

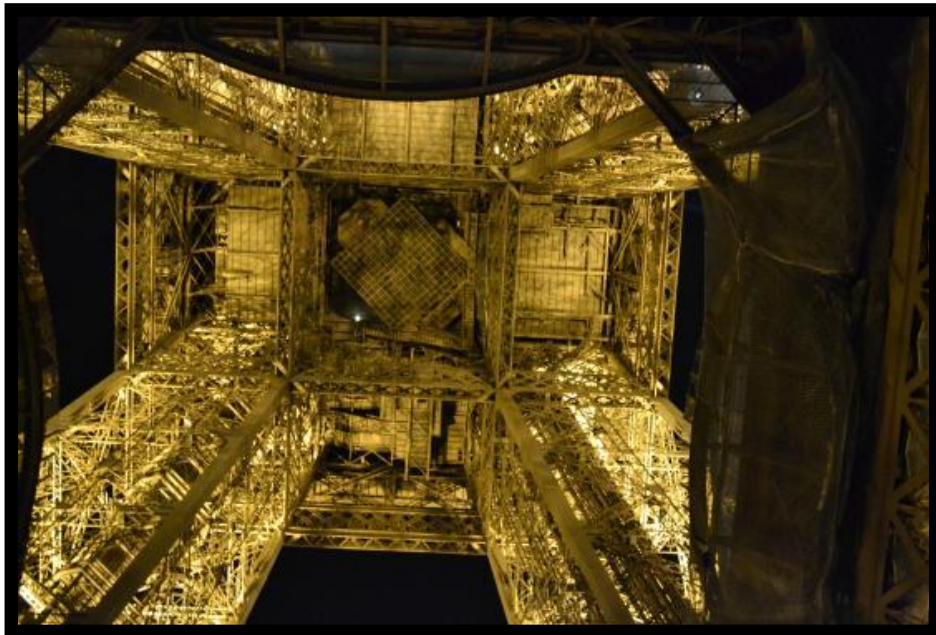


# Looking at 'Gifted' Differently

## Three Paradigms of Gifted Education

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Austin Public Schools #492





It's all about ...

