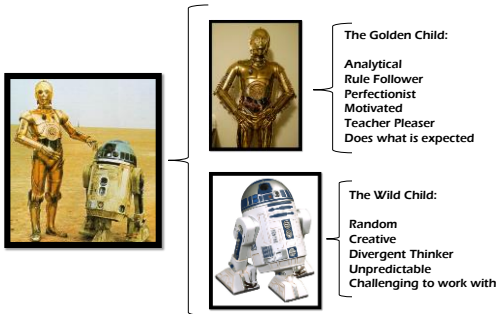




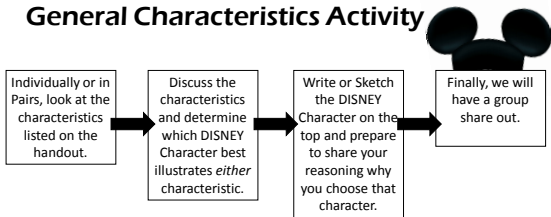
What do you think of when I say, "Gifted and Talented?"



2 Types of Gifted Learners



General Characteristics Activity



The Child Who...	May also be the Child Who...
Has advanced problem-solving ability	Gets bored and frustrated in class because he/she wants to move on to more challenges



The Child Who...	May also be the Child Who...
Asks searching questions; curious	Drives you crazy with questions; can be nosy



The Child Who...	May also be the Child Who...
Develops deep interests in one or more topics	Is scattered, disorganized; may be obsessed with a particular topic



The Child Who...	May also be the Child Who...
Advanced vocabulary and avid reader	Talks too much, could dominate a discussion OR may avoid social interactions



The Child Who...	May also be the Child Who...
Learns quickly	Get bored quickly with regular curriculum; hates drill and practice routines



The Child Who...	May also be the Child Who...
Grasps math concepts easily	Has no patience for regular math lessons or homework



The Child Who...	May also be the Child Who...
Shows creativity and imagination	Wanders off subject, daydreams, lacks interest in routine assignments and tasks



The Child Who...	May also be the Child Who...
Is independent and responsible	Has difficulty working with others; resists following directions; bossy



The Child Who...	May also be the Child Who...
Sets high standards for self	Avoids taking risks; perfectionism



The Child Who...	May also be the Child Who...
Communicates easily with adults	Has difficulty communicating with peers



The Child Who...	May also be the Child Who...
Gets excited from intellectual challenge	Demands intellectual challenge; resists routine

Characteristics of Diverse Gifted Learners

Culturally & Linguistically Diverse

- Strong sense of pride in cultural background
- Desire to teach peers native language
- Eagerness to translate for peers
- Balance between appropriate behaviors expected of native and new cultures
- Ability to explain native dialect and idioms
- Understands jokes and puns related to culture
- Ability to read above grade level in either language
- Above average EL proficiency growth
- Social maturity
- Ease in adapting to new environments

Culturally & Economically Diverse

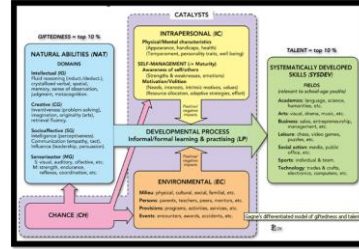
- Effective communication through expressive speech rich with imagery
- Interest in others from cultures different from self
- High degree of emotional responsiveness
- Aware of self as a capable learner
- Independent natured
- Strong sense of altruism
- Keen sense of justice
- Ability to express emotions
- Rich imagination through informal language
- A questioning orientation/curious

Smith, 2015





Gifted vs. Talented



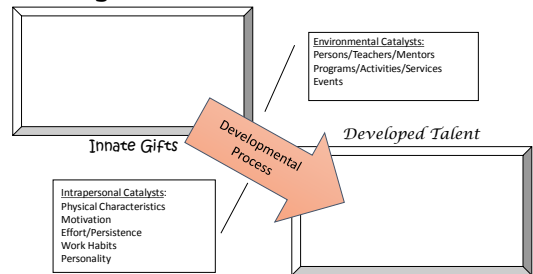
"Giftedness refers to measures of potential, of untrained natural ability, while talent is reserved specifically for indices of achievement, of the performance attained as the result of a systematic program of training and practice."

