

*Identification:  
Number One Issue!  
Or not ?*

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Identification rated the number one issue out of a list of twelve topics on gifted education by 29 American Experts (Cramer, 1991 cited in McAlpine, 2004)

Identification ranks top equal as the topic with the most entries in the 1992 Bibliography of NZ Documentation: Gifted and Talented Children (McAlpine, 2004)

*Still an issue?*



Yes!

*Does it need to be?*

I don't believe so.



*What is the issue?*

It is not happening

It is not happening very well

*Why is that?*

Focus

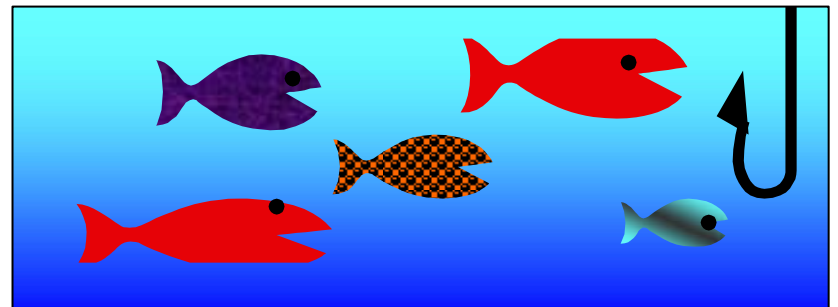
Purpose

Methodology

Skill and confidence

Use

**Look out for those red herrings!**

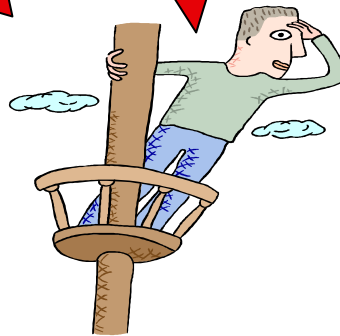


# *Focus: Legitimate Issue*

*“I believe that gifted children may cross your path perhaps once or twice in your teaching career.”*

*“Gifted? Never gifted me with any work!”*

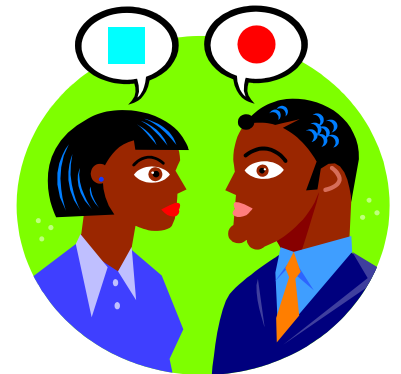
*“We are a decile one school and do not have any gifted children here.”*



NZ teachers hold varying views about giftedness and talent and/or have not seen the importance of developing and articulating a common understanding.

**Staff development**

**Community consultation**



# *Guiding Principles*

Gifted and talented learners are found in every group within society.

Provision for gifted and talented learners should be supported by ongoing high-quality teacher education.

Programmes for gifted and talented learners should be based on sound practice, take account of the research and literature in this field, and be regularly evaluated.

Māori perspectives and values must be embodied in all aspects of definition, identification, and provision for gifted and talented learners.

(MoE, 2002)

Ensuring the identification of groups of students who may be under-represented or hidden: minority groups, underachievers; students with disabilities or from lower socio-economic groups.

(Riley, et al, 2004)

# *Purpose: Red Herring 1*

*“Gifted or just bright?”*



*“Got to get it right!”*

Knowing your students.



**Finding out about the abilities, qualities, skills, passions and interests of all our students.**

# *Guiding Principles*

Schools should aim to provide all learners, including those who are gifted and talented, with an education matched to their individual learning needs.

Gifted and talented learners should be offered a curriculum that has been expanded in breadth, depth, and pace to match their learning needs.

Schools and early childhood centres should aim to meet the specific social and emotional needs of gifted and talented learners.

