



# GAGC

*The Future of Gifted  
Education in Georgia: The  
Best Is Yet To Come*

---

Dr. Sally Krisel  
GAGC Convention  
March 15, 2016

# We Have a Fundamental Decision to Make



- Culture of Excellence
- Enrichment, Creativity,
- Disciplined Inquiry
- High Expectations, Calculated Risk, High Support, Celebration
- Focus on Unlimited Potential of ALL

OR

- Culture of Adequacy
- Remediation and Narrow Focus
- Low Expectations, Fear, Anger, Anxiety
- Focus on “Most Fragile”
- Frustration of our “Most Able”



# The Time Is Now . . . and the Need Is Urgent

---

## Did you know?

- The 25% of the population in China with the highest IQs is greater than the total population of North America.
- In India, it's the top 28%.

# Translation?

---



They have  
more Honors  
students  
than we have  
students.

# Did you know?

---



If you took every single  
job in the U.S. today  
and shipped it to China

...

... it still would  
have a labor surplus.

# Did you know?

---

For 50 years, American school children's creativity (as measured by the TTCT) improved steadily, just like IQ scores. Since 1990, creativity scores have consistently inched downward.

In 2011 China became the world's top patent filer, surpassing the US and Japan as it steps up emphasis on creativity and innovation to improve its intellectual property rights.

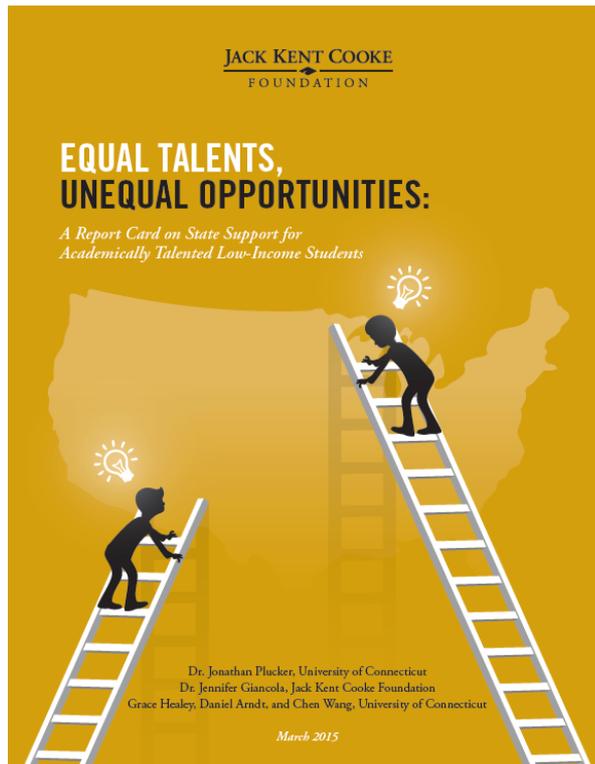
# Did you know?



Gifted students languished during the NCLB era, with high-achieving students gaining the equivalent of slightly less than one grade level and low-achieving students gaining about one and one-half grade levels per year. (2008 Fordham Report, *High-Achieving Students in the Era of NCLB*)