(Gagne 1995)

Gagne's Model for Giftedness & Talent



Gagne's Model for Giftedness & Talent



Descriptive Terms for G & T

Gifted	Talented
High aptitude	High achievement
Nature	Nurture
Ability	Performance
Potential	Environment
Threshold	Accomplishments
Endowment	Output

(Gagne 1995)

Profiles of the Gifted and Talented



Read and ★ two or more things that surprised you.

Help Yourself...And a Student Take a Sheet and a Treat!
David Wolff, david.wolff@austin.k12.tx.us

Gifted 101: Profiles of the Gifted & Talented
George Betts and Margeen Nelhart (2010) differentiated six different profiles of gifted learners based on behaviors, needs, and feelings: The Successful, The Creative, The Underground, The At Risk, the Twice/Multi-Exceptional, and the Autonomous Learners.

The Twice/Multi-Exceptional:
Feelings: frustrated, discouraged, poor academic self-concept
Behaviors: may be disruptive or off task or disorganized, slower to process, performs average or below average, inconsistent work
Needs: emphasis on strengths, skill development

The Autonomous:
Feelings: self-accepting, confident, ambitious, motivated
Behaviors: independent, seeks challenges, resilient



Brain Research



Cerebellum –

- Rote Memory – easy recall of facts [alphabet, math facts, phone number]
 - Procedural Knowledge – routines we perform that we don't need to think about [brushing teeth, talking & walking, driving]
- Gifted learners have developed neural efficiency more rapidly – allowing them to retrieve information more quickly

Cerebral Cortex –

- Occipital lobe – sight
 - Temporal lobe – smell, sound, facial & scene recognition
 - Parietal lobe – integrating sensory information & visual/spatial processing
 - Frontal lobe – conscious thoughts & advanced levels of thinking
- Gifted learners have advanced frontal areas enabling them to think in more sophisticated ways at higher levels



Pace –



- rate of instruction and management in the classroom
- Accelerated pace does not mean moving through the core content quickly in order to cover more material
- Rather, spending less time on building background knowledge, offering fewer examples, and giving less teach-led practice.
- Allows independence to grow

Depth –



- The degree to which a student explores and understands the content
- Because gifted learners can learn facts and strategies with less repetition and practice they can go more deeply into an area of study

Depth of Knowledge

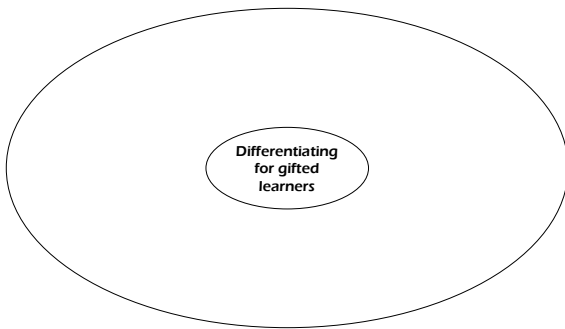
Increasing Depth of Knowledge → [Webb, 2009]

Level 1	Level 2	Level 3	Level 4
Teacher directs, shows, demonstrates, tells	Teacher shows, observes, questions	Teacher probes, clarifies, guides, evaluates, questions	Teacher facilitates, reflects, extends, analyses
Students respond, remembers, memorizes, restates	Students solve problems, calculates, constructs	Students debate, examine, judge, questions, compares	Students design, take risks, proposes, creates, formulates
<ul style="list-style-type: none"> • Concept maps • Timelines • List of keywords • Report to class • Outline • Summary 	<ul style="list-style-type: none"> • Construct model • Diorama • Diary/blog • Make game • Research 	<ul style="list-style-type: none"> • Design questionnaire • Debate • Letter to editor • Persuasive speech 	<ul style="list-style-type: none"> • Research to test a hypothesis • Selling an idea • Work as disciplinarian

Depth & Complexity

(Heath & Cash, 2014)

Increasing Depth ↑	Level 4	Direct Instruction with Guided Practice	Gifted Learners				
	Level 3	Socratic Method					
	Level 2	Case Studies/Simulations					
	Level 1	Inquiry Independent Study					
		Recall	Understand	Apply	Analyze	Evaluate	Create
		Increasing Complexity →					



Assessments

Pre-Assessment

To determine prior knowledge; informs teacher instruction

Formative Assessments

To assess readiness to move forward; informs teacher instruction

Summative Assessments

To evaluate student knowledge on the topic

Options

- KWL
- Thinking Maps
- Graphic Organizers
- Journal Responses
- List-Group-Label
- Sorts
- Frayer's 4-square Organizer
- So Many MORE...

