release as "e-book"*
- UNCSA chancellor to speak at Georgetown University / *Lindsay Bierman will participate in a panel of alumni writers*
- UNCSA counseling director receives national leadership award
- Center for Design Innovation project receives Emmy nomination

# Gifted & Talented Programs

## North Carolina School of Science & Mathematics



The screenshot shows the NCSSM website homepage. At the top left is the NCSSM logo and name. A search bar is in the top right. A navigation menu on the left lists various categories like 'ABOUT NCSSM', 'LEADERSHIP', 'ADMISSIONS', 'ACADEMICS', etc. The main content area features a large photo of student ambassadors in blue shirts, with a caption: 'NCSSM Student Ambassadors encourage you to apply today to be a Unicorn! Now accepting applications for residential and online programs'. Below the photo are social media icons and a 'Latest News' section with three items: '16 named National Achievement Semifinalists' (Oct 9, 2014), 'Developing a nail polish to detect date-rape drugs' (Oct 8, 2014), and '78 NCSSM students National Merit Semifinalists' (Oct 8, 2014). On the right, an 'Upcoming Events' section lists 'October 25, 2014' (Nueva Vista, 7:30 AM) and 'November 15, 2014' (Open House, 7:30 AM). The footer contains contact information and a copyright notice.

NCSSM  
NORTH CAROLINA SCHOOL  
OF SCIENCE AND MATHEMATICS

Google™ Custom Search Search

▶ ABOUT NCSSM  
▶ LEADERSHIP  
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▶ PROSPECTIVE STUDENTS  
▶ CURRENT STUDENTS  
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QUICKLINKS  
Quicklinks

APPLY TO NCSSM GIVE TO NCSSM ONLINE PROGRAM FACULTY

NCSSM Student Ambassadors encourage you to apply today to be a Unicorn!  
Now accepting applications for residential and online programs

1 2 3 4

Latest News  
More News

October 9, 2014  
16 named National Achievement Semifinalists

October 8, 2014  
Developing a nail polish to detect date-rape drugs

October 8, 2014  
78 NCSSM students National Merit Semifinalists

Upcoming Events  
See Community Calendar

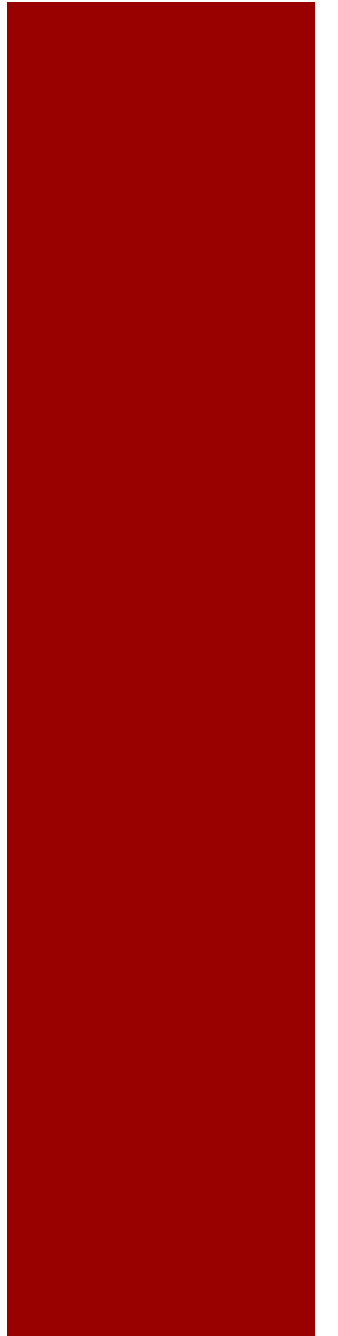
October 25, 2014  
Nueva Vista  
7:30 AM  
Location: ETC Lobby

November 15, 2014  
Open House  
7:30 AM  
Location: ETC Lobby

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# PART I: THE GIFTED CHILD

**Patterns, Potential  
& Predelictions**





# GIFTED & TALENTED – WHO ARE OUR KIDS?



**“GIFTEDNESS IS**

**A GREATER AWARENESS,**

**A GREATER SENSITIVITY, AND**

**A GREATER ABILITY TO**

**UNDERSTAND AND TRANSFORM**

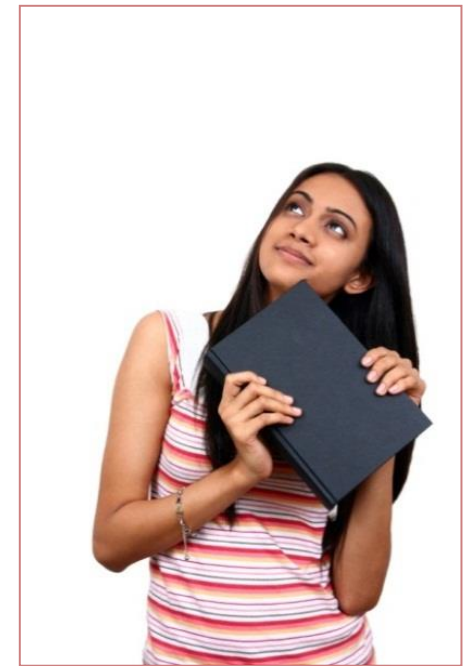
**PERCEPTIONS INTO INTELLECTUAL**

**AND EMOTIONAL EXPERIENCES.”**

*-- Annemarie Roeper*

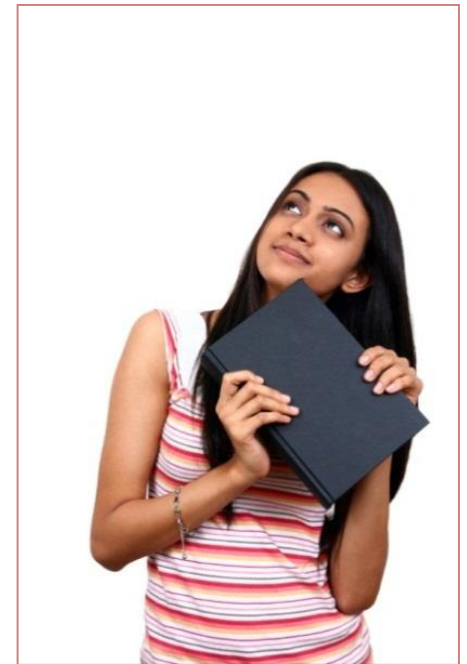
# Essential Questions: Who are the Gifted?

- Intellectual giftedness generally consists of early and rapid development of memory, classification, and reasoning abilities that are shared by all children.



