



# GIFTED & TALENTED

## EDUCATION

### TABLE OF CONTENTS

Belief Statement	1
Definitions	2
Characteristics Of A Gifted Learner	3
Identifications	6
Planning	8
Predictions	11
Teacher Survey	12

# BELIEF STATEMENT

Giftedness is the demonstration of a learner's potential to order and interpret the world in new and different ways, through a dynamic interaction between an individual's advanced abilities, personality traits, and his/her environment. Students are considered gifted when they perform, or show potential for performing, remarkably high levels of accomplishment in learning rates, depth of knowledge, and reasoning and problem-solving abilities when compared with others of their age, experience, and environment.

Social emotional giftedness brings together emotional giftedness, emotional growth and moral sensitivity with the concepts of developmental potential, self-evaluative processes, and inner transformation and includes spiritual giftedness, the special affinity for inwardness and a natural aptitude for spiritual awakening (Piechowski, 1997).

"ALL YOUR CHILDREN  
SHALL BE TAUGHT BY  
THE LORD, AND GREAT  
SHALL BE THE PEACE OF  
YOUR CHILDREN."  
~ ISAIAH 54:13



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. The asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching, and counseling in order for them to develop optimally (Columbus Group, 1991).

Some students have a potential to achieve that is not always demonstrated in their school work or through the school's identification, assessment and evaluation procedures. Gifted learners have the characteristics and needs that are both similar to and different from all other learners. To reach their maximum potential, gifted students, like all learners, have a right to have their needs met. High potential learners are vulnerable to boredom and disengagement when they are not challenged appropriately.

# DEFINITIONS

## **Giftedness**

Giftedness is exceptional potential and/or performance across a wide range of abilities in one or more of the following areas:

## **General Intellect**

The student possessing exceptional general intellectual ability is one who is very superior compared to their age peers, and whose intelligence would be at or above the 95th percentile.

## **Specific Academic**

Students with specific academic aptitudes have strength in a particular subject, such as mathematics. These students are best identified through subject-matter tests meant for older students. They benefit through opportunities for subject-specific content acceleration and research in their passion areas.

## **Creative Thinking**

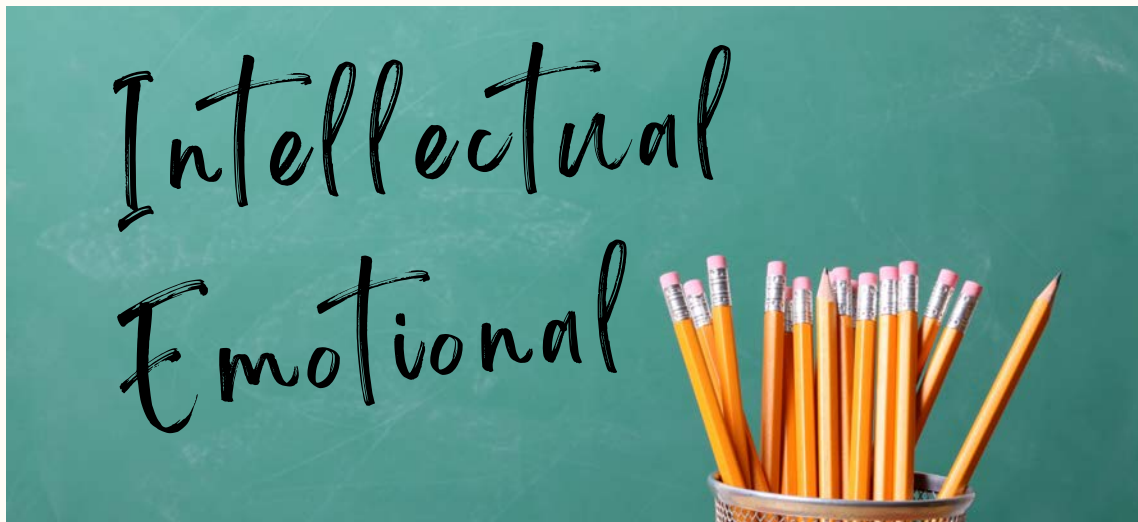
Creative thinking is the ability to come up with many possible ideas to given situations. Students with this particular gift are best recognized through divergent thinking ability, fluency, flexibility and originality of ideas.