Frayer Model

DEFINITION	VISUAL PICTURE
EXAMPLES	NON-EXAMPLES

Target Word: _____

Choice

Graphic Think-Tac-Toe Board

<p>Write a Haiku Poem: Write a haiku poem about the different types of words.</p>	<p>Create a presentation: Illustrate the different genres, using real-life examples and the benefits of each.</p>	<p>Conduct a survey: Based on a particular opinion, take the data collected from the survey and draw conclusions to plan and deliver an analysis to paragraph form.</p>
<p>Create a comic strip: Using data from a survey to depict the data in two or more different ways.</p>	<p>Standard Debate: Research the pros and cons of your present proposal before you begin.</p>	<p>Find three graphs: Find three graphs in the newspaper or on computer. Summarize what each graph will tell in paragraph form.</p>
<p>Use a graph to display: Display 10-15 historical events or population statistics that each graph will tell in paragraph form.</p>	<p>Research Justice: Research the population over the past 100 years. Use a graph to display the results. Summarize what each graph will tell in paragraph form.</p>	<p>Find a New 100 Years: Find a graph to display the results. Summarize what each graph will tell in paragraph form.</p>

Choose an entry activities to show the value of the entry is greater than 1000

INVENTORS Ladder Board

Student and Adult Activities by Thomas H. Kelly

Runy C [May Do Any]

- Your Choice: Create an activity of your own. Get approval from Mr. Wolfitt before you begin.
- Draw one of the Extra Activities suggested in the packet.
- Create a comic strip depicting the life or the 'Vain to Fame' of the inventor.
- Ask Mr. Wolfitt for a Creativity Activity that is related to your inventor or his/her invention.
- Create a museum exhibit featuring your inventor. Plan the artifacts that you would need for the exhibit and tell why that artifact would be important.
- Create an advertisement for the invention created by the inventor. This could be a slogan, a single or a poster ad.
- Complete a SCAMPER activity based on the invention.

Runy B [Must Do Two]

- Answer the 10 Discussion Questions in complete sentences.
- Answer the 10 Open Ended Questions in complete sentences.
- Get the G2Y - list 10 important words about the inventor and then use the 10 words to write your own summary of the inventor's life.
- Create a crossword puzzle or word find based on 10 important words related to your inventor.

Runy A [Must Do]

- Read your Inventor Biography and highlight important facts.

Your Name: _____ Inventor's Name: _____

Choice

Biographies "Menu Board"

Must Choose (Everyone completes all tasks)

- Read to one biographer book from (assigned to the table)
- Take notes on the biographer person using the "I-Queen Whoa Sheet" (one copy per biographer)
- Write a paragraph explaining the person's life accomplishments and his/her impact on history.

One Student (Biographer chosen) 2 Tasks:

- Illustrate and describe one of the biographer's major accomplishments and influence in the present day.
- Draw a power point slide that highlights the major events and accomplishments of your biographer.

For the Biographer for the Biographies Reader and one student to create an exhibit featuring one of the biographer's major accomplishments. The exhibit can be used for the exhibit and video screenings for each table for the next 2 weeks.

- Draw a comic strip showing the life of the biographer in the form of a comic strip.
- Draw a cartoon showing an image or image of the biographer's life.
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Students' Task (Make new options!)

- Write how the person's impact on history will be seen in the future.
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Must Do:

- Independent Reading
- Assigned Project in Journal
- Write a Story "I"
- Journal Writing

May Do:

- Personal Geographic Book. Read and complete Study Guide
- Write a Story
- Write a Ladder Story
- Read a Book
- Listen to a Book on CD
- Read with a Partner

Choice

R.A.F.T.

"I am **ROLE** talking to **AUDIENCE**. I am creating a **FORMAT** to explain **TOPIC**."