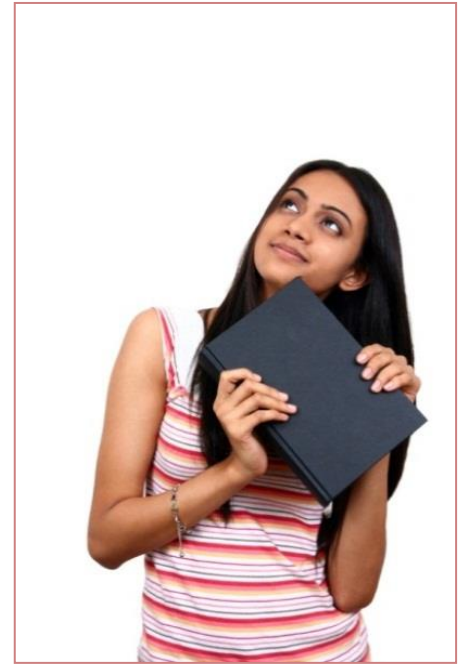
# Essential Questions: Who are the Gifted?

- Children with a high amount of intellectual giftedness usually display positive features such as favorable personality, fewer health problems, effective coping skills, etc..



# Essential Questions: Who are the Gifted?

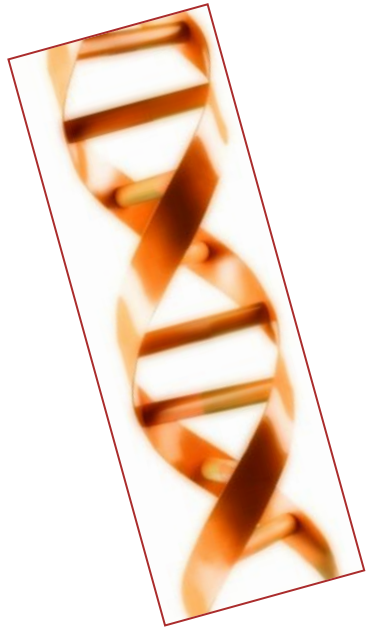
- There are numerous subpopulations of gifted students such as underachievers, minority group gifted, performing arts gifted, etc., that each require careful identification and sustained special programming to potential talents can be realized.



# A Matter of Degree, Not Kind




- There is no “golden gene” of giftedness separating the gifted from the average person.
- Gifted students are not categorically different from typically-developing students.
- They have **more** or **less** of characteristics shared by all children.





"Every child is gifted and talented. So let's stop distinguishing which children are gifted and start celebrating our children's unique gifts. How is your child gifted."

*Farrah Alexander*  
*Huffington Post 8/23/2016*



"I'm sad because the misconception of giftedness is so rampant. I'm sad because giftedness continues to be thought of only in terms of education and intellect, when in truth, it has very little to do with education. It has to do with living and experiencing life more intensely. It has to do with being wired differently. Which, trust me, has some great benefits and some great disadvantages."

*Heather Boorman*  
*Cited by Scott Barry Kaufman*  
*Scientific American 8/26/2016*

# The **Intensity** of the Gifted



“Gifted children and adults see the world differently because of their complex thought processes and their emotional intensity.

The gifted often hear:

- *“Why do you make everything so complicated?”*
- *“Why do you take everything so seriously?”*
- *“Why is everything so important to you?”*



The gifted are “too” everything:

too sensitive,  
too intense,  
too driven,  
too honest,  
too idealistic,  
too moral,  
too perfectionistic,  
too much for other people! ...



