IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2013

THE HAGUE 24TH - 27TH OCTOBER
“Every gift contains a danger. Whatever gift we have, we are compelled to express. And if the expression of that gift is blocked, distorted, or merely allowed to languish, then the gift turns against us, and we suffer.”

Our Goals for This Hour

• Define Giftedness – theory, research and reality in our schools

• Discuss social-emotional needs of Gifted students

• Explore practices for assessing and identifying Gifted students at an IB school

• Outline steps to implementing a Gifted program at the Middle or High School level
What is Giftedness?

"[t]he concept of intelligence cannot be explicitly defined, not only because of the nature of intelligence but also because of the (Neisser, 1979, p. 1)
Renzulli’s Model
(a combination of “Schoolhouse” and “Creative–Productive” giftedness)

What Makes Giftedness?

Renzulli Model

Above Average Ability

Task Commitment

Creativity

GIFTED

(Renzulli, 1994; Renzulli & Reis, 1985)
What is Giftedness?

“This children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience or environment.”

(US Department of Education, 1993)
The IB Learner Profile and Gifted Students: Demands and Challenges

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled

- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
### The Demands and Challenges of Giftedness:

#### Strengths

1. Acquires and retains information quickly
2. Inquisitive; searches for significance
3. Intrinsic motivation
4. Enjoys problem-solving; able to use abstract reasoning
5. Seeks cause-effect relationships
6. Emphasizes truth, equity and fair play
7. High expectations of self and others

#### Possible Issues

1. Impatient with others; dislikes routine
2. Asks embarrassing questions
3. Strong-willed; resists direction
4. Resists routine practice
5. Dislikes unclear or illogical areas (such as traditions)
6. Worries about humanitarian concerns
7. Intolerant, perfectionistic, may become depressed
### Demands and Challenges, cont…:

#### Strengths

- **8.** Creative/inventive; likes new ways of doing things
- **9.** Intense concentration; persistence in areas of interest
- **10.** Sensitivity, empathy, desire to be accepted
- **11.** Independent; prefers working solo; self-reliant
- **12.** Diverse interests and abilities
- **13.** Strong sense of humor

#### Possible Issues

- **8.** May be seen as disruptive and “out of step”
- **9.** Neglects people/duties during periods of focus; seen as stubborn
- **10.** Sensitivity to criticism or peer rejection
- **11.** May reject parent, teacher or peer input; nonconformity
- **12.** May appear disorganized or scattered; frustrated over lack of time
- **13.** Peers may misunderstand humor

*Adapted from Clark (1992) and Seagoe (1972)*
Label them before they label themselves.
So how do I identify Gifted students at my school?

Think about:

❖ Based on the research, how do we want to define Giftedness at our school?

❖ How many students can we realistically serve at our school?

❖ What balance do we want to achieve between objective and subjective measures?

❖ What resources do we have here at the school and in our community?

❖ How annoyed are parents going to be whose children were not chosen for our program?

Decide the focus and criteria:

❖ Ability vs Achievement

❖ Standardized Tests vs Grades

❖ IQ tests (130+)

❖ Creative and Critical Thinking

❖ Recommendations by:
  ❖ Teachers
  ❖ Parents
  ❖ Self
**Our Process for Identification at the American School of Doha**

**STEP 1: Screening**  
Standardized Testing (grade 8 sample set cut-off of scores)

<table>
<thead>
<tr>
<th>NAME</th>
<th>G</th>
<th>Measurement</th>
<th>% US norm</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>student a</td>
<td>F</td>
<td>Mathematics</td>
<td>99</td>
<td>98</td>
</tr>
<tr>
<td>student b</td>
<td>M</td>
<td>Mathematics</td>
<td>99</td>
<td>98</td>
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<tr>
<td>student c</td>
<td>F</td>
<td>Mathematics</td>
<td>99</td>
<td>98</td>
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<td>Mathematics</td>
<td>97</td>
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<td>Mathematics</td>
<td>95</td>
<td>94</td>
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</table>
Our Process for Identification at the American School of Doha, cont...

