

Take a
Paint
Swatch
and fill
it out as
follows:



Box #1 Your Name

Box #2 Grade/Subject you
teach; years in education

Box #3 Write what you
hope to learn today

Box #4+ Write one word
per box that describes
what you think of when
you hear the word “Gifted”

BARELY BUTTER

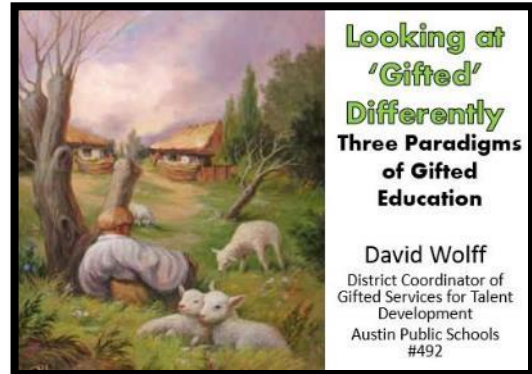
BUTTERCUP

SUMMER SUNSET

EGG YOLK

Looking at
'Gifted'
Differently
Three Paradigms
of Gifted
Education

David Wolff
District Coordinator of
Gifted Services for Talent
Development
Austin Public Schools
#492



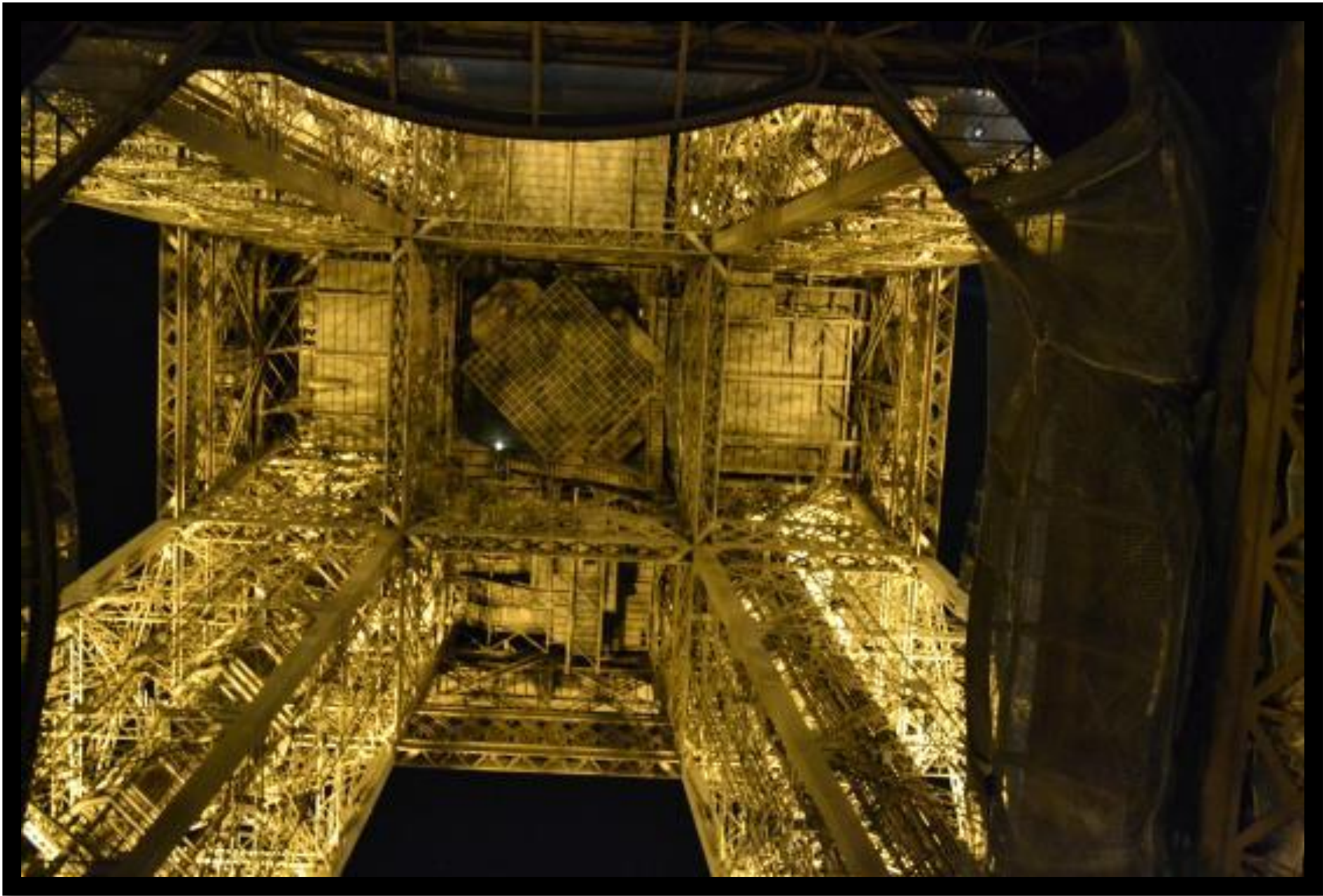


**Looking at
'Gifted'
Differently
Three Paradigms
of Gifted
Education**

David Wolff

District Coordinator of
Gifted Services for Talent
Development

Austin Public Schools
#492







It's all about ...