# SEVEN (?!?!?) PERSPECTIVES

Frank Worrell, Rena Subotnik, Paula Olszewski-Kubilius



High IQ

Emotional fragility

Creative Productive Giftedness

Talent Development

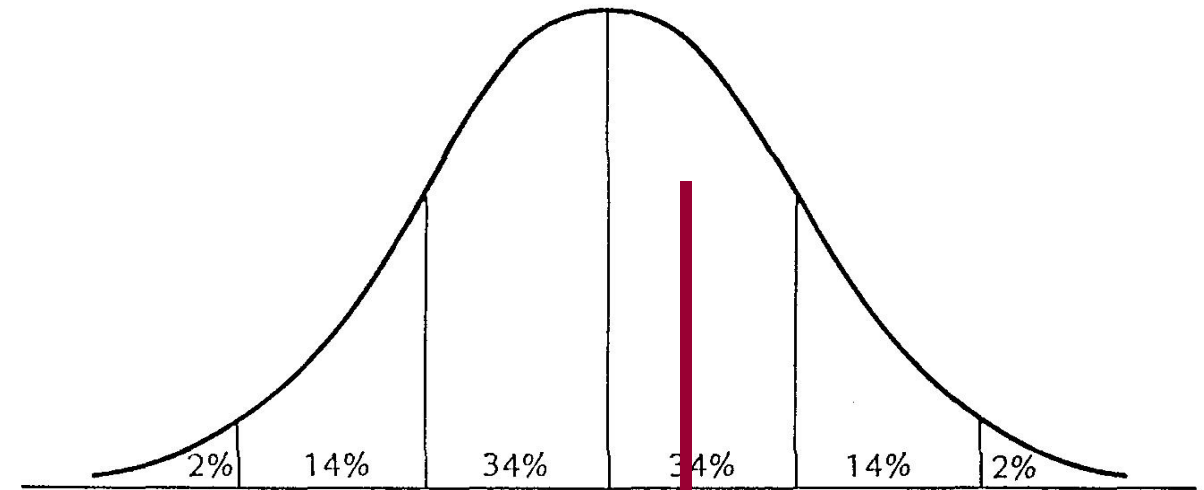
Unequal opportunities

Policy and Programs

Developmental Model

# Statistical Definition

## ■ Lewis Terman



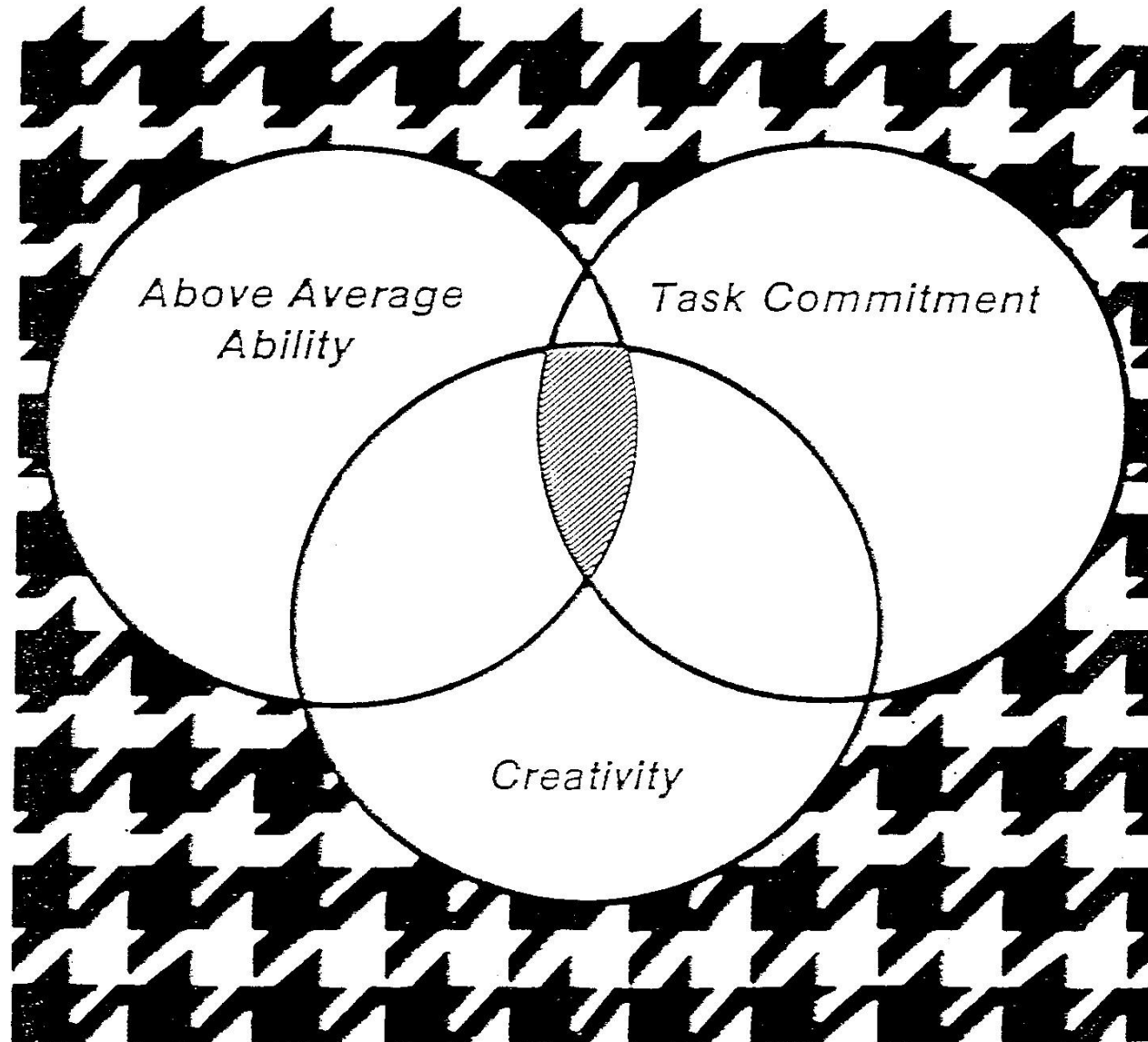
Standard Deviation Units	-3.00	-2.00	-1.00	0.00	+1.00	+2.00	+3.00
GRE Type Scores	200	300	400	500	600	700	800
T Scores	20	30	40	50	60	70	80
Deviation IQ Scores	55	70	85	100	115	130	145
Percentile Rank	.1	2	16	50	84	98	99.9

# Educational Definition



■ Joseph  
Renzulli

## WHAT MAKES GIFTEDNESS



# The **Asynchrony** of the Gifted

“Giftedness is *asynchronous development* in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm...”



# Many synonyms?!?

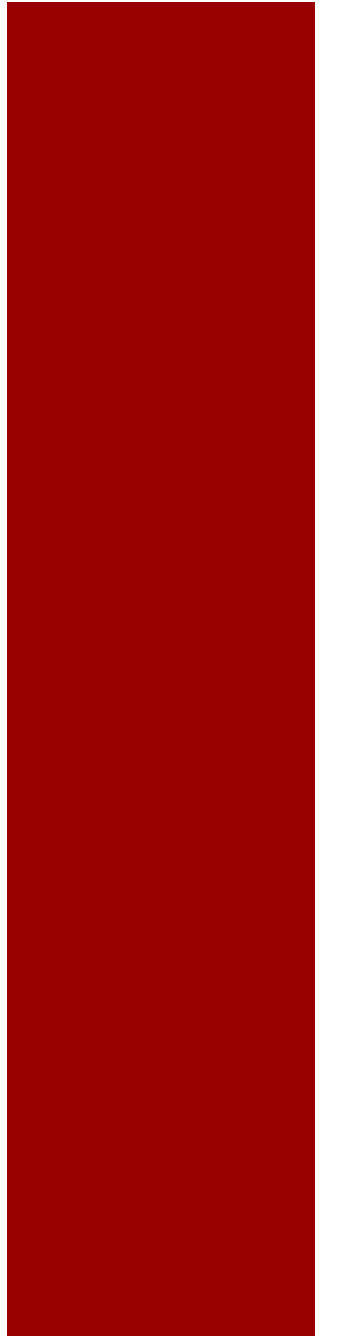
Often policymakers are confused by the many terms used in referring to the gifted child:

- Genius
- Talented
- Prodigy
- Precocious
- Superior
- High IQ
- Rapid learner
- Exceptional



# PART II: THE SCHOOL

**Programs, Procedures &  
Provisions**



## PART II: THE SCHOOL

The extraordinary range of ability, achievement, and interests that one finds in the public school system in the United States **places a special burden on teachers** to provide a stimulating program for such students.





## PART II: THE SCHOOL

Children with high levels of ability, compared to their age peers, often show less than optimum performance in school. **They are often bored and disgusted** with the slow pace. Unless special steps are taken, there will be a sharp loss in individual potential and societal contribution.



## PART II: THE SCHOOL

Schools have many different **learning environment changes** that they can make for gifted students. Most of these involve getting these youngsters together for instruction for a period of time with a specially trained teacher. The choice of such environmental settings is often determined by local conditions.





The goal of education is not to increase  
the amount of knowledge  
but to create possibilities for a child  
to invent and discover, to create people  
who are capable of doing new things.



*-- Jean Piaget*

# COMMON CORE STATE STANDARDS INITIATIVE



COMMON CORE  
STATE STANDARDS INITIATIVE  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Home The Standards In the States Resources

## Read the Common Core Standards:

[Mathematics Standards](#) 

[English Language Arts Standards](#) 

Or Click Here to Download Printable Versions of the Common Core Standards

## The Standards

Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

Teachers, parents and community leaders have all weighed in to help create the Common Core State Standards. The standards clearly communicate what is expected of students at each grade level. This will allow our teachers to be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them. The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them.

With students, parents and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce.

To appropriately cite the Common Core State Standards, use the following:

Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers

Title: Common Core State Standards (insert specific content area if you are using only one)

Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.

Copyright Date: 2010

Home The Standards In The States Resources

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What are **Educational Standards** and why do we need them?

**» READ  
THE FAQ.**

**CCSS Official  
Identifiers and  
Metadata Project**

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# What is not covered by the Standards?

- “The Standards define what all students are expected to know and be able to do, **not how teachers should teach**... they do not—indeed, cannot—enumerate all or even most of the **content** that students should learn.”
- “While the Standards focus on what is most essential, they **do not describe all** that can or should be taught.”
- “The Standards **do not define the nature of advanced work** for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available.”





