

# General Characteristics Activity



Individually or in Pairs, look at the characteristics listed on the handout.



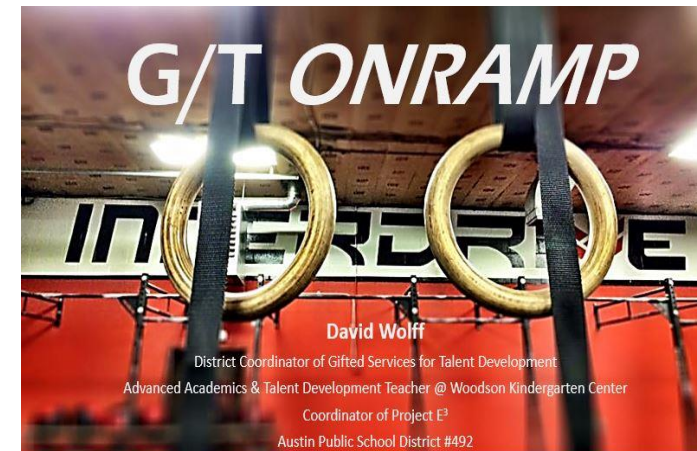
Discuss the characteristics and determine which DISNEY Character best illustrates *either* characteristic.



Write or Sketch the DISNEY Character on the top and prepare to share your reasoning why you choose that character.



Later, we will have a group share out.



# *G/T ONRAMP*



**David Wolff**

District Coordinator of Gifted Services for Talent Development

Advanced Academics & Talent Development Teacher @ Woodson Kindergarten Center

Coordinator of Project E<sup>3</sup>

Austin Public School District #492

# Boot Camp



ONRAMP

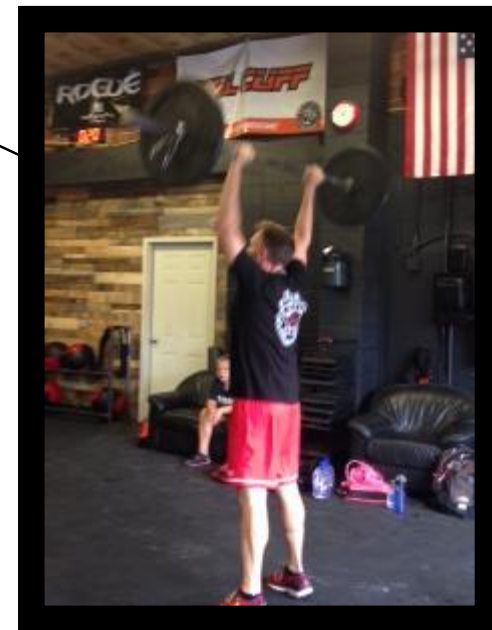
**"101"**

# Introduction



Individualized – scaled to meet need

New skills learned each session



Encouragement & Collaboration

**Why  
Crossfit  
Analogy?**

Challenged but not frustrated

Pushes you out of the comfort zone



Educator fo

Classroom



ordinat  
ces [0.5



t E<sup>3</sup>

ctor at Winona State

University [WSU]



Mentor for MN Adult  
and Teen Challenge

Enjoy Crossfit & Running  
Enjoy Baking & Cooking

David  
Wolff

Married to Melissa [BSN]



Father to Elliot [7<sup>th</sup>]  
and Chloe [3<sup>rd</sup>]

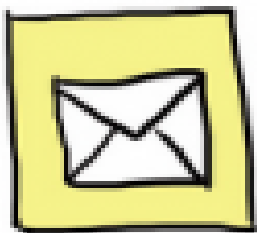


Serve on MEGT Board  
of Directors

Serve on Math Masters of  
MN Board of Directors

Leader for Children's Ministry  
at Cornerstone Church





[david.wolff@austin.k12.mn.us](mailto:david.wolff@austin.k12.mn.us)



[www.davidwolff.weebly.com](http://www.davidwolff.weebly.com)



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#MNGifted



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Austin, MN 55912

Norms



Ask Questions



Engage Fully



Integrate new information



Open your mind to diverse views



Use what you learn





Who are the gifted?

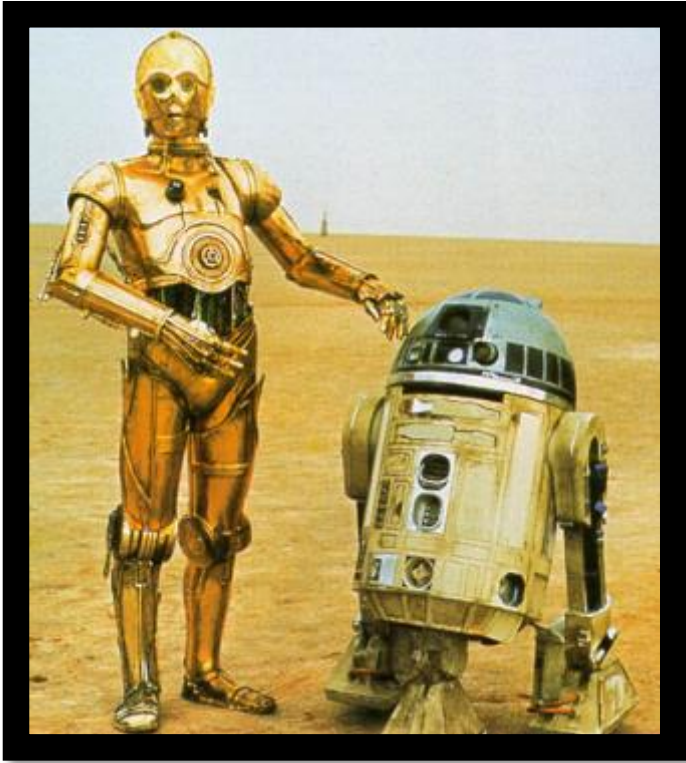
# What do you think of when I say, "Gifted and Talented?"



Stereotypes



# 2 Types of Gifted Learners



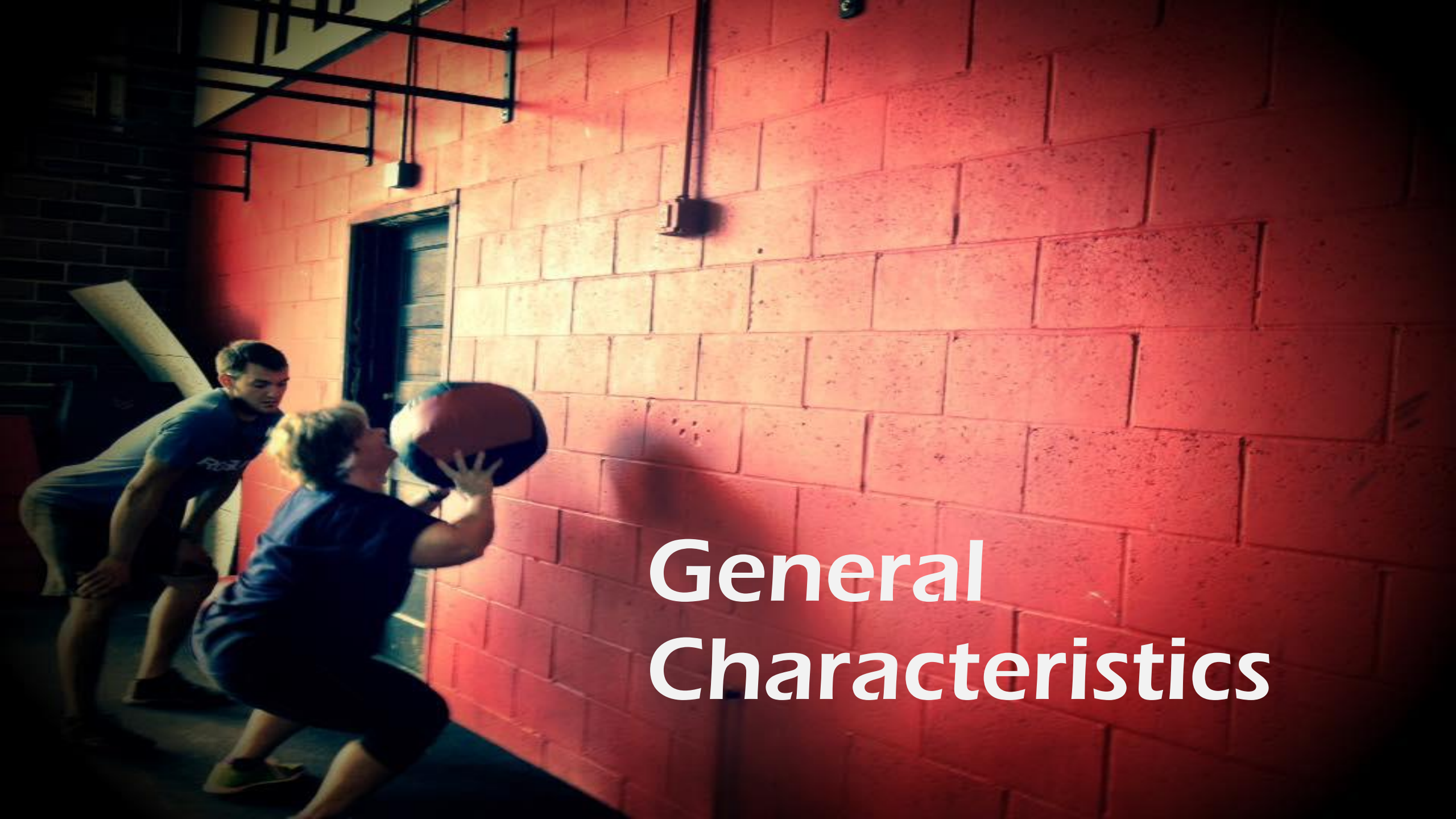
## The Golden Child:

**Analytical**  
**Rule Follower**  
**Perfectionist**  
**Motivated**  
**Teacher Pleaser**  
**Does what is expected**



## The Wild Child:

**Random**  
**Creative**  
**Divergent Thinker**  
**Unpredictable**  
**Challenging to work with**



# General Characteristics



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



**The Child Who...**

Asks searching questions; curious

**May also be the Child Who...**

Drives you crazy with questions; can be nosy



### **The Child Who...**

Develops deep interests in one or more topics

### **May also be the Child Who...**

Is scattered, disorganized; may be obsessed with a particular topic



**The Child Who...**

Advanced vocabulary and avid reader

**May also be the Child Who...**

Talks too much, could dominate a discussion OR may avoid social interactions





### **The Child Who...**

Learns quickly

### **May also be the Child Who...**

Get bored quickly with regular curriculum;  
hates drill and practice routines



## **The Child Who...**

Grasps math concepts easily

## **May also be the Child Who...**

Has no patience for regular math lessons or homework



**The Child Who...**

Shows creativity and imagination

**May also be the Child Who...**

Wanders off subject, daydreams, lacks interest in routine assignments and tasks

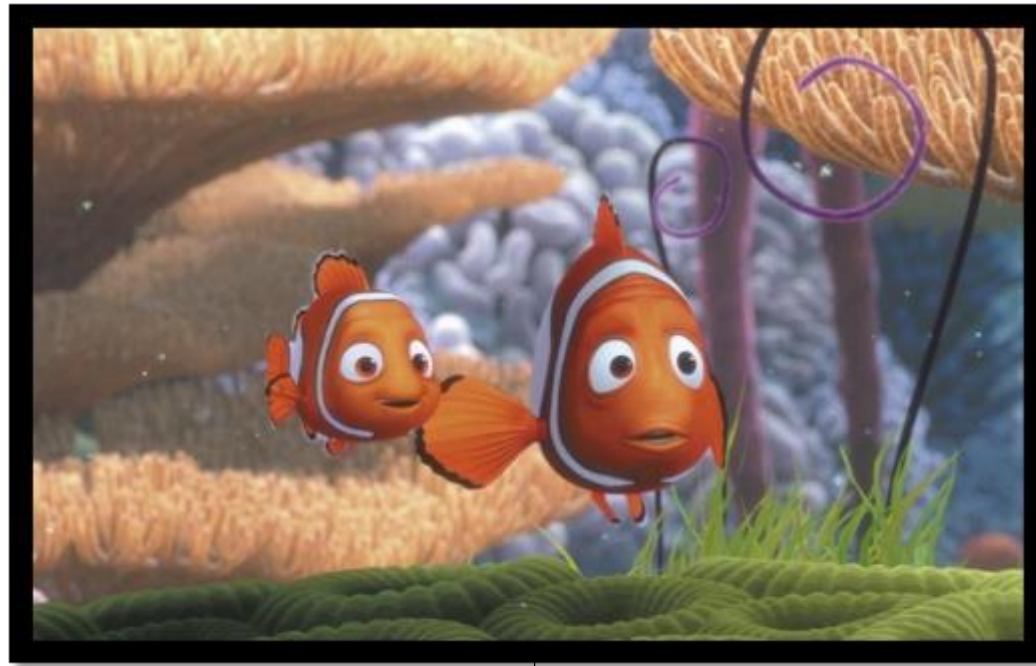