# Excellence Gap Research

---

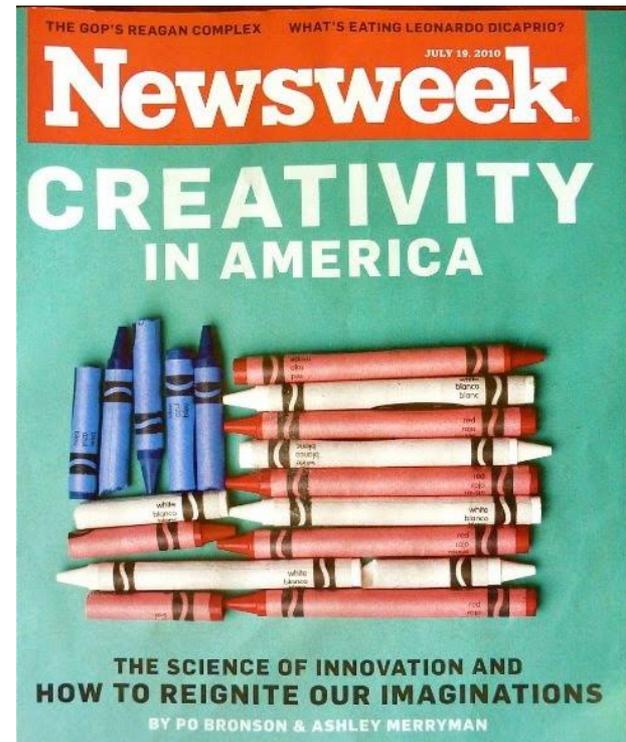


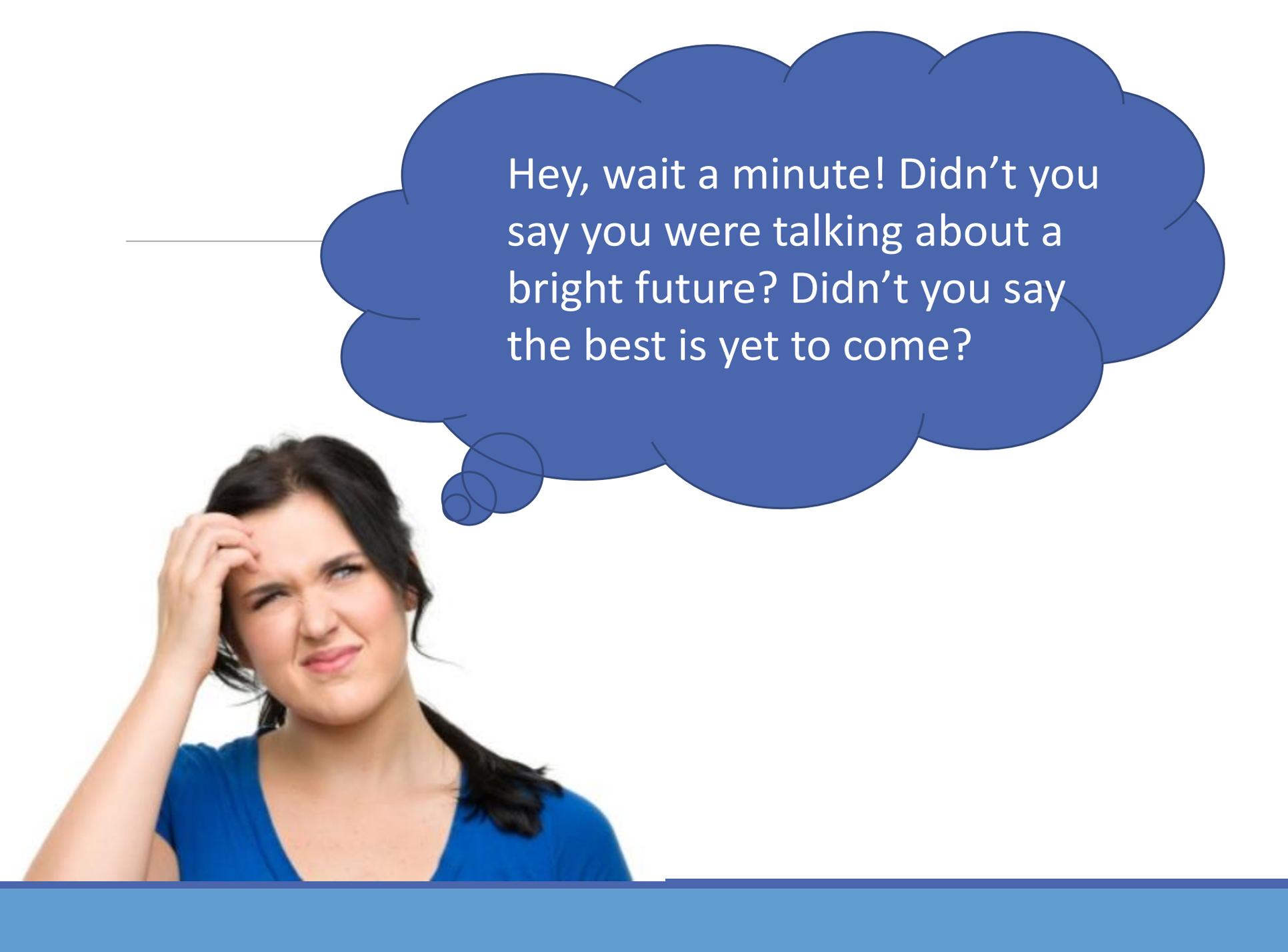
A growing body of research (Plucker et al) tells the frightening story of “demography predetermining destiny,” with bright low-income students becoming what one research team referred to as a “persistent talent underclass.”