## What is not covered by the Standards?

- The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom.

Why do you think they call them "common"?

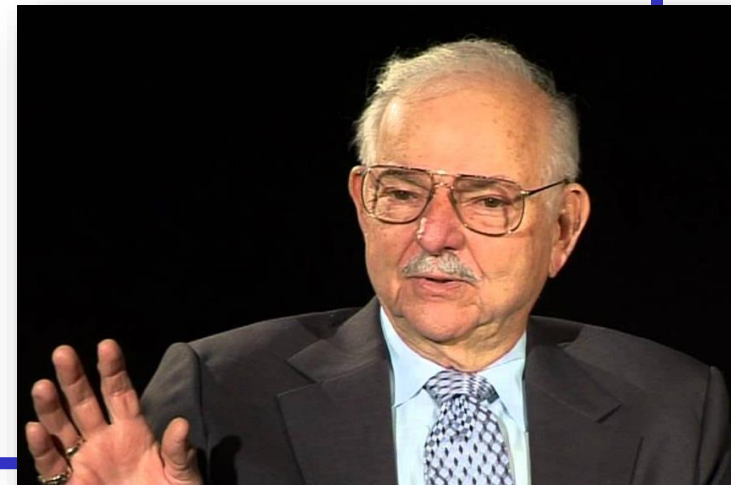


“Standards imply  
quality.  
Standardization  
connotes uniformity  
and sameness .”

-- Irving Sato

*“What was educationally significant and hard to measure has been replaced by what is educationally insignificant and easy to measure.*

*So now we measure how well we taught something that isn't worth learning.”*



*--Art Costa*



PLANTS

PLANTS

OUR TEACHER  
HAS AN  
INTERESTING  
THEORY..