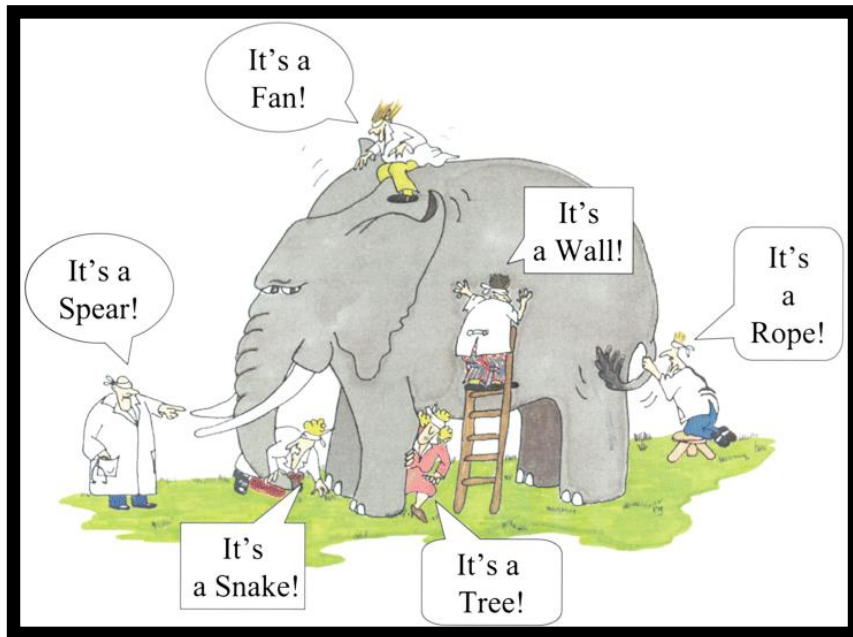
# Point of View

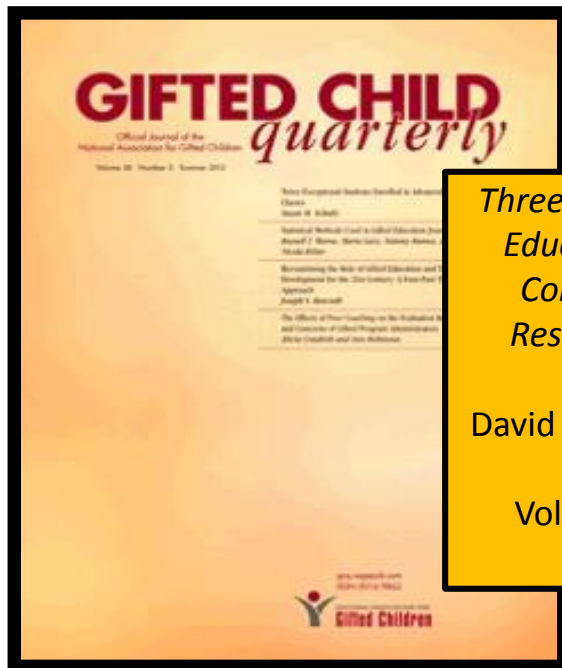
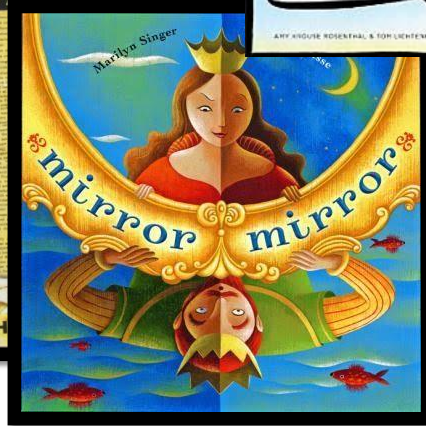
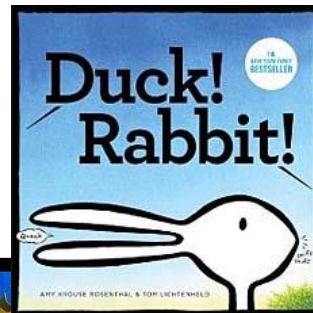
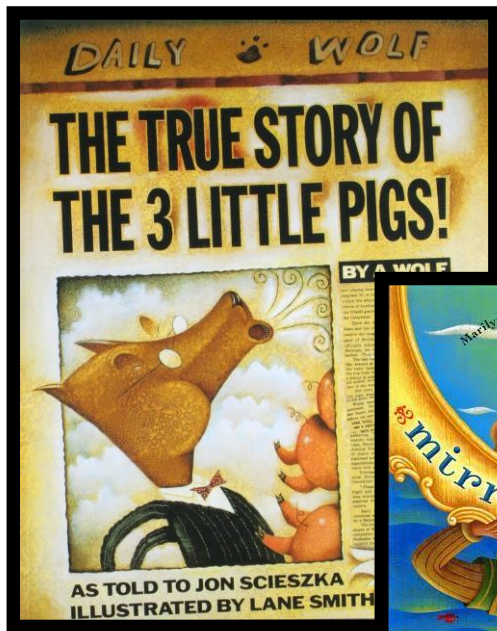


### What We See:



### What Kids See:





*Three Paradigms of Gifted Education: In Search of Conceptual Clarity in Research and Practice*

David Yun Dai and Fei Chen

Volume 57 Number 3  
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## 3 Paradigms of Gifted Education

The Gifted Child Paradigm	The Talent Development Paradigm	The Differentiation Paradigm
Assumption [What]	Assumption [What]	Assumption [What]
Purpose [Why]	Purpose [Why]	Purpose [Why]
Targeted Students [Who]	Targeted Students [Who]	Targeted Students [Who]
Strategy [How]	Strategy [How]	Strategy [How]

### THE GIFTED CHILD PARADIGM

The Gifted Child Paradigm

Giftedness is domain-general

Permanent identity as gifted

- Part of nature
- Genetic predisposition
- It is who you are

Giftedness is an essence of oneself

Ability to learn at a fast rate, master complex ideas, reason at high levels of abstraction across all domains