# Translation?

---

Individually and as a nation, we are paying the price for a relentless obsession with “adequacy” and decades of neglect of our most able students.



A young woman with dark hair, wearing a blue shirt, is shown from the chest up. She has a confused or questioning expression on her face, with her right hand raised to her forehead. Above her head is a large, blue, cloud-shaped thought bubble with a white outline. Inside the bubble, white text reads: "Hey, wait a minute! Didn't you say you were talking about a bright future? Didn't you say the best is yet to come?". A thin black line connects the left side of the thought bubble to the woman's head. The background is plain white.

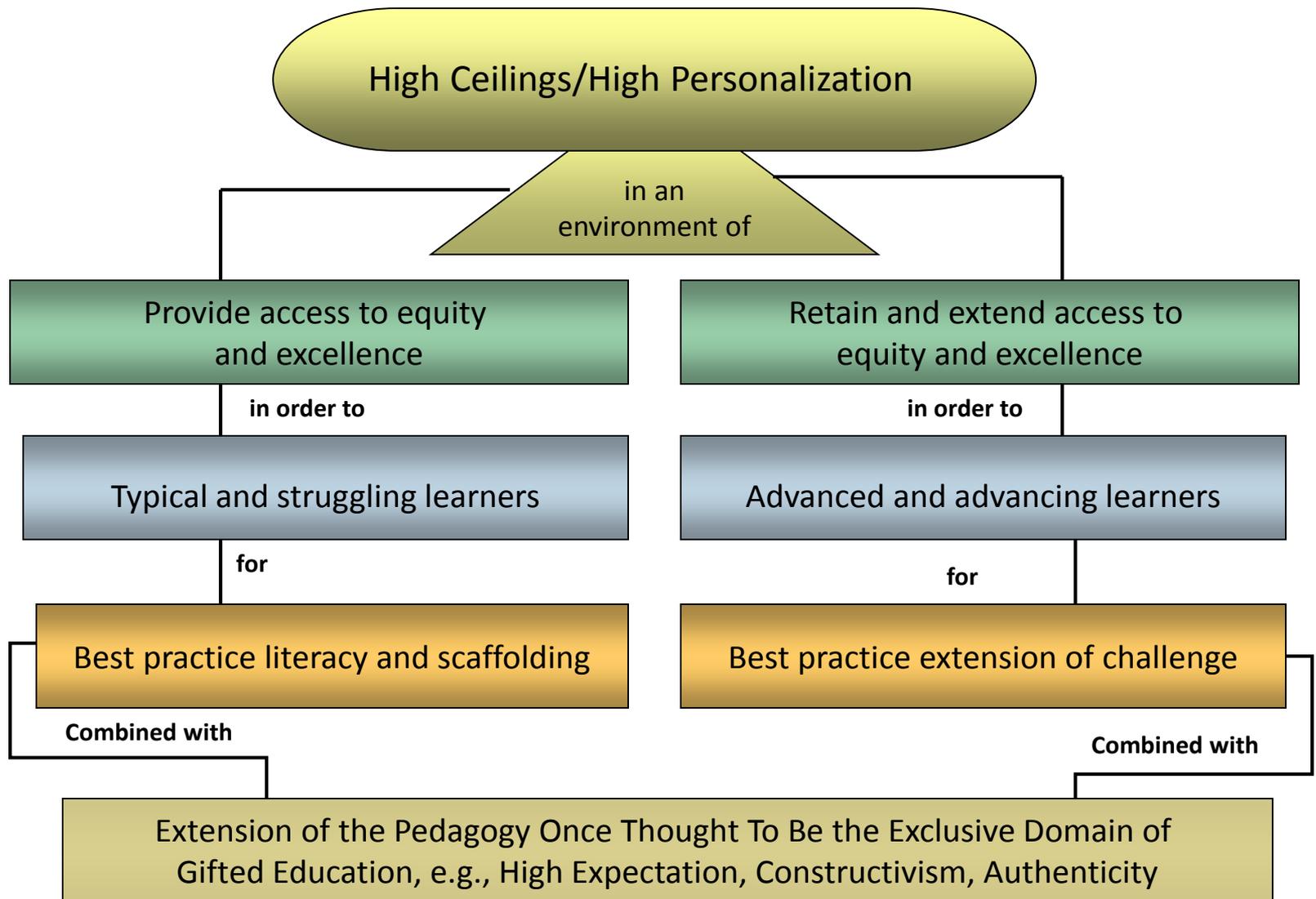
Hey, wait a minute! Didn't you say you were talking about a bright future? Didn't you say the best is yet to come?