**STEP 2: Parent Consent for Evaluation**
STEP 3: GATES (Gifted and Talented Evaluation Scales)

- Teachers (most recent teachers OR past teachers)
- Parents
GATE Student Interview

* Required

**Timestamp**
Last, First

**Grade**
- 8th
- 9th

Would you describe your current (math and/or English) class as too easy or too boring? Why or why not? *

If anything could be different in this class, what would it be? *

Do you participate in any extra-curricular activities? If so, what are they? *

What would you say is something that you are really, really good at or have a huge interest in? *

What is something about which you daydream? *

What would the title of a book about your life be? *

What is your favorite and least favorite class in school? Why? *

If there was one thing that you could do or if you could learn anything you wanted to, what would it be? *

Who is your most important/significant relationship? Why? *

If you could go back 2 years and talk to the you of that time, what advice would you give to him/her? *
What would the title of a book about your life be?

- “A Confused Philosopher.”
- “The Quiet Person.”
- “Invisible”
- “Read with Caution.”
- “How I Survived.”
- “Being Busy”
- “Something to do With Strength”
- “Place to Place”
- “The Roller Coaster of My Life”
- “Third-Culture Kid”
- “Get Involved”
- “Everything Comes to a Halt”
- “Unsure Futures”
Score or tick the statements in the white-out boxes only

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
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<tbody>
<tr>
<td>I can play a musical instrument</td>
<td></td>
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<tr>
<td>I often have a song or piece of music in my head</td>
<td></td>
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<tr>
<td>I find it easy to make up stories</td>
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<tr>
<td>I have always been physically well co-ordinated (run, jump, balance, etc)</td>
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<tr>
<td>Music is very important to me</td>
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<tr>
<td>I am a good liar (if I want to be)</td>
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<tr>
<td>I play a sport or dance</td>
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<tr>
<td>I am a very social person and like being with other people</td>
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<tr>
<td>I find graphs, charts and diagrams easy to understand</td>
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</tr>
<tr>
<td>I find it easy to remember quotes or phrases or poems or song lyrics</td>
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<tr>
<td>I can always recognise places that I have been before, even when I was very young</td>
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<tr>
<td>When I am concentrating I tend to doodle</td>
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<tr>
<td>I find mental arithmetic easy (sums in my head)</td>
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<tr>
<td>At school one of my favourite subjects is / was English</td>
<td></td>
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<tr>
<td>I like to think through a problem carefully, considering all the consequences</td>
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<tr>
<td>I love adrenaline sports and scary rides</td>
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<tr>
<td>I enjoy individual sports best</td>
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<tr>
<td>I find it easy to remember telephone numbers</td>
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<tr>
<td>I set myself goals and plans for the future</td>
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<tr>
<td>I can tell easily whether someone likes me or dislikes me</td>
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<tr>
<td>To learn something new, I need to just get on and try it</td>
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<tr>
<td>I often see clear images when I close my eyes</td>
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<tr>
<td>I don’t use my fingers when I count</td>
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<tr>
<td>At school I love / loved music lessons</td>
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</tbody>
</table>

Longer manual and self-calculating versions for people over 16 years of age are available free from businessballs.com.
STEP 5: Committee Reviews Applications
STEP 6: Parents receive acceptance or rejection letter and participate in informational meeting regarding the program.

What is the GATE Program in High School at ASD?

Our mission at the American School of Doha is to be “committed to the intellectual and personal development of our students, inspiring and empowering them to become positive, active global citizens.” In furtherance of this mission, ASD provides a Gated and Talented Education program (GATE) to develop unique education opportunities for high achieving and underachieving students in our high school. ASD’s Guidance Committee Team determines the criteria the school will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic or leadership ability, high achievement or any other criterion set forth by the Guidance Committee.

What is the Identification and Placement Process?

(1) The initial screening for students who qualify for the GATE program is through fall standardized test scores (MAPS testing*). Only students who score in the 98th and 99th percentiles will be considered for evaluation.