### **The Child Who...**

Is independent and responsible

### **May also be the Child Who...**

Has difficulty working with others; resists following directions; bossy



**The Child Who...**

Sets high standards for self

**May also be the Child Who...**

Avoids taking risks; perfectionism



**The Child Who...**

Communicates easily with adults

**May also be the Child Who...**

Has difficulty communicating with peers



**The Child Who...**

Gets excited from intellectual challenge

**May also be the Child Who...**

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



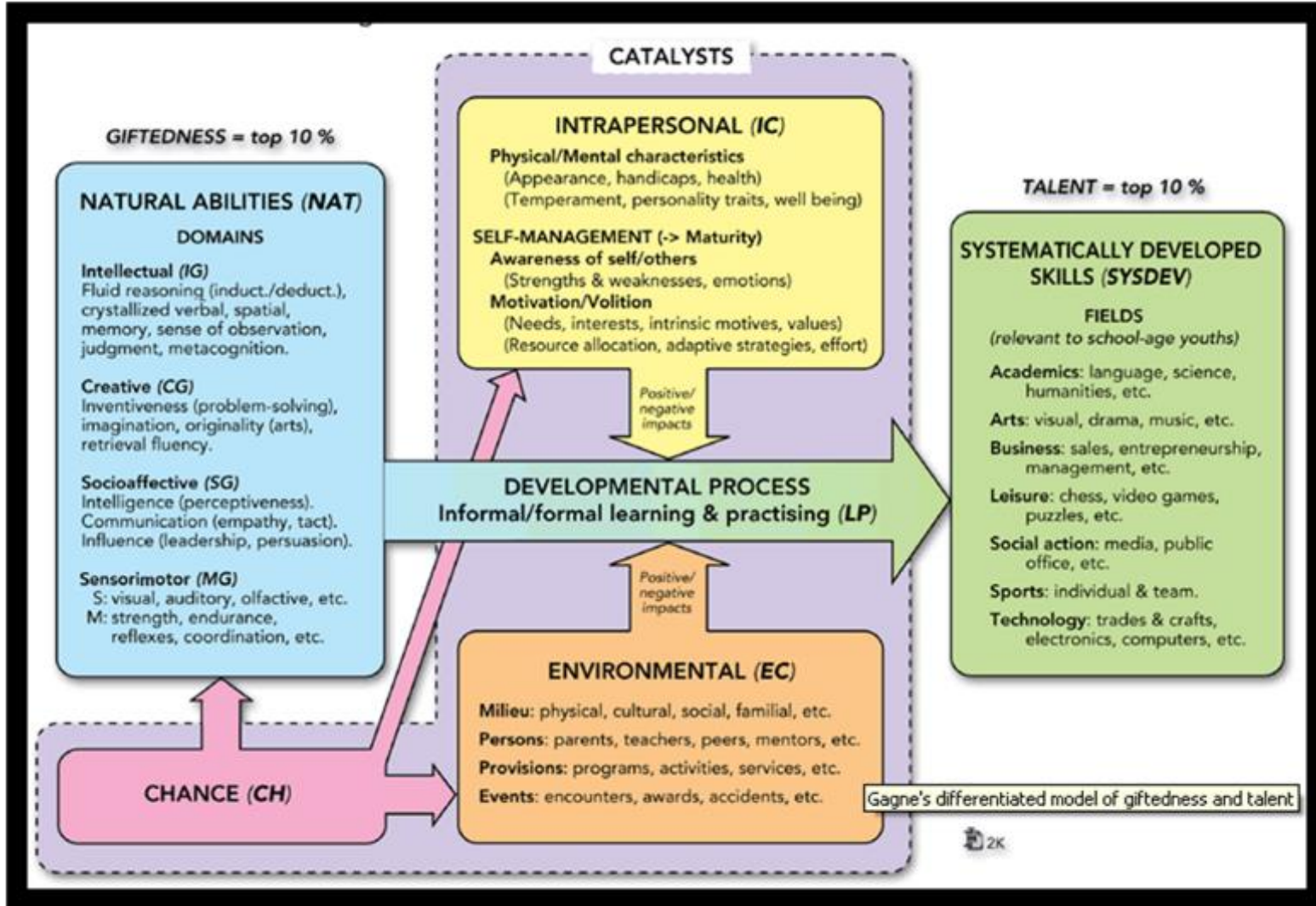
# CrossFit Chiron



How Talents Develop



# 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)

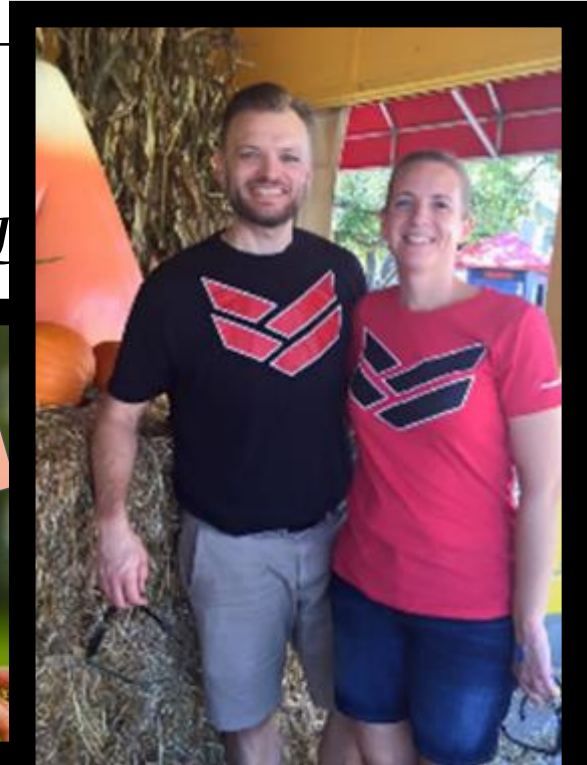
# Gagne's Model for Giftedness & Talent



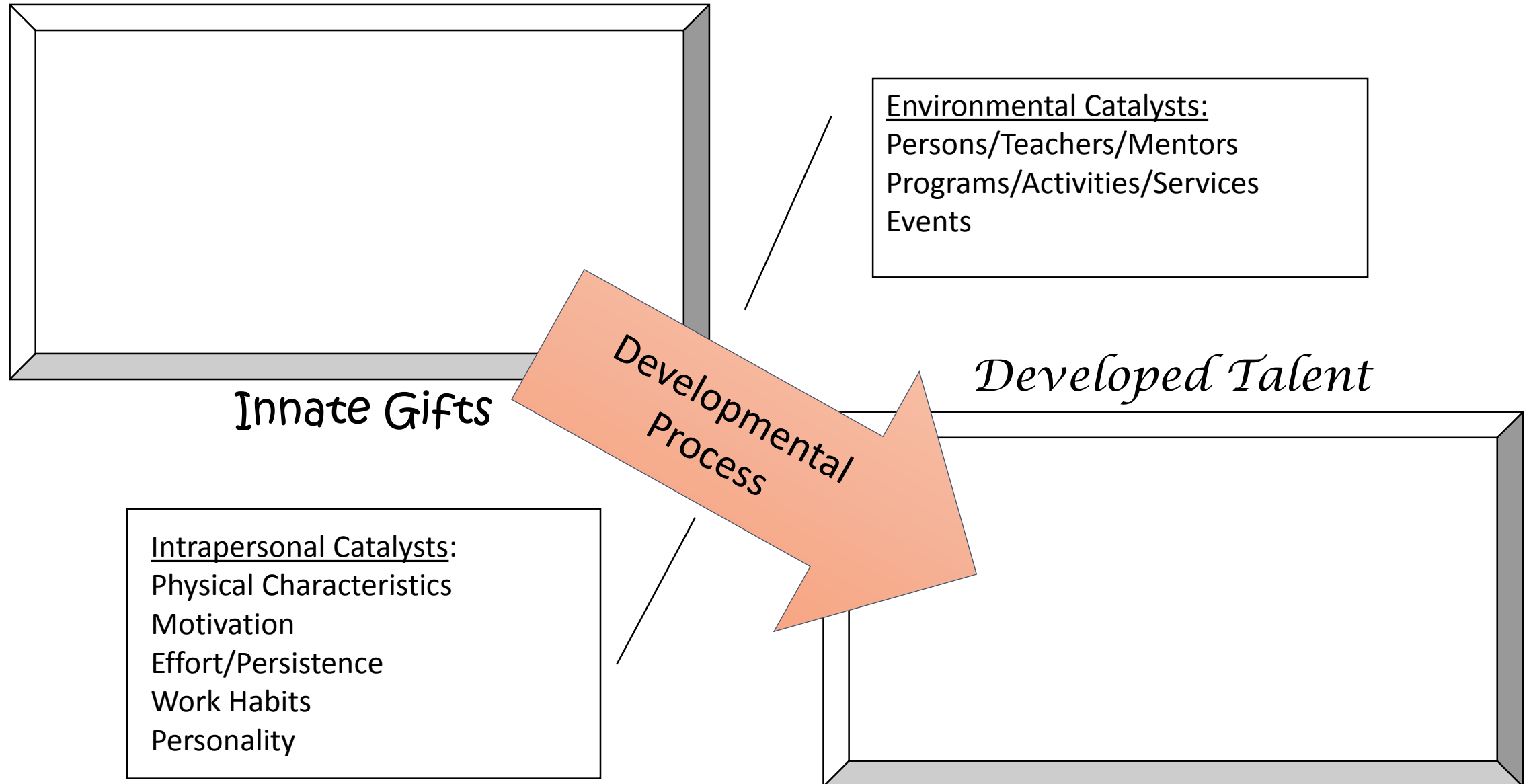
Intrapersonal Catalysts:  
Physical Characteristics  
Motivation  
Effort/Persistence  
Work Habits  
Personality

Environmental Catalysts:  
Persons/Teachers/Mentors  
Programs/Activities/Services  
Events

Developmental  
Process



# Gagne's Model for Giftedness & Talent



# Descriptive Terms for G & T

<b>Gifted</b>	<b>Talented</b>
High aptitude	High achievement
Nature	Nurture
Ability	Performance
Potential	Environment
Threshold	Accomplishments
Endowment	Output

# Profiles of the Gifted and Talented

Type I - The Successful [*C3PO*]