## CHARACTERISTICS OF A GIFTED LEARNER

The following list some intellectual and emotional traits of children who are gifted. Some key things to keep in mind are:

Groups of children who are gifted often have differences among themselves which are as great as differences from other students.

It is highly unlikely for a child who is gifted to have all of the characteristics on both charts.



# CHARACTERISTICS OF A GIFTED LEARNER

## INTELLECTUAL

### Motivation

- A strong desire to learn.
- Initiates, directs and sustains individual or group behaviours in order to attain a goal.

### Interest

- Advanced, intense, sometimes unusual interests.
- Special attention is given to activities, avocations, subjects that have special worth or significance.

### Problem-Solving Ability

- Effective, often inventive strategies for recognizing and solving problems.
- Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a performance or task.

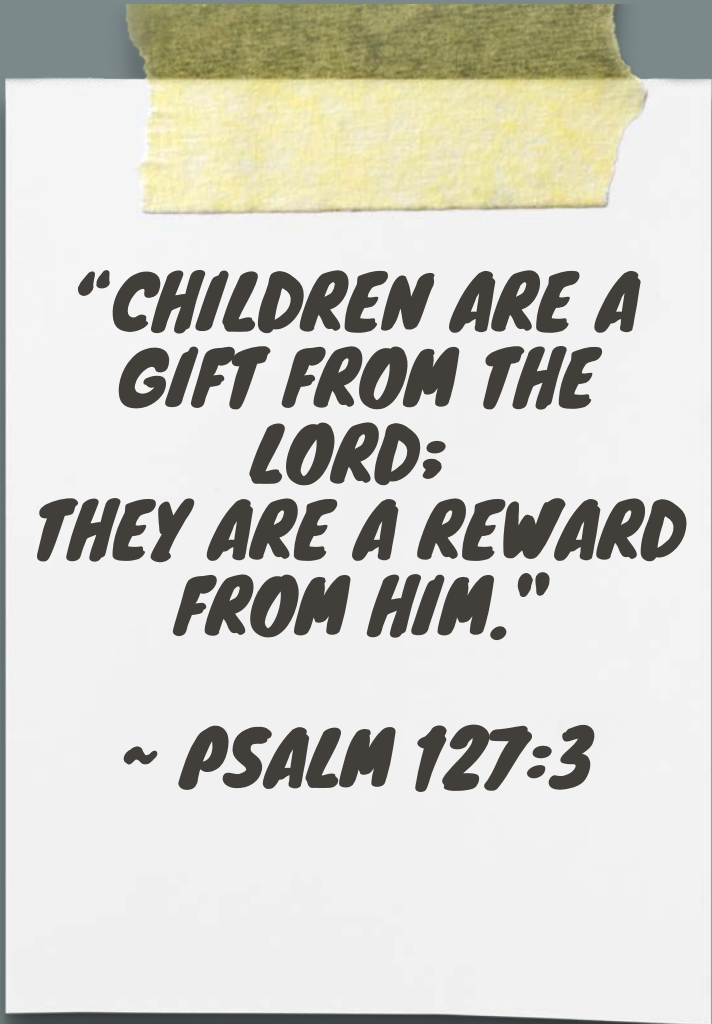
## EMOTIONAL

### Moral Sensitivity

- Emotional sensitivity
- Innate sense of right and wrong
- Complex inner life
- Early ethical concerns
- Heightened awareness of the world
- Advanced moral reasoning and judgment
- High moral values
- Feel empathy for others
- Tolerance (not aggression)
- Responsibility for others and self
- Just attitude (treating everybody by the same standards)
- Truthfulness
- Authenticity
- Courage in the face of adversity
- Altruism and idealism (desire to enhance caring and civility in the community and in society at large)

### Heightened Sensitivity

- Compassion, consideration and understanding of others
- Protective, nurturing, easily moved to tears
- Aware of others' feelings
- Sensitive to injustice, criticism, pain
- Strong need for consistency between values and actions within self and others
- Caring, understanding
- Forming strong attachments
- Empowering others
- Aesthetic sensitivity (appreciation for complexity in works of art and ability to interpret works of art)



