

# **IDENTIFICATION OF GIFTED STUDENTS AS A PROBLEM- SOLVING AND DECISION- MAKING PROCESS**

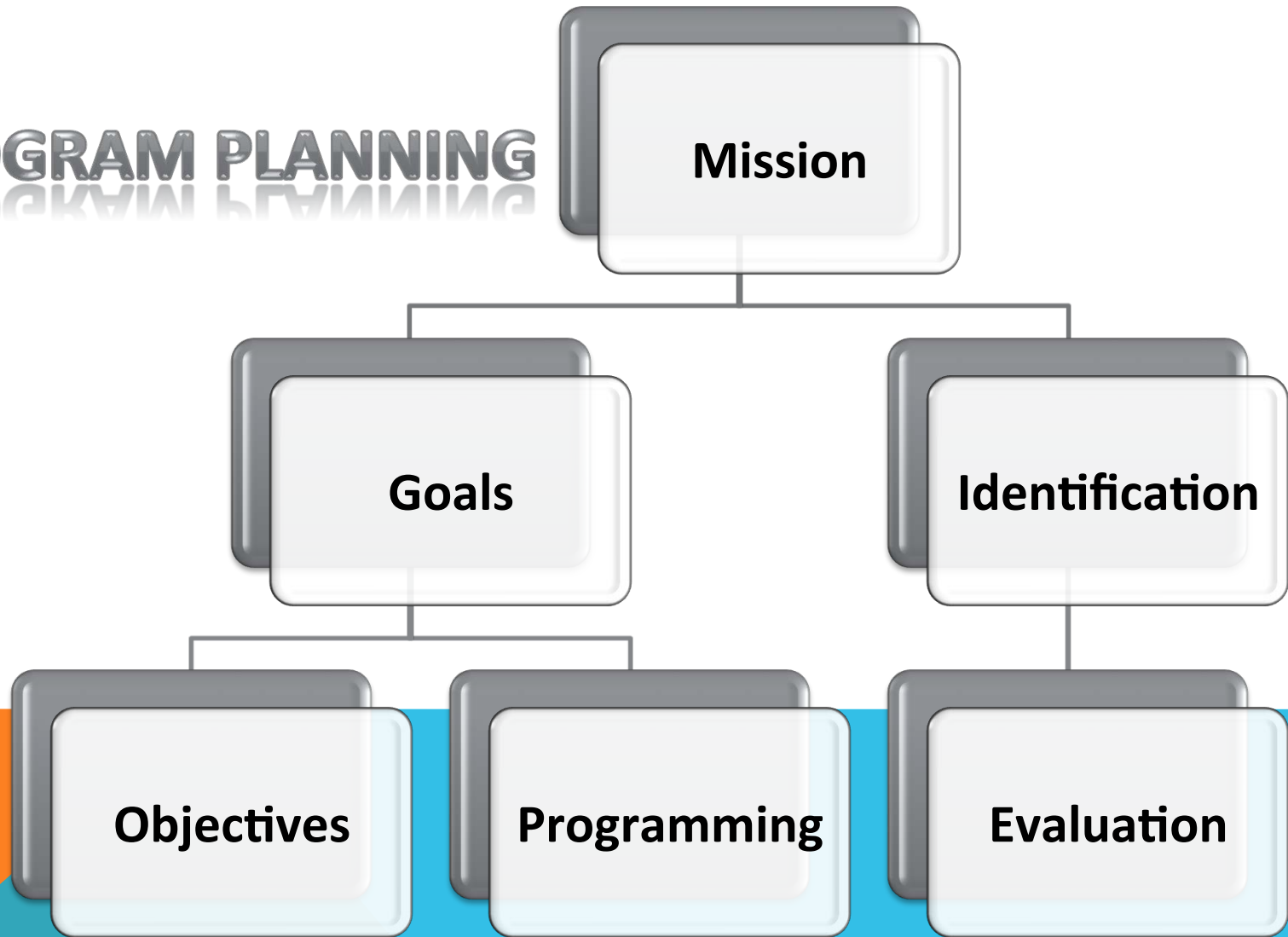
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# PROGRAM PLANNING