IQ scores are the main indicator of human potential

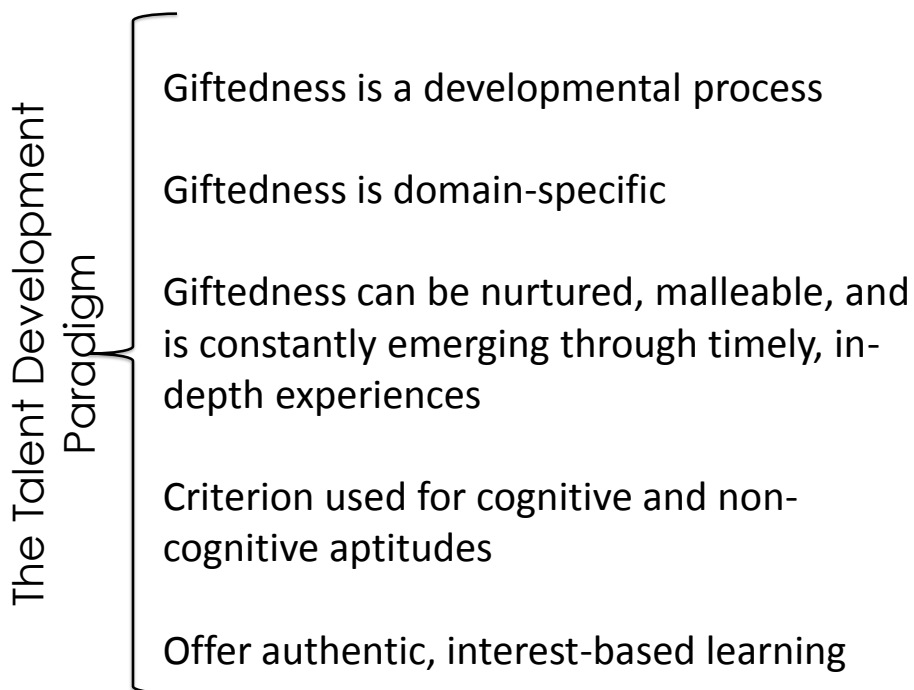
School was to make future leaders who will make significant contributions to society

Assessment scores are essential to determine the proportion of students at the high-end of the norming distribution

### 3 Paradigms of Gifted Education

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Assumption [What]	Giftedness is human quality measured on IQ tests; cognitive elite		
Purpose [Why]	Serving the gifted, thinking and leadership qualities as goal		
Targeted Students [Who]	Students with superior mental qualities		
Strategy [How]	Programs uniquely suited for the gifted		