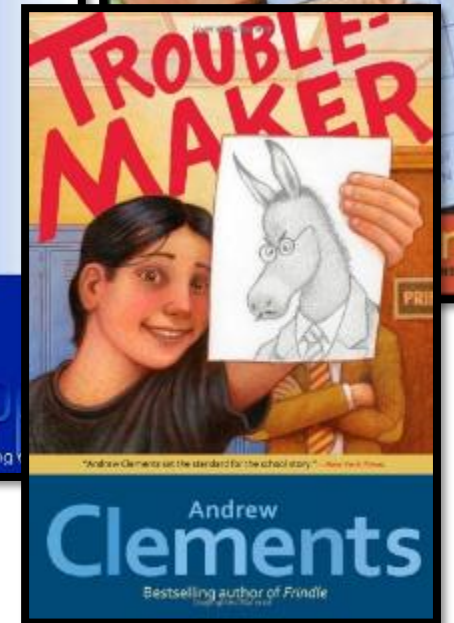
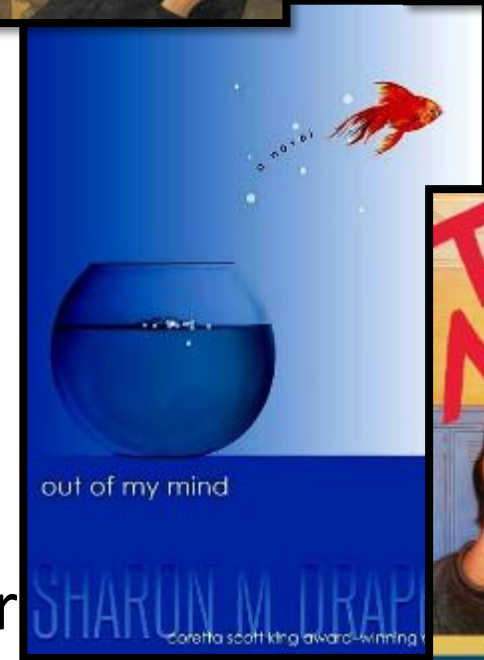
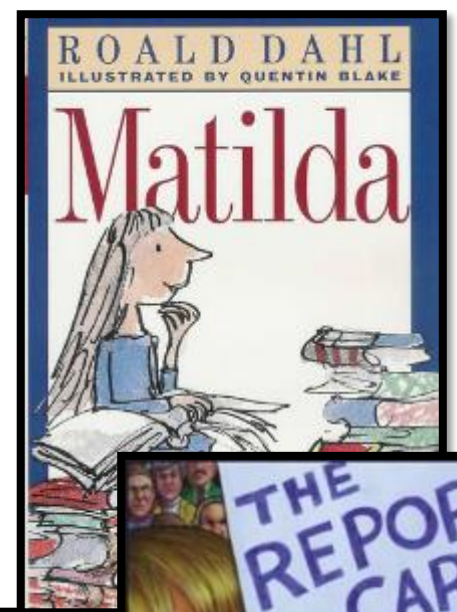
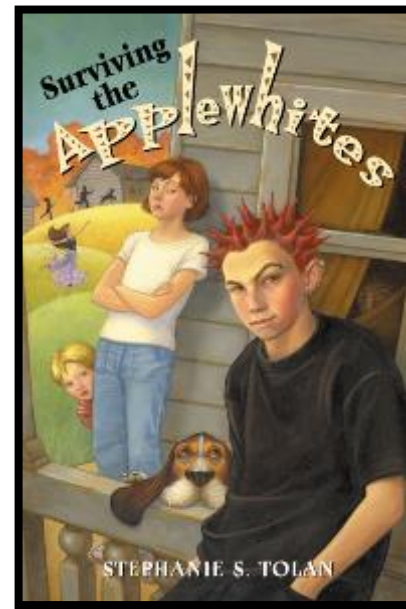
Type II - The Creative [*R2D2*]

Type III - The Underground

Type IV - The Dropout/At-Risk

Type V - The Double-Labeled

Type VI - The Autonomous Learner  
[*Phineas and Ferb*]



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.mn.us](mailto:david.wolff@austin.k12.mn.us)

### **Gifted 103: Profiles of the Gifted & Talented**

George Betts and Maureen Neihart (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

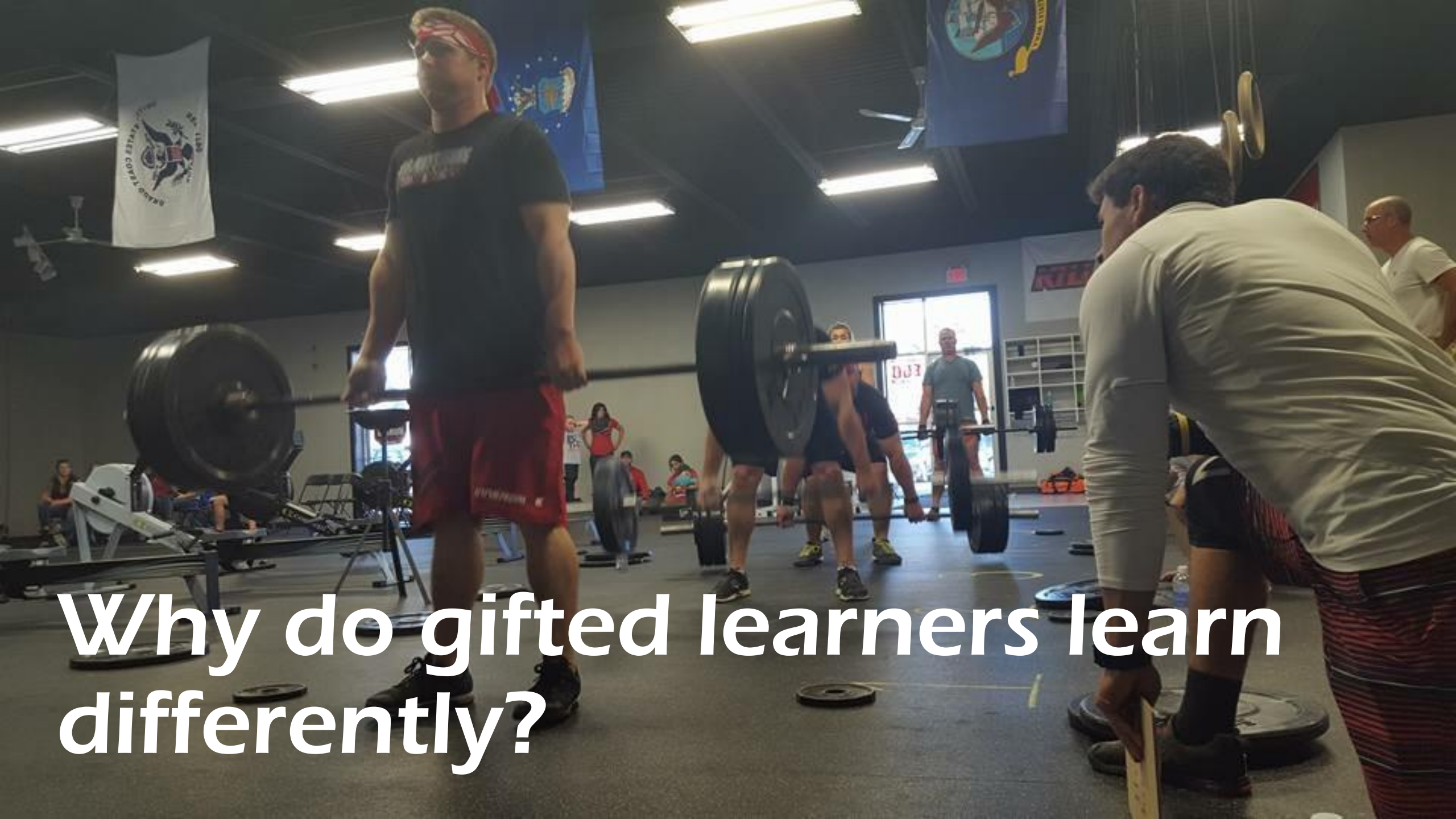
Needs: emphasis on strengths, skill development

#### The Autonomous:

Feelings: self-accepting, confident, ambitious, motivated

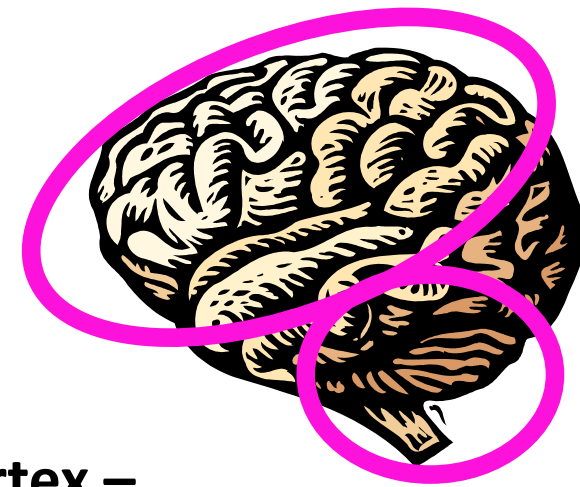
Behaviors: independent, seeks challenges, resilient





**Why do gifted learners learn differently?**

# 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**



How?  
When?  
Where?  
...do we provide services?

