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IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2013

THE HAGUE 24TH - 27TH OCTOBER

Supporting Exceptionality in IB Schools: Implementing Gifted Education Internationally

"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."

Johnson, L. (1993). Thoughts on giftedness. *Understanding Our Gifted*, 5(5A), p. 15.
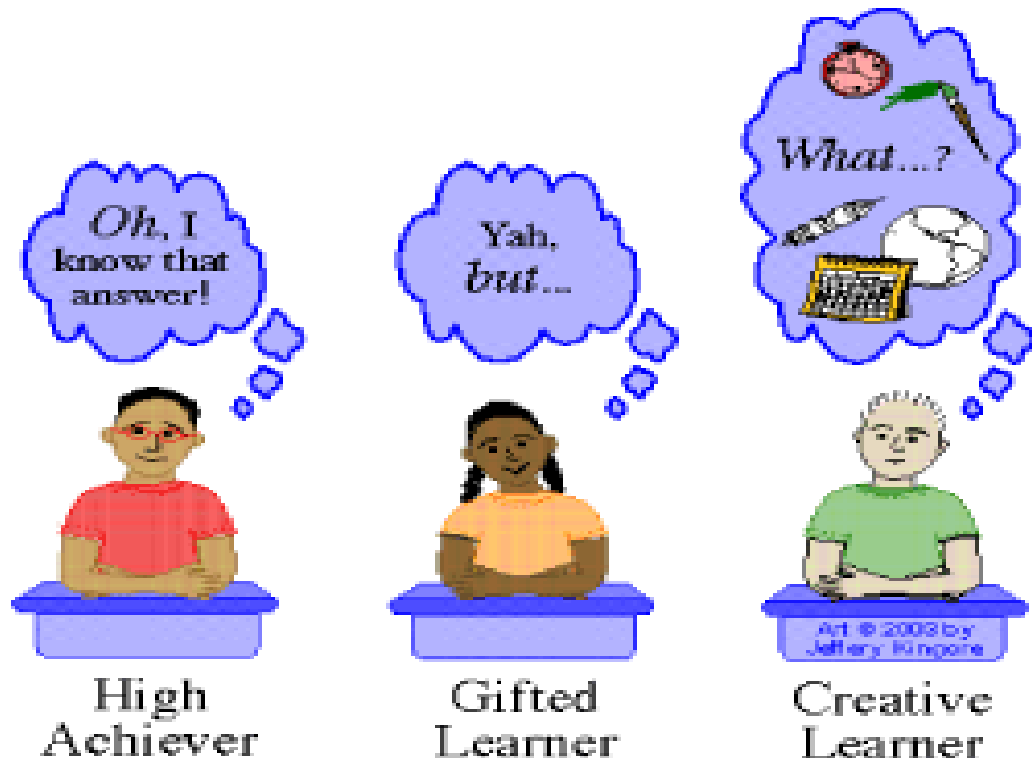
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Our Goals for This Hour