# This is where YOU come in!

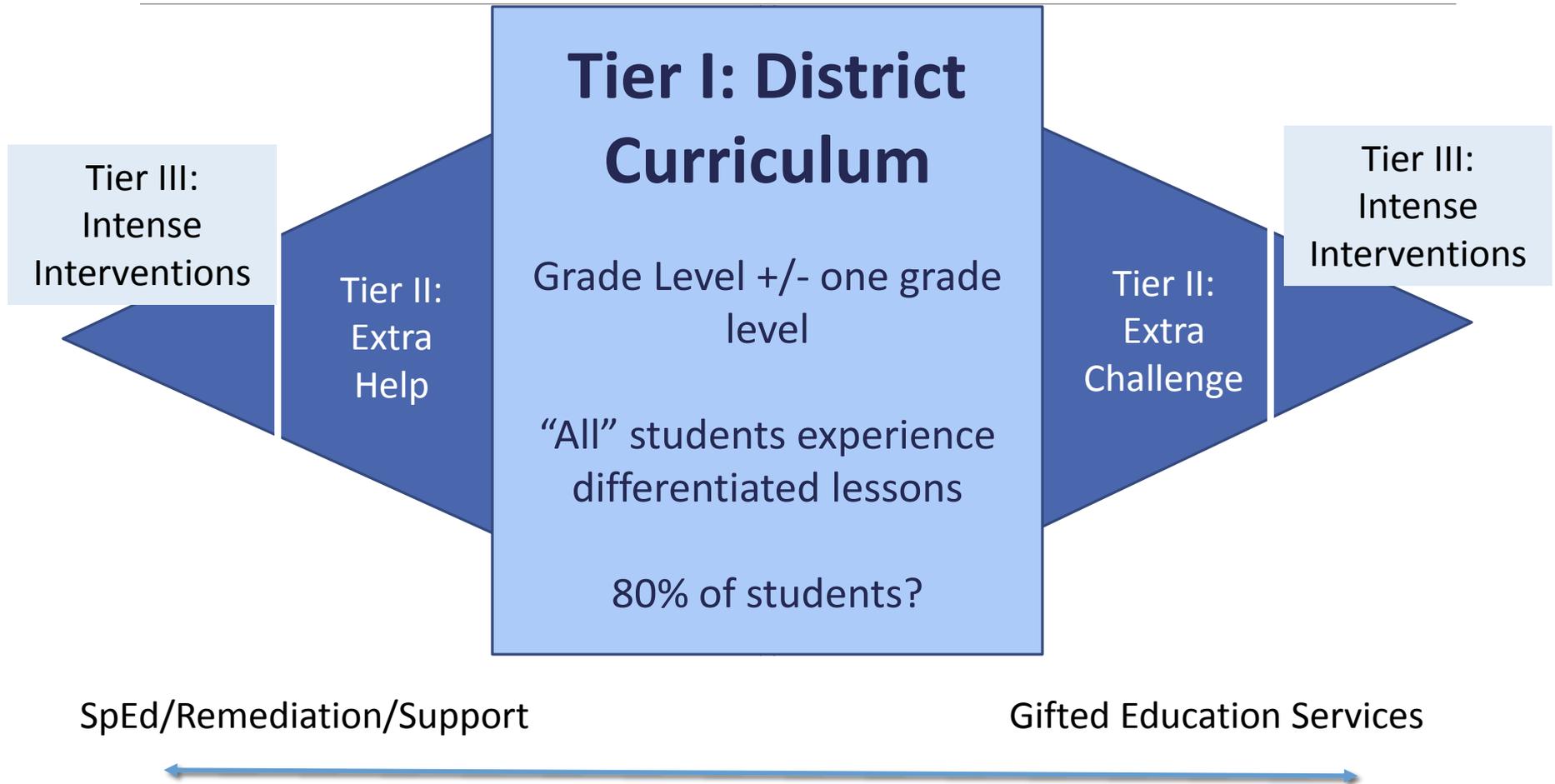
---