## 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

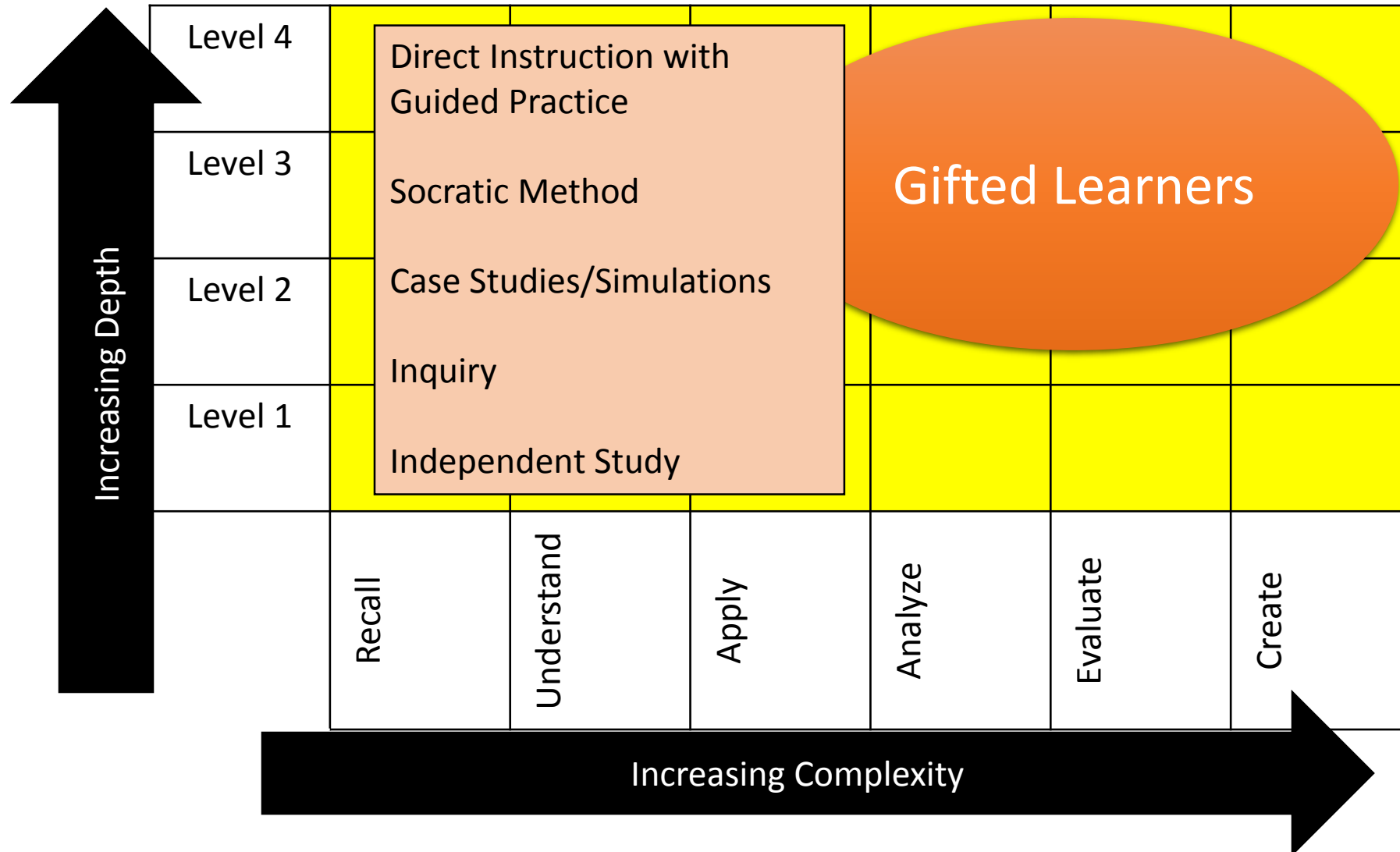
Increasing Depth of Knowledge

[Webb,  
2009]

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

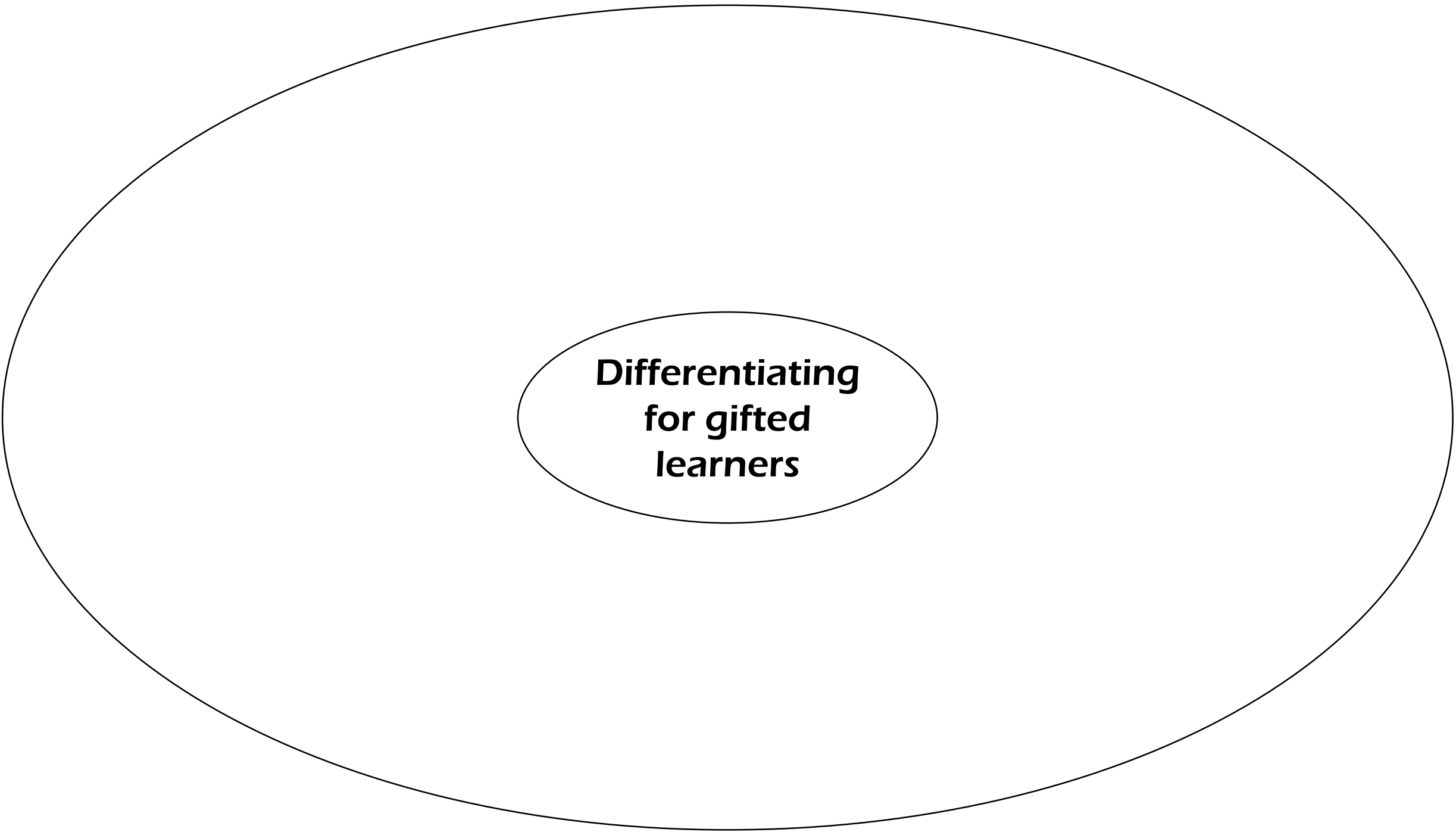
# Depth & Complexity

[Heacox & Cash, 2014]