## THE TALENT DEVELOPMENT PARADIGM

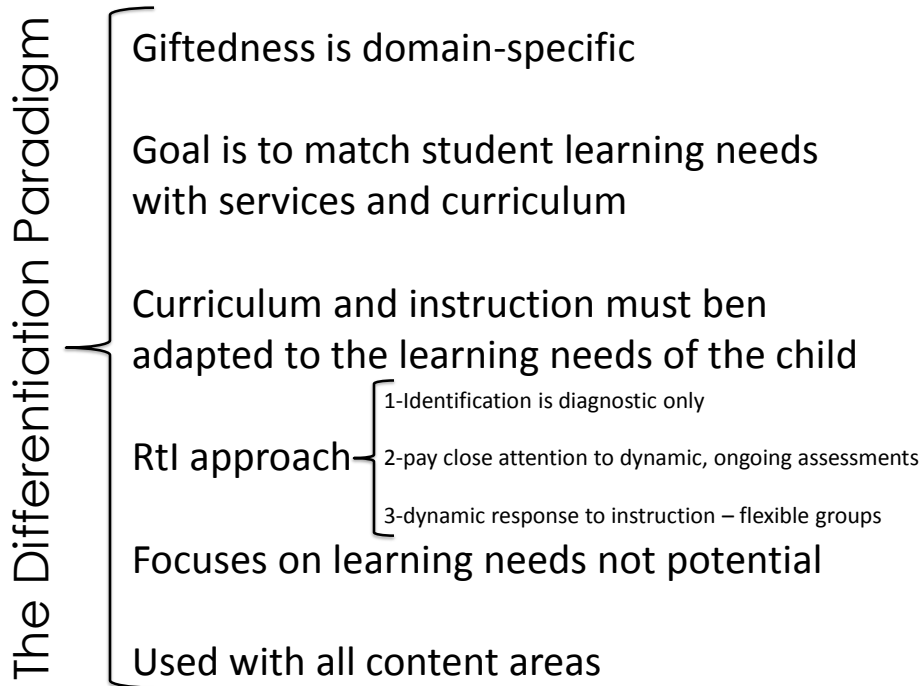




## 3 Paradigms of Gifted Education

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Assumption [What]	Giftedness is human quality measured on IQ tests; cognitive elite	Giftedness is malleable set of developing capabilities	
Purpose [Why]	Serving the gifted, thinking and leadership qualities as goal	Supporting domain specific excellence; Model after authentic professions	
Targeted Students [Who]	Students with superior mental qualities	Selection based on aptitudes for specific domains	
Strategy [How]	Programs uniquely suited for the gifted	Enrichments, authentic learning, mentorships	