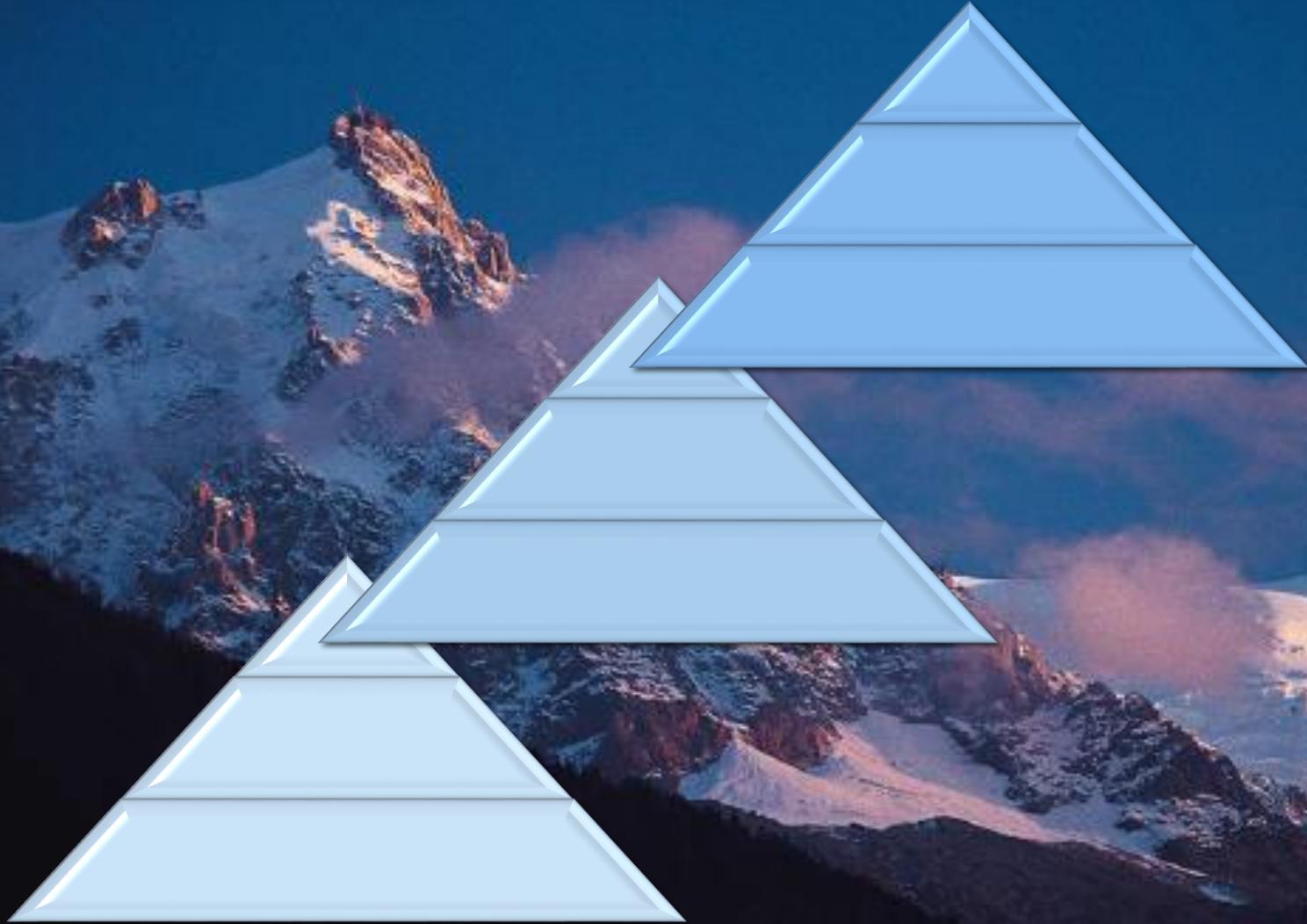
# Equity and excellence in our schools will most likely result from:



# Rtl for All Students



Goal: Schools Where Gifted Learners Are Challenged Like Never Before . . . and ALL Students Achieve More!



# Olympic Coaching Analogy

---



# Find a Big, Powerful Locomotive . . . and Ride!

---



# Gifted Education in the New *Every Student Succeeds Act (ESSA)*

---

- On state report cards states must include student achievement data at each achievement level. Previously, states provided detailed information for students performing at the proficient level and below. Now states also will have to include information on students achieving at the advanced level.
- In applying for Title II professional development funds, states must include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify gifted and talented students and provide instruction based on the students' needs.

# Gifted Education in the New *Every Student Succeeds Act (ESSA)*

---

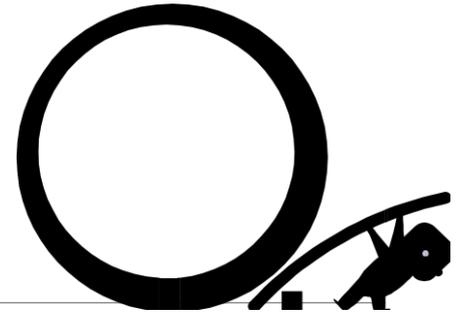
- Local school districts must collect, disaggregate, and report their student achievement data at each achievement level, as the states are required to do.
- Districts that receive Title II professional development funds must use the money to address the learning needs of all students. ESSA specifically says that “all students” includes gifted and talented students.

# Gifted Education in the New *Every Student Succeeds Act (ESSA)*

---

- For the first time, ESSA specifically notes that districts may use Title I funds to identify and serve gifted and talented students.
- ESSA now allows states to use computer adaptive assessments as the format for state assessments used for accountability purposes and authorizes grant funding to states to develop such assessments.
- Districts may use their Title II professional development funds to provide training on gifted education-specific instructional practices, such as enrichment, acceleration, and curriculum compacting.

