

International Project

Group 5 by: Sydney Horton, Yara Ahrar, Katy Fick,
Sandra Guthamann, and Ann-Katrin Schreiner



Definition

- „People with more above-average intellectual talent , can be describe as individuals, about them Ability order or the ability can develop Information of high level not to take up only intensely and actually, to process and to apply, but also to value critically and to produce new information.“ (Urban 1995)



Topic to be investigated

- Using a survey, we collected some data from American and German teachers to learn how they deal with talented/gifted students in their classrooms.
- 24 American and 16 German teachers participated in completing our survey, answering how they identify gifted students and what methods of differentiation do they use.



Question to answer

- Is there any difference between the way giftedness does handle in public schools or private schools?
- Is there any difference between the way female teachers deal with gifted students compare to male teachers?
- How do beginner teachers deal with gifted students compare to more experienced teachers?



- Are teachers able to identify gifted students easily?
- What are characteristics of gifted students?
- How do schools identify gifted students?
- Can gifted students be identified by their grade levels?
- How do teachers feel about promoting gifted students?



- Who is responsible to promote gifted children?
- What methods do schools use to promote gifted students?
- What methods of differentiation do teachers use in their classrooms toward gifted students?
- What do teachers think about support materials at schools to help gifted students grow?



- What do teachers think about the importance of promoting gifted students?
- Are there training courses for teachers to familiarize themselves with gifted students and how to get the best out of them?
- How interested teachers are to know more about gifted students?



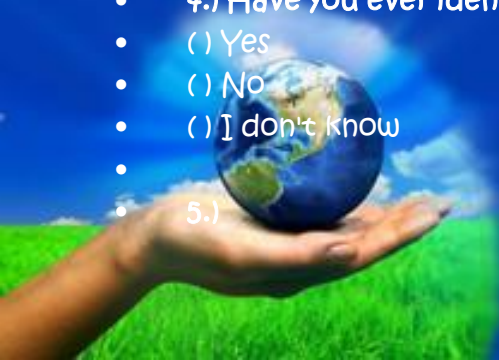
How we investigated our topic

- Our group reviewed the questions we needed, and how would be the best way to access this information.
- We created a survey to send to American and German teachers, using the free online software, Survey Gizmo.



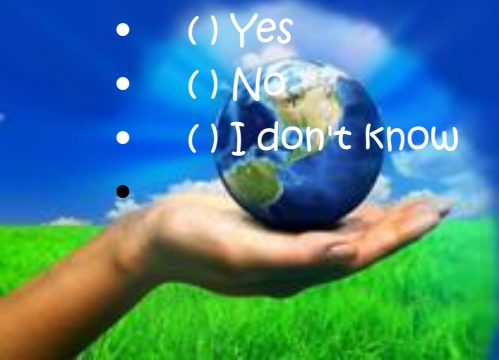
Our Survey

- Gifted children in elementary schools
- Statistical information
- 1.) What kind of school do you work at?
- state school
- private school
- other
-
- 2.) What sex do you have?
- male
- female
-
- 3.) How old are you?
- under 30
- 30-55
- over 55
-
- Identifying gifted children
- 4.) Have you ever identified a pupil as being gifted?
- Yes
- No
- I don't know
-
- 5.)



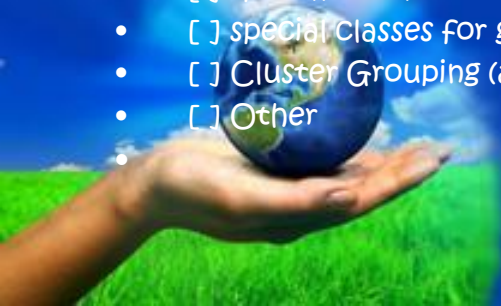
Survey Cont.

- 5.) What are, in your opinion, the distinguishing characteristics of gifted children?
- 6.) Which of the following identification procedures is used at your school to identify gifted students?
 - IQ-test
 - Achievement test
 - diagnostic conversation
 - Standard Gifted Characteristics Checklist
 - Results of competitions
 - Entrance exam
 - Other
 - Nothing
 -
- 7.) Do you think that a gifted child can be identified by their grades?
 - Yes
 - No
 - I don't know



Survey Cont.