**NEEDS ASSESSMENT**



**SCREENING**



**IDENTIFICATION**



**PLACEMENT**



# WHAT MAKES GIFTEDNESS?



**In Certain People**



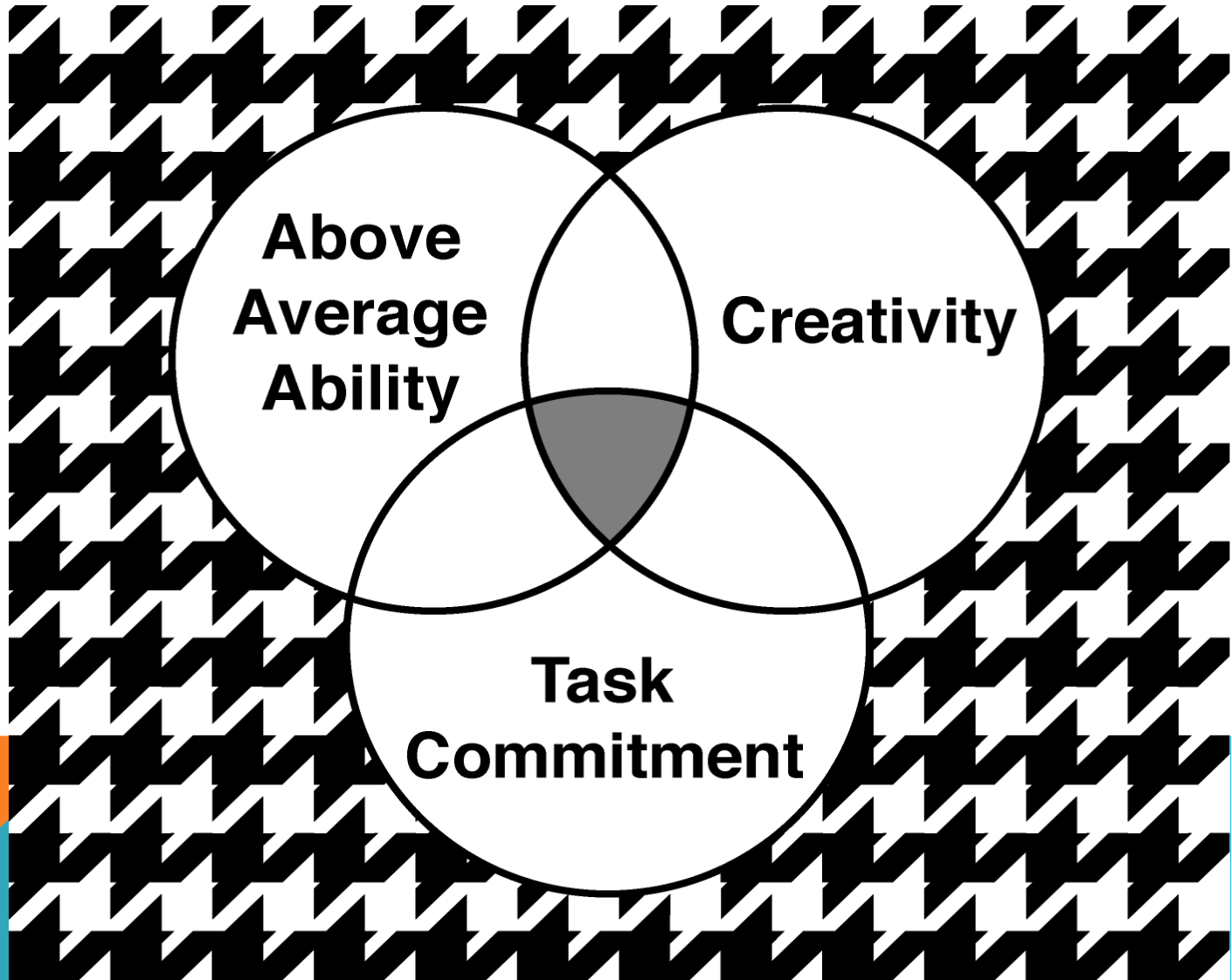
**At Certain Times**



**Under Certain  
Circumstances**

# *Three-ring Conception of Giftedness*

Joseph S. Renzulli, 1978



# ***TRAITS, APTITUDES, & BEHAVIORS***



## **Interests**


Intense (sometimes unusual) interests.



## **Insight**

Quickly grasps new concepts and makes connections; senses deeper meanings.

## **Motivation**



Evidence of desire to learn.



## **Imagination/ Creativity**

Produces many ideas; highly original.



## **Humor**

Conveys and picks up on humor.

## **Reasoning**




Logical approaches to figuring out solutions.



## **Memory**

Large storehouse of information on school or non-school topics.

## **Communication Skills**



Highly expressive and effective use of words, numbers, and symbols.

## **Inquiry**



Questions, experiments, explores.