Point of View

or for 15

Class
Te



District Coordin
/T Services (0



Coordinator of 5



ona State



Married to Melissa [BSN]

Mentor for MN Adult and Teen Challenge

Enjoy Crossfit & Running

Enjoy Baking & Cooking

David Wolff



Father to Elliot [7th] and Chloe [3rd]



Serve on MEGT Board

Serve on Math Masters of MN Board of Directors

Leader for Children's Ministry at Cornerstone Church





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Norms



Ask Questions



Engage Fully



Integrate new information



Open your mind to diverse views



Use what you learn

It's all about ...

Point of View

**AS THE FATHER
SEES**



**AS THE CHILD
SEES**



**AS THE MOTHER
SEES**

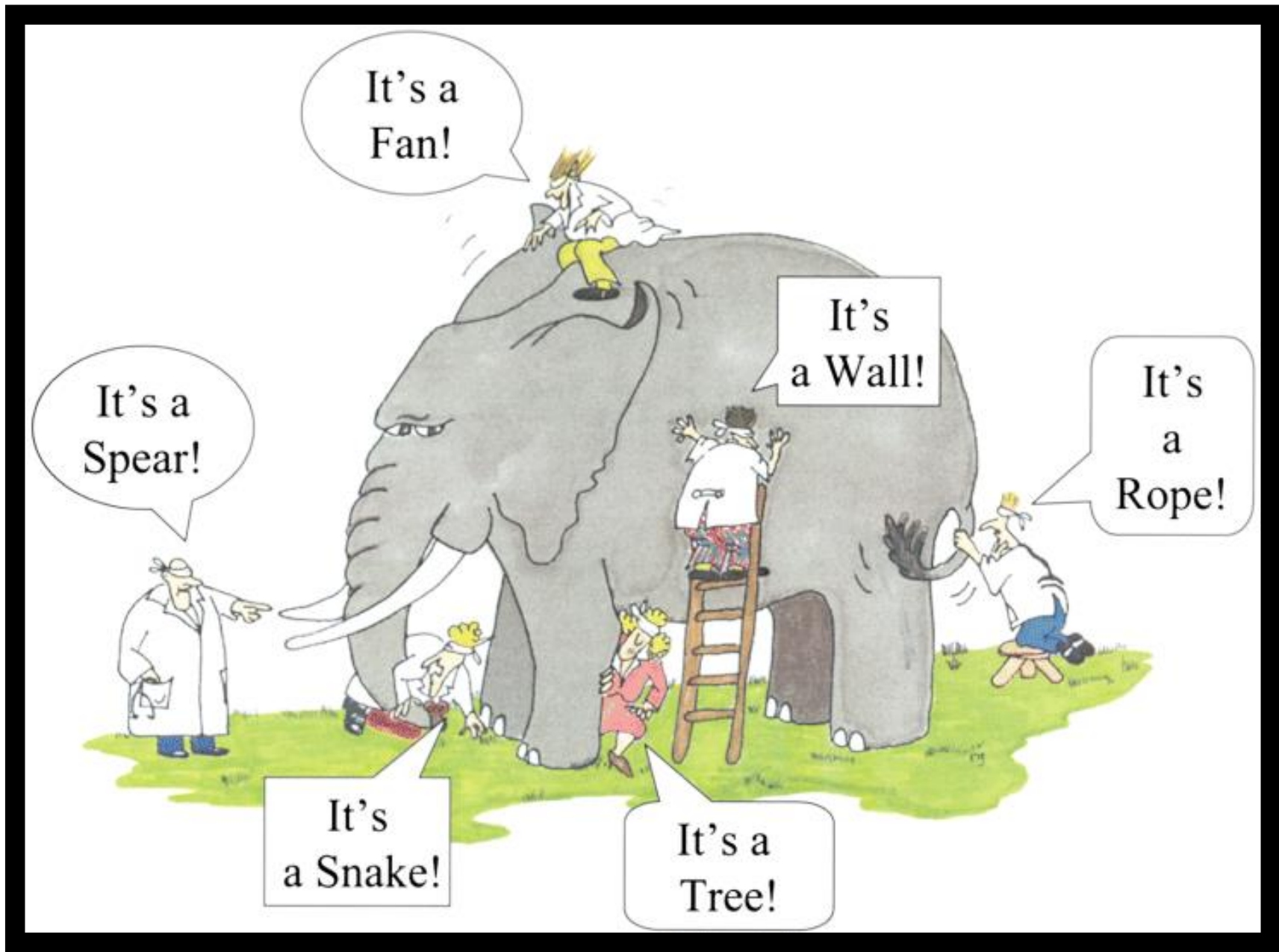


What We See:



What Kids See:





It's a Fan!

It's a Wall!