# Differentiation



**Differentiating  
for gifted  
learners**



# Assessments

## **Pre-Assessment**

To determine prior knowledge; informs teacher instruction

## **Formative Assessments**

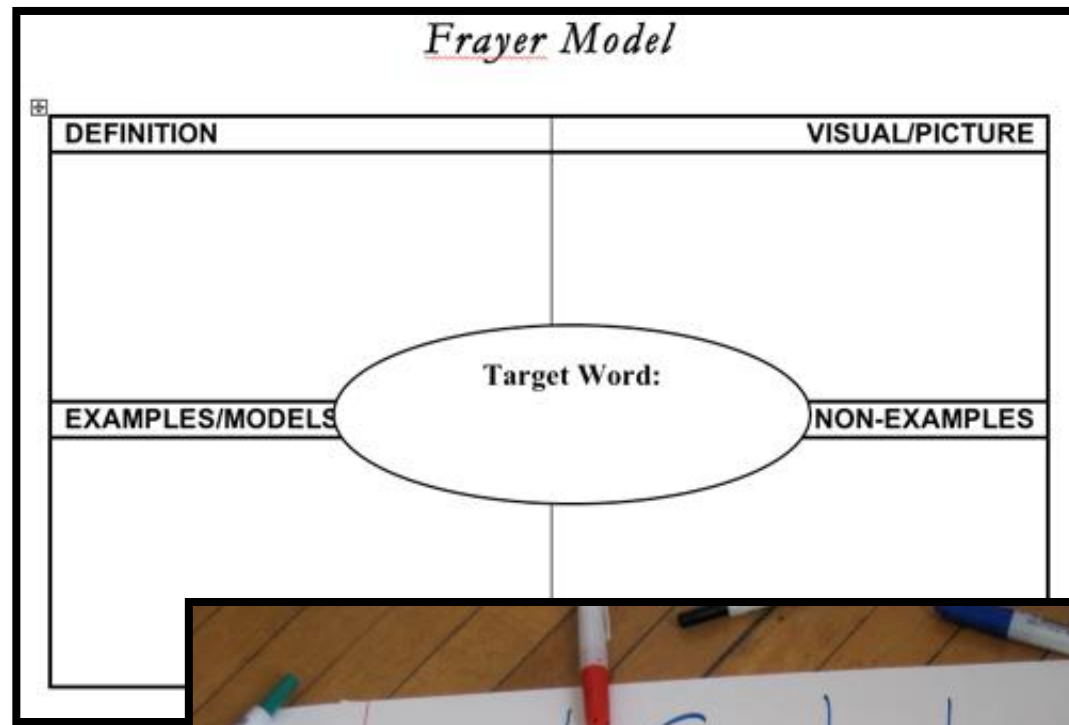
To assess readiness to move forward; informs teacher instruction

## **Summative Assessments**

To evaluation 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...













L	G	L
list	group	label
snowboarding	weather	CONDITIONS
half pipe	ice making	
ice making		
gold medal	snowboarding	EVENT
weather	half pipe	
past		
olympics	gold medal	HISTORY
	past olympics	

# Choice



## Graphing Think-Tac-Toe Board



<p>Write a 'Shape Poem' to help illustrate the different types of graphs.</p>  	<p>Create a presentation illustrating the different graphs, using real-life examples, and the benefits of each one.</p> 	<p>Conduct a survey based on a popular question. Take the data collected from the survey and display the results in a graph and write your analysis in paragraph form.</p> 
<p>Create a news report using data from a survey but display the data in two or more different ways.</p> 	<p><b>Student Choice</b> Meet with Mr. Wolff about your project proposal before you begin.</p> 	<p>Find three graphs in the newspaper or a magazine. Summarize what each graph tells us in paragraph form.</p> 
<p>Use a graph to display 10-15 Minnesota cities' populations. Summarize what each graph tells us in paragraph form.</p> 	<p>Research Austin's population over the past 100 years. Use a graph to display the population changes. Summarize what each graph tells us in paragraph form.</p> 	<p>Roll a dice 100 times. Use a graph to display the results. Summarize what each graph tells us in paragraph form.</p> 

Choose as many activities so that the value of the coins is greater than 45¢.



## INVENTORS Ladder Board



[Based on the resource, *Inventors and their Inventions* by Vowery Carlile]

### Rung C [May Do Any]

- Your Choice!** Create an activity of your own. Get approval from Mr. Wolff before you begin.
- Choose one of the *Extra Activities* suggested in the packet.
- Create a *comic strip* depicting the life or the 'claim to fame' of the inventor.
- Ask Mr. Wolff 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 jingle, or a poster ad.
- Complete a *SCAMPER* activity based on the invention.

### Rung B [Must Do Two]

- Answer the *10 Discussion Questions* in complete sentences.
- Answer the *10 Open Ended Questions* in complete sentences.
- Get the GIST* – 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.

### Rung A [Must Do]

- Read your Inventor Biography and highlight important facts.

Your Name: \_\_\_\_\_

Inventor's Name: \_\_\_\_\_

## Biographies 'Menu Board'

### Main Courses [Everyone completes all tasks]

- Read 2 or more biography books/stories [assigned by Mr. Wolff]
- Take notes on the famous person using the 4-Square Notes Sheet [one sheet per biography]
- Write a paragraph summarizing the persons' life, accomplishments and his/her impact on history.



### Side Dishes [Everyone chooses 2 tasks]

- Compare and Contrast two of the biographies using a visual you prefer to show the similarities and differences in the persons' lives.
- Create a power point slide show highlighting the major events and accomplishments of one person's life.
- You are the curator for the Smithsonian Museum and were asked to create an exhibit featuring one of the historical persons you researched. Plan what artifacts you would need for the exhibit and write descriptions for each one for the tourists to read.
- Create a comic strip depicting the life or the 'claim to fame' of one of the historical persons.
- Create a painting, drawing, or collage of images that symbolize one of the historical persons.
- Create a crossword puzzle or word find based on *important words related to one historical person.*
- Rewrite the person's biography with a new ending.



### Desserts [All tasks are optional]

- Justify how this person's impact on history still can be seen or felt today. Provide modern day examples.
- Write and record a TV News broadcast about one of your person's 'claim to fame.' You can write it in either modern time or in the time period of the historical person.
- Write a play, poem, or song/rap lyrics depicting the life and accomplishments of one historical person.
- Teach a lesson to the class based on the life and accomplishment of a historical person.



## Must-Do & May -Do Board

### Must Do:

- Independent Reading
- Respond Prompt in Journal
- Words their Way
- Journal Writing



### May Do:

- National Geographic Book: Read and complete Study Guide
- Info. Pair Cards
- Write a story or poem using the same setting as the story in Guided Reading Group
- Jacob's Ladder Story
- Word Ladders
- 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.

<b>Role</b>	<b>Audience</b>	<b>Format (for a task)</b>	<b>Topic (of the activity)</b>
Nick Allen	The 2 <sup>nd</sup> grade class	Poster	How a Frindle got its name
Mrs. Granger	Toddlers (2 or 3 year olds)	Newspaper article	How to use a Frindle
Judy	Teachers	Letter to Webster Dictionary	Getting out of trouble
Nick's Parents	Spelling Bee Judges	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 way humans or animals use water.