## **Problem-Solving Ability**



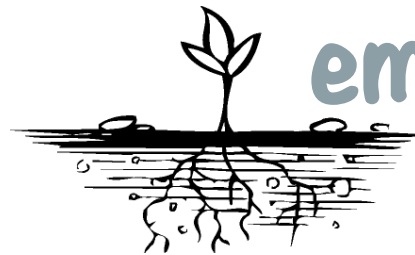
Effective, often inventive, strategies for recognizing and solving problems.

# TALENT DEVELOPMENT

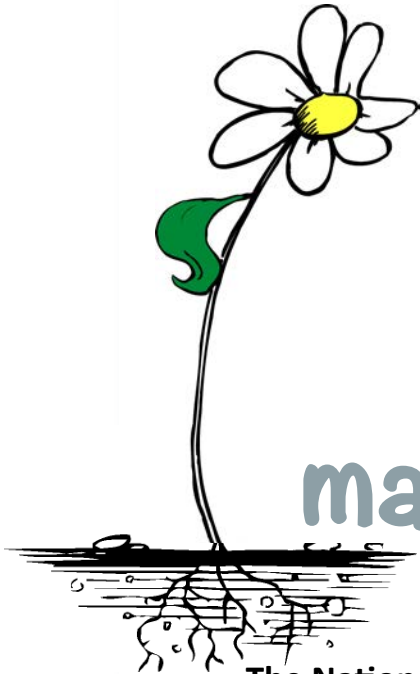
↓ latent



emergent



manifest



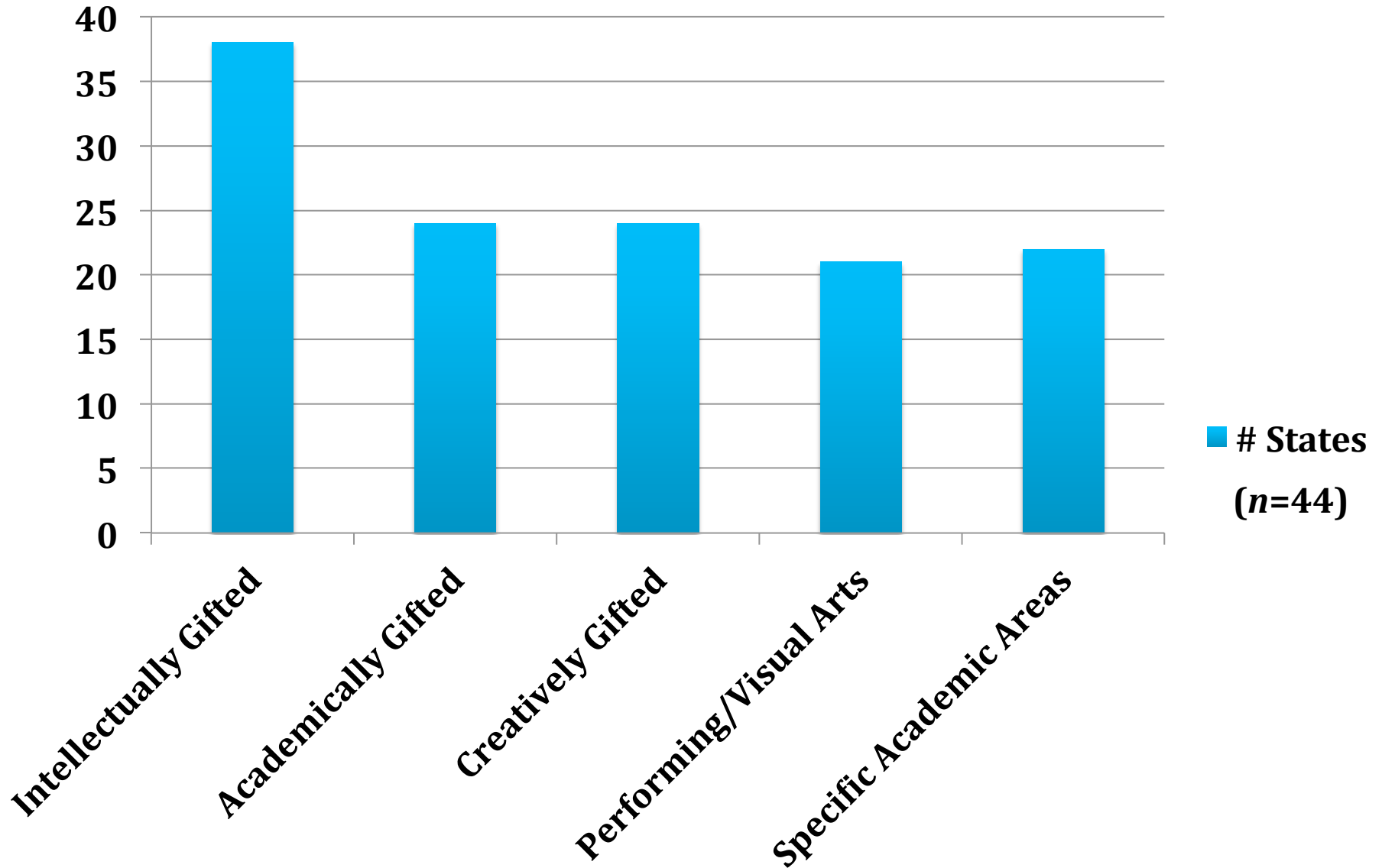
***“That students differ may be inconvenient, but it is inescapable. Adapting to that diversity is the inevitable price of productivity, high standards and fairness to the students.”***