It's a Rope!

It's a Snake!

It's a Snake!

It's a Tree!

It's a Snake!

DAILY  WOLF

THE TRUE STORY OF THE 3 LITTLE PIGS!

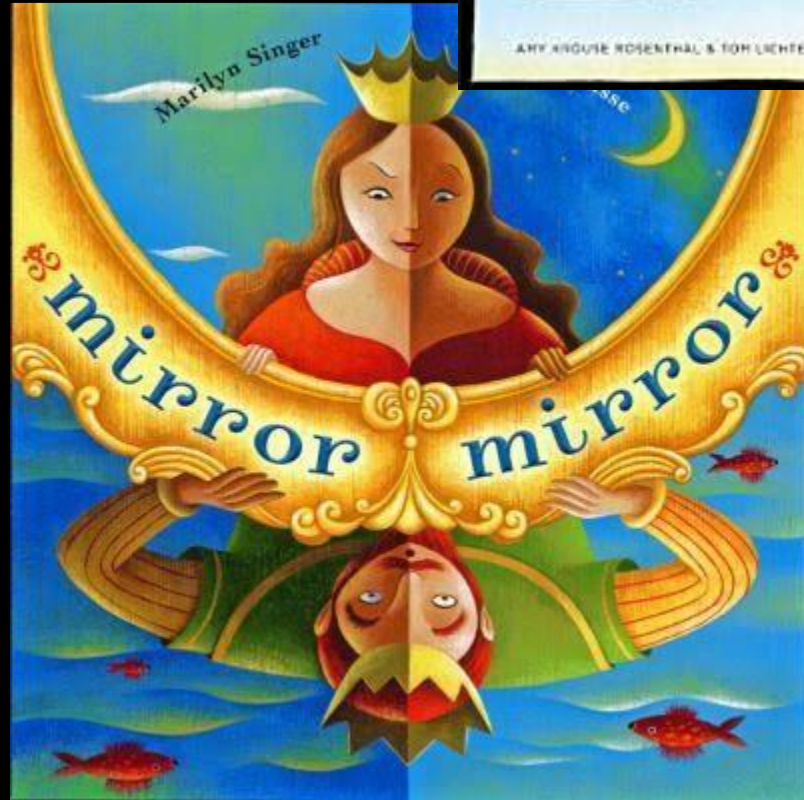
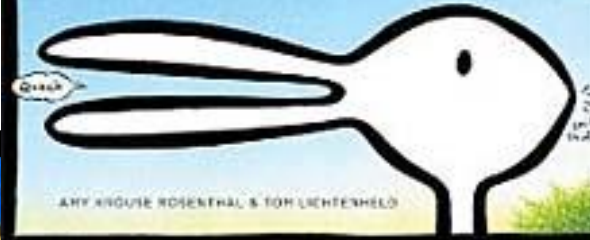
BY A WOLF



AS TOLD TO JON SCIESZKA
ILLUSTRATED BY LANE SMITH

THE
AMERICAN FAMILY
BESTSELLER

Duck! Rabbit!



GIFTED CHILD

Official Journal of the
National Association for Gifted Children

quarterly

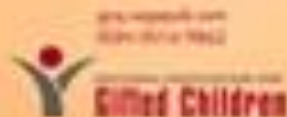
Volume 57 Number 3 Summer 2013

Using Conceptual Models to Identify Gifted
Talent

Identifying Methods Used to Gifted Education
Programs

Screening for Gifted Education and
Development for the 21st Century: A Four-Part
Approach

The Effects of Peer-Teaching on the Intellectual
and Creative of Gifted Program Participants
in the United States



