If You Give a Mouse a Cookie…
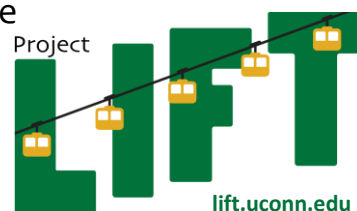
Strategies for Responding to Gifted Behaviors

Rebecca O'Brien & Catherine Little

NAGC

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Project **LIFT**

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Session Focus

- Encouraging the demonstration and further development of high-potential behaviors
  - *What can teachers do to promote development of students' advanced potential?*
- Posing high-level tasks
- Questioning after the question
- Feedback and pressing
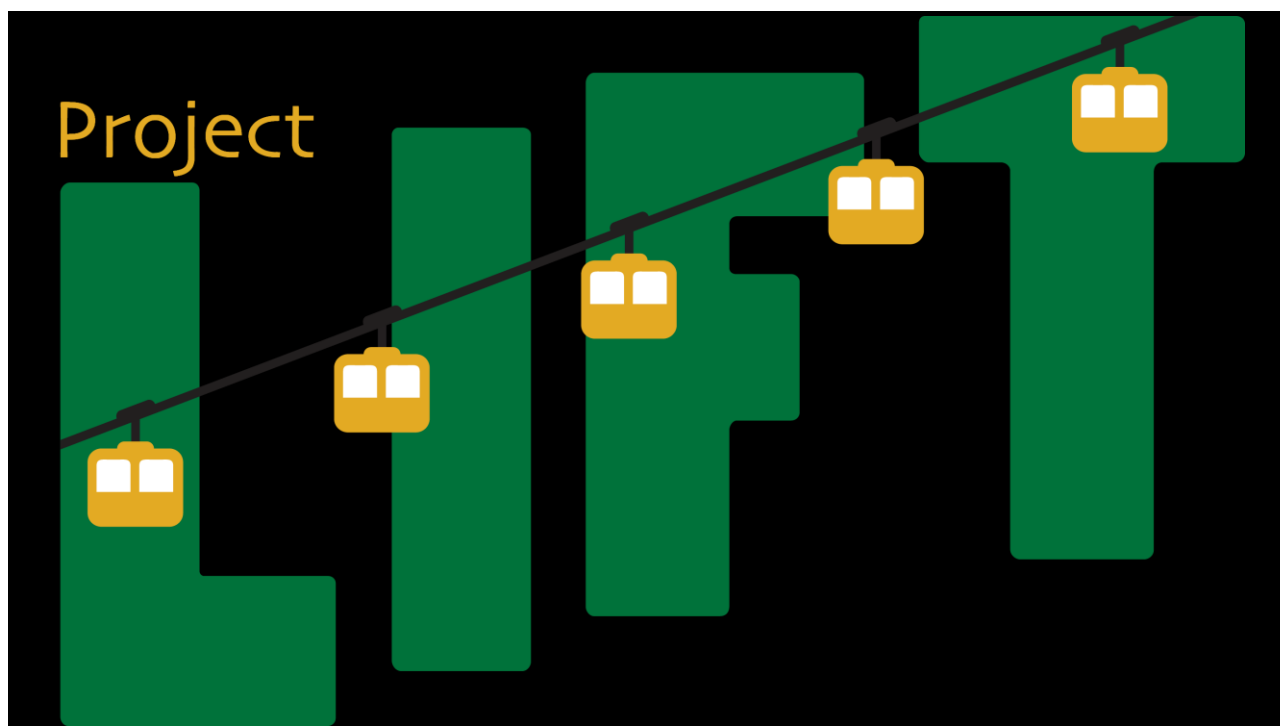
Project Goals – Project LIFT

- Exploring student behaviors that may be evidence of advanced academic potential
- Linking instructional practices to the high-potential behaviors students may show
- Infusing strategies to elicit and support high potential into standards-based instruction for all learners
- Considering next instructional steps when students demonstrate high-potential behaviors

PERCEPTIVE

STRATEGIC

COMMUNICATIVE

CURIOUS

RESOURCEFUL

CREATIVE
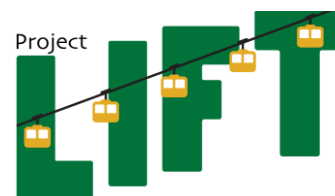
6 High Potential Behaviors (FCPS AAP, 2013)