TheodoreSizer, 1984, p. 194

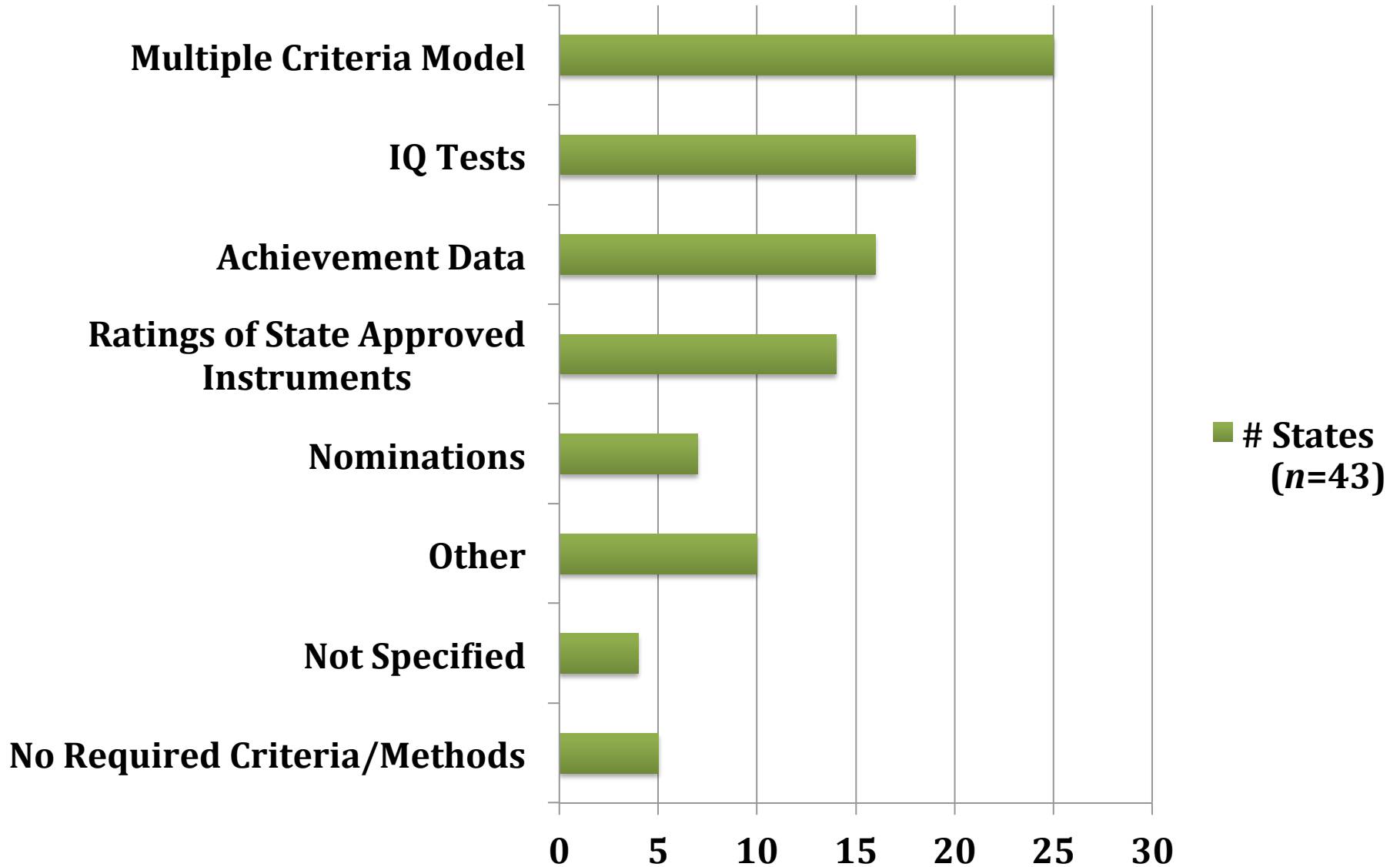
Sizer, T. (1984). *Horace's Compromise: The dilemma of the American high school*. Boston, MA: Houghton-Mifflin.