(2) After identification through initial screening, the parent or guardian will receive written notification of the possibility of their child’s qualification in the GATE program and must return a signed consent form indicating their agreement that the student may continue through the process (interviews, teacher input, further testing, etc.) to determine eligibility. GATES (Gifted and Talented Evaluation Scales)

(3) The Identification and Placement Committee (IPC) then reviews all data available for each applicant and makes a final determination as to eligible participants for the program.** No single test, measure or score will be the sole criteria for acceptance or denial for eligibility.

(4) Parents and students are notified in writing of the Committee’s decision.

*Where the test is unavailable for a student, alternate measures may be applied through an application process and referral. Incoming students who qualified for GATE in their last school do not automatically qualify.

**Students who inform ASD of their intent to withdraw from the school will be removed from consideration in the program. If a student’s plans change and he or she re-enrolls for the fall semester, the IPC will re-visit the application for eligibility determination.
Components of the GATE Program at ASD

- **Academic Pace Plan (APP)**
  - Differentiation within the classroom
  - Collaboration with subject teacher(s)
  - Curriculum compacting
  - Problem-based learning
  - Acceleration
  - Challenge groups
  - Ability grouping,

### Sample Academic Pace Plan (APP)

<table>
<thead>
<tr>
<th>Student:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date of Implementation: October 2013</td>
<td>Next Annual Review:</td>
</tr>
<tr>
<td>Advanced Cognitive Ability in: Reading</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

**I. LEARNING PROGRAM AND EXPECTATIONS**

<table>
<thead>
<tr>
<th>Annual Goal(s)</th>
<th>Teaching Strategies (may include some or all listed)</th>
<th>Product/Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will demonstrate achievement of all of the expectations for current (Math or English class), as outlined in the course standards, with the following additions and/or changes:</td>
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<td>Student will: (specific projects, etc…)</td>
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<tr>
<td>• Participate in small high level math group</td>
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<td></td>
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<tr>
<td>• Work on hands-on representations of math concepts</td>
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<tr>
<td>Projects to be completed by December 2013: Advanced data collection project</td>
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<tr>
<td>• Acceleration (the level, complexity and pace of the curriculum will be matched to the readiness and motivation of the student.)</td>
<td></td>
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<tr>
<td>• Differentiation (the pace of instruction, the content or how it is learned, or the way in which learning is demonstrated will be adapted to the student’s needs.)</td>
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<tr>
<td>[✓] Project Rubrics</td>
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<td></td>
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<tr>
<td>[✓] Self-assessments</td>
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<tr>
<td>[✓] Frequent progress checks (conferences with classroom teacher)</td>
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<tr>
<td>[✓] Pre-assessments to determine appropriateness of placement (per unit)</td>
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</tbody>
</table>
Components of the GATE Program at ASD, cont...

Personal Goal-Setting

Meet individually with students to discuss goals
Create timelines and measurable outcomes
Meet semi-regularly to discuss progress

Name: _____________________________
Grade: ____________________________

<table>
<thead>
<tr>
<th>Personal Goal Setting</th>
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<tbody>
<tr>
<td>ACTION STEP</td>
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Problem-Solving Project (Global Issues)

- Based on individual and small group interest
- Students hone research and critical thinking skills
- Students identify a problem and eventually propose a solution
- Presentation (maybe TEDtalks) or at University
- Mentorship at Texas A & M (community partnership)
Components of the GATE Program at ASD, cont...

http://globalengage.ibo.org/

Welcome to the Global Engage website, which supports members of the IB community, and particularly teachers, in engaging with our global world. Here you will find information, resources, ideas and opinions, links, and suggestions for action concerned with global issues - and reports of actions taken by the IB community.

Competition for water exists at all levels and is forecast to increase with demands for water in almost all countries.

UN World Water Development Report 3, 2009
“History tells us it has been the creative and productive people of the world, the producers rather than consumers of knowledge, the reconstructionists of thought in all areas of human endeavor, who have become recognized as "truly gifted" individuals. History does not remember persons who merely scored well on IQ tests or those who learned their lessons well.”

My Contact Info

achurchville@asd.edu.qa

“How many times do I have to tell you... you’re not supposed to read ahead.”