Perceptive and Strategic

- Relate to students' overall ability to learn
- Include awareness of and sensitivity to the environment
- 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 the behaviors do not depend on background knowledge

Rebecca O'Brien rebecca.obrien@louisiana.edu
Catherine Little catherine.little@uconn.edu

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)

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

(FCPS AAP, 2013)

Higher-Level Questioning

Imagine that you are asked to write a chapter on **higher-level questioning** into a "how-to" book on questioning for new teachers. What sections or topics would you include in the chapter?

Higher-Level Questioning….and then what?

What would you include in your chapter on feedback
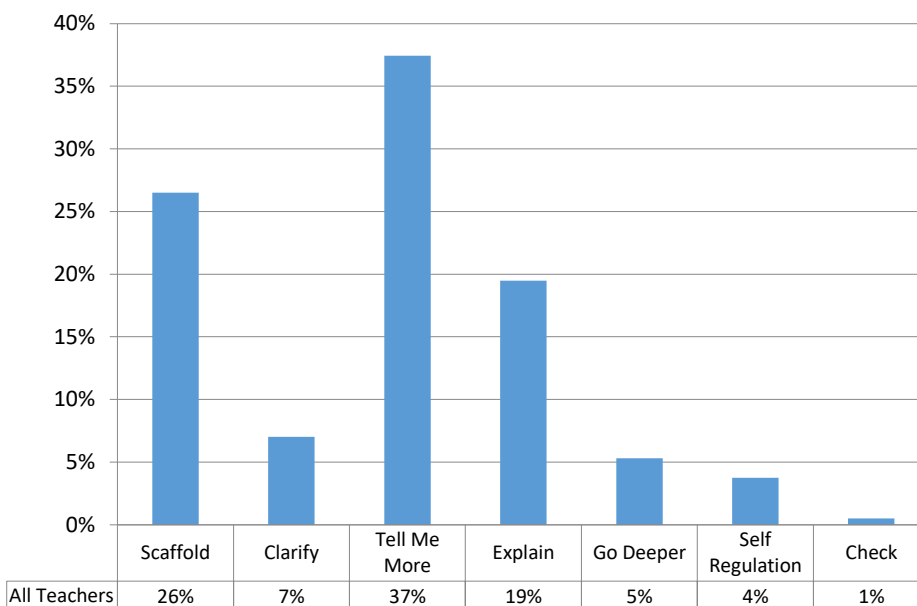and follow-up questions?

	Scaffold	Clarify	Tell Me More	Explain	Go Deeper	Self Regulation	Check
All Teachers	26%	7%	37%	19%	5%	4%	1%

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

Rebecca O'Brien rebecca.obrien@louisiana.edu
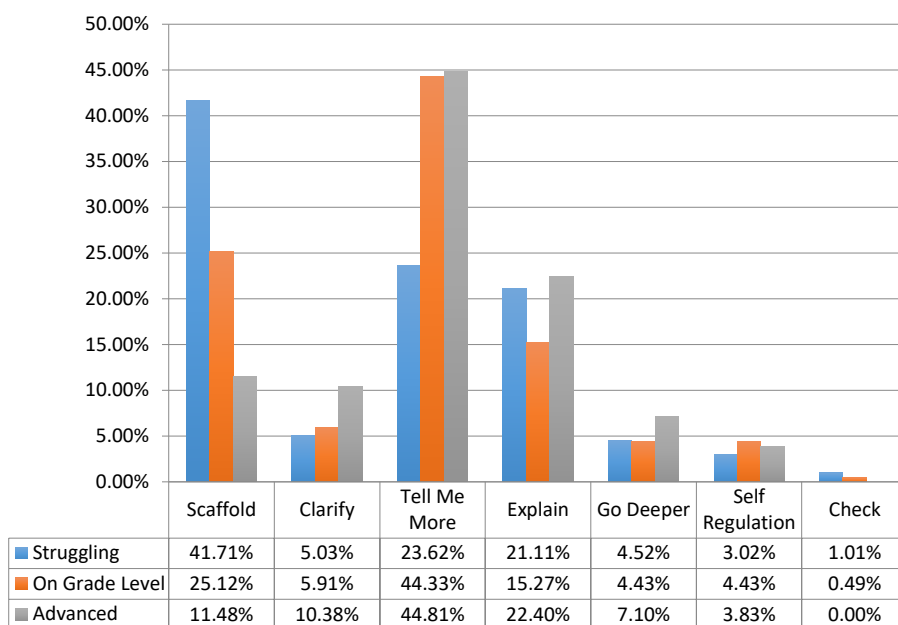Catherine Little catherine.little@uconn.edu