# STATE DEFINITIONS OF GIFTED & TALENTED (2012-2013)



# IDENTIFICATION CRITERIA (2012-2013)



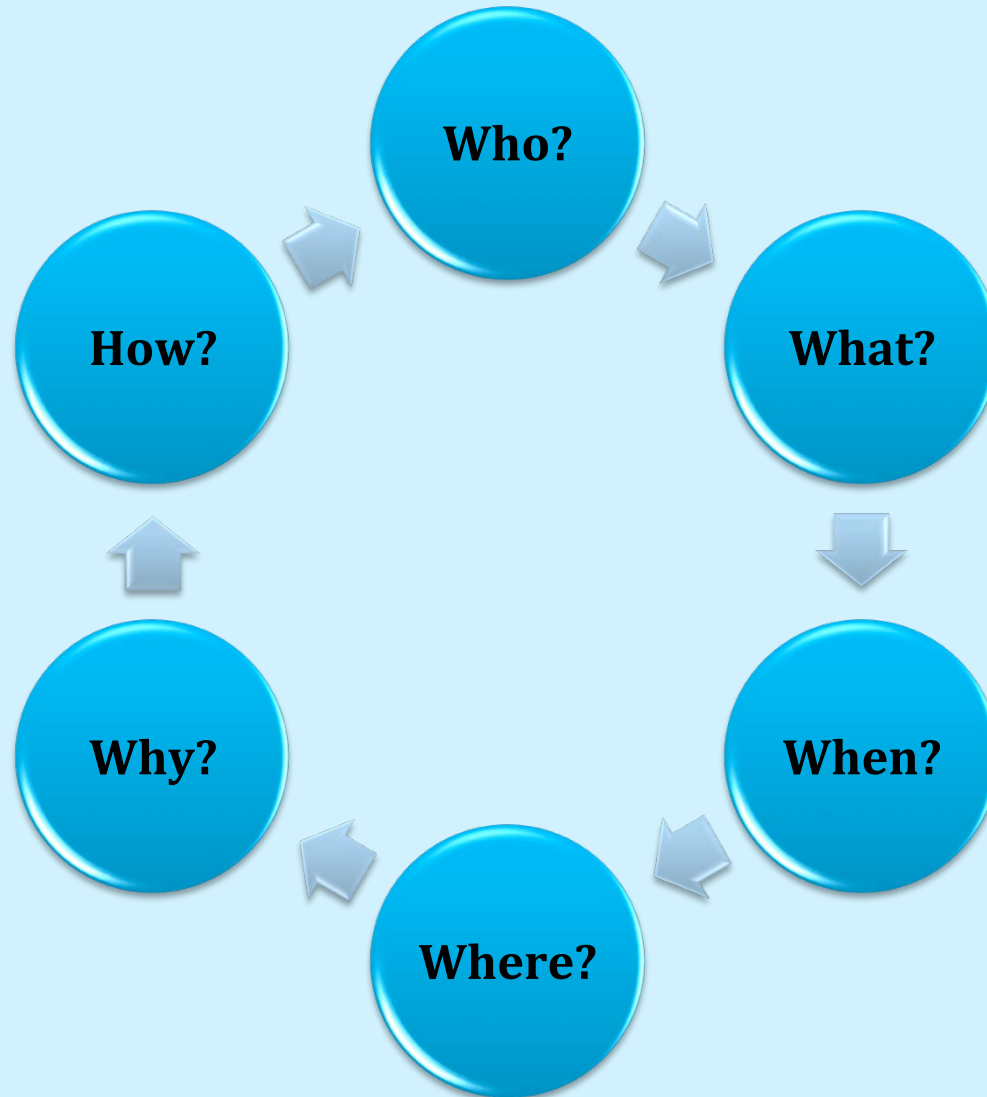
# **NAGC PROGRAMMING STANDARD 2: ASSESSMENT**

