



# Role of the Secondary Gifted Facilitator

- ▶ .125 FTE (1 block backed with linear prep; currently Block B)
- ▶ Identification, referral, and assessment procedures
- ▶ IEP development and programming
- ▶ Advocacy
- ▶ Networking

# Who is a Gifted student?

- ▶ Giftedness is “generally accepted to include a wide range of attributes, from the traditional intellectual measures to interpersonal abilities”

*(Gifted Education: A Resource Guide for Teachers, BC Ministry of Education, p. 6)*

- ▶ The Three-Ring Conception of Giftedness (Renzulli, 1986):

1. above average intellectual ability
2. creativity
3. task commitment

*(Gifted Education: A Resource Guide for Teachers, BC Ministry of Education, p. 7)*

- ▶ Giftedness “designates the possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers”

*(Kanevsky, Lannie: The Tool Kit for High End Curriculum Differentiation, 2014, Chapter 2, Page 1).*

# Identification of Gifted Students

Identification of gifted students should include multiple criteria and several of the following sources of information should be used as part of the identification process.

- ▶ Formal testing results including indicators of cognitive ability, achievement, aptitude, and creativity
- ▶ Teacher observations including anecdotal records, checklists, and inventories
- ▶ Records of student achievement including assignments, portfolios, grades, and outstanding talents and achievements
- ▶ Nominations by educators, parents, peers, and self (student)
- ▶ Interviews of parents and students

# BRIGHT CHILD

- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- Top group
- Listens with interest
- Learns with ease
- 6-8 repetitions for mastery
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs information
- Technician
- Good memorizer
- Enjoys straightforward, sequential presentation
- Is alert
- Is pleased with own learning

# GIFTED LEARNER

- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail, elaborates
- Beyond the group
- Shows strong feelings and opinions
- Already knows
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Initiates projects
- Is intense
- Creates a new design
- Enjoys learning
- Manipulates information
- Inventor
- Good guesser
- Thrives on complexity
- Is keenly observant
- Is highly self-critical

“Bright Child Gifted Learner”  
by Janice Szabos

# Possible Struggles

- ▶ Perfectionism and/or unrealistic expectations
- ▶ Executive functioning (planning, organization, following directions, emotional control, task initiation, working memory, inhibition/impulsivity, and shift)
- ▶ Peer relationships
- ▶ Social interactions
- ▶ Mental health issues
- ▶ Low self esteem and/or emotional (im)maturity
- ▶ Easily bored or frustrated
- ▶ Being “twice-exceptional”
- ▶ Under achievement

# Ways to Differentiate

- ▶ Content - what the student studies
- ▶ Process - how the student works with information
- ▶ Product - how the student represents what they know
- ▶ Learning Environment
- ▶ Feedback that allows student to develop further (even if beyond expectations of grade level)

# Content Differentiation

- ▶ Acceleration
- ▶ Telescoping
- ▶ Compacting
- ▶ Independent study
- ▶ Tiered assignments



# Process Differentiation

- ▶ Higher level thinking skills: analysis, synthesis, and evaluation (Blooms Taxonomy)
- ▶ Creative and critical thinking
- ▶ Problem solving
- ▶ Open-ended thinking: paradox, analogy, tolerance for ambiguity
- ▶ Allow for freedom of choice
- ▶ Discovery
- ▶ Group interactions

# Product Differentiation

- ▶ Real world problems
- ▶ Real world audience
- ▶ Transformations
- ▶ Evaluation

# Environment Differentiation

- ▶ Student-centered learning
- ▶ Independence
- ▶ Openness
- ▶ Acceptance
- ▶ Complexity in setting
- ▶ Varied groupings
- ▶ High mobility

# In their own words...

- ▶ "A lot of [gifted students] feel anxiety because of the high expectations placed on them."
- ▶ "I need opportunities to take risks without being worried about being marked on it."
- ▶ "I probably wouldn't want them making me do more of what we're learning. They sort of think, oh, he/she is smart, so let's keep he/she busy with more of the same!"
- ▶ "I would also like to be given reading level appropriate material in all classes. After all, You don't improve by reading something that is too easy."
- ▶ "Personally I would like to receive more hands on learning in class."
- ▶ "Also please tell the teachers that gifted doesn't mean that we get everything right, quickly."
- ▶ "Gifted students thrive when grouped with other like minded students/ high achievers, and not when they are seated near uneducated morons (But in nicer language)."
- ▶ "I would like the opportunity for more challenging assignments/projects."

# Gifted Education Resources

<http://Itssprod.edublogs.org/curriculum-resources/giftededucation/>