	Scaffold	Clarify	Tell Me More	Explain	Go Deeper	Self Regulation	Check
Struggling	41.71%	5.03%	23.62%	21.11%	4.52%	3.02%	1.01%
On Grade Level	25.12%	5.91%	44.33%	15.27%	4.43%	4.43%	0.49%
Advanced	11.48%	10.38%	44.81%	22.40%	7.10%	3.83%	0.00%

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).

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)

Key Project Emphasis

- Placing students in learning situations that encourage demonstration of advanced academic potential
- Encouraging further development of potential based on how students respond
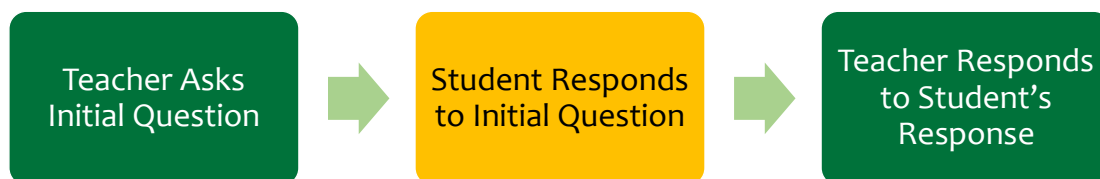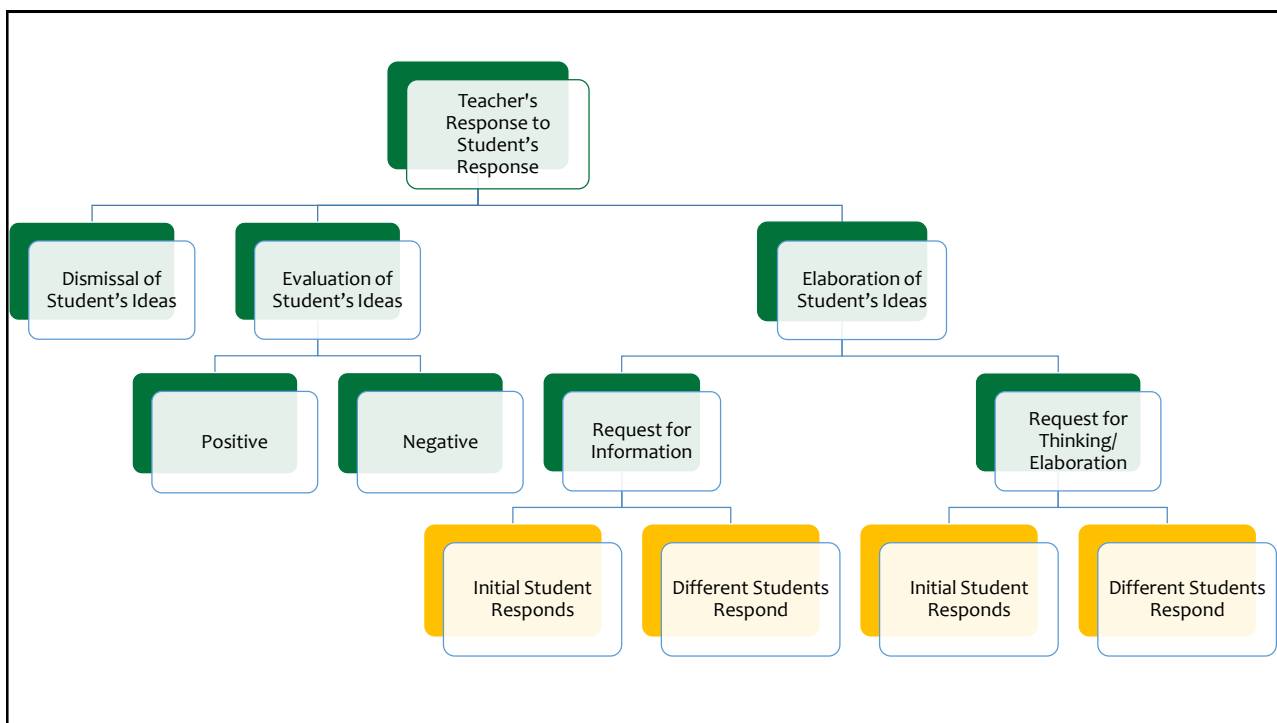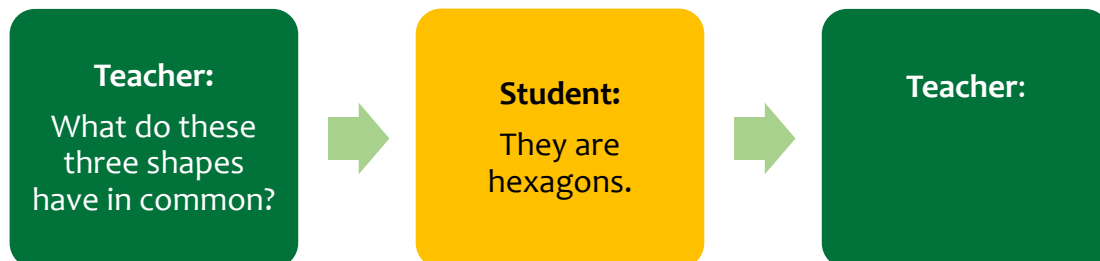
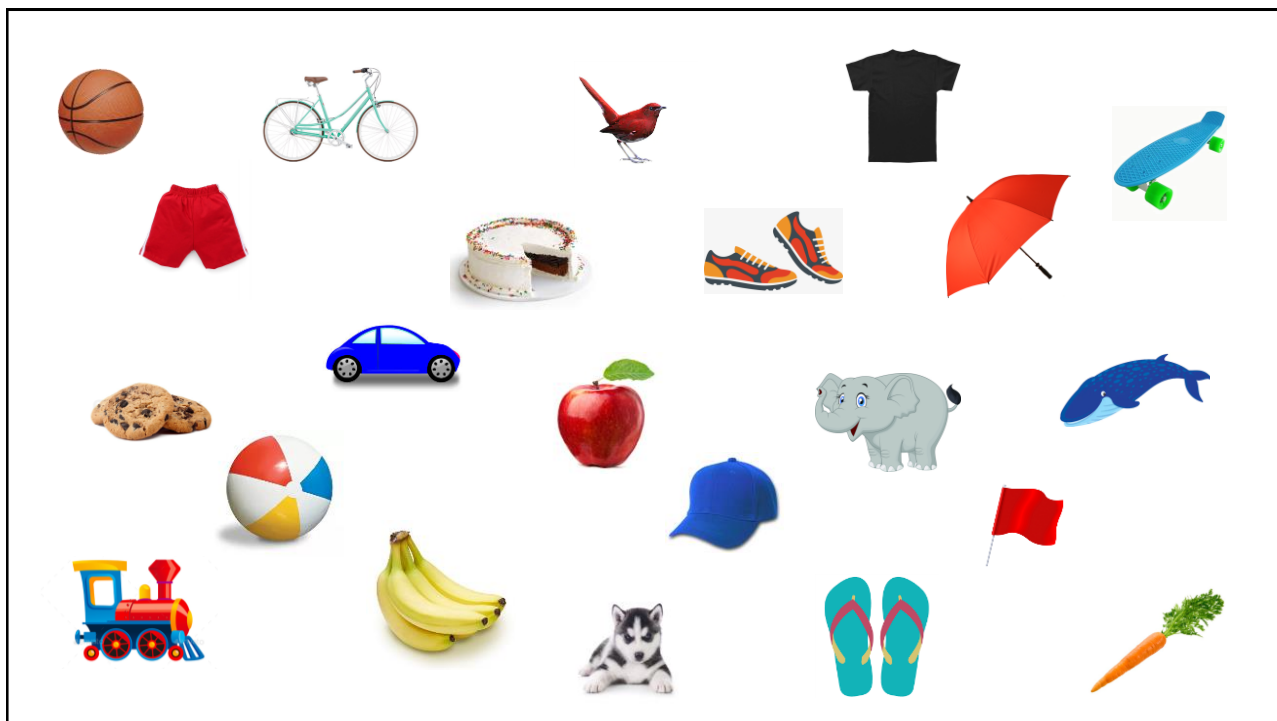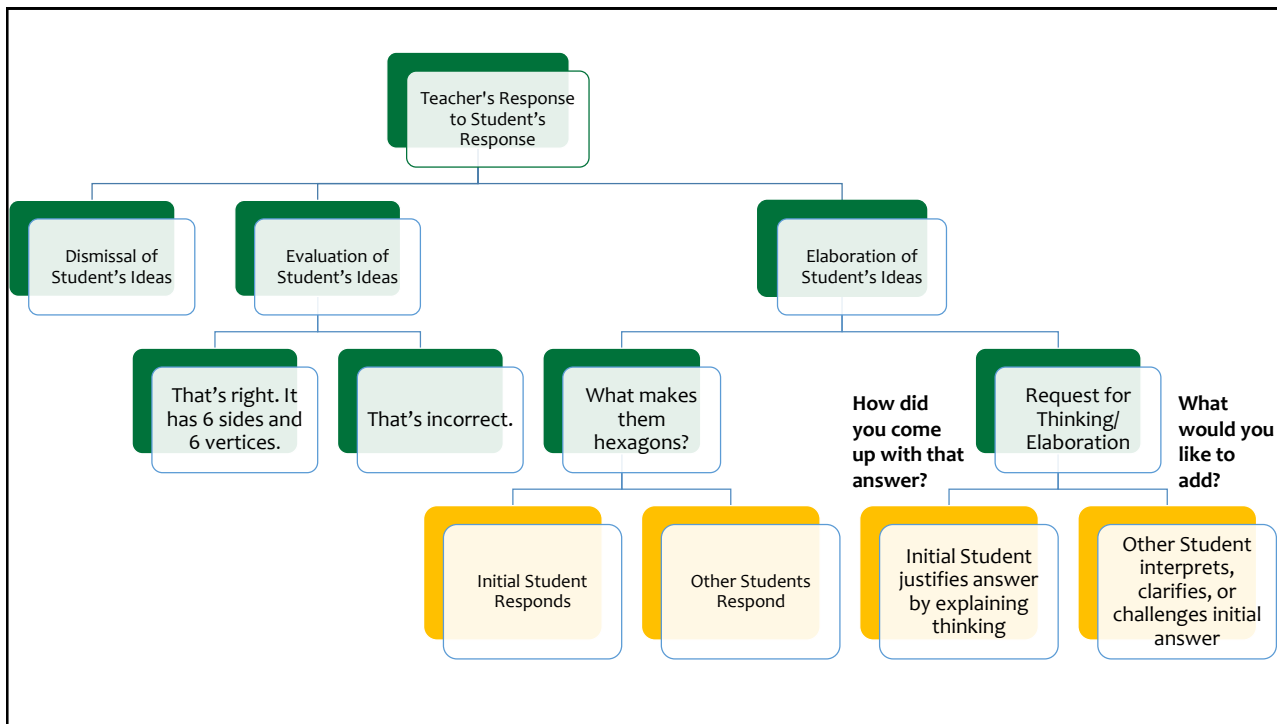Project LIFT
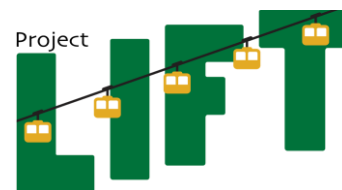
which one doesn't belong?