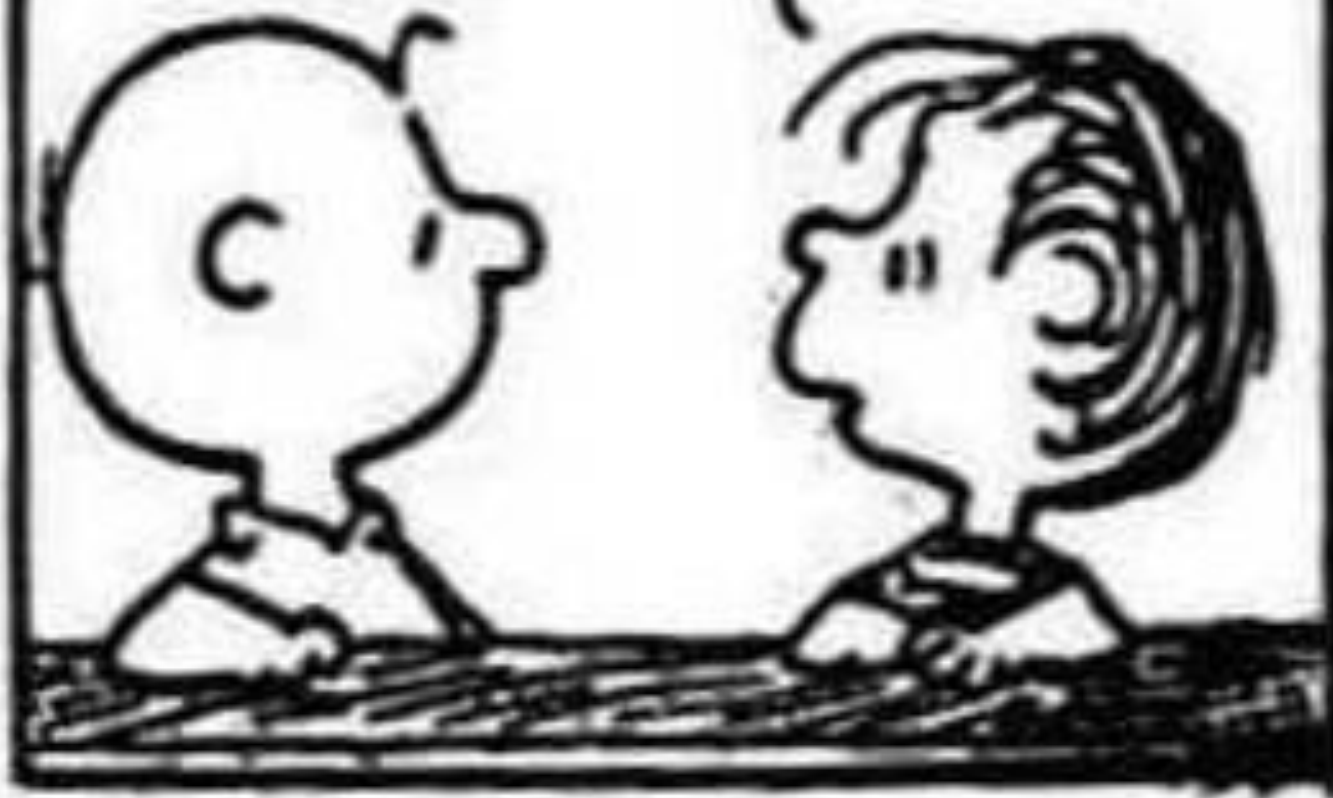
3-30

PLANTS

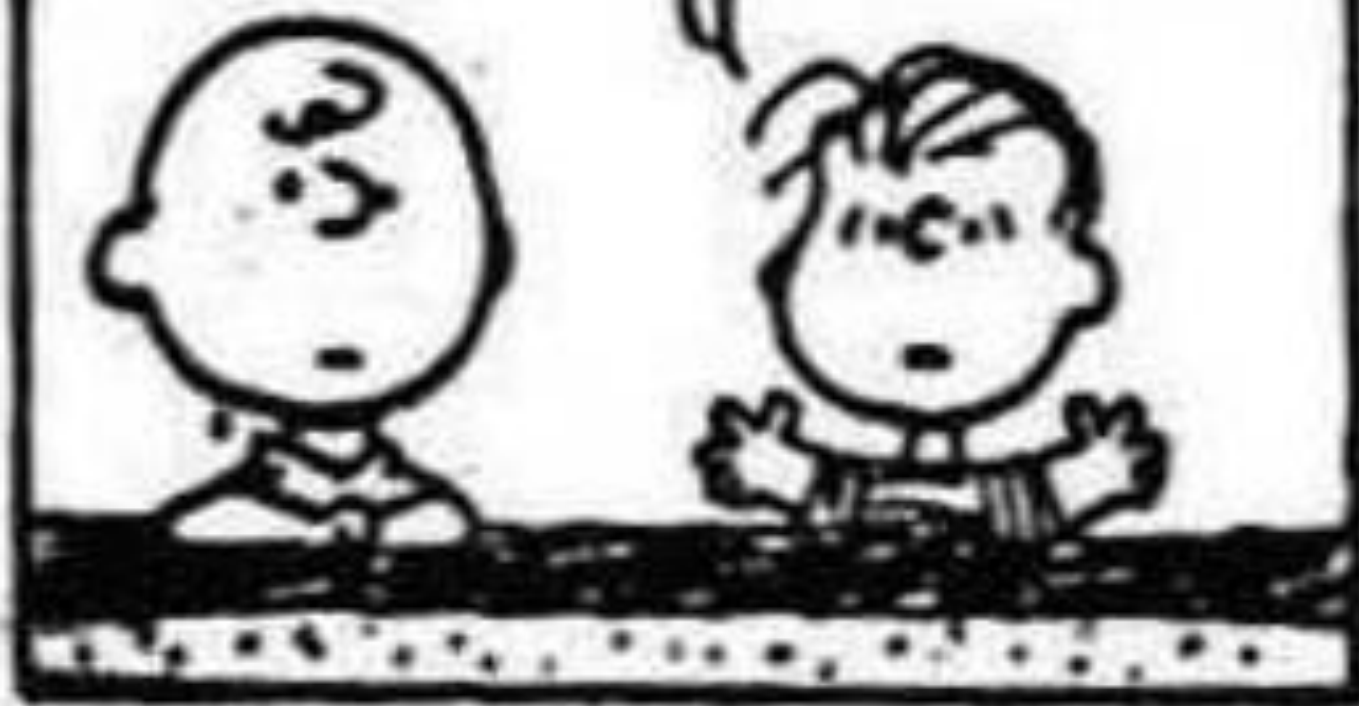
PLANTS

PLANTS

SHE SAYS TEACHING  
IS LIKE BOWLING



ALL YOU CAN DO IS ROLL  
THE BALL DOWN THE MIDDLE  
AND HOPE YOU TOUCH MOST  
OF THE STUDENTS







# Differentiated Education for Gifted Learners: What is the current situation?

- **14 states** provided **no** funding to local districts for gifted education.
- Of the 25 states that **did** provide funds to districts:
  - Only 17 states provided over \$1 million to school districts for gifted
  - 6 states made **cuts** in state funding since 2010
- Only **9 states** have policies **permitting acceleration** of students; 22 states leave the decision to school districts; 19 have no provision whatsoever .
- **16 states prohibit** students from starting **Kindergarten** early...



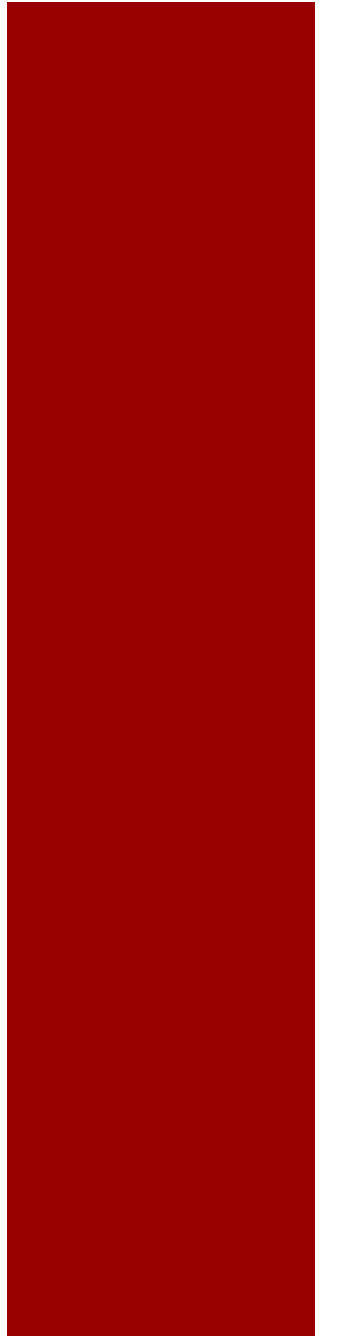
# Differentiated Education for Gifted Learners: What is the current situation?

- **3 states prohibit dual enrollment** in which middle school students are also enrolled in high school.
- **17 states do not collect demographic data** about the gifted student population.
- **41 states do not report on** the academic performance and/or learning growth of **gifted students as a separate group** on state report cards or other accountability measures.
- **35 states do not include** the number of identified **gifted students** on district report cards”

-- (NAGC State of the Nation in Gifted Education: Work to be done)

