

Elevating Expectations:

Encouraging and Responding to High Potential Behaviors in a Whole-Class Setting

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Today's Focus

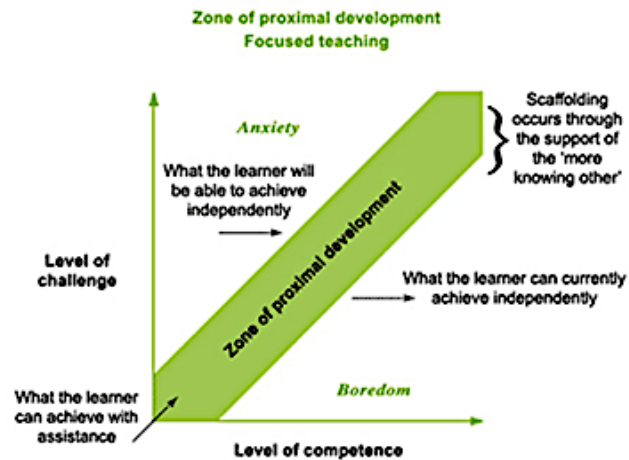
What can teachers do to promote development of students' advanced potential?

- Using advanced materials accessible to all students
 - Encouraging the demonstration and further development of high-potential behaviors
 - Posing high-level tasks
- Responding to high potential behaviors
 - Questioning after the question
 - Giving appropriate feedback

Current State of Gifted Education

Redefining giftedness

those who demonstrate **outstanding levels of aptitude** (defined as an exceptional ability to reason and learn) **or competence** (documented performance or achievement in top 10% or rarer) **in one or more domains**. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports)
(NAGC, 2010)

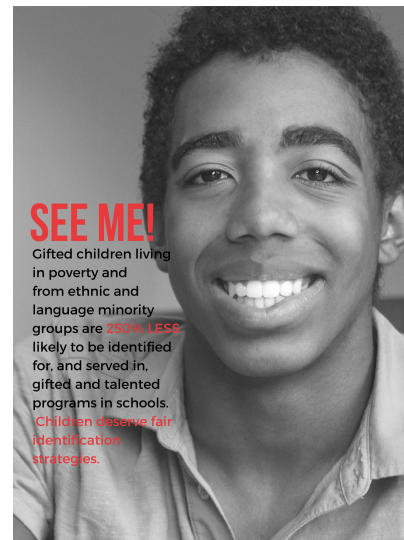


Adapted from Hill & Crevola (unpublished)

Current State of Gifted Education

Support for underrepresented populations

- Broadening traditional conceptions of what giftedness looks like
- Focusing on individual's strengths when compared to someone of similar experience, not to all students



Join the movement to SEE, UNDERSTAND, TEACH, and CHALLENGE gifted and talented children from all backgrounds. Sign up to be part of the Giftedness Knows No Boundaries team.

NATIONAL ASSOCIATION FOR
Gifted Children
www.GiftednessKnowsNoBoundaries.org

Current State of Gifted Education

Focus on talent development

- Discovering interests
- Fostering strengths
- Engaging in active and authentic learning



Benefits of Identifying Potential for Schools and Students

- Increased identification of and services to students of high potential from all populations, and especially to those from underserved groups.
- Intended support for students:
 - *access* to support and advanced learning experiences
 - *affirmation* of their potential and effort
 - *advocates* who will help to ensure their potential is developed (AAP Office, 2013, p. 15).

Challenge Deficit Thinking

Focus on areas of strength

Provide scaffolding and extra support to promote achievement and success

Committed Professionals



The greatest barrier to learning is not what the student knows, but what the teacher believes!

Dr. Wade Nobles

Gifted Behaviors

- What do high potential behaviors look like?

Think, Pair, Share

- Do high potential behaviors look different in students from socioeconomically disadvantaged or minority backgrounds?
- Do high potential behaviors look different in students with other exceptionalities?

Identifying Potential

- Observe your students
- Give them opportunities for higher levels thinking and open-ended tasks.
- Take notes of behaviors and keep work samples



6 High Potential Behaviors (FCPS AAP, 2013)

Perceptive and Strategic

- Relate to degree of focus, independent thinking, and speed/ease of learning and connections
- May be easier to notice with more extensive background knowledge BUT does not depend on background knowledge
- Relate to students' overall ability to learn
- Include awareness of and sensitivity to the environment

Perceptive and Strategic

- Corrects the teacher and other students
- Rushes through “easy” work and gets bored easily
- Questions “rote” approaches to problem solving
- Manipulates rules and systems

Communicative and Resourceful

- Relate to how students apply knowledge in situations
- Include application and explication of reasoning and problem solving strategies
- Reflect understanding of and ability to apply abstract concepts and symbol systems
- Intersect with ability to learn (perceptive and strategic)

