BOOK STUDY QUESTIONS

CHAPTER 1: WHAT IS GIFTED, AND HOW DO I TEACH IT?

1. What is your school’s definition of gifted, and what aspects does it encompass? How do you see this current definition reflected in the programming?

2. Do GT services reflect a specific theory of giftedness? Which trait(s) from the theories outlined in this chapter are most prevalent?
3. How well does the current curriculum align with student identification? What data sources are you looking at to make this determination? Reflect on your own thoughts about the match between curriculum and identification.

4. How do you plan to implement (any or all of) the five principles outlining quality curriculum? Outline your plan.

**CHAPTER 2: HOW DO GIFTED SERVICES “FIT IN”?**

1. Look at the three criteria for gifted programming on page 20. What, in your current program structure, could be added, modified, and/or improved to better meet these criteria?

2. This chapter examined four major models for GT curriculum from a bird’s eye view. What basic tenets of any of these models do you see in your current program? Choose some key ideas that are interesting to you from each model. What, realistically, could you do to integrate these ideas?

3. What are the pros and possible stumbling blocks to each of the models outlined in this chapter?
CHAPTER 3: STUDENT IDENTIFICATION, SERVICES, AND SUPPORT

1. Revisit Question #3 from Chapter 1. What observations and/or suggestions do you have regarding an alignment between identification and services?

2. If possible, break down student GT assessment data (an administrator may be of help in this process). Do you see any imbalance in who is referred and tested for gifted services? Do you notice a trend in test scores that warrants additional investigation?

3. How do you measure student outcomes? Brainstorm and/or identify strategies in place (or that could be used) for both formative and summative student evaluation. What criteria determine mastery or satisfactory performance?

4. Make a plan to join a team meeting for a group of teachers on your campus. This may be a departmental or grade-level meeting. After the meeting, reflect on what you learned. Did you walk away with a way to modify or improve a teaching strategy? Did you gain new insight on one or more students? What are some similarities and differences between you and this team in the planning considerations?
CHAPTER 4: PARENTS AND COMMUNITY ENGAGEMENT

1. How do you currently communicate with parents of gifted students? On what types of information does this communication focus (e.g., what’s happening in the classroom, extracurricular offerings, behavior, etc.)? Do you notice an area that’s imbalanced that you’d like to expand or reduce?

2. Research three community resources or organizations and develop a plan to make contact. (Note: Your school may have structures in place for communicating with the community; be sure to run your plan by an administrator first.) As you make your contact list, consider possibilities that could provide your students authentic audiences for their products or performances, as well as possibilities for mentorships.

3. Reflect on one hard conversation you’ve had this year. What would you change in this situation to keep student learning and well-being at the center? What did you learn from this interaction that will positively shape the ways in which you communicate in the future?

CHAPTER 5: SOCIAL-EMOTIONAL NEEDS OF GIFTED STUDENTS

1. When is asynchronous development most evident in your students? If you teach a wide age range of students, do you notice this construct more in one group of students than in another?
2. Do your students know how to handle failure? Brainstorm the ways in which you model failure in the classroom, and how you model coping.

3. What is the primary role of feedback in your classroom? What can you add to or modify about the ways in which you give feedback that can help to address the affective side of student learning?

4. Develop a list of questions for your school's counseling staff. Take time to meet, and be on the lookout for strategies or resources that are easily implementable in your own classroom.

**CHAPTER 6: SPECIAL POPULATIONS**

1. What percentage of your students fall under the twice-exceptional (2e) umbrella? What percentage of your students come from culturally, linguistically, and economically diverse (CLED) backgrounds? When you see these percentages, are you surprised? Why, or why not?

2. Look forward in your planning to select an upcoming activity that will involve a group of students in which there are 2e learners. Identify places to include strength-based learning opportunities. Reflect afterward: How did these opportunities affect student participation and outcomes?
3. Identify a unit of study in which you can add or modify content to include multicultural texts, diverse guests/speakers, and/or demonstrate cross-cultural competencies. Reflect afterward: How did diversifying this unit improve student learning?

4. Look back at your responses to Question #1, Chapter 1 and Question #2, Chapter 3. Are there potentially underidentified student populations on your campus or in your district? In what ways can you advocate for more equitable access for these students?

CHAPTER 7: ONGOING PROFESSIONAL LEARNING

1. Look at professional development opportunities available through your state and national gifted education organizations. Identify a course of interest to you. Use the Professional Learning Checklist (p. 111) before and after taking the course. Was this professional development course what you anticipated? Why, or why not?

2. List or sketch out what your current professional learning network (PLN) looks like. In what areas would you like to grow? Identify individuals, organizations, and/or resources to add. As you grow your PLN, what changes do you notice in your own teaching over time?