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?

If a caterpillar couldn't use a crystalis 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.

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



Substitute



Adapt



Combine



Magnify/ Minify



Put to other use



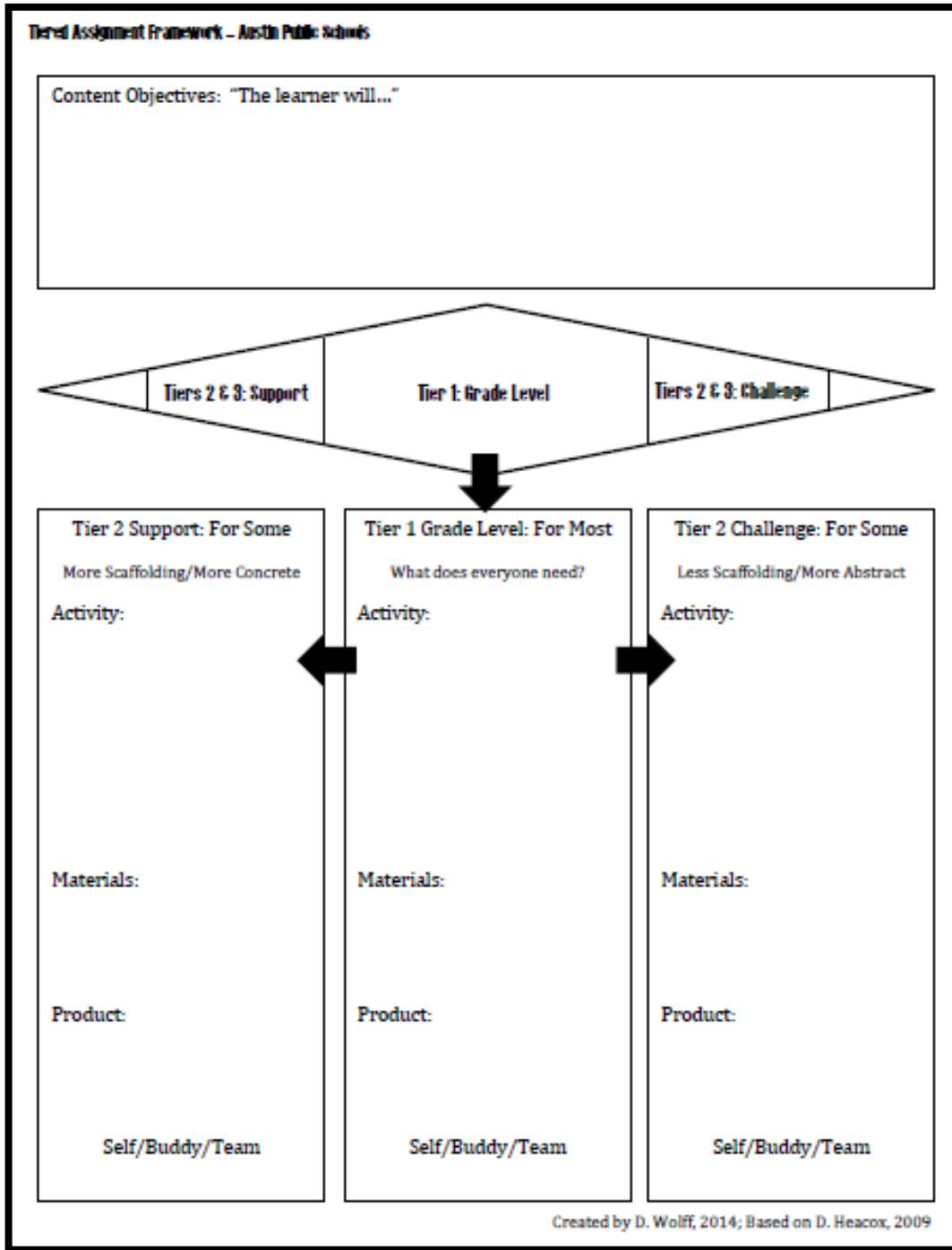
Eliminate



Reverse



# Tiered Assignments







**Acceleration**

# Time to 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 a 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 the acceleration for students in grades 1-8.

#### II. GENERAL STATEMENT OF POLICY

The school board will allow early school entrance and grade acceleration based on the district's decision regarding each individual student case.

##### A. Early Entrance

Students who have met the criteria set by the Austin Public Schools administration shall be final.

##### B. Grade Acceleration

Students who have met the criteria set by the Austin Public Schools administration shall be final. The decision made by the administration shall be final.