Communicative and Resourceful

- May dominate discussions
- May be argumentative
- May not follow or wait for directions
- Manipulates situations

Creative and Curious

- Relate to demonstration of sustained attention to areas of interest
- Include ability to show independence from peers
- Relate to generating new ideas but also to recognizing utility of ideas
- Intersect with application of knowledge and ability to learn through gathering new information and applying it in novel ways

Creative and Curious

- May use humor inappropriately
- May struggle with or resist tasks with limited choice
- May resist transitions and moving on to new topics
- Questions authority

Table 3. TOPS Domains with Examples of Specific Observable Behaviors.

Domain	Teacher-pleasing example	Non-teacher-pleasing example
Learns easily	Retains and retrieves information easily	Corrects the teacher and students in class
Shows advanced skills	Has a large vocabulary	Manipulates situations for specific purposes
Displays curiosity and creativity	Questions, explores, experiments	Refuses to follow rules unless he sees “why”
Has strong interests	Demonstrates unusual or advanced interests	Resists transitions and moving onto new topics of study
Shows advanced reasoning and problem solving	Is a keen observer (spots details others miss)	Is argumentative
Displays spatial abilities	Figures out why and how things work	Moves around often (keeps hands and body always busy)
Shows motivation	Is a self-starter (requires little direction)	Questions authority (is considered a “trouble maker” or instigator)
Shows social perceptiveness	Enjoys working in groups	Uses humor and sarcasm inappropriately
Displays leadership	Accepts and carries out responsibilities	Is seen as “bossy” (wants to be the center of attention)

Note. Adapted with permission from Coleman, M. R., Shah-Coltrane, S., & Harrison, A. (2010). *Teacher's observation of potential in students: Individual student form*. Arlington, VA: Council for Exceptional Children.

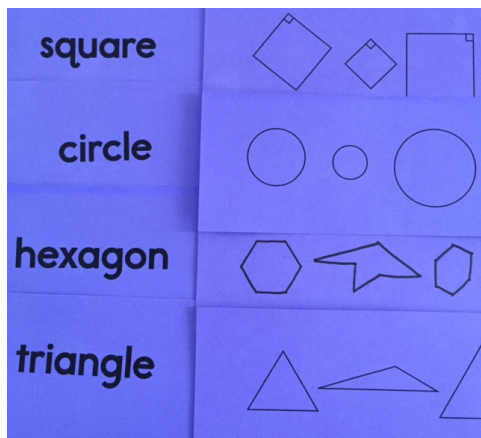
Challenge Deficit Thinking

Focus on areas of strength

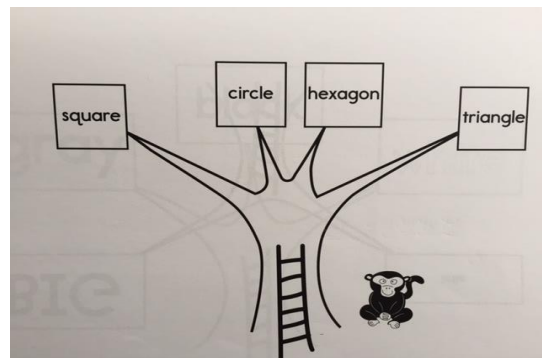
Provide scaffolding and extra support to promote achievement and success