## THE DIFFERENTIATION PARADIGM



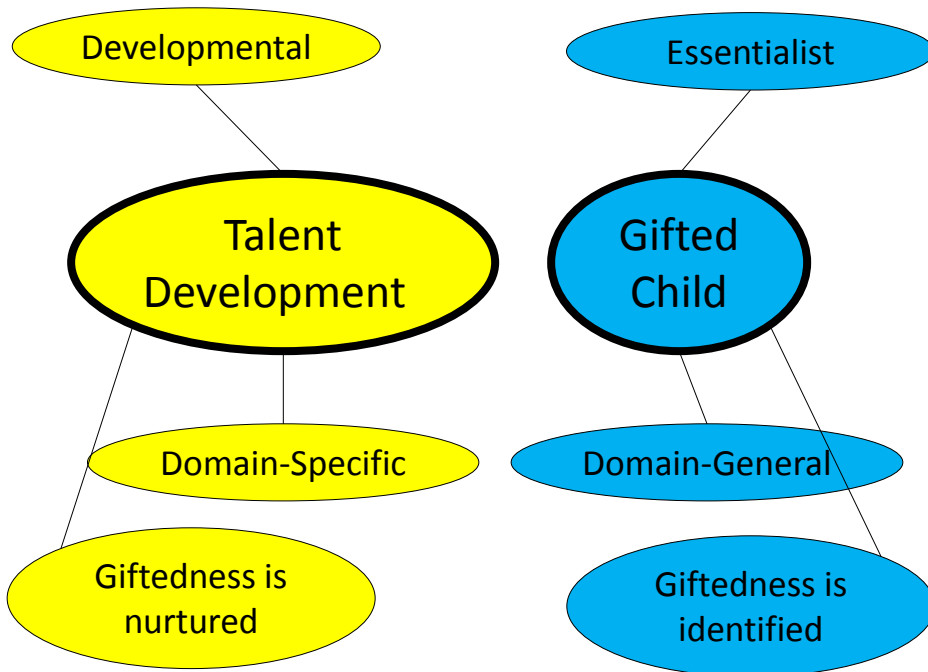
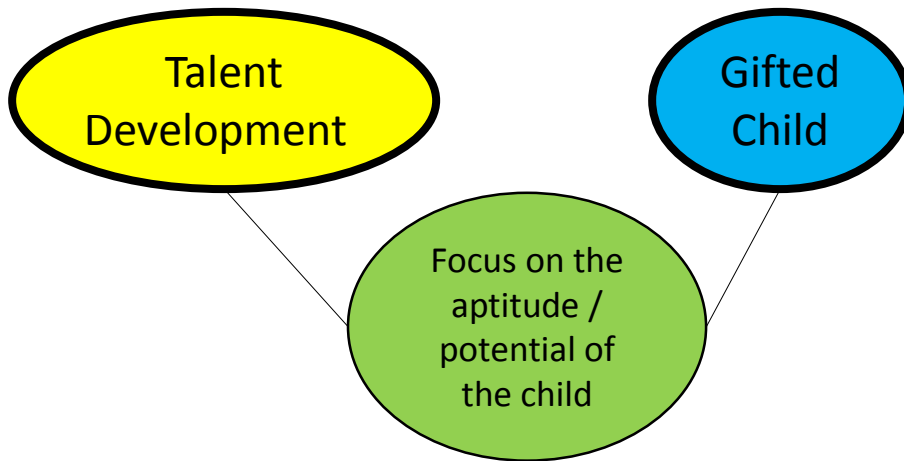
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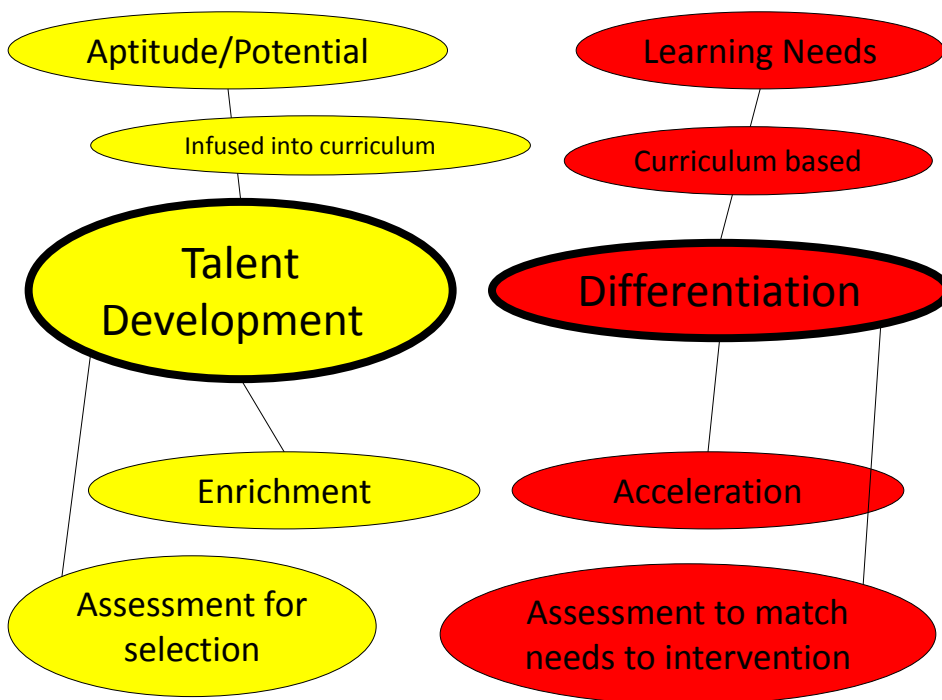
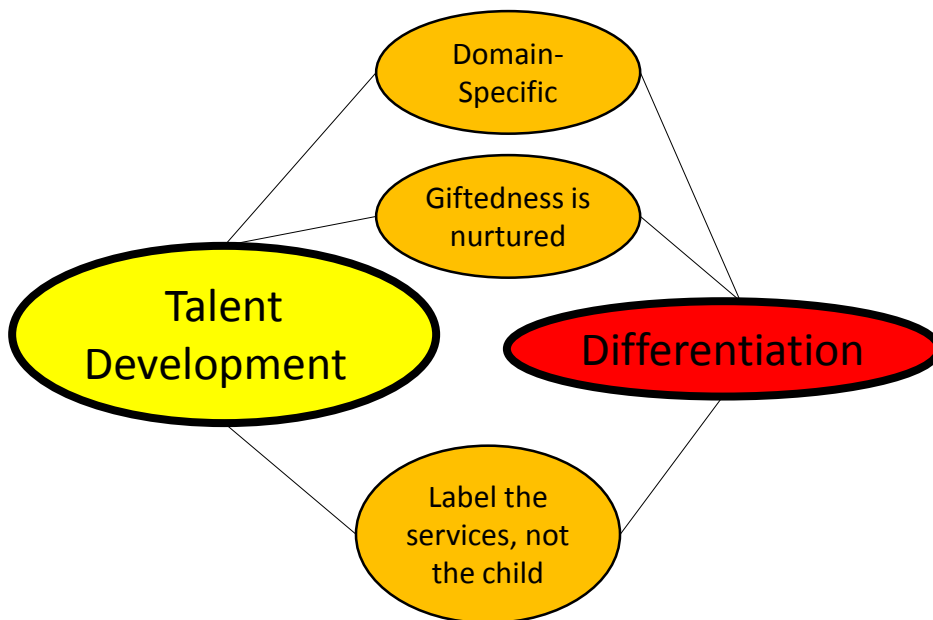
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Assumption [What]	Giftedness is human quality measured on IQ tests; cognitive elite	Giftedness is malleable set of developing capabilities	Defines the educational needs specifically in the context of the school
Purpose [Why]	Serving the gifted, thinking and leadership qualities as goal	Supporting domain specific excellence; Model after authentic professions	Responding and servicing needs within the confines of school
Targeted Students [Who]	Students with superior mental qualities	Selection based on aptitudes for specific domains	Diagnosis of strengths and needs for educational purposes
Strategy [How]	Programs uniquely suited for the gifted	Enrichments, authentic learning, mentorships	Appropriate pacing, school based instructional & curricular adaptations

