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

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PROGRAM PLANNING

Mission

Goals

Objectives

Identification

Programming

Evaluation

E. J. GUBBINS UCONN
NEEDS ASSESSMENT

SCREENING

IDENTIFICATION

PLACEMENT
WHAT MAKES GIFTEDNESS?

In Certain People

At Certain Times

Under Certain Circumstances

Joseph S. Renzulli
Three-ring Conception of Giftedness

Joseph S. Renzulli, 1978
TRAITS, APTITUDES, & BEHAVIORS

- **Humor**
  Conveys and picks up on humor.

- **Problem-Solving Ability**
  Effective, often inventive, strategies for recognizing and solving problems.

- **Communication Skills**
  Highly expressive and effective use of words, numbers, and symbols.

- **Motivation**
  Evidence of desire to learn.

- **Interests**
  Intense (sometimes unusual) interests.

- **Inquiry**
  Questions, experiments, explores.

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

- **Imagination/Creativity**
  Produces many ideas; highly original.

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

- **Reasoning**
  Logical approaches to figuring out solutions.
TALENT DEVELOPMENT

manifest

emergent

latent

The National Research Center on the Gifted and Talented, University of Connecticut, Storrs, CT (2004)
“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.”

Theodore Sizer, 1984, p. 194

STATE DEFINITIONS OF GIFTED & TALENTED (2012-2013)

- Intellectually Gifted
- Academically Gifted
- Creatively Gifted
- Performing/Visual Arts
- Specific Academic Areas

Legend:
- # States
  $(n=44)$
IDENTIFICATION CRITERIA (2012-2013)

- Multiple Criteria Model
- IQ Tests
- Achievement Data
- Ratings of State Approved Instruments
- Nominations
- Other
- Not Specified
- No Required Criteria/Methods

# States (n=43)
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

<table>
<thead>
<tr>
<th>Consequences</th>
<th>Support</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will result if I take this option?</td>
<td>What evidence is there for thinking each consequence will occur?</td>
<td>How important is the consequence? Why?</td>
</tr>
</tbody>
</table>
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))
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 peers.

(a) Intellectual Ability: A pupil demonstrates extraordinary or potential for extraordinary intellectual development.

(b) Creative Ability: A pupil characteristically:
   1. Perceives unusual relationships among aspects of the pupil’s environment and among ideas;
   2. Overcomes obstacles to thinking and doing;
   3. Produces unique solutions to problems.

(c) Specific Academic Ability: A pupil functions at highly advanced academic levels in particular subject areas.

(d) Leadership Ability: A pupil displays the characteris/c behaviors necessary for extraordinary leadership.

(e) High Achievement: A pupil consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.

(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)
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)
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
85th 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

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

<table>
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<tr>
<th></th>
<th>Achievement 95+ LP</th>
<th>Intelligence 135+</th>
<th>Learning Rating 35+</th>
<th>Motivation Rating 35+</th>
<th>Total</th>
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<tbody>
<tr>
<td>Student 1</td>
<td>95</td>
<td>135</td>
<td>35</td>
<td>33</td>
<td>298</td>
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<tr>
<td>Student 2</td>
<td>99</td>
<td>140</td>
<td>35</td>
<td>40</td>
<td>319</td>
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<tr>
<td>Student 3</td>
<td>96</td>
<td>136</td>
<td>36</td>
<td>37</td>
<td>306</td>
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</table>
Comprehensive

Assessment

Multiple

Intervention

Measures

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
<table>
<thead>
<tr>
<th>Step</th>
<th>Test Score Criteria [Approximately 50% of the Talent Pool]</th>
<th>Non-Test Criteria [Approximately 50% of the Talent Pool]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Test Score Nominations [Automatic, and Based on Local Norms]</td>
<td>Teacher Nominations [Automatic Except in Cases of Teachers Who Are Over or Under Nominators]</td>
</tr>
<tr>
<td>99th %ile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>92nd %ile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td>Alternative Pathways → Case Study</td>
<td>Special Nominations → Case Study</td>
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<tr>
<td>Step 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4</td>
<td></td>
<td></td>
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<tr>
<td>Step 5</td>
<td>Notification of Parents</td>
<td></td>
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<tr>
<td>Step 6</td>
<td>Action Information Nominations</td>
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</tr>
</tbody>
</table>

Total Talent Pool Consists of Approximately 15% of the General Population

**IDENTIFYING GIFTED AND TALENTED CHILDREN**

J. S. Renzulli
Student Educational Plan

Programming Options
Curricular Needs
The Child
Counseling Needs
Goals/Outcomes Evaluations

Mary M. Frasier (1992)
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