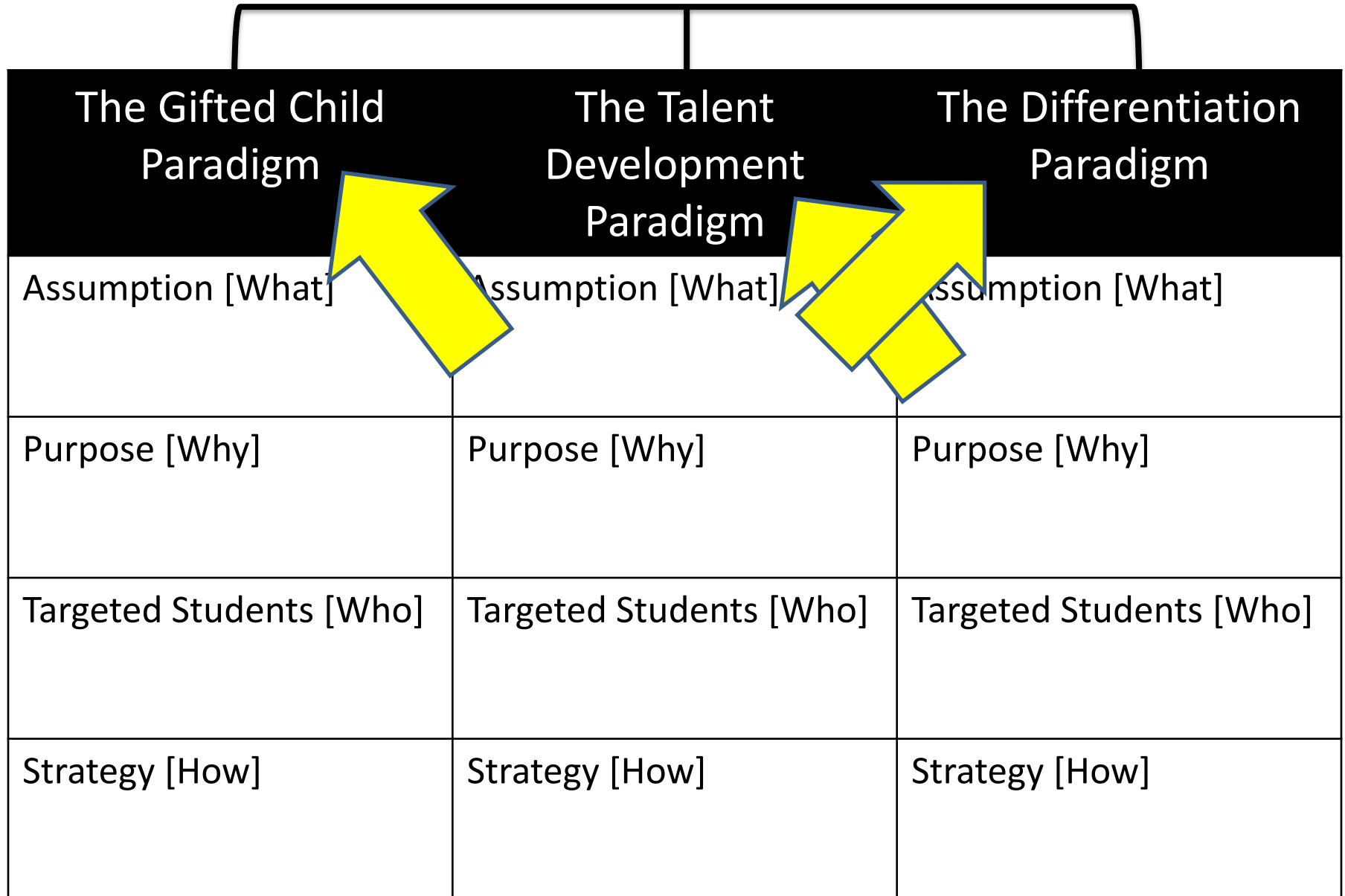
Three Paradigms of Gifted Education: In Search of Conceptual Clarity in Research and Practice

David Yun Dai and Fei Chen

Volume 57 Number 3
Summer 2013

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

	The Gifted Child Paradigm	The Talent Development Paradigm	The Differentiation Paradigm
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

The Talent Development

Paradigm

Giftedness is a developmental process

Giftedness is domain-specific

Giftedness can be nurtured, malleable, and is constantly emerging through timely, in-depth experiences

Criterion used for cognitive and non-cognitive aptitudes

Offer authentic, interest-based learning

3 Paradigms of Gifted Education

	The Gifted Child Paradigm	The Talent Development Paradigm	The Differentiation Paradigm
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