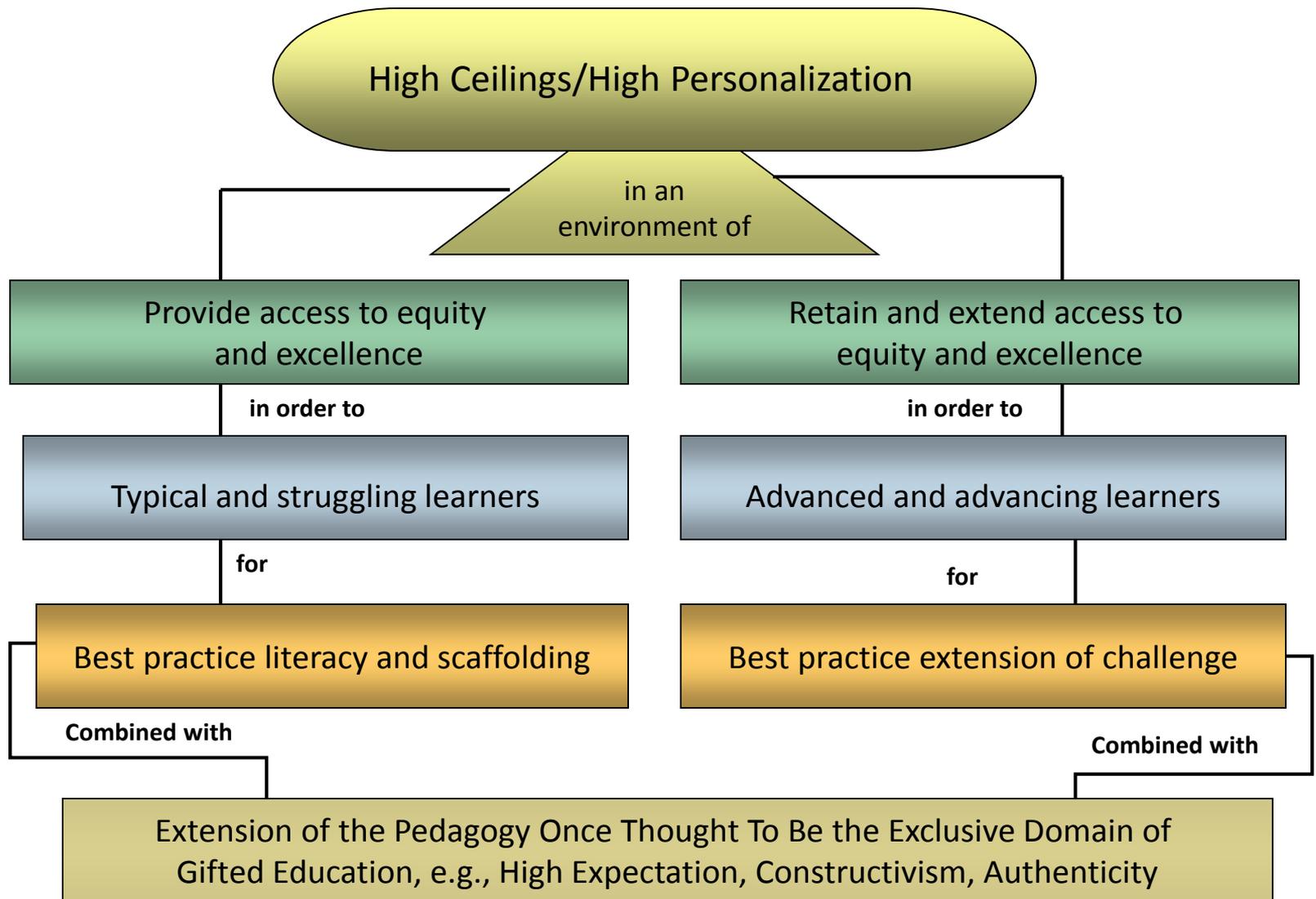
# Gifted Education in the *Every Student Succeeds Act*



