The Future of Gifted Education in Georgia: The Best Is Yet To Come

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We Have a Fundamental Decision to Make

- Culture of Excellence
- Enrichment, Creativity,
- Disciplined Inquiry
- High Expectations, Calculated Risk, High Support, Celebration
- Focus on Unlimited Potential of ALL

**OR**

- Culture of Adequacy
- Remediation and Narrow Focus
- Low Expectations, Fear, Anger, Anxiety
- Focus on “Most Fragile”
- Frustration of our “Most Able”
The Time Is Now . . .
and the Need Is Urgent

Did you know?

- The 25% of the population in China with the highest IQs is greater than the total population of North America.
- In India, it’s the top 28%.
Translation?

They have more Honors students than we have students.
Did you know?

If you took every single job in the U.S. today and shipped it to China...

... it still would have a labor surplus.
Did you know?

For 50 years, American school children’s creativity (as measured by the TTCT) improved steadily, just like IQ scores. Since 1990, creativity scores have consistently inched downward.

In 2011 China became the world's top patent filer, surpassing the US and Japan as it steps up emphasis on creativity and innovation to improve its intellectual property rights.
Did you know?

Gifted students languished during the NCLB era, with high-achieving students gaining the equivalent of slightly less than one grade level and low-achieving students gaining about one and one-half grade levels per year. (2008 Fordham Report, *High-Achieving Students in the Era of NCLB*)
Excellence Gap Research

A growing body of research (Plucker et al) tells the frightening story of “demography predetermining destiny,” with bright low-income students becoming what one research team referred to as a “persistent talent underclass.”
Translation?

Individually and as a nation, we are paying the price for a relentless obsession with “adequacy” and decades of neglect of our most able students.
Hey, wait a minute! Didn’t you say you were talking about a bright future? Didn’t you say the best is yet to come?
This is where YOU come in!
Equity and excellence in our schools will most likely result from:

High Ceilings/High Personalization

in an environment of

Provide access to equity and excellence

in order to

Typical and struggling learners

for

Best practice literacy and scaffolding

Combined with

Retain and extend access to equity and excellence

in order to

Advanced and advancing learners

for

Best practice extension of challenge

Combined with

Extension of the Pedagogy Once Thought To Be the Exclusive Domain of Gifted Education, e.g., High Expectation, Constructivism, Authenticity

Adapted from Tomlinson (2007)
RtI for All Students

**Tier I: District Curriculum**
- Grade Level +/- one grade level
- “All” students experience differentiated lessons
- 80% of students?

**Tier II:**
- Extra Help
- Extra Challenge

**Tier III:**
- Intense Interventions

SpEd/Remediation/Support  —  Gifted Education Services
Goal: Schools Where Gifted Learners Are Challenged Like Never Before . . . and ALL Students Achieve More!
Olympic Coaching Analogy
Find a Big, Powerful Locomotive . . . and Ride!
Gifted Education in the New *Every Student Succeeds Act* (ESSA)

- On state report cards, states must include student achievement data at each achievement level. Previously, states provided detailed information for students performing at the proficient level and below. Now, states also will have to include information on students achieving at the advanced level.

- In applying for Title II professional development funds, states must include information about how they plan to improve the skills of teachers and other school leaders that will enable them to identify gifted and talented students and provide instruction based on the students’ needs.
Gifted Education in the New
Every Student Succeeds Act (ESSA)

• Local school districts must collect, disaggregate, and report their student achievement data at each achievement level, as the states are required to do.

• Districts that receive Title II professional development funds must use the money to address the learning needs of all students. ESSA specifically says that “all students” includes gifted and talented students.
Gifted Education in the New *Every Student Succeeds Act* (ESSA)

- For the first time, ESSA specifically notes that districts may use Title I funds to identify and serve gifted and talented students.

- ESSA now allows states to use computer adaptive assessments as the format for state assessments used for accountability purposes and authorizes grant funding to states to develop such assessments.

- Districts may use their Title II professional development funds to provide training on gifted education-specific instructional practices, such as enrichment, acceleration, and curriculum compacting.
Gifted Education in the *Every Student Succeeds Act*

Where we can leverage ESSA:

• Advocate for effective professional development
• Educate on the use of Title I funds to support gifted students
• Use new data on advanced achievement
Equity and excellence in our schools will most likely result from:

High Ceilings/High Personalization

- Provide access to equity and excellence in order to
  - Typical and struggling learners
    - Combined with
    - Best practice literacy and scaffolding

- Retain and extend access to equity and excellence in order to
  - Advanced and advancing learners
    - Combined with
    - Best practice extension of challenge

Extension of the Pedagogy Once Thought To Be the Exclusive Domain of Gifted Education, e.g., High Expectation, Constructivism, Authenticity

Adapted from Tomlinson (2007)
Goal: Schools Where Gifted Learners Are Challenged Like Never Before . . . and ALL Students Achieve More!
Questions?
Closing Observations?
Educators rock!!!

Thank You!

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