Talented and Gifted Learners and Special Populations of Gifted Learners

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Today’s Topics Include:

* Gifted Learners in General
* Gifted Learners with Special Needs: IEP or 504 Accommodation Plans
* Gifted Learners who are Culturally and Linguistically Diverse
* Instruction for all Gifted Learners and the Common Core State Standards
By the end of this session, participants will gain knowledge on the following topics in Talented and Gifted Education:

- Who are our gifted learners
- Who our gifted learners are in diverse populations
- What diverse TAG learners need to optimize their learning
- Common Core State Standards and gifted learners
- Educators’ roles in meeting students’ needs
Who Needs Gifted Education?

- Talented and Gifted Education is a “needs-based” instructional opportunity.
- Not all learners need Talented and Gifted Education.
- Not all identified TAG students need the same instruction across the board.
- Talented and Gifted Education is based on students’ identified needs.
Who Else Needs Gifted Education?

• Talented and Gifted students are in all races, all ethnicities, and all socio-economic groups in the nation. And, they are in classrooms across the state.

• The student’s age, year in school, race, ethnicity, and socio-economic status should not be screeners to exclude students from Talented and Gifted programming options. The goal is inclusion.
“Talented and Gifted children means those children who require special educational programs or services or both beyond those normally provided by the regular school programs in order to realize their contribution to self and to society and who demonstrate outstanding ability or potential in one or more of the following areas:
Oregon TAG Definition continued . . . .

- “General Intellectual ability as commonly measured by measures of intelligence or aptitude
- Unusual academic ability in one or more academic areas, e.g. reading or mathematics
  - Creative ability in using original or nontraditional methods in thinking and producing
  - Leadership ability in motivating the performance of other either in educational or non-educational settings
  - Ability in the visual or performing arts, such as music, dance, or art.”
“Despite a student’s failure to qualify under paragraph (d) (a) and (b) of this subsection, districts by local policies and procedures, shall identify students who demonstrate the Potential to Perform at the 97th percentile”

OAR 581-022-1310 (1) (e)

The threshold for “potential to perform” is determined by the district.

Students who are identified as “potential to perform” must receive services in the potential identification area.
Oregon Administrative Rules: 581-022-1310
“Identification of Academically Talented and Intellectually Gifted Students”

- Districts shall make efforts to identify students from ethnic minorities, students with disabilities and students who are culturally different or economically disadvantaged

- Required to collect behavioral, learning, and performance information.
“School districts shall identify talented and gifted students enrolled in public schools under rules adopted by the State Board of Education.” [1987, 1993]
Oregon Revised Statutes: 343.409

Title - Talented and gifted programs required:
“School districts shall provide educational programs or services to talented and gifted students enrolled in public schools under rules adopted by the State Board of Education.” [1987 and 1993]
Once a Student is Identified, what must a district/teacher do?

The classroom instruction must meet the requirement to teach identified TAG students through instruction at the appropriate LEVEL and RATE.

* The instruction provided to identified (TAG) students shall be designed to accommodate their assessed level of learning and accelerated rates of learning:

(Oregon Administrative Rule: 581-022-1330)
LEVEL is the student’s instructional level in the curriculum and the place where the student will be successful but will also encounter knowledge and skills not yet learned or mastered. Level is more than an advanced grade level; it involves complexity and sophisticated concepts.
The rate of learning is equal to the pace of learning. It is the pace at which the student successfully progresses through the curriculum after being placed at an appropriate instructional level. The student’s rate of learning will vary depending on the subject, point in the learning process, level of difficulty, learning style, and area(s) of TAG identification.
The instructional level moves up with the learner’s cognitive needs to address the need for “Ascending Intellectual Demand”.

- The instructional pace of instruction (including exposure to HOTS, and depth and complexity) increases to meet the learner’s needs.

- Instruction should be “HOTS” (Higher Order Thinking Skills) [upper end of Bloom’s Taxonomy]

- not MOTS (More of the Same)

- Common Core State Standards provide more depth and complexity which is challenging for high ability learners.
Ascending Intellectual Demand

Higher Order Thinking Skills!

Bloom’s Taxonomy of the Cognitive Domain

- Synthesis
- Evaluation
- Analysis
- Application
- Comprehension
- Knowledge
Bloom’s Taxonomy of the Cognitive Domain - depth and complexity

Acceleration options – content acceleration

Grouping options

Direct Instruction through the differentiation of instruction via differentiation of the content, process, and product.

Enrichment activities outside of the instructional day.
How do we know that “Level” and “Rate” are working correctly?

* The student is challenged.
* The student is learning new concepts.
* The student pursues deeper and/or more complex work.
* The student is not frustrated by work that is too easy or too difficult.
**ASYNCHRONY**

Asynchrony is defined as the disparate rates of intellectual, emotional, and physical rates or growth or development often displayed by gifted children.