Sorting

-Introduce basic shape vocabulary



-Introductory sorting tree

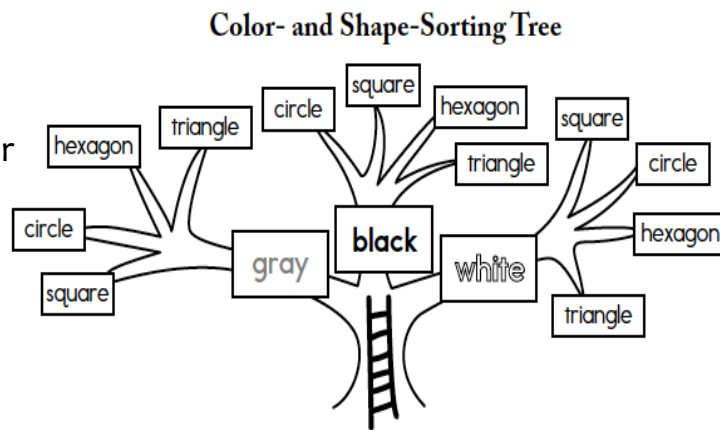


Sorting Tree

-Provides scaffolded instruction

-Encourages higher order thinking skills

-Practice multi-step problem solving skills



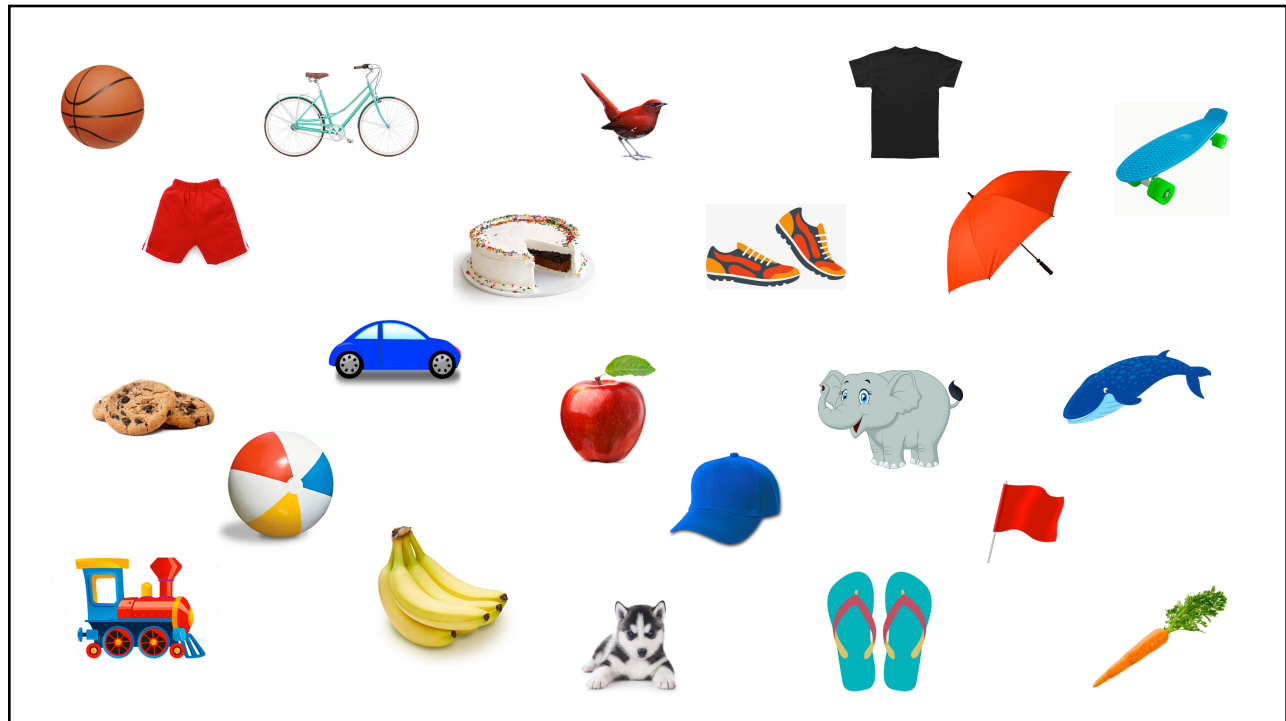
Colorful Categories Kindergarten: Math

ANALOGIES



Gifted Behaviors to look for:
 Perceptive –
 Strategic –
 Resourceful –
 Leadership

Materials	How To Make a Group poster Objects to categorize (whole class and small group) Activity Sheet
ESOL Accommodations	The use of realia will help ESOL students make connections about the attributes of different objects.
Marzano Strategy	Identifying Similarities and Differences
Patterns of Thinking	RELATIONSHIPS




Link	Say , "We learned that objects have attributes including: size, shape, and color. Today we are going to learn how we can categorize objects that have similar attributes."
Engage and Educate	<p>Assessment: Listen for students who have an understanding of attributes. Listen for students who can define the term "categorize."</p> <p>Show the poster "How To Make a Group" and explain that students will be categorizing objects into groups. Begin with a whole class example using buttons, colored writing instruments, shells, socks, etc. Have student volunteers manipulate the objects into different groups. Students may group by size, shape, color, texture, thickness, etc.</p>
Active Learning	<p>Assessment: A "Strategic" student might analyze the task and search for additional information before forming groups. "Strategic" students might also be able to create multiple groups.</p> <p>Create small groups of 3-5 students and give each group a bag of objects to categorize. (Different sized pattern blocks with different textures work well.) Walk around as students begin to group objects.</p> <p>Ask:</p> <ul style="list-style-type: none"> • "Can you name each group?" • "What do the objects have in common?" • "How else might you group these objects?" • "Why did you decide to put these objects together?" <p>Next, ask students to create their own group by drawing a picture of three or four items that belong in the group. Students might draw an apple, banana, grapes, and an orange and name their group <i>Fruit</i>. Or, a student might draw the moon, stars, clouds, and the sun and name the group <i>Things in the sky</i>.</p>
	Extension(s): (1) Students can play the Attribute Train Game using pattern blocks; students add one pattern block to the "train" by changing one attribute at a time. (2) Use ThinkBlocks to find relationships or distinctions between different attributes (size, shape, color, etc.).
Reflect	<p>Assessment: Students who show "Leadership" qualities will organize their group and take initiative to share information with group members. "Resourceful" students might invent new and unusual ways to group the objects.</p> <p>Students can play "What Category Am I?" using their drawings. Ask, "How is categorizing helpful?"</p>
Now and Then	Say , "We recently learned that object have attributes. Today we applied our knowledge of attributes to categorize objects with similar characteristics."

