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Research exercise: Defining Giftedness: Explaining Criteria, Models and Impact of Teachers on Gifted Education

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Defining Giftedness:

Explaining Criteria, Models and Teacher Impact on Gifted Education

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Definitions of Giftedness

Ohio Association for Gifted Children defines the gifted child as one who shows exceptionally high ability in one of the following:

intellectual capacity, academic aptitude, creative ability, leadership, artistic talent

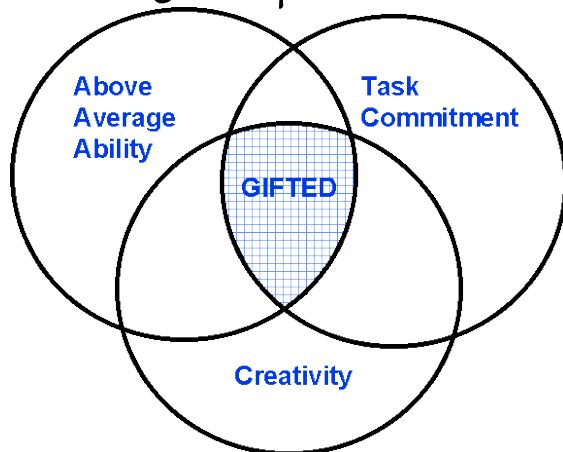
Joseph S. Renzulli director of the National Research Center on the Gifted and Talented, defines giftedness as possessing the three interlocking traits of:

above-average intelligence
high levels of task commitment
high levels of creativity

Known as the **“Three-Ring Conception of Giftedness”**

Renzulli stresses that each component is an ‘equal partner’ in contributing to giftedness

Three Ring Conception of Giftedness



Criteria to Identify Gifted Students

Multiple Criteria approach

Combine 2 or more of the following methods:

Portfolios of student work

Observations

Teacher/peer/parent nominations

Performance assessments by experts

Standardized tests

Implementing the Multiple Criteria Approach

School districts receive funds based on their ability to certify to state authorities that identified students qualify for their programs

Leads to reliance on standardized tests-deliver the most concrete results

Alternative methods are costly-schools cannot always afford them

Leaves a number of “invisible” gifted students

Teacher Impact

“The label of gifted has the potential to change the life course of a child through choices made and opportunities offered” (Guskin Okolo, Zimmerman & Peng).

Teachers are **essential** in the identification and fostering of gifted students

“in many ways, the precocious child’s initial identification as gifted is largely in the hands of his or her classroom teacher. It is unlikely that gifted specialists or administrators...have much knowledge of, or access to, the work of an unidentified gifted child”

Gifted Program Options

Acceleration Models

Advanced Studies, for example taking AP and IB classes in high school.

Grade Advancement

Compacting the curriculum, which allows gifted students to move at a quicker pace in a certain subject, such as math.

Enrichment Models

Pull-Out Program:

Selected students are pulled out of the classroom to meet with a gifted teacher, usually varying in amount from 1-5 times per week. Pick topics of interest, like architecture, do activities related to topics

Cluster Model:

Gifted students are clustered together in a heterogeneous classroom and the classroom teacher plans activities geared to their specific needs

Differentiation Curriculum Models

Schoolwide Enrichment Model:

SEM identifies students from a “talent pool” within the school, so the top 15-20% of students are chosen, determined by achievement tests, teacher nominations, assessments of potential and parent nominations

This model reaches more students-minorities

Parallel Curriculum Model:

PCM requires teachers to intertwine curriculum across disciplines