- 2.1. Identification. All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.**
- 2.2. Identification. Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.**
- 2.3. Identification. Students with identified needs represent diverse backgrounds and reflect the total student population of the district.**

# **NAGC PROGRAMMING STANDARD 2: ASSESSMENT**

- 2.4. Learning Progress and Outcomes. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.**
- 2.5. Evaluation of Programming. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.**
- 2.6. Evaluation of Programming. Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.**

# IDENTIFICATION AS PROBLEM SOLVING



# Decision Making: Options

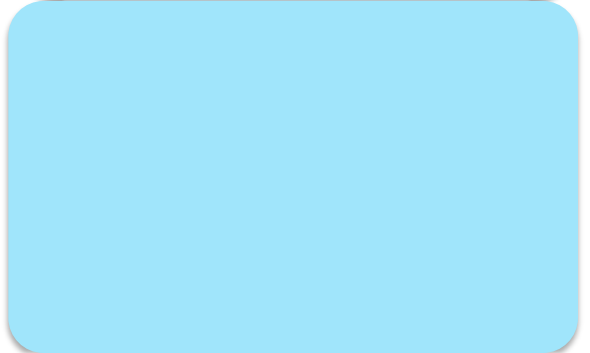
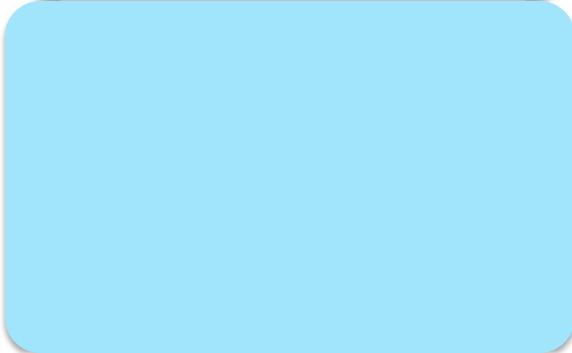
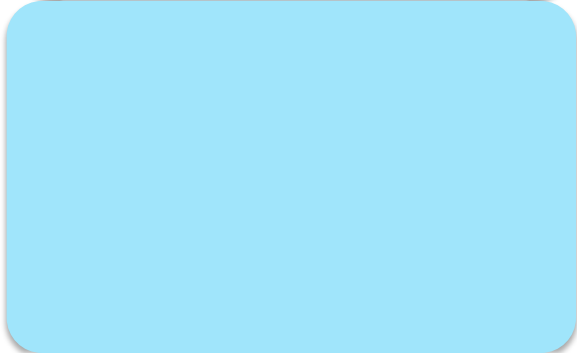
## What are my alternatives?

### Options Considered

**Consequences**  
What will result  
if I take this  
option?

**Support**  
What evidence  
is there for  
thinking each  
consequence  
will occur?

**Value**  
How important  
is the  
consequence?  
Why?



# **IDENTIFICATION**



**Who are the gifted and talented students?**

**Why are we striving to find them?**

**How do we find them?**

# **ARIZONA STATE DEFINITION**

**“Gifted child’ means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction or special ancillary services, or both, to achieve at levels commensurate with the child’s intellect and ability.”**

**(Arizona Rev. Stat. §15-761(8))**

**Programming Mandated**



# CALIFORNIA STATE DEFINITION

“Each district shall use one or more of these categories in identifying pupils as gifted and talented. In all categories, identification of a pupil’s extraordinary capability shall be in relation to the pupil’s chronological age.”

(a) Intellectual Ability: A pupil displays intellectual development that is significantly above that of other pupils of the same chronological age.

Intellectual

Creative

Specific Academic

...y intellectual

(b) Creative Ability: A pupil characteristically:

1. Perceives
2. Overcome
3. Produces

Leadership

High Achievement

Visual/  
Performing Arts

...ng ideas;

(c) Specific Academic Ability: A pupil displays extraordinary ability in one or more specific academic areas.

...rticular subject

(d) Leadership Ability: A pupil displays the traits and behaviors necessary for extraordinary leadership.

Other

(e) High Achievement: A pupil consistently achieves exceptionally high scores on achievement tests.

...ideas and products and/or attains

(f) Visual and Performing Arts Talent: A pupil originates, performs, produces, or responds at extraordinarily high levels in the arts.

(g) Any other category which meets the standards set forth in these regulations.”