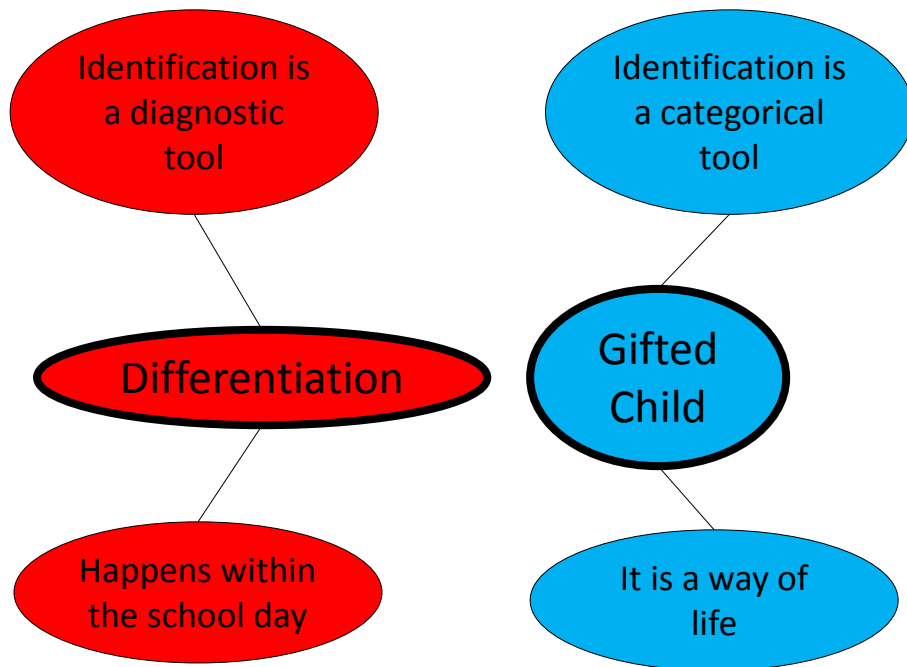
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## DIFFERENTIATING AMONG THE PARADIGMS







**DIALOGUE AT YOUR TABLE**

## Dialogue Prompts:

What evidence supports the paradigm your district operates under for gifted services?

Is there a mismatch between YOUR philosophy of gifted services and the evidence that supports your DISTRICT's philosophy?

What steps would you need to take to align your philosophy and the district's philosophy?

What are the ramifications if your philosophy of gifted services do not align with the district's philosophy?

Describe current gifted services you are aware of that align with each of the three paradigms.