**"CHILDREN ARE A  
GIFT FROM THE  
LORD;  
THEY ARE A REWARD  
FROM HIM."**

**~ PSALM 127:3**

# CHARACTERISTICS OF A GIFTED LEARNER

## Superior Humor

- Conveys and picks up on humor quickly and well
- Ability to synthesize key ideas or problems in complex situations in a humorous way
- Exceptional sense of timing in words and gestures
- Keen sense of humor that may be gentle or hostile
- Large accumulation of information about emotions
- Capacity for seeing the unusual
- Uncommon emotional depth
- Openness to experiences
- Sensory awareness

## Perfectionism

- May be a high achiever
- Exhibit high personal standards
- Set unrealistic expectations
- Demonstrate persistence, perseverance and enthusiastic devotion to work
- May give up if own standards are not met, or if a mistake is made
- Self-evaluative and self-judging
- May have feelings of inadequacy and inferiority and desire praise and reassurance
- May become extremely defensive if given criticism
- Less tolerant of imperfection in others
- May procrastinate

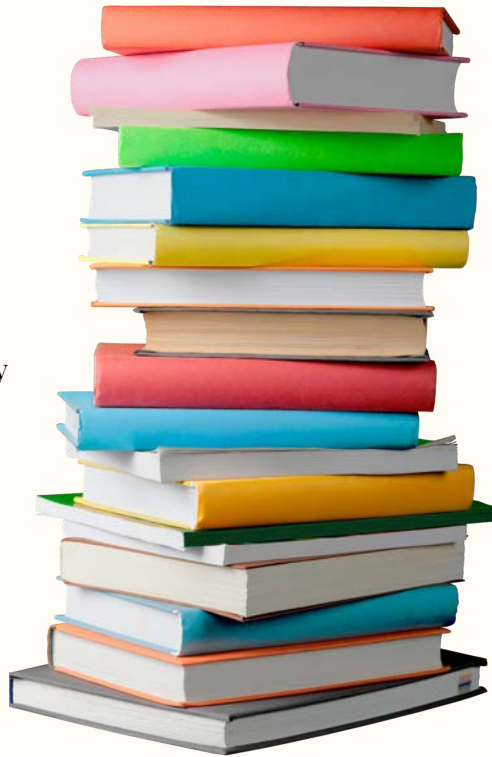
## Introversion

- Have deep feelings
- Are reflective and introspective
- Focus on inner-growth through searching, questioning and exercising self-correction judgment
- Have knowledge about emotions
- May withdraw into themselves rather than acting out aggressively toward others



## BRIGHT CHILD

- Knows the answer
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- Listens with interest
- Learns with ease
- 6-8 repetitions for mastery
- Understands
- Enjoys peers
- Grasps meanings
- Completes projects
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs information
- Technician
- Good memorizer
- Enjoys straightforward, sequential presentation
- Is alert
- Is pleased with own learning



## GIFTED LEARNER

- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild and silly ideas
- Plays around yet tests well
- Discusses in detail, elaborates
- Shows strong feelings and opinions
- Already knows
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Initiates projects
- Is intense
- Creates new designs
- Enjoys learning
- Manipulates information
- Inventor
- Good guesser
- Thrives on complexity
- Is keenly observant

# IDENTIFICATIONS

Recommendations for students to participate in the identification process will be initiated by teachers and/or parents. Students will be assessed on both general intellectual and specific academic areas. Identification and programming will be based upon general intellectual and specific academic areas, and characteristics of social-emotional/spiritual development will be surveyed to assist with the development of ISP goals which address these important facets for every identified gifted student.

Sources of identifications may be include:

- Small group or individual cognitive tests,
- Small group or individual achievement tests,
- Past and current accomplishment including report cards, teacher-made tests, anecdotal observations, performance assessments,
- Demonstration of unusual advanced ability for age group,
- Teacher surveys / checklists,
- Information from parents.