- 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

GOAL

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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
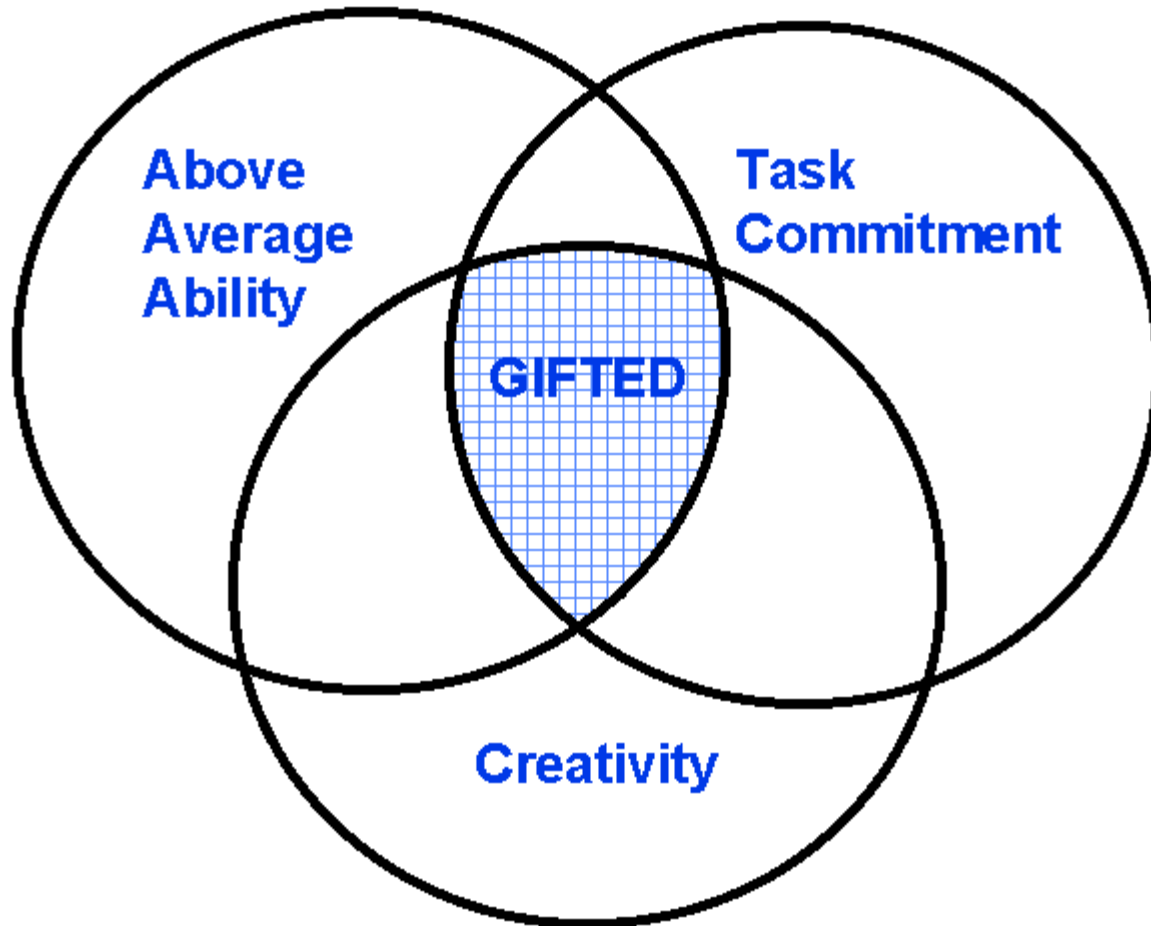
(Neisser, 1979, p. 1

Oh, I know that answer!

Yah, but...

What...?

High Achiever   Gifted Learner   Creative Learner

Art © 2003 by Jeffery Kingore

Response to a Question

Renzulli's Model
(a combination of "Schoolhouse" and "Creative-Productive" giftedness)

What Makes Giftedness?

Renzulli Model

(Renzulli, 1994; Renzulli & Reis, 1985)

What is Giftedness?

"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

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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

Adapted from Clark (1992) and Seagoe (1972)

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

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

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Our Process for Identification at the American School of Doha

STEP 1: Screening

Standardized Testing (grade 8 sample set cut-off of scores)

NAME	G	MeasurementScale	% US norm	Rank
student a	F	Mathematics	99	98
student b	M	Mathematics	99	98
student c	F	Mathematics	99	98
	F	Mathematics	97	98
	F	Mathematics	95	94
	M	Mathematics	95	94
	M	Mathematics	95	94
	M	Mathematics	95	94

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STEP 2: Parent Consent for Evaluation

STEP 3: GATES (Gifted and Talented Evaluation Scales)

- Teachers (mo ~~Evaluation Scales~~ st teachers)
- Parents

STEP 4: Student Interviews (Identification and Placement Committee)