(California Code Regs. title 5, § 3822)

**Programming Not Mandated**

# **GEORGIA STATE DEFINITION**

**“Gifted Student – a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.”**

**(Georgia Comp. R. & Regs. r. 160-4-2-.38)**

**Programming Mandated**

# IDENTIFICATION PROCEDURES



**What are the most appropriate tools for identifying students' gifts and talents?**

**How are the data from various tools analyzed and interpreted?**

**Who is responsible for identifying students' gifts and talents?**

# IDENTIFICATION TOOLS



## Test Data

- Individual intelligence test
- Group intelligence test
- Creativity test
- Norm-referenced achievement test
- Criterion-referenced test
- Academic grades

## Nomination

- Teacher
- Parent
- Student

## Biographical or Autobiographical Data

- Interview
- Case study
- Narrative or anecdotal recommendation

## Activity-based Assessment

- Developmental identification
- Diagnostic placement
- Responses to improvised activities

## Evaluation of Student Work

- Product review
- Portfolio review
- Audition

## Rating Scales or Behavioral Checklist

- Teacher
- Parent
- Student

# Identification Procedures

## Academic Abilities

### ***Group Administered Tests***

Spring of grades 2-11 Talent Pool  
85<sup>th</sup> percentile (local norms)—Achievement Test  
120 or above—Intelligence Test

### ***Teacher Ratings***

Learning, Motivation, Creativity

### ***Alternative Tools***

#### ***Nominations***

Self, Peer, Teacher, Administrator, Parent

#### ***Academic Grades***

#### ***Writing Samples***

### ***Students' Educational Profiles***

Academic Achievements and Accomplishments  
Case Studies

### ***Continuum of Programs & Services***

Match Talents and Abilities to Goals

# Identification Procedures

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## Artistic Talents & Abilities

### *Nominations*

Self, Peer, Teacher, Administrator, Parent

### *Teacher Ratings*

Art, Music, Dance, Theater

### *Portfolios*

Guided Collection Related to Artistic Talents and Abilities

### *Performances*

Auditions, Presentations, Juried Shows, Recitals

### *Students' Educational Profiles*

Ratings of Panel of Artists

Case Studies

### *Continuum of Programs & Services*


Match Talents and Abilities to Goals

# IDENTIFICATION PROCEDURES

- Group Administered Tests
- Teacher Ratings
- Alternative Tools: Nominations, Academic Grades, Writing Samples
- Students' Educational Profiles
- Continuum of Programs and Services

# SCREENING PROFILE IN NEED OF REVISION

	Achievement 95+ LP	Intelligence 135+	Learning Rating 35+	Motivation Rating 35+	Total
Student 1	95	135	35	33	298
Student 2	99	140	35	40	319
Student 3	96	135	36	37	306







*Comprehensive*

*Multiple  
Measures*



*Assessment  
Intervention*

*Theory-based*




*Codified*




# ***GUIDING PRINCIPLES***

*(LANDRUM, CALLAHAN, & SHAKLEE, 2001)*

- 1. Comprehensive and cohesive process for student nomination must be coordinated**
  - 2. Instruments must measure diverse abilities, talents, and strengths**
  - 3. Student assessment profile should guide intervention**
- 

# ***GUIDING PRINCIPLES***

*(LANDRUM, CALLAHAN, & SHAKLEE, 2001)*

- 4. Identification theories and practices must be based on current theory and research**
  - 5. Written procedures must include provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures**
- 