A SHAPES BOOK / CHRISTOPHER DANIELSON

Math Point of View Task

Teacher-Student Moves

| Teacher Asks Initial Question | → | Student Responds to Initial Question | → | Teacher Responds to Student's Response |

Teacher-Student Moves

| Teacher: What do these three shapes have in common? | → | Student: They are hexagons. | → | Teacher: |

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                        Teacher's
                        Response to
                        Student's
                        Response

    Dismissal of        Evaluation of                    Elaboration of
    Student's Ideas      Student's Ideas                   Student's Ideas

                    Positive    Negative      Request for              Request for
                                              Information              Thinking/
                                                                       Elaboration

                                    Initial Student   Different Students   Initial Student   Different Students
                                    Responds          Respond              Responds          Respond
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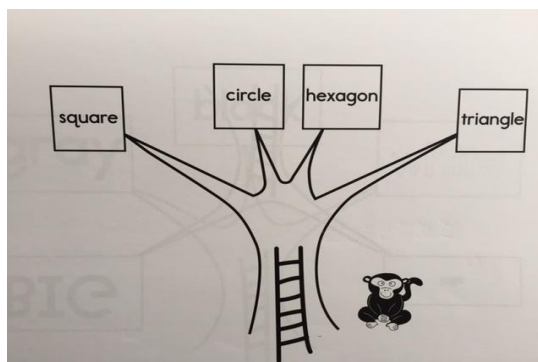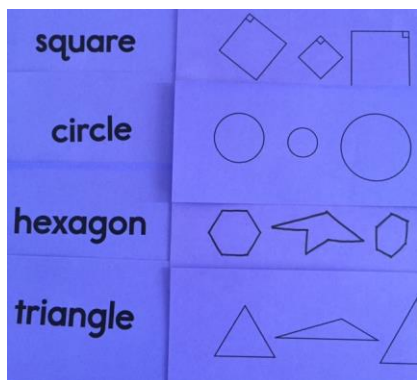# Sorting

-Introduce basic shape vocabulary   -Introductory sorting tree
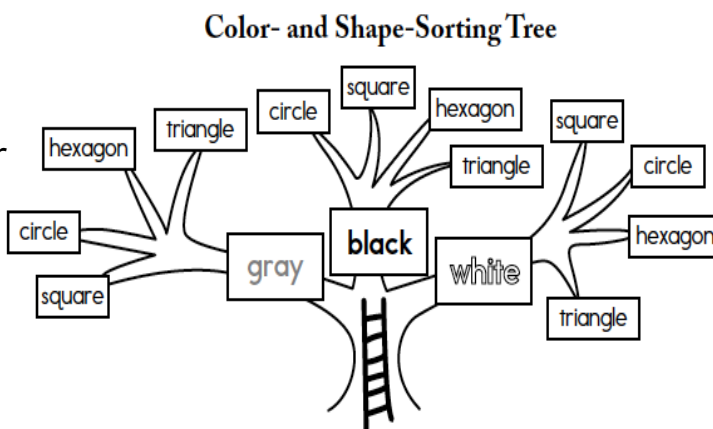

Sorting Tree

-Provides scaffolded
instruction

-Encourages higher order
thinking skills
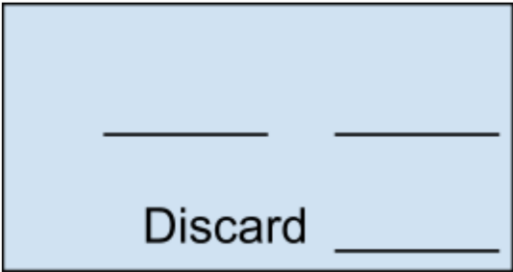
-Practice multi-step
problem solving skills

Color- and Shape-Sorting Tree

Rebecca O'Brien rebecca.obrien@louisiana.edu
Catherine Little catherine.little@uconn.edu

_____ _ _____

Discard _____

Math Decisions and Outcomes Task

_____ _ _____

Discard _____

What if the digit 4 is the first card drawn?

Where would you put it and why?

What would happen if you put it in another spot?

Math Decisions and Outcomes Task

Sample from the Classroom

- Question: "When I face a challenge, I…"
- Student responses shared and classified
  - Persevere
  - Try your best
- A different response: "I look for it and what it could be"
- What might this show, and what next?

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)

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Structure of the Question

- 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 _____"
- Avoidance of questions that will give one-word or surface answers
- Use of "pressing"
- Rephrasing

Wolf, Crosson, & Resnick, 2005

Supporting Productive Thinking

- Students
  - Need the freedom 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

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