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? *

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What would the title of a book about your life be? *
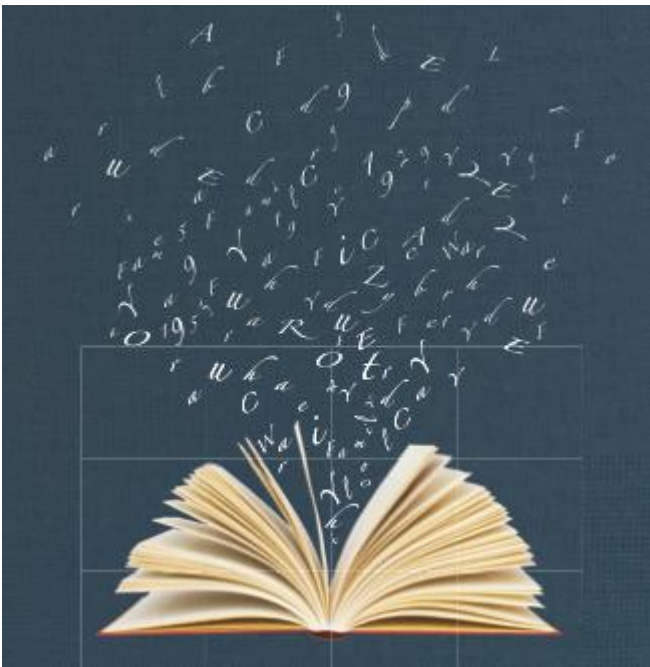
- "A Confused Philosopher."
- "The Quiet Person."
- "Invisible"
- "Read with Caution."
- "How I Survived."
- "Being Busy"
- "Something to do With Strength"
- "Place to Place"
- "The Roller Coaster of My Life"
- "Third-Culture Kid"
- "Get Involved"
- "Everything Comes to a Halt"
- "Unsure Futures"

Gardner's Multiple Intelligences (Self-Assessment)

STEP 4, cont··

Score the statements: 1 = Mostly Disagree, 2 = Slightly Disagree, 3 = Slightly Agree, 4 = Mostly Agree.

Alternatively for speed or ease - tick the box if the statement is more true for you than not. This is page 1 of 2.

Longer manual and self-calculating versions for people over 16 years of age are available free from businessballs.com.

Score or tick the statements in the white-out boxes only	Score	
I can play a musical instrument		1
I often have a song or piece of music in my head		2
I find it easy to make up stories		3
I have always been physically well co-ordinated (run, jump, balance, etc)		4
Music is very important to me		5
I am a good liar (if I want to be)		6
I play a sport or dance		7
I am a very social person and like being with other people		8
I find graphs, charts and diagrams easy to understand		9
I find it easy to remember quotes or phrases or poems or song lyrics		10
I can always recognise places that I have been before, even when I was very young		11
When I am concentrating I tend to doodle		12
I find mental arithmetic easy (sums in my head)		13
At school one of my favourite subjects is / was English		14
I like to think through a problem carefully, considering all the consequences		15
I love adrenaline sports and scary rides		16
I enjoy individual sports best		17
I find it easy to remember telephone numbers		18
I set myself goals and plans for the future		19
I can tell easily whether someone likes me or dislikes me		20
To learn something new, I need to just get on and try it		21
I often see clear images when I close my eyes		22
I don't use my fingers when I count		23
At school I love / loved music lessons		24

STEP 5: Committee Reviews Applications

ASD Gifted and Talented Education (GATE)

Program Manual

Copyright 2005 by Randy Glasbergen.   www.glasbergen.com

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GLASBERGEN-
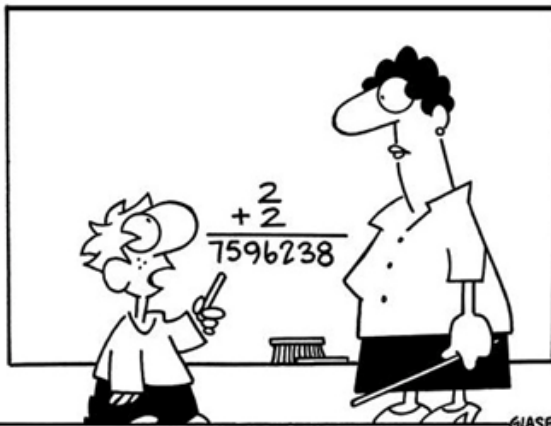
"In an increasingly complex world, sometimes old questions require new answers."

