

Goals, Characteristics and Traits of Gifted Learners

Slide 1 Welcome to Goals, Characteristics and Traits of Gifted Learners. I am Alicia Foy, gifted specialist at the Florida Department of Education. Today's information comes from Florida's Frameworks for K-12 Gifted Learners which can be found on the gifted webpage on the Florida Department of Education website.

Slide 2 Today we will be reviewing the seven goals of gifted education, the goal objectives and corresponding traits that relate to the objectives.

Slide 3 Gifted education requires a curriculum that is advanced and sophisticated. It should continually build on itself and extend beyond the reach of general education curriculum. The instructional delivery needs to incorporate research-based strategies and methodologies. The instruction should be rigorous and involve inquiry, investigation and problem- or project- based lessons that the gifted student chooses or is guided toward. The level of assessment should match the level of content and instruction.

Slide 4 Goals, characteristics, traits

Slide 5 There is a hierarchical set up for the gifted goals, characteristics/objectives, traits/markers. The goals are overarching, the characteristics define the goals and the traits break down the characteristics into smaller markers. All of the goals can be integrated into three or even four combinations to fit within a district curriculum. Outcome productions for each of the integrated goals will be different since the content, process and affect will be different throughout the school year.

Slide 6 All of the goals, characteristics and traits can be used to develop educational plans, guide assessments, differentiate project-based lesson, create rigorous challenges and to even evaluate teaching. These aspects can be found in the Gifted Frameworks and on CPALMS under the Gifted tab.

Slide 7 There are 4 markers that describe trait success. Know, understand, perform and accomplish. Each of these markers is used to show where a student is in his or her growth within an objective and goal.

Slide 8 Goal one is posted here with the three objectives that break down the goal. This goal focuses on fields of knowledge. The objectives offer opportunities for gifted students to investigate different fields of knowledge, learn and understand the foundations of the field and apply methodologies from that particular field in a project-based investigation.

Each of the objectives has traits that can be marked as developing, proficient or mastered.

Goals, Characteristics and Traits of Gifted Learners

Slide 9 These traits break down the objectives even further into manageable skills that can be developed by a student. A gifted student could easily assess these traits using a rubric. The teacher could assess student development through individual conferences that discuss where he or she is in the process.

Slide 10 Goal two has to do with questioning skills; identifying, generating, evaluating and refining significant question within and across disciplines.

Slide 11 The goal two traits allow a gifted student the opportunity to investigate questioning in depth. Questioning is one of the most important traits for problem solvers.

Slide 12 Goal three provides for a gifted student to use research methodologies while investigating different fields of knowledge. This goal allows a gifted student to try out tools, manipulate data, detect bias and apply ethical standards to different fields of study.

Slide 13 The traits for goal 3 break down the research methodology practice into sections that can be explored during a project- or problem-based unit.

Slide 14 Goal four draws on critical research and creative application of solutions to real-world problems. This goal and the objectives support a gifted student's ability to generate arguments from multiple perspectives, determine relevance and reliability of data to forecast solutions and to evaluate different problem-solving methods to determine which might work best for the problem at hand.

Slide 15 Goal 4 traits break down the solution process so that every facet can be investigated and absorbed. Practicing the process of solution finding allows a gifted student the opportunity to make mistakes, try out new ideas and reform solution designs.

Slide 16 Goal five allows the gifted learner to practice leadership roles within varied learning situations. Practicing the speaking and listening skills that are required of a leader will help a gifted student manifest leadership skills to organize groups to achieve project goals. Allowing the chance for a gifted learner to identify leadership skills in others also helps a gifted student grow to accept divergent views and learn other ways to address different audiences.

Slide 17 The traits for goal five allow the gifted students to focus on individual competencies that are especially geared toward social skill building. Each of the traits can be developed through the years to craft a well-rounded, well-spoken leader.

Goals, Characteristics and Traits of Gifted Learners

Slide 18 Goal six is a personal objective where a gifted student begins to identify his or her own strengths and weaknesses, assume responsibility for his or her own learning, setting reasonable goals and designing plans of action to achieve his or her own personal goals. This objective allows the gifted student to think about the future and what interests and goals to accept the challenge for in personal, academic or career areas.

Slide 19 The goal six traits help a gifted student self- evaluate to become an independent, self-motivated, challenge-accepting leader. This goal also serves to motivate a gifted learner to grow and expand personal goals as more knowledge is gained.

Slide 20 Goal seven relates to the development and delivery of products and performances to demonstrate the understanding of multiple disciplines to authentic audiences. Products and performances show synthesis of information from multiple sources that provide solutions to real-life problems.

Slide 21 The goal 7 traits allow the gifted learner to understand an audience perspective and communicate an advanced presentation that solves a real-world problem. These traits provide the gifted learner an opportunity for praxis; the coming together of multiple creative, authentic solutions into one ideal solution.

Slide 22 These Venn diagrams are expressing integration of the goals. The goals can be integrated in many ways. Successful integration includes content, process and product. Goal 6 is not on the diagram because it has to do with personal goals. Four goals or more can be integrated into bigger unit studies.

Goal 1 Examine complexity of knowledge: Content

Goal 2 Questioning: Content

Goal 3 Research: Process

Goal 4 Thinking to solve real world problems: Process

Goal 5 Leadership: Affect

Goal 6 is not on the chart because it has to do with setting personal, academic and career goals: Affect

Goal 7 is product/performance that demonstrates understanding in multiple: Product

Slide 23 This concludes the gifted presentation about goals, characteristics and traits. If you have any questions about this presentation, please do not hesitate to contact me.

Slide 24 Thank you for attending this presentation. Please take a moment to complete this survey to help us improve our professional development. Thank you.