# PART III: THE SOCIETY

**Problems, Policies  
& Possibilities**



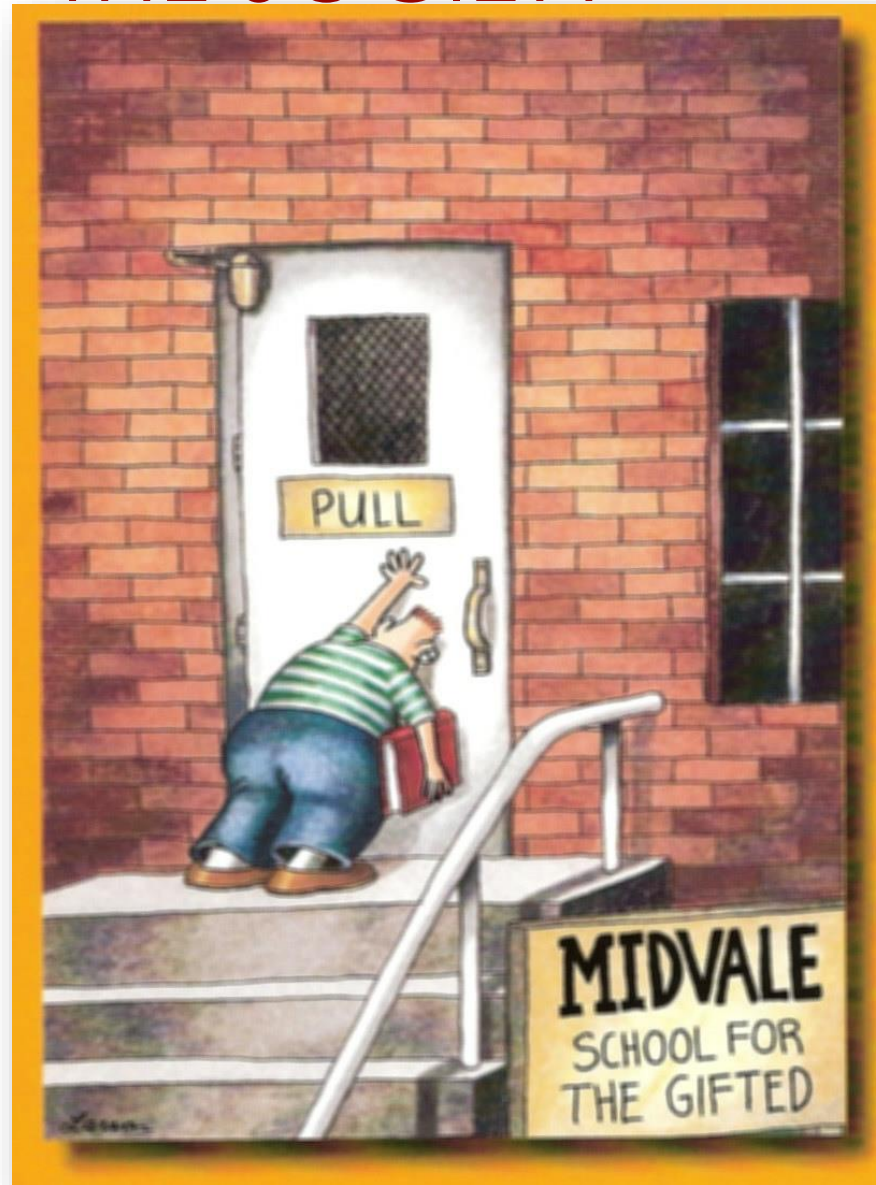
## PART III: THE SOCIETY



- There is a *love/hate relationship* apparent between the American culture and the gifted individual. We love the products of their brilliance but envy those individuals who create the products. *Such an attitude causes ambivalent support for special programs for the gifted* during the elementary and secondary school years and makes it necessary to have organized efforts at advocacy to ensure necessary support.



# PART III: THE SOCIETY

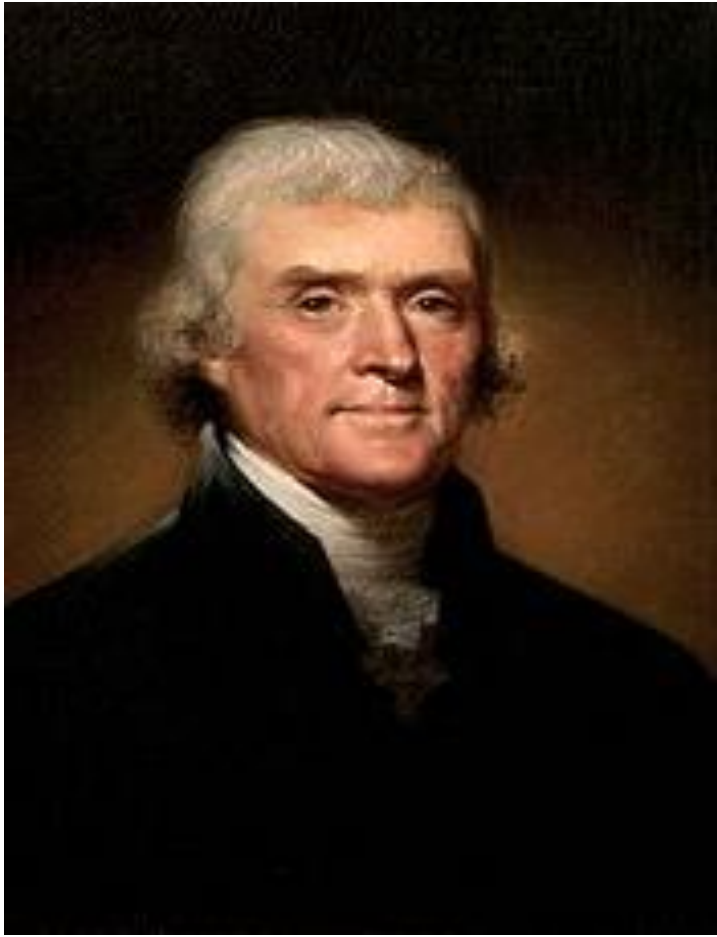


# **ANTI-INTELLECTUALISM IN AMERICA**



**“NO COURSE  
SHOULD BE  
TAUGHT AT A  
UNIVERSITY  
THAT  
DOESN’T  
LEAD TO A  
JOB.”**

**-- NC GOVERNOR PAT MCRORY**



“There is nothing so unequal as the equal treatment of unequals.”

-- Thomas Jefferson



“The needs of the  
many outweigh  
the needs of the  
one.”

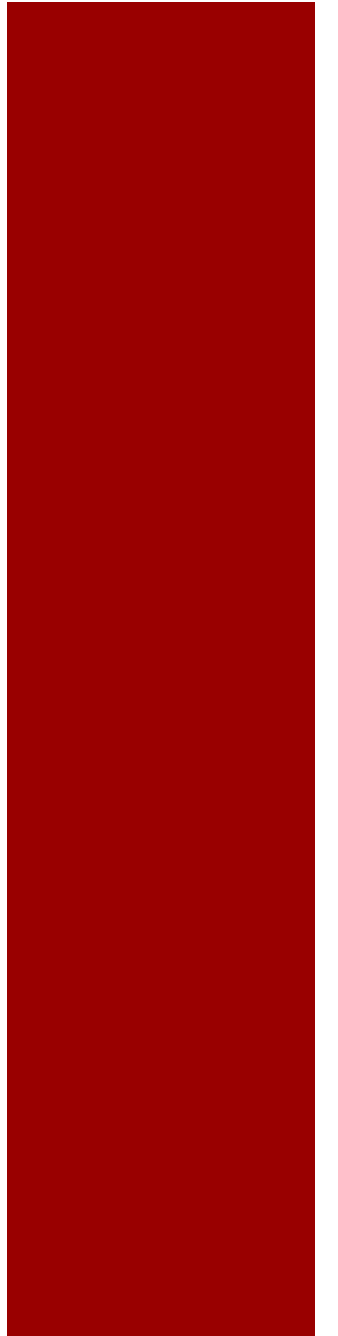
-- Mr. Spock



HOW?

# PART IV: ADVOCACY

**Politics, Perseverance  
& Perspective**



# *THE VOCABULARY OF ADVOCACY*



**ADVOCACY** is active support of a cause

**ADVOCATE** is to speak in favor of

**ADVOCATE** is one who argues for a cause, supports or defends, pleads on another's behalf, is an intercessor.

**LOBBYing** is a form of advocacy directed at a specific item of legislation.

# TWO KINDS OF ADVOCACY

**MICROadvocacy**

**&**

**MACROadvocacy**







# MICROADVOCACY

- **Micro**advocacy is about enhanced parental involvement with the people at their child's school to improve the relationships and the conditions of (and ultimately the learning outcomes for) their child. The issues, concerns or questions to be addressed are all problems related to the individual student.
- Being an advocate for your child suggests that you want to affect the attitudes, decisions and/or practices that currently exist in your child's school. It is called microadvocacy because it is at the level of the individual. As a first step it is always appropriate—and is the best political strategy—to **begin with your child's teacher.**



# MICROADVOCACY –

Things to keep in mind in talking with the teacher!...

- The teacher must equitably address the needs of all of her students.
- Offer your compliments about the positive aspects of the circumstances.
- Begin with what you are willing and planning to do as the parent to support your child.
- For students who are in the upper grades, include them in the conversation.



# MICROADVOCACY –

Things to keep in mind in talking with the teacher!...