Circles in Your Imagination Kindergarten: Math

VISUALIZATION



Gifted Behaviors to look for:
Perceptive –
Resourceful –
Creative - Resilient

Materials	 PowerPoint Circle/Oval Activity Sheets
ESOL Accommodations	Visual aids provided for the Engage and Educate portion of the lesson
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	RELATIONSHIPS

Link	We have been learning about geometric plane shapes. (<i>Ask students to name a geometric plane shape.</i>) Today we are going to look at the shapes that make the things around us.
	Assessment: Listen for students who have background knowledge on geometric figures and can recall the names of the figures.
	Ask: <ul style="list-style-type: none"> • "What shapes can you find in our classroom?" • "Use your hands to make a circle. Look through your circle lens." • "What round things do you see?" • "What is the biggest circle you can find?" • "What is the smallest circle you can find?" • "What circles would fit in your hand?" Share the ESOL visual pictures and/or <i>Around the Park: A Book About Circles</i> by Christianne Jones. Ask, "Can you name circles that people use?" (wheel, sun, pizza, globe, etc.) Say, "Imagine lots and lots of round things in your mind. Describe what you see. What's a really large round thing? What's the smallest round thing you see in your mind?" Show a ball. Say, "Use your imagination. What else could this be?" OR share PowerPoint.
	Assessment: "Perceptive" students might name objects beyond the obvious such as naming a circle as the "face of a cylinder" as opposed to naming a "ball." "Resilient" students will stick with the activity even if they find the activity challenging.
	Distribute circle sheets and crayons. Ask students to use their imagination to make a picture using the 7 circles. Challenge them to think of some ideas that no one else will.
Active Learning	Extension(s): (1) Use oval sheets in addition to the circle sheets. (2) Create a class PMI chart about a traditionally square or triangle object and what might happen if it was shaped like a circle instead. For example, a door in the shape of a circle or a cup in the shape of a triangle.
	Assessment: "Creative" work samples might include all 7 circles in one picture or will use at least two circles together to make a picture.
Reflect	Allow students to share their work with the class and explain the pictures they created. Ask, "What do the circles represent in your picture? Did you use all of the circles? Does your picture tell a story?"
Now and Then	Remind students about the geometric plane shapes studied previously. Say, "We will compare the shapes of geometric plane shapes to find similarities and differences among them."



Inquiry-based Strategies

- Inquiry-based instruction is essential for supporting the learning of high potential students (VanTassel-Baska, 2014; VanTassel-Baska & Brown, 2007)
- Questioning

Table 1. Characteristics of the Gifted Matched to Features of Question-Asking.

Characteristics	Feature of Question-Asking
Natural curiosity	The desire to inquire about the world
Rage to know and find out	The articulation of what needs to be known
Wide information base	The potential database on which questions might be explored
Strong thinking capacities	Questions that focus on higher level thinking
Enjoyment of real-world problem solving	The motivational spark for conducting research—the enterprise framed by questions

VanTassel-Baska, 2014

Classifying Questions

- Higher-level and lower-level
- Open-ended and closed-ended
- Recitation versus dialogue (Costa, 2001)
- Reproductive versus productive questions (Tienken, Goldberg, & DiRocco, 2009)
- Critical thinking and creative thinking
- Conceptual, empirical, value (Wragg & Brown, 2001)