# IS OUR IDENTIFICATION SYSTEM EFFECTIVE?

Provides logical, direct statements of where to start the process

Public information in written form

Reflects characteristics of student population

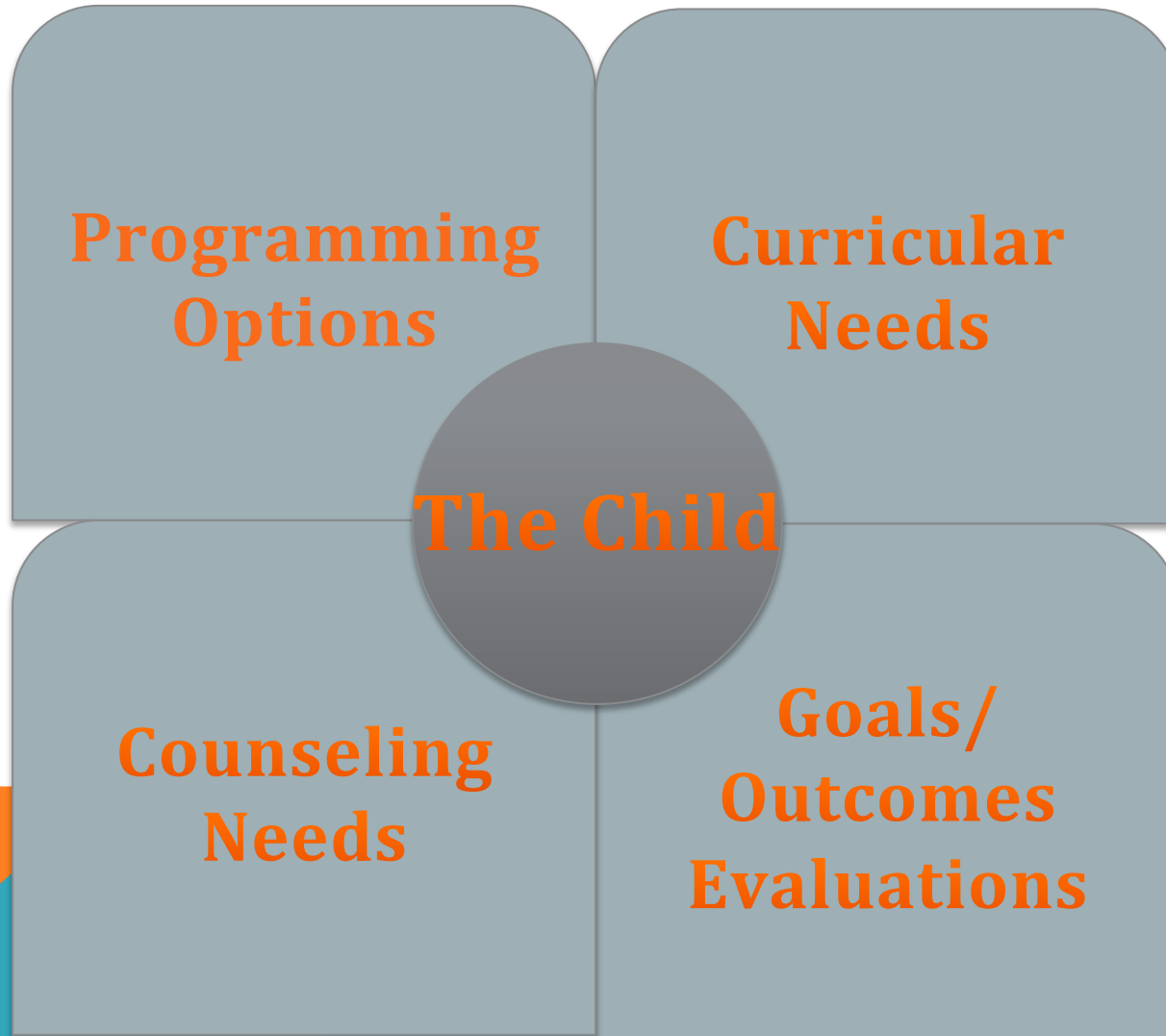
Incorporates multiple tools to document students' abilities and talents

Reflects students' needs and definition of giftedness


# IDENTIFYING GIFTED AND TALENTED CHILDREN

<b>Test Score Criteria</b> [Approximately 50% of the Talent Pool]	Step 1	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block; margin-bottom: 10px;">99th %ile</div> <p><b>Test Score Nominations</b></p> <p>[Automatic, and Based on Local Norms]</p> <div style="text-align: center;"> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block; margin-top: 10px;">92nd %ile</div>	Total Talent Pool Consists of Approximately 15% of the General Population
	Step 2	<p><b>Teacher Nominations</b></p> <p>[Automatic Except in Cases of Teachers Who Are Over or Under Nominators]</p>	
Step 3	<p><b>Alternative Pathways</b> → Case Study</p>		
Step 4	<p><b>Special Nominations</b> → Case Study</p>		
Step 5	<p><b>Notification of Parents</b></p>		
Step 6	<p><b>Action Information Nominations</b></p>		
<b>Non-Test Criteria</b> [Approximately 50% of the Talent Pool]			

# Student Educational Plan



# **SCREENING, NOMINATION, & IDENTIFICATION**

- ◆ **Needs Assessment**
  - ◆ **Preparation Program for Young Students**
  - ◆ **Universal Screening**
  - ◆ **Instruments Matched to Goals/Objectives**
  - ◆ **Selection Procedures: Team Approach**
  - ◆ **Case Studies**
  - ◆ **Final Selection of Students**
- 



**Notice anything different about that little schoolboy?**

Who could have guessed that one day he would turn the Universe on its head.

Where will tomorrow's Einsteins come from?

From our nation's schools, of course.

**"I have no special gift. I am only passionately curious."  
— Albert Einstein**