## CRITERIA FOR IDENTIFICATION

AREA	QUANTITATIVE & QUALITATIVE DATA SOURCES	ADMINISTRATION	NATIONAL PERCENTILE
General Intellectual	Insight Test	Whole Class or Small Group	98%
Specific Academic	CAT-4 (Level-16)	Individual or Small Group	50%
Creative Thinking	Teacher Survey	Individual	Not Applicable

# IDENTIFICATION PROCESS

1

## EITHER TEACHER OR PARENT CAN INITIATE THE PROCESS

2

## CREATE STUDENT PROFILE

(Information Gathered By Classroom Teacher and Learning Support teacher)

- Student history
- Academic history, class performance, teacher tests, report cards, standardized tests results (if applicable), other formal assessments
- “Prediction Survey” (Appendix B)

3

## OBTAIN PARENTAL PERMISSION FOR FURTHER TESTING

Complete the Insights Test

- If student scores in the 98th percentiles share results with parents and proceed to out-of-level testing.



Complete the CAT-4(L16) Test

- If the student scores 50% or above in either math or reading they qualify for a code 80
- Share the results with the parents and determine if student will be coded 80 in consultation with Student Services at Division Office.

4

- Teacher completes Grade 4 Teacher Survey (Appendix C)
- Parent and Student completes "Perceptions" document for the ISP
- Learning Support teacher initiates an IPP and shares with parent(s)
- Refer to the “Planning For Students Who Are Gifted” to guide the IPP process (Appendix A)

# PLANNING FOR STUDENTS WHO ARE GIFTED

## APPENDIX A

Gifted education has the potential to significantly improve learning experiences for many students in regular stream classrooms. “All students have the right to an education that is appropriate to their ability, including students whose strengths create exceptional learning needs. For programming purposes, students who are gifted in cognitive and academic areas are considered to have special education needs and require an Individualized Program Plan” (Alberta Education, Planning for Students Who are Gifted, 2006).

Planning for students who are gifted is somewhat unique. The ISP for students who are gifted typically:

- has fewer goals
- focuses more on strengths and interests
- uses different types of accommodations and differentiation
- has a great degree of student involvement.

Many instructional strategies that have been developed for students who are gifted are now incorporated into regular education programming and are improving the quality of learning opportunities for all children. Samples of these cross-over strategies include project work, self-directed learning, literature-based studies, issue-based inquiries, and providing meaningful choice for students.



## DIFFERENTIATED INSTRUCTION

Differentiated learning for students who are gifted means enhanced opportunities for thinking and learning, not just more work to do. Differentiating instruction involves thoughtfully modifying the following elements:

- content
- process
- products
- Assessment

Although these elements are interrelated and influence one another, it is helpful to consider them separately.

# PLANNING FOR STUDENTS WHO ARE GIFTED

## CONTENT

The content is what students are studying and are expected to learn. Students who demonstrate that they already know some content or can learn the content in much less time than their classmates, will benefit from content differentiation. Differentiating content for students who are gifted means that topics are explored in greater depth or breadth.

There are a number of ways to differentiate content for students who are gifted, including making it more:

- abstract
- Complex
- interrelated
- constrained



## PROCESS

The process is how students make sense of concepts, generalizations and learning outcomes. It is how the teacher adapts the instructional strategy and what type of learning strategies the students use. Differentiated process focuses on such things as higher order thinking skills, open-ended and problem-solving tasks, and learning at more complex levels. Process can be differentiated in a variety of ways, including creating opportunities for choice, collaboration and meaningful research.

## FLEXIBLE PACING

This strategy allows students to move through the graded curriculum at a different rate. Flexible pacing can take a variety of forms. Some examples include:

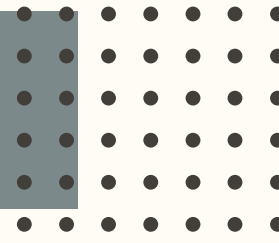
## QUESTIONING TECHNIQUES

Questions that draw on advanced levels of information require leaps of understanding and challenge students' thinking. Open-ended questions invite critical and creative thinking, and nurture the development of students' capacities to frame their own questions.

## ANOMALIES & PARADOXES

Presenting anomalies and paradoxes can also peak the interest of students who are gifted. Glitches in logic upturn a tidy view of the world and create opportunities for students to enter into a deeper inquiry, become immersed in the principles and build a clearer understanding of a particular aspect of a field of study (Harvey 2000, p. 70).