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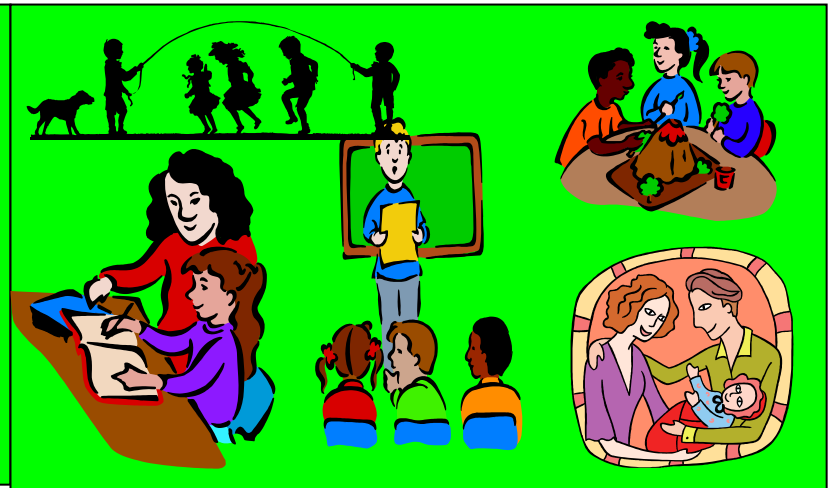
# *Methodology: Red Herring 2*



*“There is no one reliable method of identification.”*

*Reliability vs. Validity*

But there are a range of many valid methods!



# *Guiding Principles*

Employing multiple methods of identification, which are appropriate to different domains of giftedness and talent;

Communicating openly with the school community (teachers, parents, students, Board of Trustees) about the identification of giftedness and talent;

Utilising a systematic, coordinated, schoolwide team approach (including parents and whanau) to identification; and

(Riley, et al, 2004)

# *Skill and Confidence: Red Herring 3*

*“We need experts to do this for us”.*



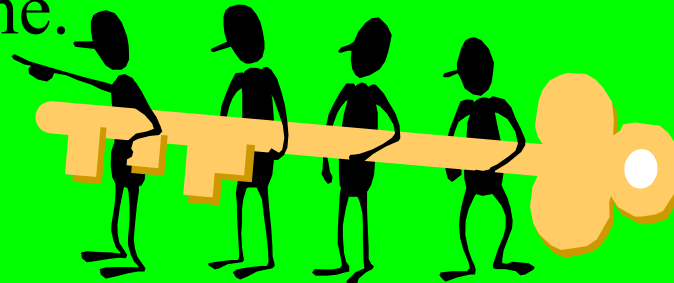
*“We are the experts!”*

*“All parents think their child is gifted!”*

An authentic learning environment is best.



Many heads are better than one.



# *Guiding Principles*

Embedding identification within a responsive classroom environment, ensuring it is an unobtrusive process;

Undertaking early and ongoing identification of giftedness and talent;

(Riley, et al, 2004)

The early childhood and school environments are powerful catalysts for the demonstration and development of talent.

(MoE, 2002)

# *Guiding Principles*

Schools and early childhood centres should provide opportunities for parents, caregivers, and whānau to be involved in the decision making that affects the learning of individual students.

Māori perspectives and values must be embodied in all aspects of definition, identification, and provision for gifted and talented learners.

(MoE, 2002)

Communicating openly with the school community (teachers, parents, students, Board of Trustees) about the identification of giftedness and talent;

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(Riley, et al, 2004)

# *Use: Red Herring 4*

*“We have done identification. Now what do we do?”*



*“GATE is Friday afternoon enrichment”*



**Identification is a means to an end and not an end in itself. Time to update and/or analyse the data.**

# *Guiding Principles*

Remembering that identification is a means to an end, rather than an end in itself;

(Riley, et al, 2004)

Schools should aim to provide all learners, including those who are gifted and talented, with an education matched to their individual learning needs.

Gifted and talented learners should be offered a curriculum that has been expanded in breadth, depth, and pace to match their learning needs.

Schools and early childhood centres should aim to meet the specific social and emotional needs of gifted and talented learners.

(MoE, 2002)

# *A Need to Refocus*

What is it that we have to do?