The Differentiation Paradigm

Giftedness is domain-specific

Goal is to match student learning needs with services and curriculum

Curriculum and instruction must be adapted to the learning needs of the child

Rtl approach

1-Identification is diagnostic only

2-pay close attention to dynamic, ongoing assessments

3-dynamic response to instruction – flexible groups

Focuses on learning needs not potential

Used with all content areas

3 Paradigms of Gifted Education

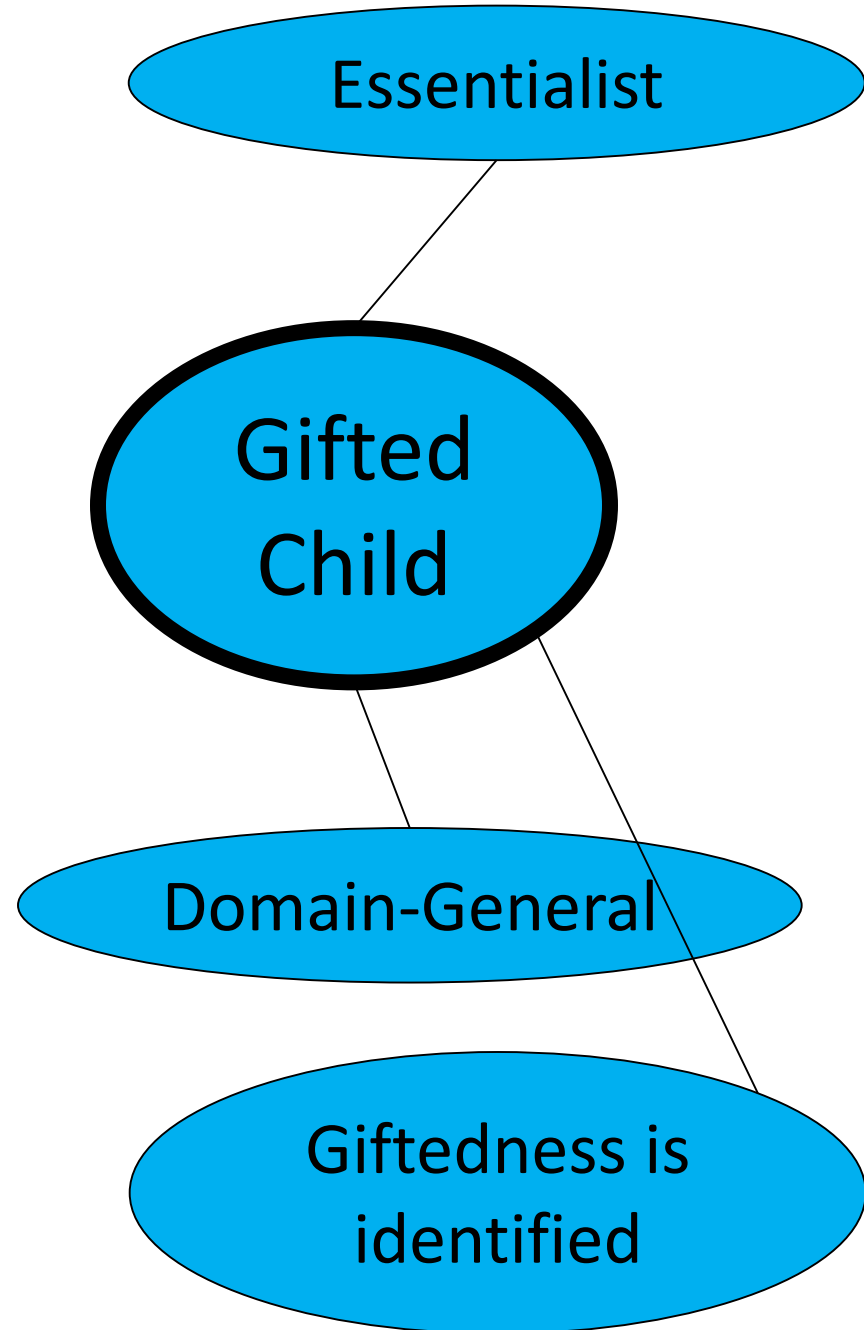
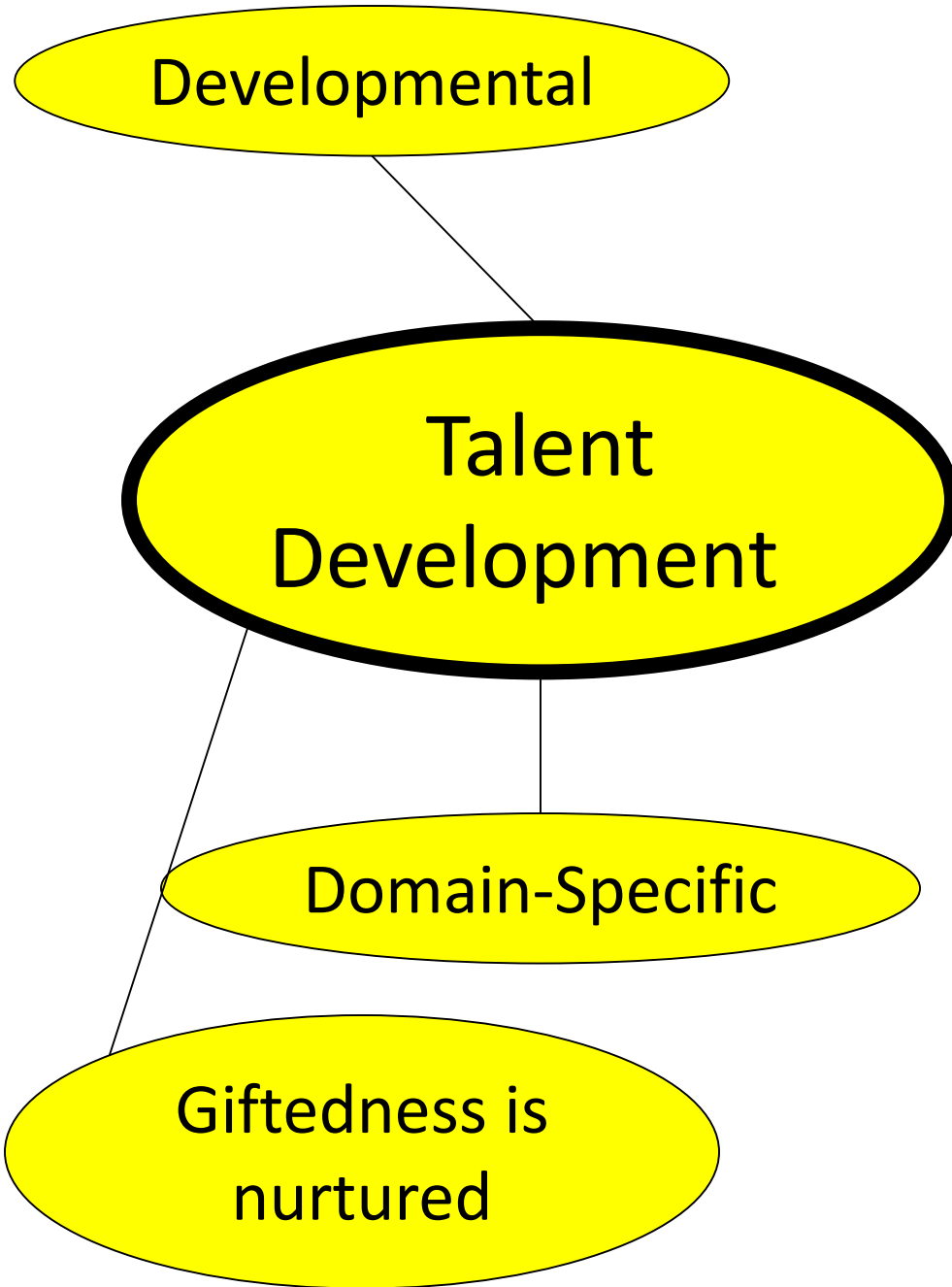
	The Gifted Child Paradigm	The Talent Development Paradigm	The Differentiation Paradigm
Assumption [What]	Giftedness is human quality measured on IQ tests; cognitive elite	Giftedness is malleable set of developing capabilities	Defines the educational needs specifically in the context of the school
Purpose [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