Choose 1 from each column:

Role	Audience	Format (for a task)	Topic (of the activity)
Nick Allen	The 2nd grade class	Poster	How a Poodle got its name
Miss Cranger	Toddler (2 or 3 year old)	Newspaper article	How to use a Poodle
July	Teacher	Letter to Webster's Dictionary	Getting out of trouble
Nick's Parents	Spelling Bee Judge	Instructions	Making up new words

Write the project you will work on:

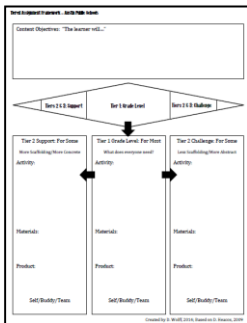
"I am _____ (ROLE) talking to _____ (AUDIENCE). I am creating a _____ (FORMAT) to explain _____ (TOPIC)."

Creativity - FFEO

- Fluency** - List as many ways humans or animals use water.
- Fluency** - List as many bugs you can think of.
- Flexibility** - You forgot a bucket to fill with water. What are other ways you could collect water from a spigot?
- Flexibility** - If a caterpillar couldn't use a crystal to change into a butterfly, what are other things they could cover themselves with to change?
- Elaboration** - People who live in the desert get their water in many places. Design a way you could move water from a river to a town in the desert.
- Elaboration** - Bugs come in all colors, shapes, and designs. Draw and color your own bug. Title your drawing.
- Originality** - Add on to the shapes below so that they are part of a larger picture. Give it a creative title.

Creativity - SCAMPER

Tiered Assignments



Make a decision!

When should I accelerate?	When should I enrich?

Compaction

- make adjustments to curriculum for students who have already mastered the material
- replacing content students know with new content, enrichment options, or other activities
- teachers first determine the expected goals of the unit or lesson in terms of the content, skills, or standards students must learn

Subject Acceleration

- where students are promoted to a higher year for one or more of the subjects in which they excel
- may be sufficient in itself for many gifted students, but it can also be seen as a form of trial for a possible full grade skip
- in general, often happens in subjects that are more sequential like math or science
- comes in various forms like an accelerated compaction, switching to a higher grade classroom for the subject period, small group with interventionists, etc.

Early Entrance

Austin Public School Board Policy

EARLY ENTRANCE AND GRADE ACCELERATION 514

I. PURPOSE

The purpose of this policy is to provide procedures for acceleration for students in grades 1-6.

II. GENERAL STATEMENT OF POLICY

The school board will allow early school entrance and grade acceleration for students in grades 1-6 based on the school district's decision regarding each individual student case.

A. Early Entrance

Students who have met the criteria set by the Austin Public School Board and approved by the administration shall be final.

B. Grade Acceleration

Students who have met the criteria set by the Austin Public School Board and approved by the administration shall be final.

APS Procedure:

Take K-Assessment

Take s : CogAT Screener

Observe Social Behaviors

Focus

Task Completion

Separation

Transition

Cooperation

Socialization

Verbalization

Letter from Pre-K Teacher

Emotional Development

Listening & Attentiveness

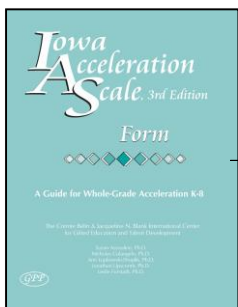
Literacy Skills

Mathematics Skills

Social Competence

Background Information

Grade Acceleration

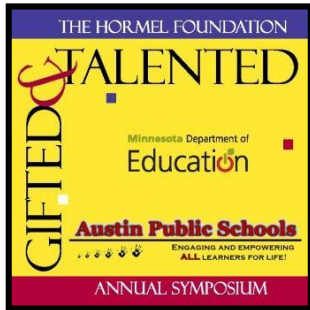


- objective guide for considering an individual child for academic acceleration
- takes personal bias out of the decision-making process
- utilizes a child-study team format
- Takes in consideration motivation, school attendance, relationships, and more
- Must have a district policy per state statute**





June 13-16, 2016



Austin Public Schools



ENGAGING AND EMPOWERING
ALL LEARNERS FOR LIFE!

David Wolff

District Coordinator for Gifted & Talented Services
Instructional Coach @ Woodson Kindergarten Center
Coordinator of Project E³

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