## APS Procedure:

**Take K-Assessment**

**Take 5/6 CogAT Screener**

**Observe Social Behaviors**

**Focus**

**Task Completion**

**Separation**

**Transition**

**Cooperation**

**Socialization**

**Verbalization**

**Letter from Pre-K Teacher**

**Emotional Development**

**Listening & Attentiveness**

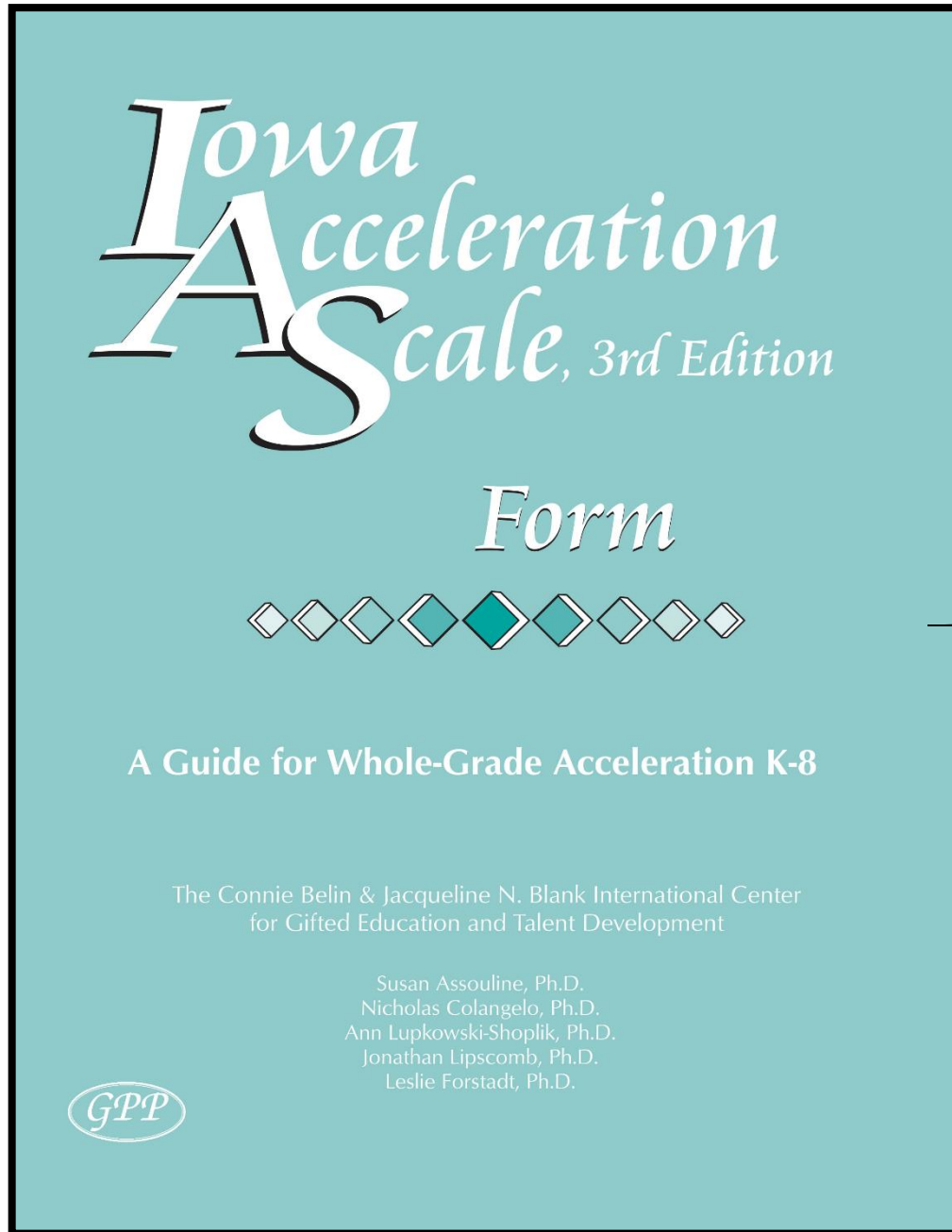
**Literacy Skills**

**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

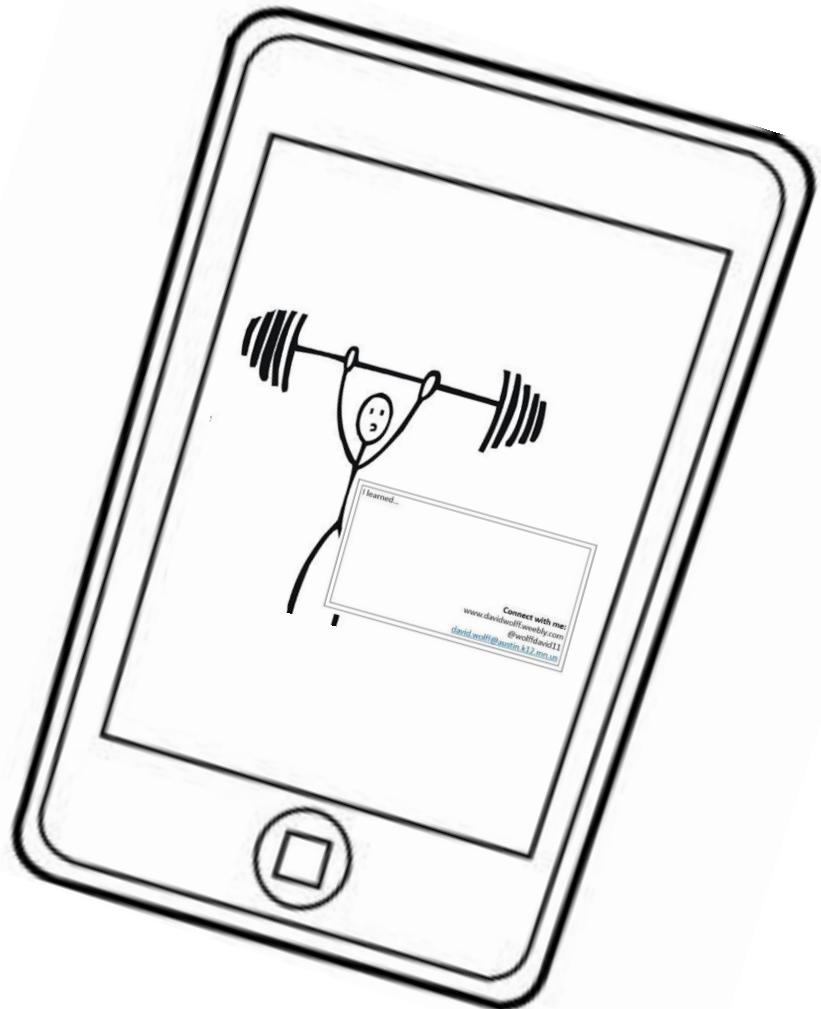
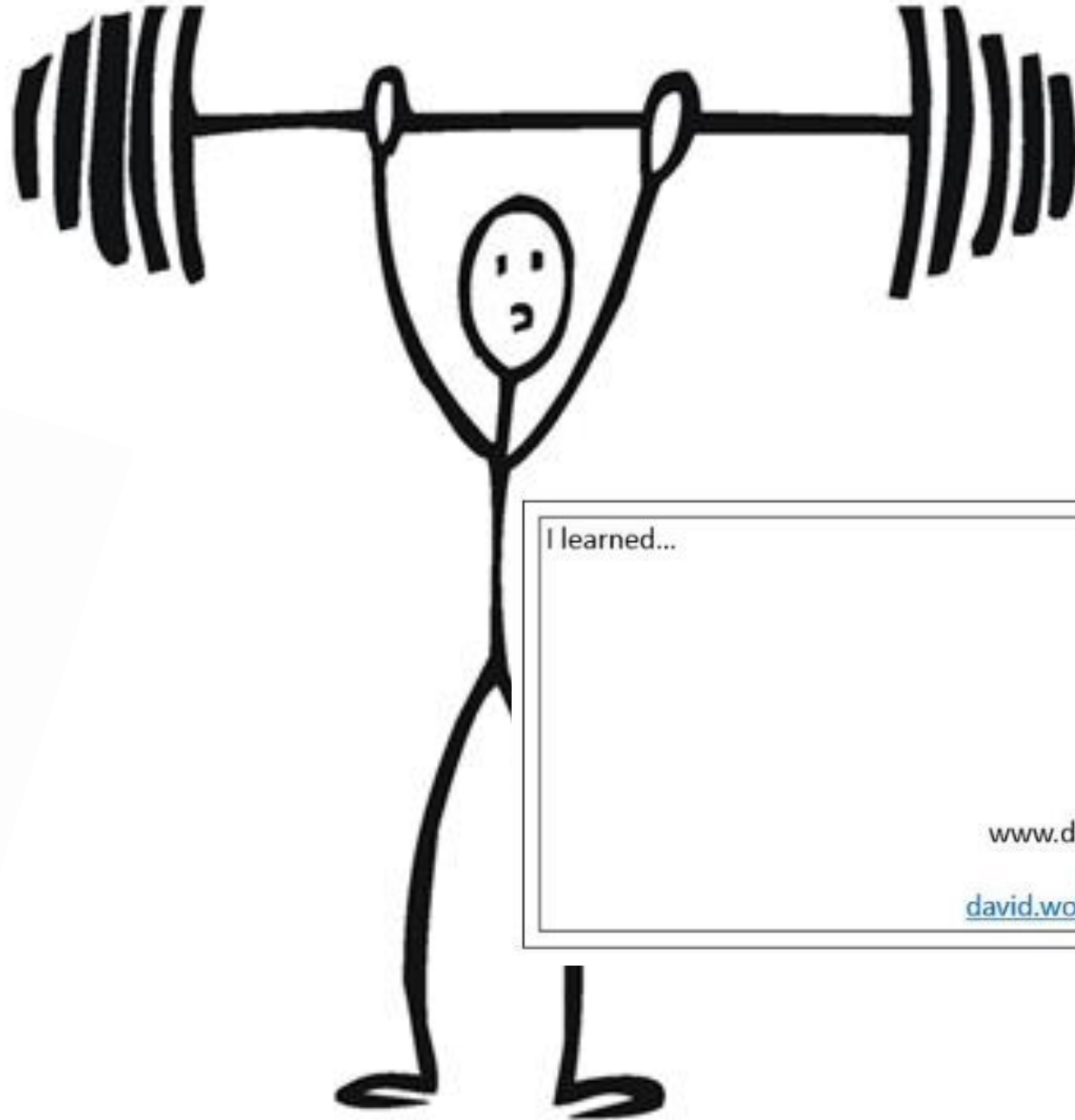
utilizes a child-study team format

Takes in consideration motivation, school attendance, relationships, and more

***Must have a district policy per state statute***



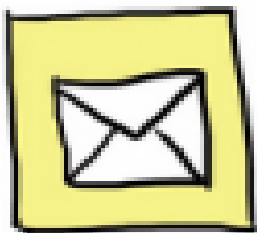
**Exhausted Yet?**



I learned...

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401 3<sup>rd</sup> Ave. NW  
Austin, MN 55912