# PLANNING FOR STUDENTS WHO ARE GIFTED



## TIERED ASSIGNMENTS

Tiered assignments are parallel tasks that have varied levels of complexity, depth, abstractness and support. Students work on different levels of activities, all focused on the same essential concept or learning outcome. This allows students who are gifted to work at a more challenging level. Tasks from one tier to the next should differ in level of complexity, not simply be more or less work.

## INDEPENDENT PROJECTS

Independent projects let students identify issues or topics of interest, plan an investigation and synthesize the findings. Projects can offer enrichment and meaningful engagement for many students who are gifted. It is important to recognize that students may need to be taught the skills to do this kind of independent work.

## ASSIGNMENT

Differentiating assessment for students who are gifted can mean making these students more active partners in their own assessment process. Teachers can involve students in developing and/or using criteria or rubrics that will enable students to reflect on their own work and make adjustments throughout the learning process.

## PRODUCTS

Differentiating products means providing opportunities for students to demonstrate their thinking and learning in different ways, including written



**Purpose:**

To find discrepancies between teacher judgments and standardized test scores. Discrepancies are important – they help us highlight students who have performed poorly on the Insights test for some reason other than ability (underachievers, attention, anxiety, students with learning disabilities and other special needs). Discrepancies also assist us to evaluate the validity of the CTR for the purpose for which we use it.

**Directions:**

Please write the full name of each student in your class on the left-side of the chart and shade in your predicted score. Please write comments for any students for whom you feel their predicted ability is somewhat different from their achievement.

**When predicting the student’s intellectual potential, please consider how well the student is able to ask or answer higher level questions, problem, solve, comprehend and retain concepts and analyze, evaluate and synthesize information.**

NAME OF STUDENT	EXPECTED LEVEL OF ACCOMPLISHMENT:				
	<input type="radio"/> EXTREMELY WEAK	<input type="radio"/> BELOW AVERAGE	<input type="radio"/> AVERAGE	<input type="radio"/> ABOVE AVERAGE	<input type="radio"/> SUPERIOR
COMMENTS:					
	<input type="radio"/> EXTREMELY WEAK	<input type="radio"/> BELOW AVERAGE	<input type="radio"/> AVERAGE	<input type="radio"/> ABOVE AVERAGE	<input type="radio"/> SUPERIOR
COMMENTS:					
	<input type="radio"/> EXTREMELY WEAK	<input type="radio"/> BELOW AVERAGE	<input type="radio"/> AVERAGE	<input type="radio"/> ABOVE AVERAGE	<input type="radio"/> SUPERIOR
COMMENTS:					
	<input type="radio"/> EXTREMELY WEAK	<input type="radio"/> BELOW AVERAGE	<input type="radio"/> AVERAGE	<input type="radio"/> ABOVE AVERAGE	<input type="radio"/> SUPERIOR
COMMENTS:					

# GRADE 4 TEACHER SURVEY

## APPENDIX C

Name Of Student: \_\_\_\_\_

Name Of Teacher Filling Out Survey: \_\_\_\_\_

Please consider if this student has exhibited at least one of the following characteristics:

STUDENT DEMONSTRATES:	Y	N	COMMENTS:
Superior powers of reasoning; generalizes skillfully, makes abstractions.			
Keen sense of observation and advanced ability to analyze, evaluate and synthesize.			
A superior comprehension and retention of concepts when interested.			
An ability to learn quickly and easily; low tolerance with rote/drill tasks.			
An uneven academic achievement; or gap between oral and written work.			
Exceptionally large repertoire of factual knowledge.			
Vitality of imagination, creative.			
An initiative in pursuing self-selected (not adult assigned) projects.			
A wide spectrum of interests simultaneously.			
A special expertise or passion in an area of investigation.			
A tendency to set unrealistic self expectations; goals too high or too low.			
Persistent dissatisfaction with work accomplished.			
A tendency to be critical of self, other, or instructional procedures.			
A tendency to withdraw or be dominant in certain situations.			
Acute sensitivity and awareness related to self, others, and life in general.			
A tendency to be easily distracted.			
An indifferent or negative attitude toward school.			
A tendency to seek friendships with those much younger or older, rather than same age peers.			
Intellectual curiosity; asks lots of questions.			
An exceptionally keen sense of the comical, bizarre, absurd.			

*The information will be used for programming purposes.*