- Develop specific strategies you would like to see implemented or goals that you want to see accomplished.
- Do **your** homework prior to the meeting.
- Keep the conversation about your child only.
- Treat the teacher as a professional.



# MICROADVOCACY –

The teacher should be expected...

- To be knowledgeable of the rules about how one qualifies for services as gifted.
- To have the knowledge of tests and measures to understand the implications of evaluation results for a student.
- To have access to and control of resources so that appropriate differentiated instruction can be provided to the student.



# MICROADVOCACY –

Begin with your child's **TEACHER!**

- Advocacy is about building relationships.
- It doesn't serve to give the appearance of "going over her head."
- The teacher knows your child better than anyone in the school setting.
- The teacher will be more focused on you and your child.
- The teacher has sufficient knowledge of what programming options exist.
- Because more of the student's time is spent with the classroom teacher than with anyone else



# MACROADVOCACY

- Even with the best of intentions and the most effective strategies in place, **there may be no satisfactory resolution to the problem that emerges** from working with the teacher. If so, working with someone at a higher level, who may not know your child as well, but who knows and understands policy and expectations, has access to a wider range of resources, and can help leverage a resolution to the problem or issue at hand may be necessary to bring about change.
- This form of advocacy occurs at the district, state and national levels – a **macro** level.

# ADVOCACY



**POLICY** is: the product of politics

**POLITICS** is: the allocation of scarce resources to unlimited needs.

Through the budget, we identify where our priorities are. Children are not a high priority.

## **"The Principle of Vertical Equity"**

"The UNequal Treatment of UNequals in order to make them more equal."

# **ADVOCACY**

- ✓ KNOW THE PROCESS
- ✓ KNOW THE HISTORY
- ✓ KNOW WHAT WORKS
- ✓ KNOW YOUR RIGHTS
- ✓ KNOW WHAT YOU WANT
- ✓ KNOW WHO'S INVOLVED





# A MODEL FOR ADVOCACY

-- JAMES J. GALLAGHER



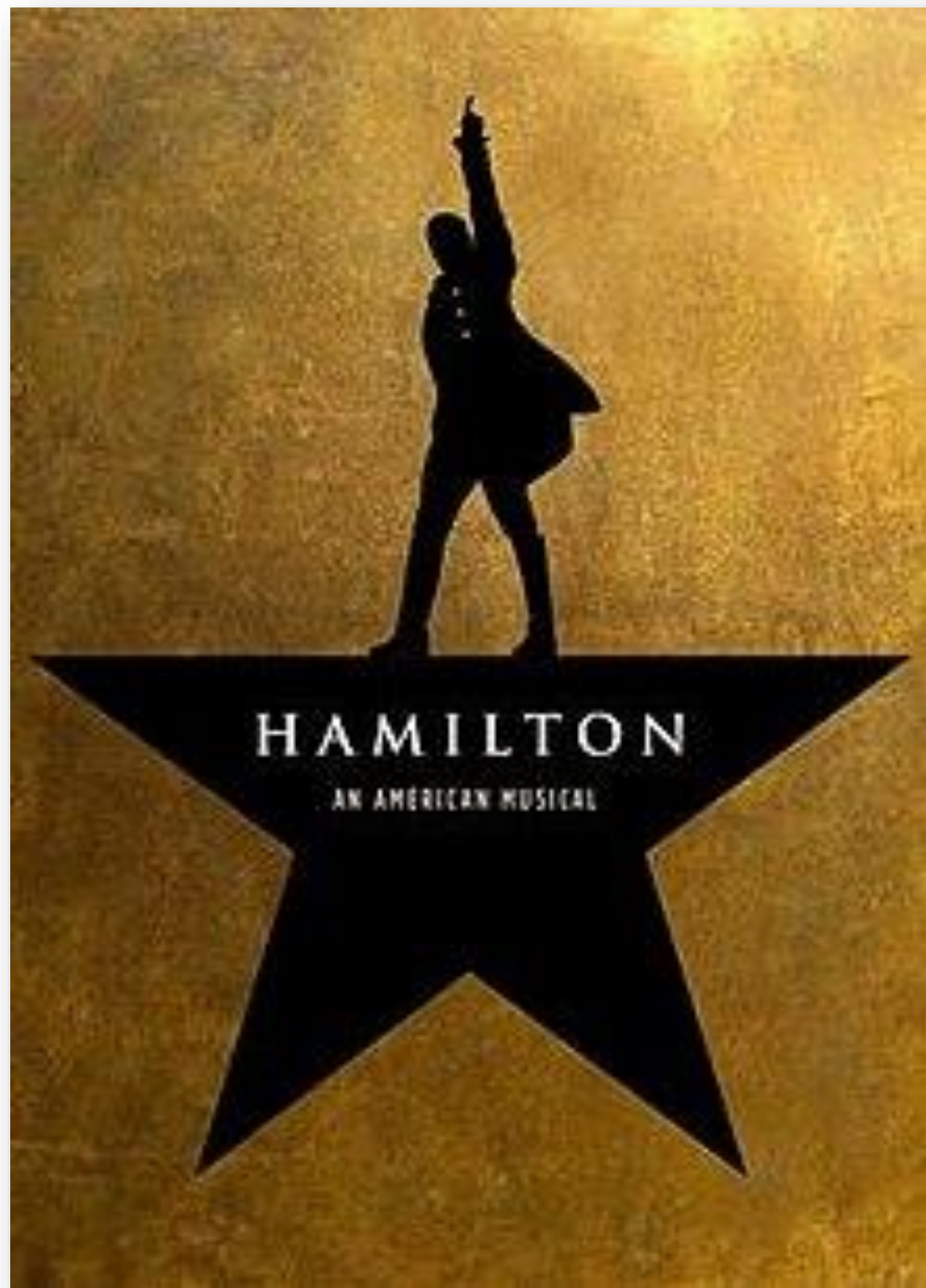
- **GOAL** -- What do you want to accomplish?
- **TARGET** -- find out where the powerbase is, and target that.
- **KNOWLEDGE** -- Knowledge of the problem; one must see both sides of the coin.
- **MESSAGE** -- Craft the message to match the designated receiver.
- **DELIVERY MODE** -- Be able to summarize your goal in thirty seconds or less.
- **EVALUATION** -- You have to be able to determine whether and when/how you achieved your goal.