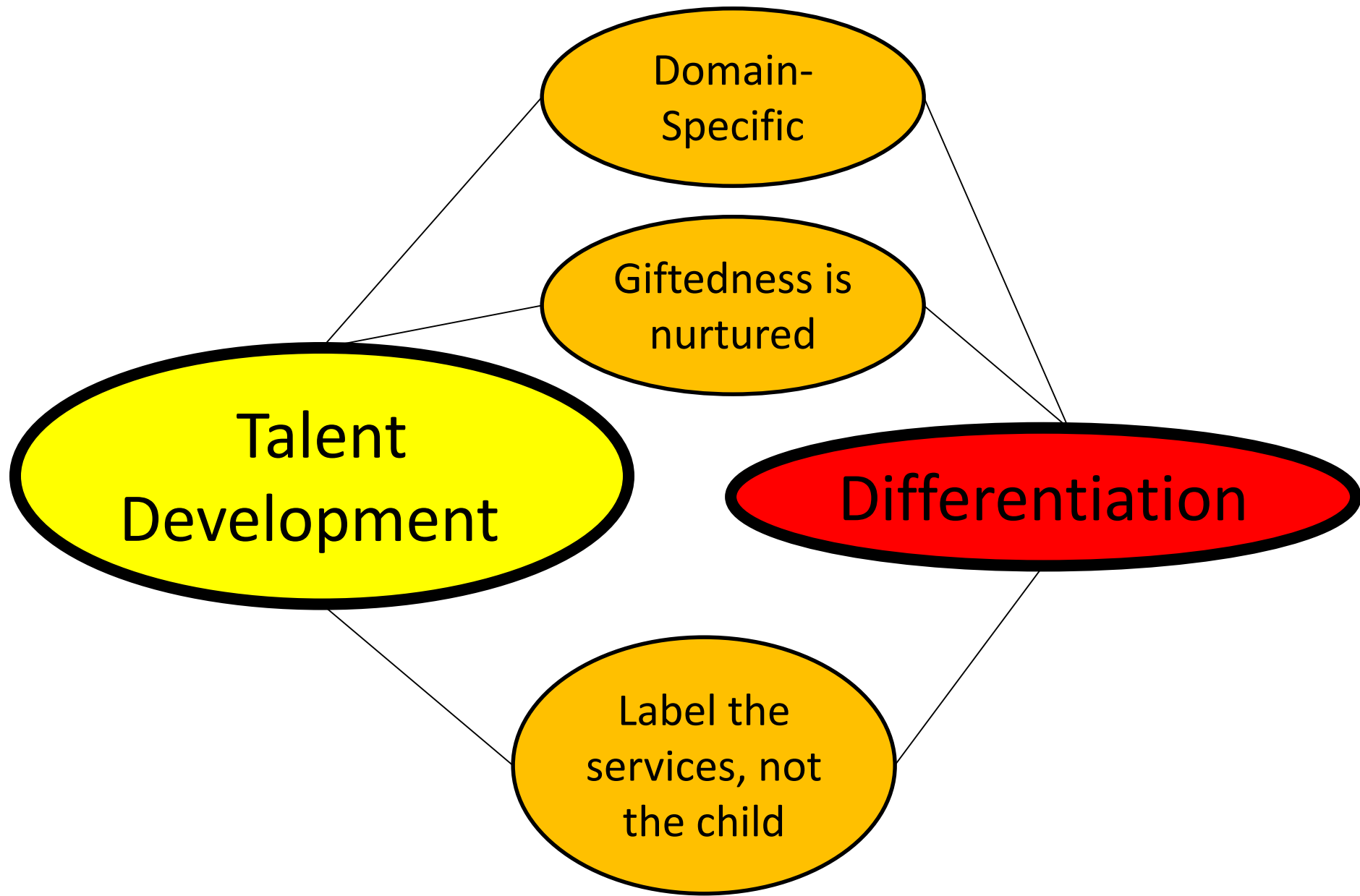
DIFFERENTIATING AMONG THE PARADIGMS

Talent
Development

Gifted
Child

Focus on the
aptitude /
potential of
the child





Aptitude/Potential

Infused into curriculum

Talent Development

Enrichment

Assessment for selection

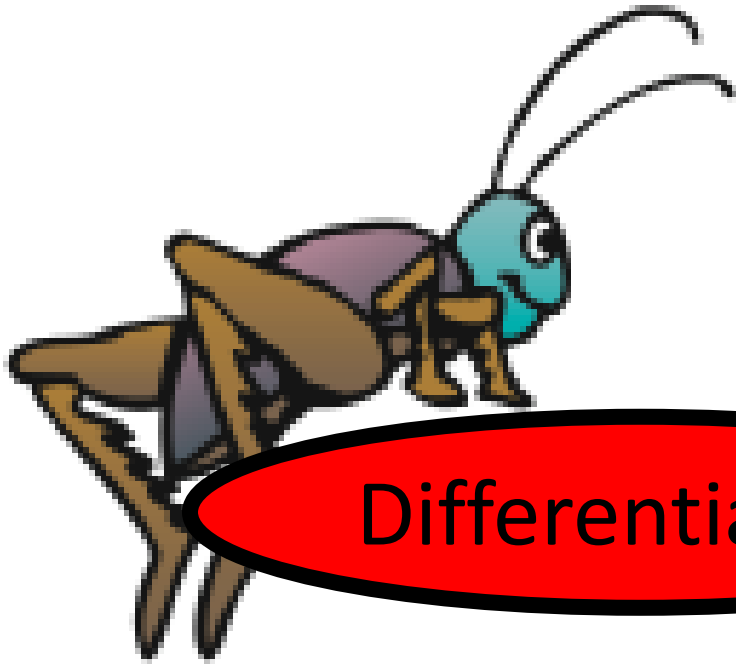
Learning Needs

Curriculum based

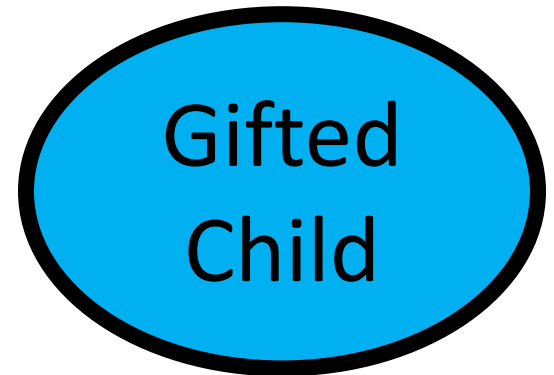
Differentiation

Acceleration

Assessment to match needs to intervention



Differentiation



Gifted
Child

Identification is
a diagnostic
tool

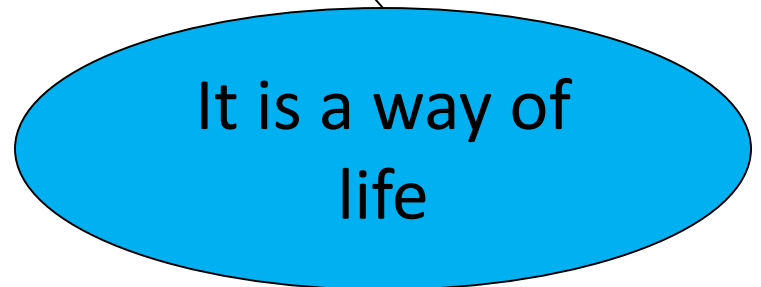
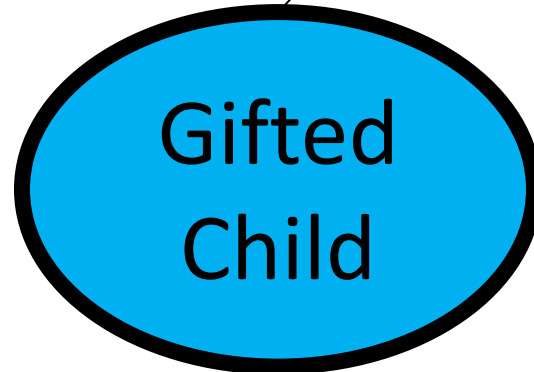
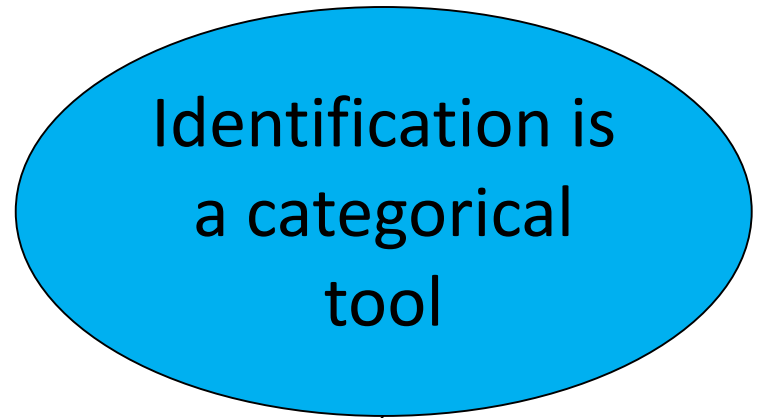
Identification is
a categorical
tool

Differentiation

Gifted
Child

Happens within
the school day

It is a way of
life



DIALOGUE AT YOUR TABLE

Driving Force

Paradigms drive:

- What questions we ask (and what factors we ignore)
- How we approach asking questions (methods)
- How we analyze and interpret data

Two schools with different paradigms can make very different choices about “identification” that are equally logical

What is identification “best practice?”

→ It depends on your paradigm.

“Can you justify the choices you have made?”

“Just Semantics”

Because “gifted” and “gifted education” are terms “everybody knows,” we often use them without explaining what we mean and checking for shared understanding.

What could go wrong if we assume that these stakeholders know what we mean when we say “gifted” or “gifted education”?

- Parents in our school district
- School psychologists and assessment specialists
- Curriculum directors/specialists
- Local, state, and national elected leaders and officials



What's needed in Multiple-Criteria?

	Gifted Child	Talent Development	Differentiation
Ability Tests			
Aptitude Tests			
Achievement Test			
Teacher/Peer Nomination			
Self-Assessment			
Interest Inventory			
Behavior Checklist			
CBMs/Teacher Created Test			
End of Year Test			

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.



I learned...

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