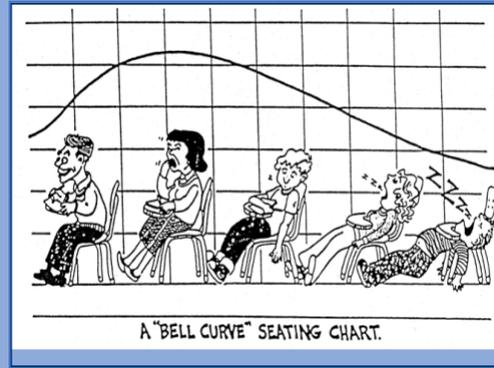
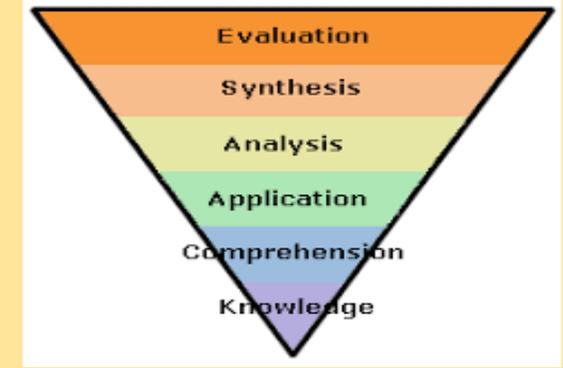




Does your student display Gifted or Talented behaviour?



Thoughts on Identification: The Ubiquitous IQ



Strategies for classroom differentiation, adaptations, and modifications

Renzulli's 3-Ring Conception of Giftedness



The combination of three basic clusters of human traits: (1) above average (general or specific) ability; (2) high level of task commitment (motivation), and (3) high levels of creativity is brought to bear on general and specific performance areas, resulting in gifted behaviors.

A golden rule in evaluation is that not everything that is important can be measured and not everything that can be measured is important. Evaluation is only partly about measuring; it is mostly about making decisions. (Shore, 2010, p, 154).

Because its seemingly easiness to measure, the IQ testing, while certainly a useful tool, has become so dominant that it has actually become a problem. The IQ dominates definitional practices and legislation providing programs for highly able students, where such provisions exist. In Quebec such provisions are largely scarce but are starting to emerge within the educational arena (MEEQ, 2020)

A century ago, giftedness referred to children who were developmentally at a level beyond their own age and could perform accurately and rapidly on basic school tasks, could think quickly, and knew a lot of right answers, had a

Tier 1. Curriculum Differentiation Feature Checklist:

- 1) Pacing
 - a) Fewer tasks assigned to master standards
 - b) Standards-based skills assessed earlier or prior to teaching
 - c) Standards clustered by higher order thinking skills
- 2) Complexity
 - a) Use multiple higher-level skills
 - b) Add more variables to study
 - c) Require multiple sources
- 3) Depth
 - a) Study a concept in multiple applications
 - b) Conduct original research
 - c) Develop a product
- 4) Challenge
 - a) Employ advanced resources
 - b) Use sophisticated content stimuli
 - c) Make cross-disciplinary application
 - d) Make reasoning explicit
- 5) Creativity
 - a) Design or construct a model based on principles or criteria

Gifted and Talented Behaviours in Classroom

- Asks questions that indicate advanced familiarity with material
- Is highly curious
- Thrives on complexity
- Consistently completes tasks well and quickly
- Appears bored during instruction time
- Brings in outside reading material
- Creates own puzzles, games, or diversions in class
- Consistently daydreams but knows answers to questions
- Has consistently high performance in one or more academic areas
- Tests scores consistently excellent (in one or more areas)
- Is sought after by other students for assistance
- Uses vocabulary and verbal expression advanced for grade level
- Expresses interest in pursuing alternate or advanced topics.
- Keenly observant and highly self-critical

good memory, and used or understood big words. Presently we recognize that we also have socially and musically, artistically, and mathematically and other specific kinds of talented people.

The new understanding of giftedness or gifted behavior points to how similarly to experts, gifted and talented students' thinking differ from other people.

Hence, Giftedness is a process of developing expertise skills, knowledge, and dispositions that can be applied across learning situations and different subjects. As one grows and develops, he or she also adds specific subject-matter expertise to these general intellectual skills.

Giftedness defined as emerging expertise and related intrinsic motivation requires a reassessment of current evaluation tools used for identification purposes. (Birlean & Shore, 2018).

**An Effective Alternative to IQ Testing:
*Renzulli's Talent Pool Approach*** (NRC/GT, 2005)

- b) Provide alternatives for tasks, products, and assessments
- c) Emphasize oral and written communication to a real-world audience

Adapted from Van Tassel-Baska & Stambaugh. (2006).

Tier 2. Class Adaptations/ Enrichment (NRC/GT)

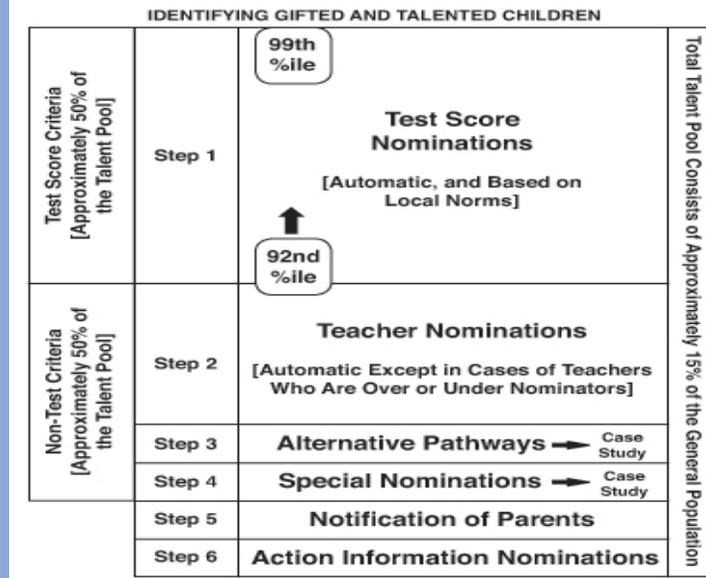
1. Offering more challenging content (alternative texts, fiction or nonfiction works)
2. Adapting classwork to individual curricular needs or learning styles
3. Curriculum Compacting/ Alternative program
 - a. Initiating individual or small group projects based on student interest
4. Offering mini courses on research topics or other high interest areas
5. Training: creativity, critical thinking, and research skills
 - a. E.g., Helping students to use the Internet effectively, gathering data and information and helping them to use this to further their advanced reading and information gathering techniques
6. Using mentors to guide in learning advanced content or pursuing independent studies.

School-wide Enrichment Menu @ EMSB

Contests and Competitions & Summer Programs

- ✓ Public Speech and Debate (skill-based) Program
- ✓ Caribou International Math Competition
- ✓ Kids Lit Quiz & Battle of the Books Jr.
- ✓ Let's talk Science Competition
- ✓ Breakthrough Challenge (STEAM)
- ✓ Future Problem Solving International:
Global Issues Problem Solving - GIPS
Scenario Writing Future Problem Solving
- ✓ Independent Enrichment (Compacting)

- Constructs abstractions, draws inferences, creates new designs
- Is intense, shows strong feelings and opinions



Tier 3. Modification/ Acceleration (Kanevsky, 2011)

1. Derogation 52: Early Admission to Kindergarten or First Grade
2. Grade Skipping
3. Early admission to Highschool
4. Subject Acceleration
5. Advanced Placements
6. Dual Enrolment



If you wish to connect to further this conversation, please contact me @ cbirlean@emsb.qc.ca

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