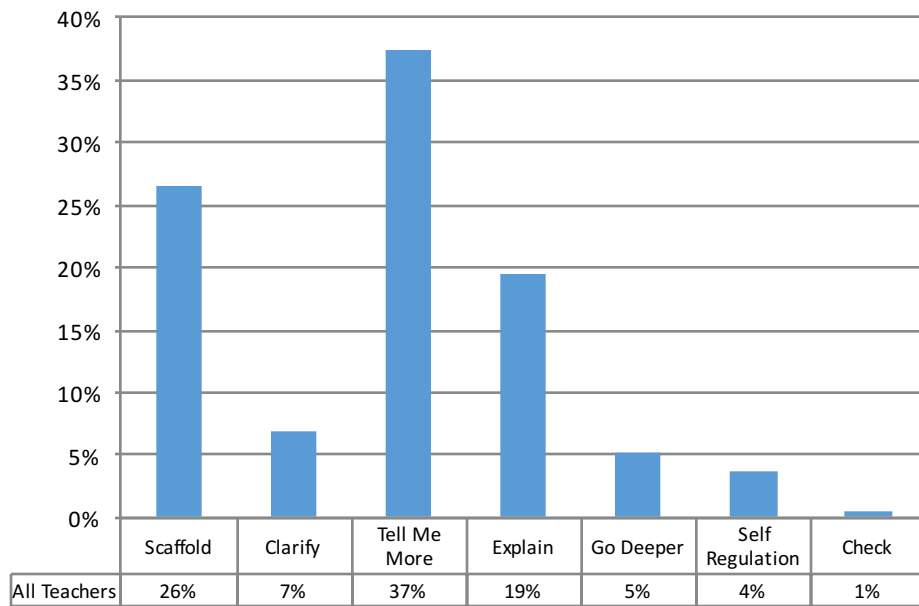


Figure 3. Percentage of each follow-up function out of total follow-up questions, across all teachers and all conferences.

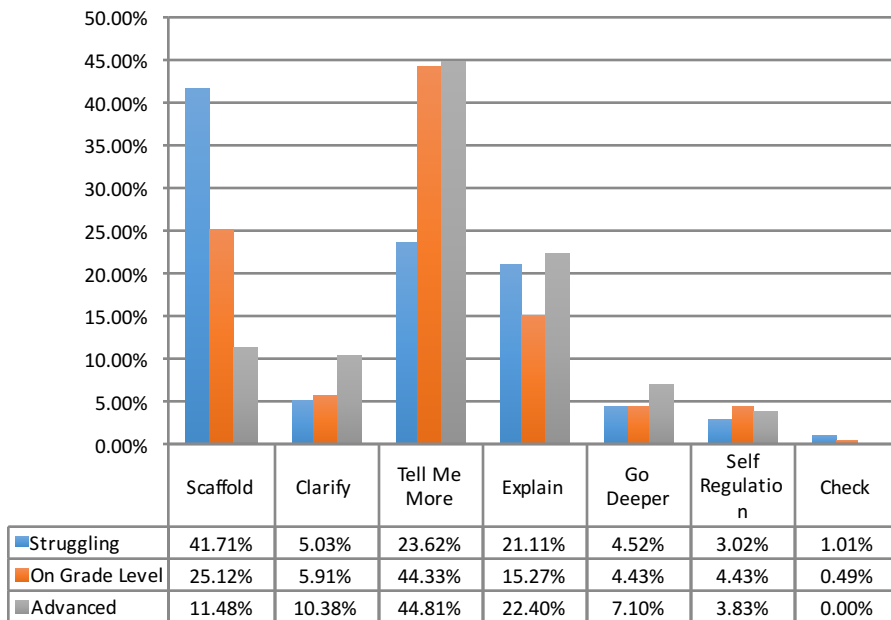


Figure 4. Percentage of follow-up functions within each category for students identified at different reading levels, summarized across all teachers and all conferences.

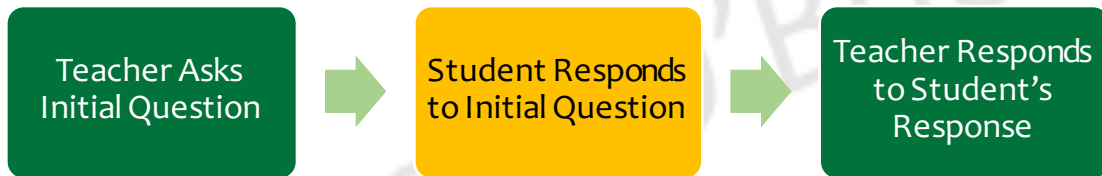
Prevalent Modes of Classroom Questioning

- IRE/IRF: Initiation, response, evaluation (feedback) – or “triadic dialogue” (Lemke, 1990; Mehan, 1979)
- Tendency for student responses to be brief (Chin, 2006), and for teachers to dominate conversations
- “passive stance towards learning and non-engagement with text” (Wilson & Smetana, 2011, p. 84).