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 Gifted 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 may 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 in unavailable for a student, alternate measures may be applied through an application process and referral. Incoming students who qualified for GATE in their last schools 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)

Student:	**Grade:**
Start Date of Implementation: October 2013	**Next Annual Review:**
Advanced Cognitive Ability in:	( ) Reading () Mathematics

(Students qualify under the current guidelines of ASD's Policy on the identification of Gifted and Talented students)

I.   LEARNING PROGRAM AND EXPECTATIONS

Annual Goal(s)	Teaching Strategies *(may include some or all listed)*	Product/Assessment Methods
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:	• **Acceleration** (the level, complexity and pace of the curriculum will be matched to the readiness and motivation of the student.)	
Student will: *(specific projects, etc...)* • **Participate in small high level math group** • **Work on hands-on representations of math concepts**	• **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.)	✓ Project Rubrics ✓ Self-assessments ✓ Frequent progress checks (conferences with classroom teacher) ✓ Pre-assessments to determine appropriateness of placement (per unit)
Projects to be completed by December 2013: *Advanced data collection project*	• **Project-Based Learning** (instruction involves authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.)	

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: ____

Personal Goal Setting

GOAL #1

CONSIDERATIONS	RESPONSES
Ultimate Goal and Measurement *(Set your ultimate long term goal here. Be detailed and descriptive. How will you know that you have achieved your goal?)*	
Ultimate Purpose *(No goals can be sustained for long without a strong purpose. What is your purpose for the ultimate goal you listed?)*	
Obstacles *(What might stop you from achieving your goal?)*	
Resources *(List the resources you currently have, what you can obtain, or what help you still think you need to reach your goal)*	

ACTION STEP	Date I hope to achieve this step	Help I need to complete this step

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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)

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Components of the GATE Program at ASD, cont···
http://globalengage.ibo.org/

English | Français | Español

Global Engage

ib International Baccalaureate

| For Teachers | For Students | For Everyone | Action by the IB community | | Register | Login |

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.

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> Global lessons : Global poverty

> Global engage blog

> IB community theme archive
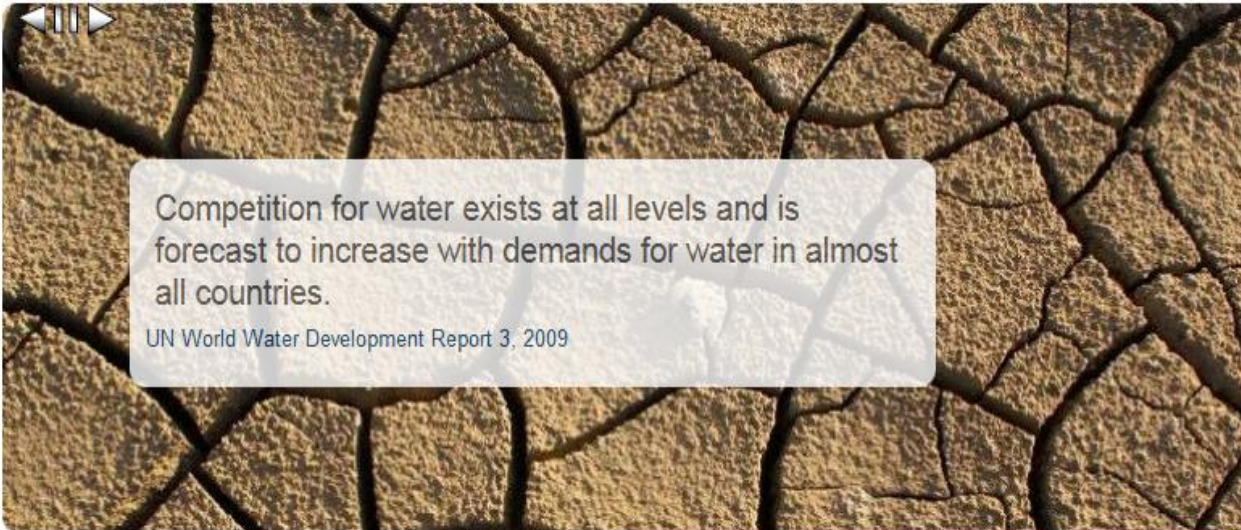
Competition for water exists at all levels and is forecast to increase with demands for water in almost all countries.