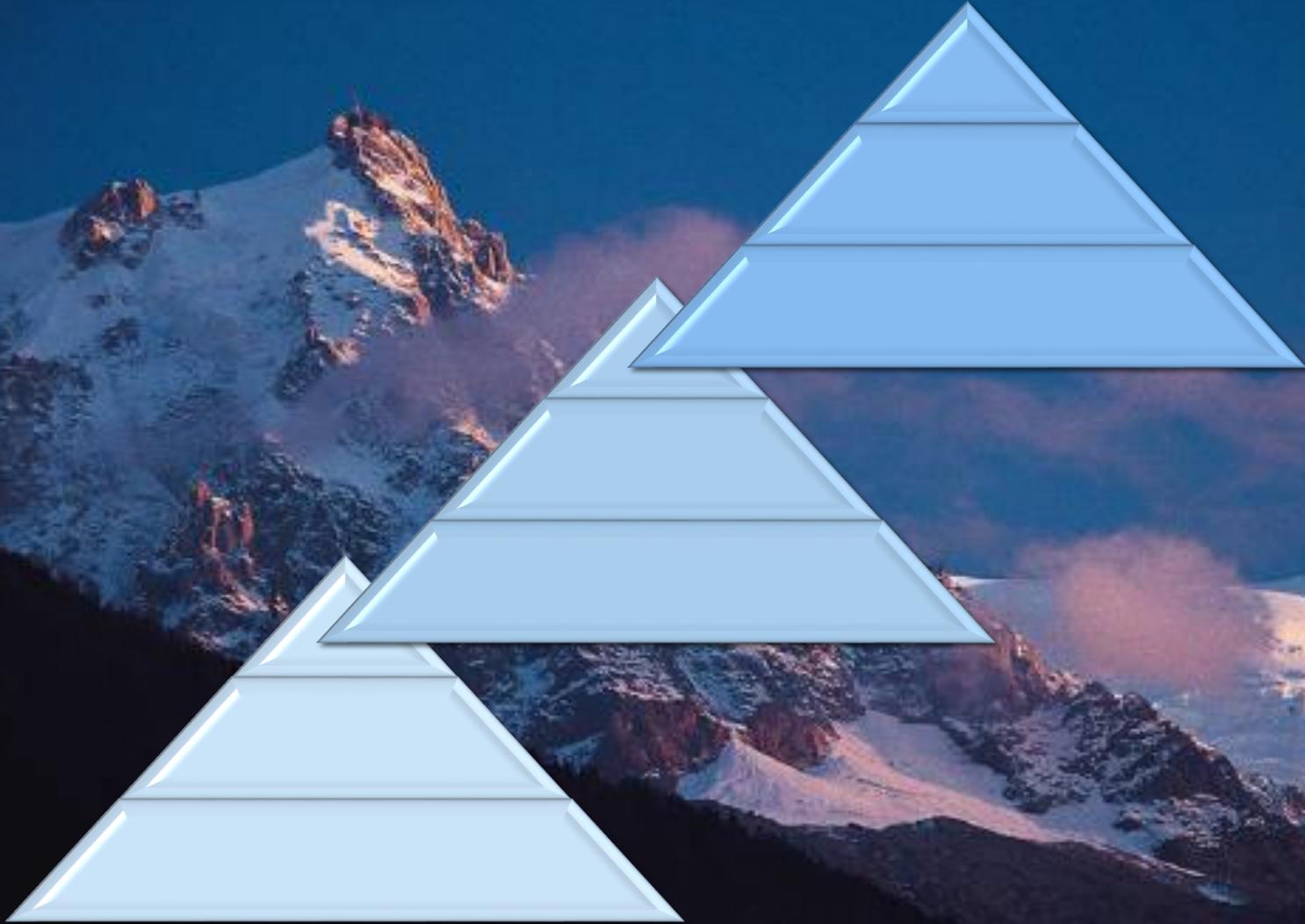
## Where we can leverage ESSA:

- Advocate for effective professional development
- Educate on the use of Title I funds to support gifted students
- Use new data on advanced achievement

# Equity and excellence in our schools will most likely result from:



Goal: Schools Where Gifted Learners Are Challenged Like Never Before . . . and ALL Students Achieve More!



# Questions? Closing Observations?

---



Educators rock!!!

*Thank You!*

[sally.krisel@hallco.org](mailto:sally.krisel@hallco.org)