What wheels do we already have in place and motion?



What adjustments need to be made?

What new wheels might we need to create?

# *National Administration Guideline 1 (iii)*

From January 2005

NAG 1(iii) now reads:

1(iii) *on the basis of good quality assessment information*, identify students and groups of students:

- a. who are not achieving
- b. who are at risk of not achieving
- c. who have special learning needs **(including gifted and talented students)**, and
- d. aspects of the curriculum which require particular attention

1(iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above.

# *MoE Definitions*

Students with special education needs are:

learners with a disability, learning difficulty, or behaviour difficulty who require any or all of the following:

- **extra assistance,**
- **adapted programmes or learning environments,**
- **specialised equipment or materials to support them in special or regular education settings.**

Retrieved from:

[http://www.minedu.govt.nz/index.cfm?layout=document&documentid=7359&indexid=7960&indexparentid=6871#P26\\_1898](http://www.minedu.govt.nz/index.cfm?layout=document&documentid=7359&indexid=7960&indexparentid=6871#P26_1898) 22/02/05

## *Current Practice*

1. How do identify a child with a special need?
2. How do we determine their strengths and weaknesses?
3. How do we ascertain their achievement levels?
4. How do we find out about their creativity?
5. How do we find out about their passions and interests?

# Referral for Register

**Child's Name:**

**Teacher:**

**Date:**

Methods of Identification	Test Results	Class Assessments	Products	Checklist Rating Scale	Previous Records	Anecdotal observations	Parents	Peers	Self	Outside Others
Areas of giftedness							Parents			
Language										
Oral										
Written										
Visual										
Maths										
PE										
Health										
Science										
Social Studies										
Technology										
Visual Art										
Music										
Drama										
Dance										

Teacher Nomination  
Students Indicators of Giftedness and Talent

Students Name:

Department:

Teacher:

Date:

Area of Ability:

General (Whole Curriculum Area)

Specific (An aspect of a Curriculum Area)

Schoolwide Assessment Data	Department Tests	Classroom Assessments	Unassessed Products/ Performances	Behavioural Checklists	Anecdotal Observations	Info from Parents	Info from Student
Thriving			Surviving			Underachieving	

# *Scales/Checklists: General*

*Sample behaviours from McAlpine & Reid Rating Scales (1996)*

## Learning characteristics

**Displays logical and analytical thinking**  
**Is quick to see patterns and relationships**  
**Masters information quickly**  
**Strives for accurate and valid solutions to problems**  
**Easily grasps underlying principles**  
**Likes intellectual challenge**  
**Jumps stages in learning**  
**Seeks to redefine problems, pose ideas, and formulate hypotheses**  
**Finds as well as solves problems**  
**Reasons things out for her- or himself**  
**Formulates and supports ideas with evidence**  
**Can recall a wide range of knowledge**  
**Independently seeks to discover the why and how of things**

## Creative thinking characteristics

**Produces original ideas**  
**Displays intellectual playfulness, imagination, and fantasy**  
**Creates original texts or invents things**  
**Has a keen sense of humour and sees humour in the unusual**  
**Generates unusual insights**  
**Enjoys speculation and thinking about the future**  
**Demonstrates awareness of aesthetic qualities**  
**Is not afraid to be different**  
**Generates a large number of ideas**  
**Is prepared to experiment with novel ideas and risk being wrong**  
**Seeks unusual rather than conventional relationships**

# Scales/Checklists: Curriculum

*Sample of curriculum behaviours: A synthesis of Purdue Academic Rating Scales, UK Qualifications and Curriculum Authority curriculum checklists for talented youth, and my own development.*

## HUMANITIES

Reads widely on social issues

Sensitive to social issues, sees ethical & moral questions

Interested in social themes, complex public issues, explanations & theories of causation