- Promoting gifted children
- 8.) Do you think gifted children should be specially promoted in elementary schools?
- Yes
- No
- I don't know
- 9.) Who should be responsible for promoting gifted children?
- Parents
- Teachers
- Special pedagogues
- Psychologists
- Other
- 10.) Which of the following organisatory methods are used at your school to promote gifted students?
- Nothing
- Early school enrolment
- Skipping grades
- Multiage grouping with self-pacing
- subject acceleration (lessons in a higher class in one or more subjects)
- Pull-out programmes while school time
- special extra-curricular activities
- special classes for gifted students
- Cluster Grouping (all gifted children are put into the same class)
- Other



Survey Cont.

- 11.) Which of the following possibilities do you use in your lessons to promote gifted students?
- Nothing
- individualized instruction
- individual projects
- weekly schedules with different exercises for gifted children
- additional exercised
- special exercises instead of the normal ones
- Compacting (The regular school material is compacted by pretesting the student to establish which skills and content have already been mastered)
- Bilingual teaching
- Other
-
- 12.) If you are using other possibilities to promote gifted students, please make further comments.



Survey Cont.

- 13.) Please state your opinion to the following statements, while 1 means you totally disagree and 5 means you totally agree. Please select 1 thru 5, 1 being not at all and 5 being very much agree
- There is enough material for promoting gifted students.
- The promotion of gifted students is an important topic in teacher training.
- There are enough advanced training courses concerning this topic..
- I'm very interested in this topic?
- Thank you!
- Thank you for taking our survey. Your response is very important to us.



Questionnaire Results

- There were 16 German teachers and 25 American teachers who took part in the questionnaire.
- All the American teachers surveyed work in the public school system.
- Out of the 16 teachers surveyed in Germany, 10 work in a state or public school, 5 in a private school and 1 who answered other.



Questionnaire cont. - Teacher demographics

- All the American teachers who were surveyed happened to be female where there are at least 6 males and 10 females from the German teachers.
- Among the American teachers; 13 were between the ages of 30-55, 10 were under the age of 33 and 2 were over the age of 55
- Among the German teachers; 7 were between the ages of 30-55; 5 were over the age of 55 and 4 were under the age of 4



Questionnaire cont.

- All teachers in both countries were asked if they had ever identify a student as gifted.
- In Germany, 8 of the teachers said that they have identified a student as gifted where 6 stated they have not and 2 stated that they did not know.
- In American, 20 of the teachers said that they have identified a student as gifted where 3 said no and 1 said that they did not know



What the teachers say that the characteristics of a gifted student.

- Among the American teachers the most common characteristics that they see of gifted students are: performing well above grade level, excels in one or more subject area, able to think outside of the box, highly creative.
- Among the German teachers, the most common characteristics that they see of gifted students are: boredom in the classroom, behavior issues, able to verbalize exceptional insights, and have a great thirst for knowledge.



Testing

- All teachers were asked about how schools identify gifted children.
- In Germany, gifted students are identified by using IQ-test, Achievement test, diagnostic interview, observation sheet, and competitions results.
- In American, gifted students are identified by using the same things but instead of using competition results, schools use entrance exams.



Promotion

- In Germany, 14 of the 16 teachers surveyed stated that gifted students should be promoted in elementary school.
- In America, 10 of the 24 teachers surveyed stated that gifted students should be promoted in elementary school.
- In both countries, the others stated that students should not be promoted or they did not know if a student should.



Promotion Cont.

- In both Germany and America, teachers stated that the teacher is the one who should be responsible of promoting gifted students.
- Parents, special education teachers, psychologist and other personnel were also stated to be other people who should be responsible in promoting gifted students.



Promotion cont.

- In America, the most popular organizational method in promoting gifted students is pull-out programs. (19 out of 24)
- In Germany, the most popular organizational method in promoting gifted students is skipping grades. (13 out of 16)
- Other methods that are used to promote gifted students in both countries are early school enrollment, multiage grouping, subject acceleration, special extra-curricular activities, special classes and cluster grouping.



Lesson Planning for gifted students

- In America, individualized instruction is said to be used the most when planning for gifted students.
- In Germany, additional task is said to be used the most when planning for gifted students.



Lesson planning cont.

- American Teachers also use the following in their planning for gifted students: Individual projects, weekly schedules with different exercises for gifted children, additional exercises, special exercises, compacting.
- In Germany, teachers also use the following in their planning: Free work, project teaching, weekly planning, additional tasks, special task, compacting.



