

WHAT DO GIFTED SERVICES LOOK LIKE?

On the pre-selected day (could be the first Wednesday of every month...etc), gifted teachers will meet with gifted students who have chosen to receive consultative services. Students will check-in with their teacher, have affective discussions and possibly do critical and creative thinking activities. However, at any time students who are in need of support are invited to ask for help.

Gifted Teachers will schedule

- Parent meetings
- Teacher Support / Consultation
- Educational Planning Meetings
- Student meetings



WHY ARE SERVICES NEEDED?

“Gifted programming positively influences students’ futures. Several longitudinal studies have shown that gifted programs have a positive effect on students’ post-secondary plans. For example, studies found that 320 gifted students identified during adolescence who received services through the secondary level pursued doctoral degrees at more than 50X the base rate expectations.” – NAGC, Why Are Gifted Programs Needed?

“Students who are gifted need affective as well as cognitive growth. Appropriate counseling services might address issues related to characteristics of giftedness, including perfectionism, underachievement, exploration of cultural identity and value system issues related to identification, or social-emotional support.” -FL DOE, State Gifted Plan

“Gifted high school dropouts often cited boredom and failure as a reason for dropping out. Studies were done to obtain more comprehensive information about gifted high school dropouts and found, in addition, that gifted students that weren’t involved in extracurricular activities were far more likely to drop out. Also “many gifted students who dropped out of school were from low SES families and racial minority groups.” - The National Research Center on Gifted & Talented, Joe Renzulli, Giftedness and High School Dropouts
IQ is a potentiality, not a guarantee of success.

GIFTED SERVICES

Our high school gifted model allows for students to have a complex consistence and schedule that meets their cognitive needs. Students are enrolled in a variety of honors, AP, AVID, ISTEM and CCT courses. Gifted services at Countryside High School are provided on a consult session basis. Monthly, students will meet with their teachers following the minutes indicated on their EP. During these meetings students will have a consistent, structured, consultative support in order to meet their unique social-emotional needs. This will also assist our gifted students to ensure they make continual academic growth in their advanced studies. Ultimately, gifted students should achieve higher levels of success in high school because of the gifted services they will receive.

Gifted Teacher Information

Mrs. Jody Amiot-Priso has been a professional educator since 1996, which included teaching elementary and middle school classes. She has been a high school media specialist since 2016. Her gifted experience includes teaching in a middle school gifted magnet program for 4 years and then consulting with gifted high school students since 2016.

Mrs. Jennifer Gray has been in the field since 2001, her experience and excitement is the perfect combination. Originally, from Miami, she graduated in the top of her class from Miami Palmetto Senior High School; she went on to earn her Bachelor’s in English Education and Literature from the Florida State University. After graduating with honors, she taught at Hillsborough High School, while there she earned her reading endorsement. Wanting to relocate to a school within her community, she began teaching at Countryside High School. She became personally interested in the gifted field when her children were tested and enrolled in the gifted program. In 2016, she began consulting with high school gifted students. While having a wealth of knowledge in the field from firsthand experience with her own children, she was eager to learn more, earning her gifted endorsement in 2017.



Countryside High School

Gifted Consult

Jody Amiot-Priso amiot-prisoj@pcsb.org

Jennifer Gray grayjenn@pcsb.org

**3000 State Road 580
Clearwater, FL 33778
727-669-1999**

Ways to Encourage Giftedness at Home

- Foster interest, exploration, creativity, and imagination
- Encourage entrepreneurship and independent thinking
- Allow your student to participate in real-life decisions
- Assign responsibilities and hold your student accountable
- Talk about current events and qualities of leaders
- Support your students interests with resources and a wide array of related experiences
- Expose your student to diverse forms of art and culture
- Showcase your student's talent in front of relevant audiences
- Show pride in your student's **efforts** rather than abilities

Gifted Goals

After graduation from high school, the student identified as gifted will be able to:

- 1) Critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge
- 2) Create, adapt, and assess multifaceted questions in a variety of fields / disciplines
- 3) Conduct thoughtful research / exploration in multiple fields.
- 4) Think creatively and critically to identify and solve real-world problems.
- 5) Assume leadership and participatory roles in both gifted and heterogeneous group learning situations.
- 6) Set and achieve personal, academic, and career goals.
- 7) Develop and deliver a variety of authentic products / performances that demonstrate understanding in multiple fields / disciplines

A High Achiever...	A Gifted Learner...
Remembers the answers	Poses unforeseen questions
Is interested	Is curious
Is attentive	Is selectively mentally engaged
Generates advanced ideas	Generates complex, abstract ideas
Works hard to achieve	Knows without working hard
Answer the questions in detail	Ponders with depth and multiple perspectives
Performs at the top of the	Is beyond the group
Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives
Learns with ease	Already knows
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master
Enjoys the company of age peers	Prefers the company of intellectual peers
Understands complex, abstract humor	Creates complex, abstract humor
Grasps the meaning	Infers and connects concepts
Completes assignments on time	Initiates projects and extensions of assignments
Is receptive	Is intense
Is accurate and complete	Is original and continually developing
Enjoys school often	Enjoys self-directed learning
Absorbs information	Manipulates information
Is a technician with expertise in a field	Is an expert who abstracts beyond the field
Memorizes well	Guesses and infers well
Is highly alert and observant	Anticipates and relates observations
Is pleased with own learning	Is self-critical
Gets A's	May not be motivated by grades
Is able	Is intellectual

What Does It Mean to be Gifted?

Gifted individuals are those who demonstrate outstanding levels of aptitude or competence in one or more domains. Domains include any structured area of activity with its own symbol system." NAGC 2010

Brain Science

- Good nutrition and the absence of toxins has a positive effect on brain development.
- A variety of quality experiences from our earliest beginnings affect the neural patterns and sequences as they are forming.
- Feedback during the acquisition of knowledge and skills shapes cognition.
- An enriched environment and experiences facilitates the growth and expansion of intelligence.

Additional Resources:

- Florida Association for the Gifted (FLAG)
<http://www.flagifted.org/>
- National Society for the Gifted and Talented
<http://www.nsgt.org/>
- Florida Gifted Network (FGN)
<http://www.floridagiftednetwork.org>
- National Association for Gifted Children (NAGC)
<http://www.nagc.org>
- Supporting Emotional Needs of the Gifted (SENG)
<http://sengifted.org>
- Neag Center for Gifted Education & Talent Development
<http://www.gifted.uconn.edu/>
- Gifted Issues
<http://giftedissues.davidsongifted.org/BB/>
- CPALMS - Florida Gifted Standards
<http://www.cpalms.org/Public/search/Standard>