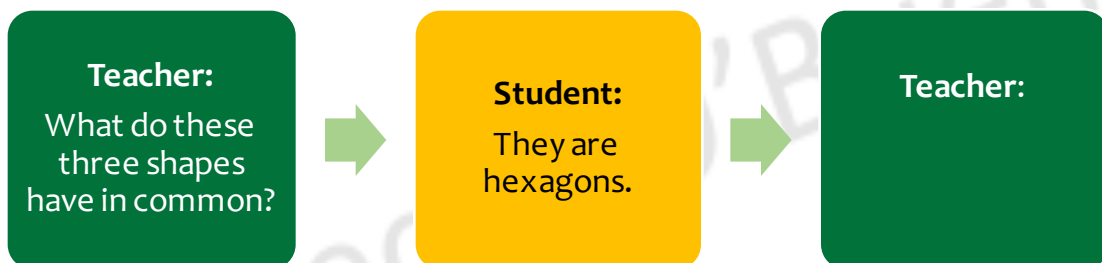


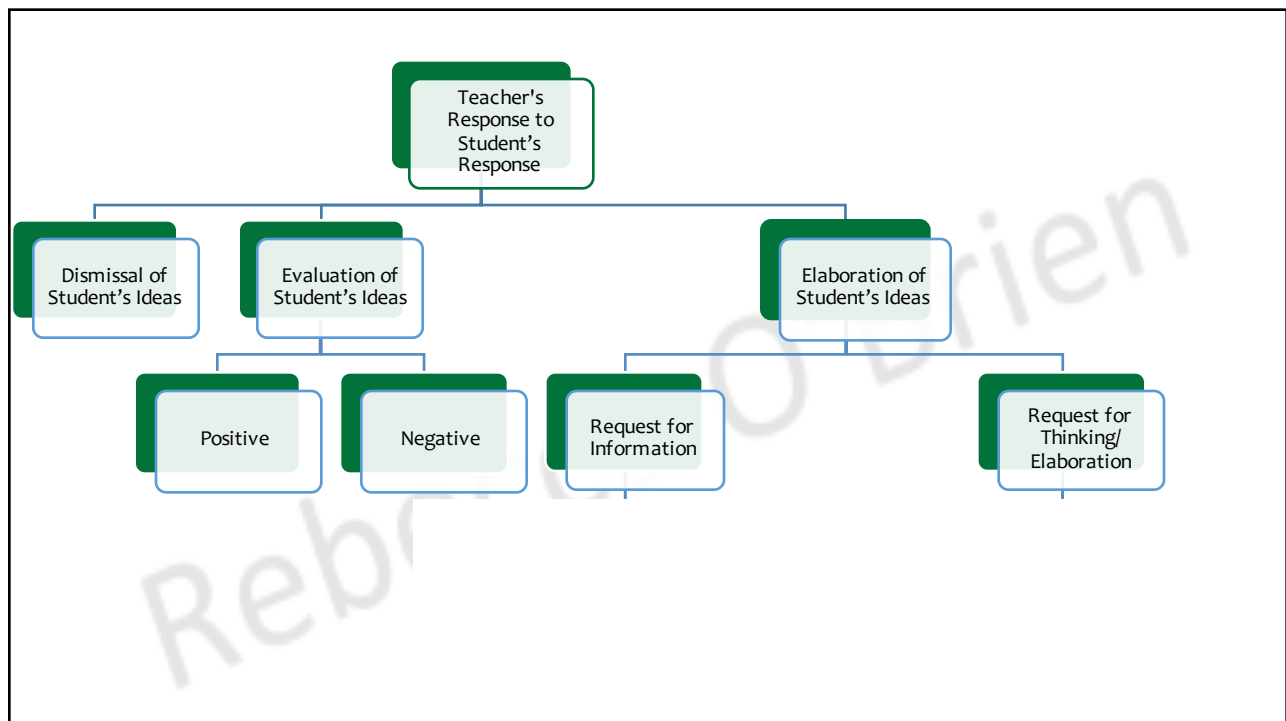
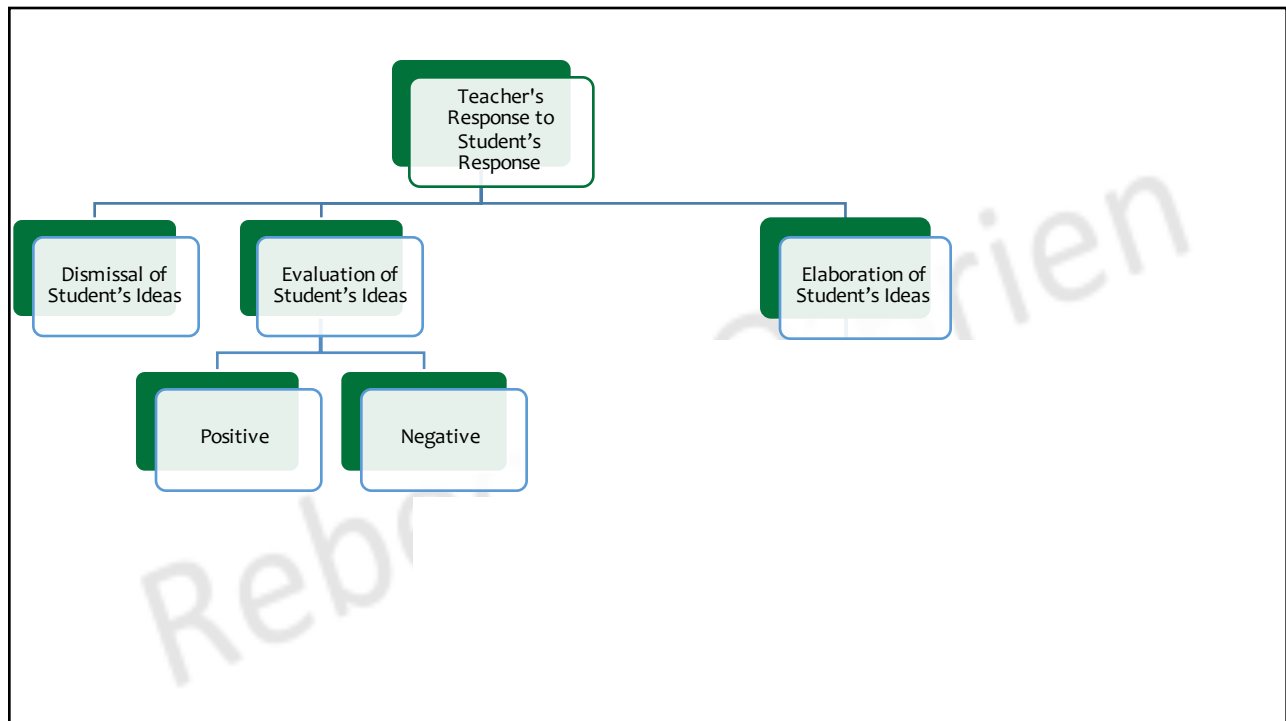
Math Point of View Task