Asynchrony is uneven development.
Gifted Plus! = Different Needs

- Identification areas and different needs:
  
  General Intellectual Ability (GIA)
  
  Specific Learning Area:
  
  ✓ “Math but not language arts”
  
  ✓ “Language arts, but not math”

- Combined with complicating factors:
  
  - ADD/ADHD
  
  - Recognized Special Needs Disabilities
  
  - English Language Learners

- All learning plans work “in concert” with each other
SUB POPULATIONS OF GIFTED LEARNERS

GIFTED PLUS!
Something else!?!
Students who meet the criteria for TAG and an IEP or 504 Plan should be considered

- “Dual Identified” based on Oregon’s definition of Talented and Gifted Learners.

- Oregon’s TAG identification description does not define TAG students as a category of “exceptional learners.”
Gifted and Special Needs Identification Categories

* Autism Spectrum Disorder (Asperger’s Syndrome)
* Communication Disorder
* Developmental Delay
* Emotional Disturbances
* Hearing Impairment
* Orthopedic Impairment
* Specific Learning Disability
* Visual Impairment
  - (Intellectual Disability)
  - (Traumatic Brain Injury)
* Students who are Talented and Gifted who also have 504 Accommodation Plans receive both services.
* The two needs exist in one student.
* One need does not trump the other need. The student does not separate his/her needs into segments of learning and need.
* As educators, we need to understand and think in terms of the whole child/learner.
The Double Masking Effect
Student who are Gifted “Plus”

Double Masking Effect

Consider the Double Masking Effect:

* Gifted with a special needs category
* Gifted with 504 Plan Accommodation
* Gifted and ADD/ADHD.
ADD and ADHD and the Gifted

**Educators and ADD**

- Educators have a hard time understanding the student’s uneven performance.
- Students themselves do not understand their uneven performance.
- Parents do not understand, also.
- Needs vary over time.

**Learners and ADD**

- ADD and ADHD are the most commonly occurring “gifted plus” need in the Talented and Gifted population.
- Executive management skills becomes a great need as tasks become more difficult.
SUB POPULATIONS OF TAG STUDENTS

Culturally and Linguistically Diverse
English Learners with Gifted Characteristics:

- Acquire a second language quickly
- Show high ability in mathematics first
- Display mature sense of diverse cultures and languages
- “Code switch” easily – (Think in both languages)
- Demonstrate advanced understanding of American expressions such as jokes, humor
- Translate at an advanced level
- Navigate appropriate behaviors in both cultures
Students who consistently demonstrate the following:

- Critical and Creative Thinking Attributes
- Unusual or Imaginative Thinking Demonstrations
- Social Awareness and Expertise
- Language Fluency in Both Languages (Ease of Transition)

- In Identification process, provide parental rating scales in student’s heritage language.
The goal is **inclusion** rather than exclusion

* Gather data from multiple sources, no single criterion

* Honor the student’s heritage language and culture
Parents of CLD students are not astute at advocacy because language is a barrier.

Often teachers approach ELL students with “deficit thinking” instead of the rich background which the student and family bring to the tapestry of the school.

TAG Identification may be based on a “non-verbal” measurement which teachers have difficulty equating with instruction. District TAG Coordinators can assist here.

Few students are currently identified as TAG and ELL.
ODE has developed Parent/Guardian Brochures for Parents of Identified TAG Students:

* [http://www.ode.state.or.us/search/page/?id=2308](http://www.ode.state.or.us/search/page/?id=2308)

The ODE TAG Parent Brochures are available in these languages:

* English
* Spanish
* Chinese
* Russian
* Vietnamese
Common Core State Standards raise the expectations for all learners – Floor and Ceiling

Identified TAG students may enjoy the inherent challenge in the new, higher level learning, questioning, and opportunities to demonstrate learning in different ways

However, identified TAG students may not be comfortable stepping up to “sufficient challenge.”
“Sufficient Challenge” for TAG Students
Effort Equals Achievement

- Varies by the student’s area of TAG Identification
- Varies by the place in the curriculum in which the student is placed and instructed
- TAG students will grapple with the implied higher expectations
Students’ Competing Interests
TAG Students and Common Core Instruction

TAG students will probably re-calibrate to the higher level of instruction quickly by:

- Enjoying the challenge in **Higher Order Thinking Skills**
- Engaging in opportunities for **Integrated Thinking**.
- Experiencing satisfaction with their own **learning extensions and expressions of more complex thinking**.
Talented and Gifted students should never be used as the “second teacher in the classroom.”

High ability learners have the right to learn something new each day for their own intellectual growth and personal learning.
Topics covered today:

- TAG in general
- Dual Identification and TAG

Terms:
- Asynchrony
- Culturally and Linguistically Diverse
- Identification of Diverse Learners
- Common Core and the Gifted
FOLLOW UP QUESTIONS?

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