Enjoys the process of research & investigation

Asks questions that are open-ended or philosophical

Attracted to cognitive complexity, enjoys paradoxes, mysteries

Has a desire to effect change

A need for consistency between values & actions

Awareness of both rights & responsibilities

Awareness of consequences

Accepting of difference

Aware of the needs of others

Ability to empathize

An idealist

Leadership skills

## MATHS

Generalises Maths relationships, relates concepts to various applications

Organises data to discover patterns or relationships

Analyses problems carefully, considers alternatives

Picks up new concepts quickly

Identifies & restates problems, formulates hypotheses

Attempts to solve difficult problems, puzzles, logic problems

Visualises spatially, can create visual images of problems

Develops unique associations, uses original methods to solve problems

Sometimes solves intuitively, then cannot always explain why the answer is correct

Recalls relevant information or concepts in solving problems, recognises the critical elements

# *Sample: Parent Information*

## **Section A**

1. Has advanced vocabulary, expresses self clearly & fluently.
2. Thinks quickly.
3. Recalls facts easily.
4. Wants to know how things work.
5. Is an avid reader.
6. Puts unrelated ideas together in new & different ways.
7. Becomes bored easily.
8. Asks reasons why – questions almost everything.
9. Likes grown up things & to be with older people.
10. Has a great deal of curiosity.
11. Is impulsive – acts before thinking.
12. Is adventurous.
13. Tends to dominate others if given a chance.
14. Is persistent. Sticks to tasks.
15. Has good physical coordination & body control.
16. Is independent & self-sufficient.
17. Has a good sense of humour.
18. Reasons logically.
19. Has a wide range of interests.
20. Shows initiative.
21. Seeks own answers & solutions to problems.

## **Section B**

Open questions about out of school passions and interests/hobbies/accomplishments

## **Section C**

Open questions about family/culture issues, difficulties, concerns, needs

# *Sample: Peer Information*

- 1) Who would you ask to help with your
  - a) reading?
  - b) writing?
  - c) maths?
  
- 2) Who speaks really well and with confidence in front of a group?
- 3) Who do you think does the best art work?
- 4) Who is the best team leader?
- 5) Who often brings interesting things to school?
- 6) Who always asks questions?
- 7) Who often knows the answers to questions?
- 8) Who often has really good ideas?
- 9) Who seems to love music? (perhaps they sing well, or plays an instrument well or has a good sense of rhythm)
- 10) Who tells the funniest jokes and often makes the class laugh?
- 11) Who is the fastest runner?
- 12) Who takes good care of others and is often really helpful?
- 13) Who plays a sport really well, and what sport is that?



# *Student Information*



- What things do you love doing when you are not at school?
- What subject/s do you enjoy the most at school?
- What is it about these subjects that you enjoy?
- Is there subject or hobby that you are absolutely passionate about and would like to spend more time doing?
- Is there any person/group that really inspires you and you would absolutely love to meet?
- What is it about them that inspires you?
- Are there any subjects that you feel you are very good at but do not particularly enjoy?
- What is it about them that you don't enjoy?
- If you could change them in any way to make them more enjoyable what would you do?

# *To get good data what do we have to do?*

- Tests
- Class assessments
- Work samples
- Checklists/Rating Scales
- Anecdotal observations
- Previous records
- Parents
- Peers
- Students
- Others

*“Then  
what?!”*



*Bridging the gap between  
data and planning.*

# *Profile to Programme: Planning according to needs.*

<b>Profile Information</b>	<b>Needs</b>	<b>Suitable programmes/strategies and provisions</b>
<p>Data on actual level of ability in applicable areas of giftedness/talent.</p> <p>Data on pace of thinking and learning.</p> <p>Data on evidence of creative thinking</p> <p>Data on task commitment</p> <p>Data on strong interests/passions</p> <p>Data on interpersonal skills</p> <p>Data on intrapersonal skills</p> <p>At risk behaviours</p>		

# *Registers: Students differentiated according to ....*

- Need more info on
- Well above average
- Exceptional
  
- Low need
- Moderate need
- High need
- Very high need
- Need more info on

- Potential
- Performance
  
- In Class
- In School
- Out of School
  
- Priority One
- Priority Two
- Priority Three

*Identification:  
Number One Issue!*



*I daren't a vacation?  
I dare a vacation!*