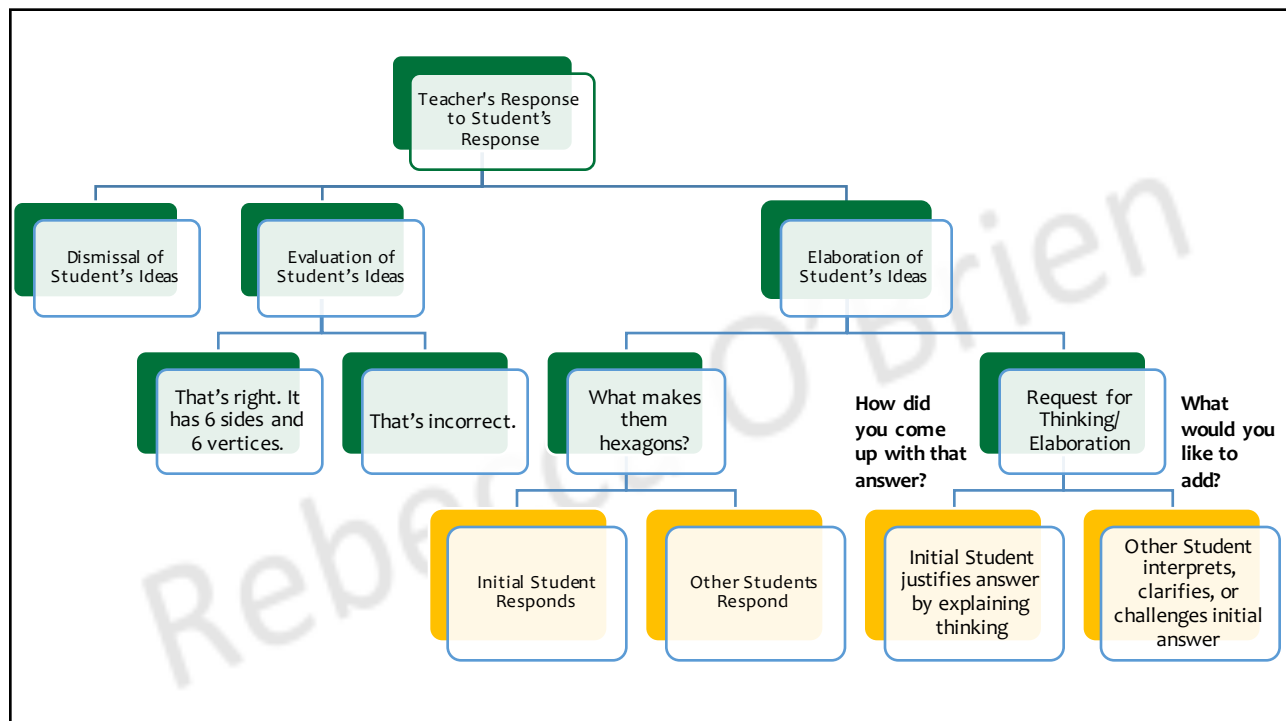
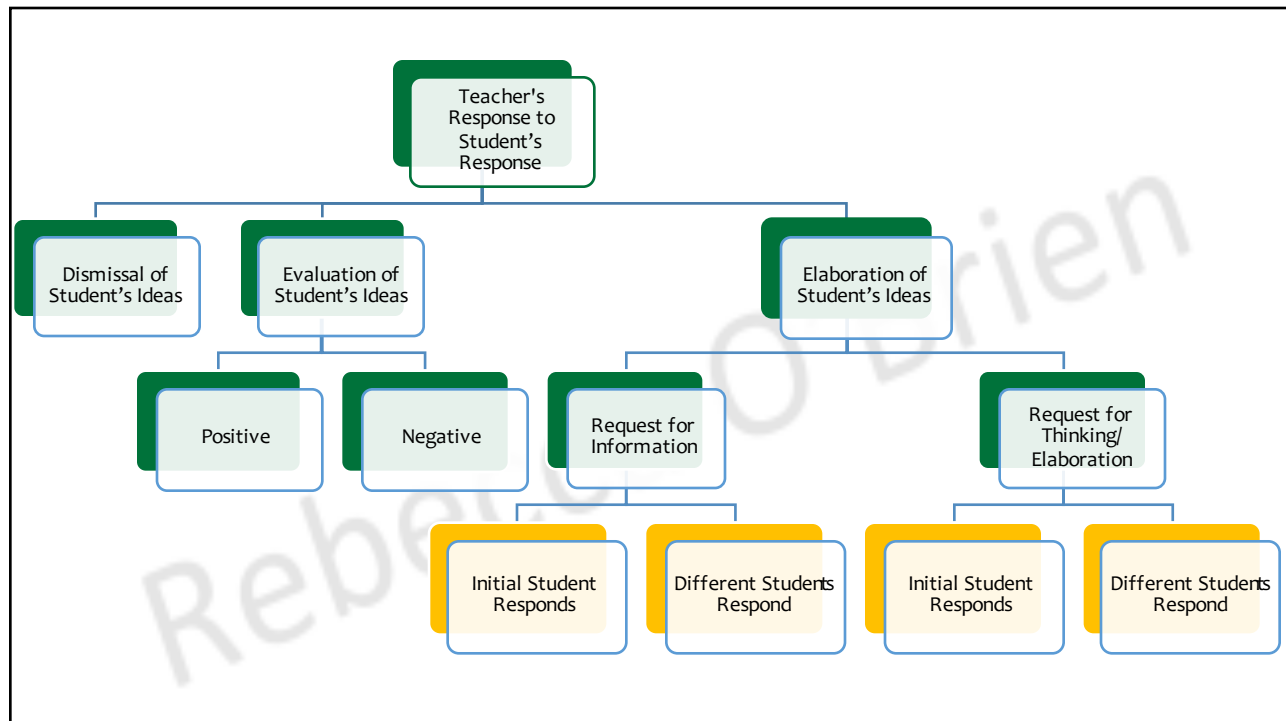
Teacher-Student Moves



Teacher-Student Moves







Accountable Talk

- Encouraging students to...
 - interpret and use one another's statements
 - press one another for clarification and explanation
 - recognize and challenge misconceptions
 - ask for evidence for claims and justification of proposals

Fisher & Frey, 2007; Michaels, O'Connor, & Resnick, 2008
- Ways of asking for elaboration:
 - “do you agree” versus “what would you like to add”
 - Not just “why” but “how did you come to that answer”
 - “what does that tell us about _____”

Wolf, Crosson, & Resnick, 2005

Supporting Productive Thinking

- Students
 - Are free to respond and express their own ideas (Van Zoest et al., 2016)
 - Consider and develop classmates' thinking (Lineback, 2015)
- Teacher
 - Allows students' ideas to determine the direction of the activity (Lineback, 2015)
 - Provides time for sense-making (Van Zoest et al., 2016)
 - Implements structure for students to generalize critical and productive thought

Higher-level Questioning

- Critical and creative thinking flourish with the support of questioning (Daniels, 1997; Gallagher, 1985; Letzter, 1982; Parker, 1989; Pollack, 1988; Schwartz & Millar, 1996)
- Questioning can stimulate curiosity and higher-level thinking (Shaunessy, 2000; VanTassel-Baska, 2014)