# ADVOCACY

## ✓ ACT

1. Be in the room.

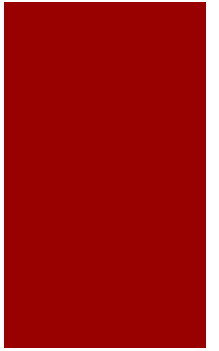




HAMILTON

AN AMERICAN MUSICAL

# ADVOCACY



One parent = A Fruitcake  
Two parents = A Fruitcake and a Friend  
Three parents = Troublemakers  
Five parents = Let's have a meeting  
Ten parents = We'd better listen  
Thirty parents = Our dear friends  
Fifty parents = A powerful movement

Thank you and a tip of the hat to  
**David Welch**, former Missouri GT director

# ADVOCACY

## ✓ ACT

1. Be in
2. Tell th
3. Tell th
4. Tell th
5. Tell th



The House Education Committee will hear Senate Bill 152, sponsored by Senator Denny Hoskins, which contains the gifted education language. The hearing is scheduled for Tuesday, April 13, at 8:00 a.m., in House Hearing Room 7, at the State Capitol.

You can submit written testimony online in support of gifted education for gifted students in ALL Missouri schools: <https://www.house.mo.gov/WitnessForm/Default.aspx?noticeid=6080>

You can listen to the hearing online if you want by clicking here: <https://www.house.mo.gov/AllHearings.aspx?nid=6080>

On Wednesday of last week, the entire House of Representatives unanimously approved the House version of the legislation - House Bill 306, sponsored by Rep. Griesheimer, by a vote of 145 - zero!!

If you have any questions, please contact me at [kynaiman@earthlink.net](mailto:kynaiman@earthlink.net)

#### SAMPLE TESTIMONY:

My name is \_\_\_\_\_, and I want to go on record in support of Senate Bill 152, to provide educational programs and services for students who have been identified as gifted in our schools.



# Myths of Advocacy



"WHETHER YOU THINK YOU CAN  
OR YOU CAN'T  
EITHER WAY YOU ARE RIGHT."

*-Henry Ford*  
1863-1947



# Myths of Advocacy

- *I DON'T HAVE ENOUGH MONEY.*
- *I AM HELPLESS.*





# Advocacy for Change



Never doubt that a small group of thoughtful  
committed citizens can change the world.



Indeed, it's the only thing that ever has."  
- Margaret Mead

# Myths of Advocacy

- *I DON'T HAVE ENOUGH MONEY.*
- *I AM HELPLESS.*
- *I TRIED AND NOTHING HAPPENED.*





“Do ...  
or do not.  
There is no try.”

-- Yoda



# Myths of Advocacy

- *I DON'T HAVE ENOUGH MONEY.*
- *I AM HELPLESS.*
- *I TRIED AND NOTHING HAPPENED.*
- *I'M NOT AN EXPERT.*



# ADVOCACY

## OUTCOMES OF ADVOCACY

**“You don't get what you deserve, you get what you negotiate.”**

Addressing the issues in the process of change (Michael Fullen)

1. You can't mandate what happens.
2. Change is a journey, not a destination.
3. Problems are our friends.
4. To start with **a** vision may be a waste of energy.
5. Affirm both sides of the paradox: individual and group goals.
6. Neither centralization nor decentralization will work.
7. Connections with the outside world are critical
8. Every person needs to be a change agent.





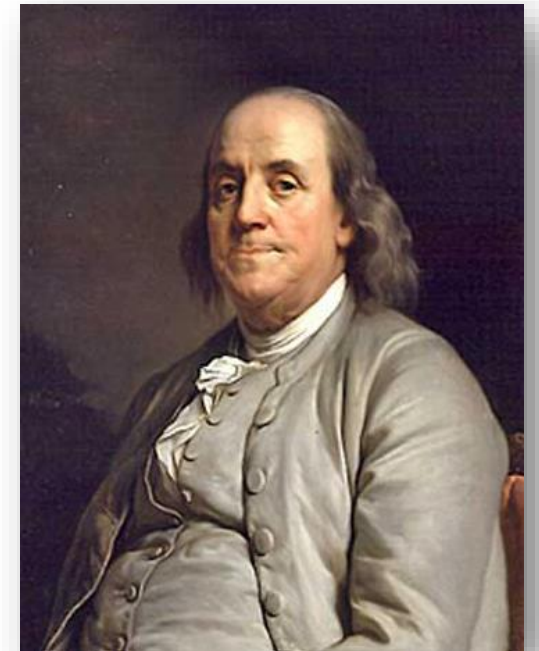
“Lead,  
Follow,  
or Get Out of the  
Way.”

-- Lee Iacocca

## EXPECTATIONS AND STANDARDS

“If you would persuade,  
you must appeal to  
interest  
rather than intellect.”

--Benjamin Franklin



# Mr. Palcuzzi's Proposal

## ***Program Elements:***

- Students will be selected by ability, not age.
- Students will be grouped by ability, with a pre-set, limited number permitted to participate.
- Activities and roles will be highly specialized, leading *potentially* to highly-paid professional careers for some.
- Specialized equipment will be available for the exclusive use of the students in the program.
- Transportation will be provided to allow students to engage with students in similar programs at other schools.
- Staff will trained, specially-certified, and provided extra pay.





## Mr. Palcuzzi's Proposal



**WHEN THE OUTCOME IS SEEN AS DESIRABLE,  
ANY AND ALL OBJECTIONS RAISED TO THE  
IMPLEMENTATION OF THE IDEA  
WILL BE DISREGARDED  
AS TRIVIAL OR INSIGNIFICANT  
IN LIGHT OF THE PERCEIVED BENEFITS  
TO BE REALIZED IN THE PROCESS.**

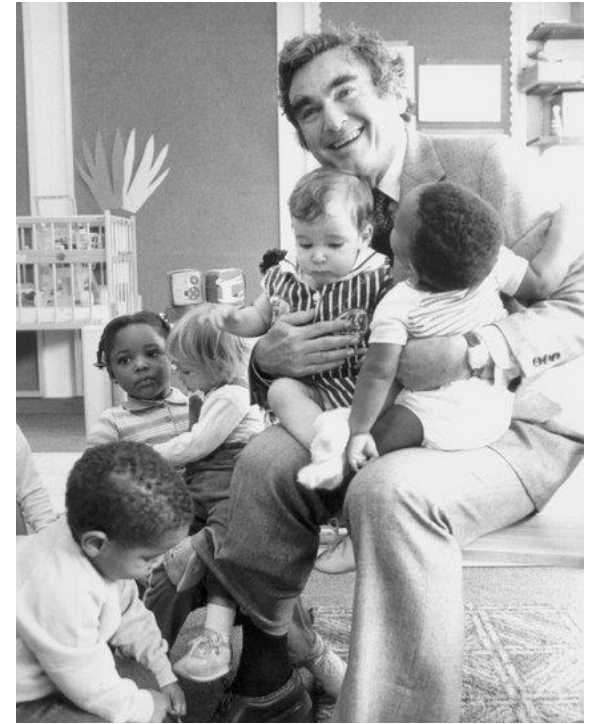
***-- JAMES J. GALLAGHER***

# JAMES J. GALLAGHER

*“Failure to help the handicapped child reach his potential is a personal failure for him and his family.*

*Failure to help the gifted child reach his potential is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we could be as a society.”*

*Teaching the Gifted Child, 1975*





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