UN World Water Development Report 3, 2009

For Teachers
An area with resources, activities and materials specifically for

For Everyone
For all members of the IB community, including staff and

Thanks for Listening – Let's Discuss!

"History tells us it has been the creative and productive people of the world, the producers rather than consumers of knowledge, the re-constructionists 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."

Renzulli, J. (1998)

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My Contact Info

achurchville@asd.edu.qa
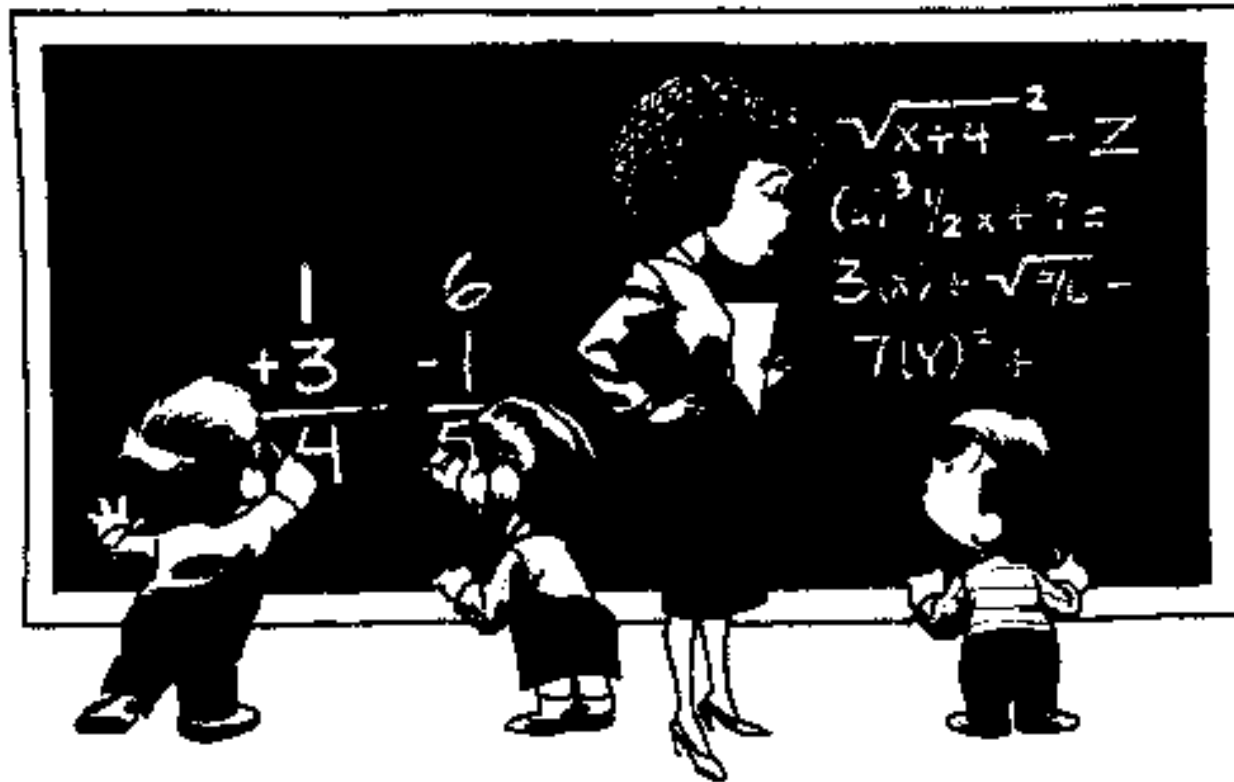
"How many times do I have to tell you... you're not supposed to read ahead."