Other possibilities to promote gifted students

- In Germany, one of the possibilities that they have in promoting gift students that have not been mentioned is the teachers teaching gifted students in English.
- In America, one teacher stated the use of differentiated instruction within small groups.



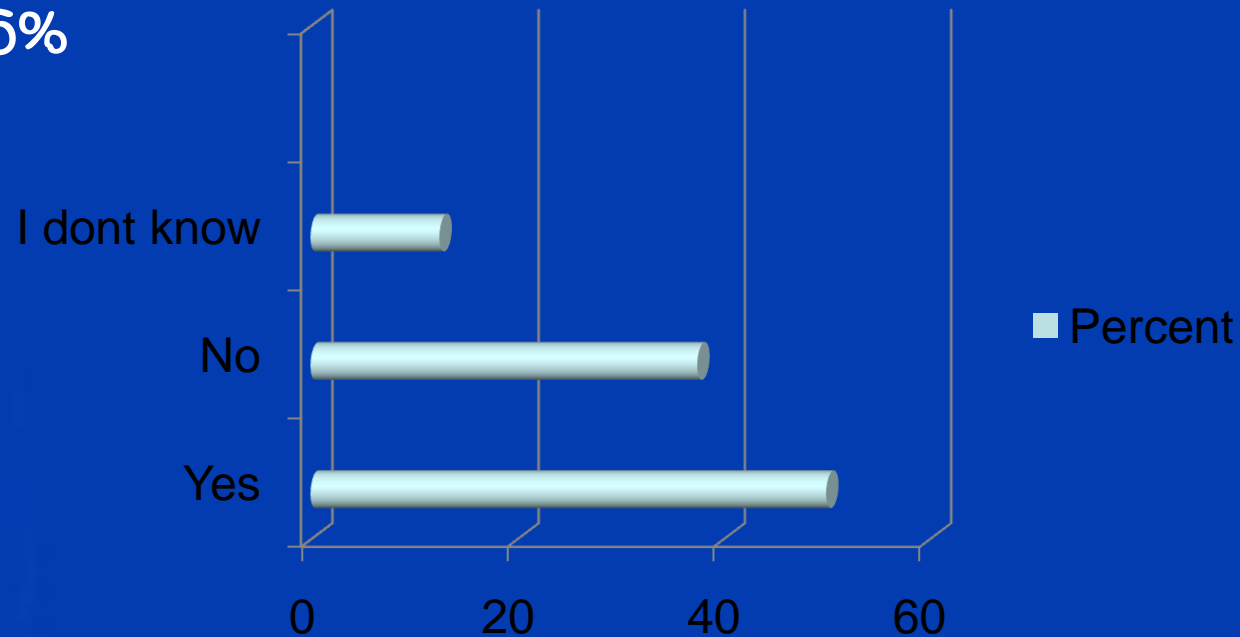
Other information...

- About 29.2% of American teachers and 6.3% of German teachers agreed that there is enough materials for promoting gifted students.
- About 16.7% of American teachers said that they totally agree that promotion of gifted students is an important topic in teacher training where none of the Germans would totally agree with the it.
- About 16.7% of American teachers and 6.3% of German teachers said that they totally disagree that there is enough advanced training course concerning gifted students.
- 25% of American teachers and 37.5% of German teachers stated that they strongly agree that they are very interested in the topic of gifted students.



Results of the German Survey:

- Have you ever identified a pupil as being gifted?
- Yes 50%
- No 37.5%
- I dont know 12.5%



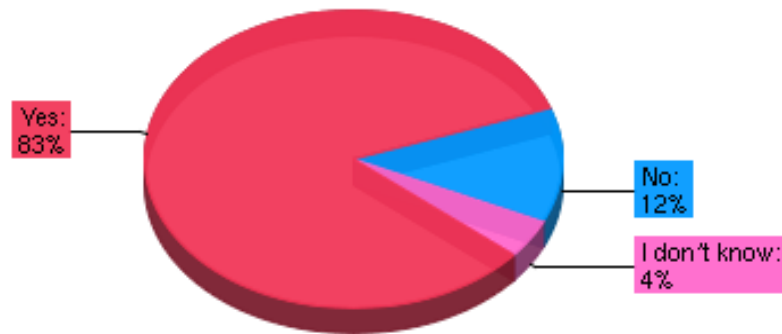
Results of the american survey:

- Have you ever identified a pupil as being gifted?

Yes 83.3%

No 12.5%

I don't know 4.2%



Comparison between the two countries

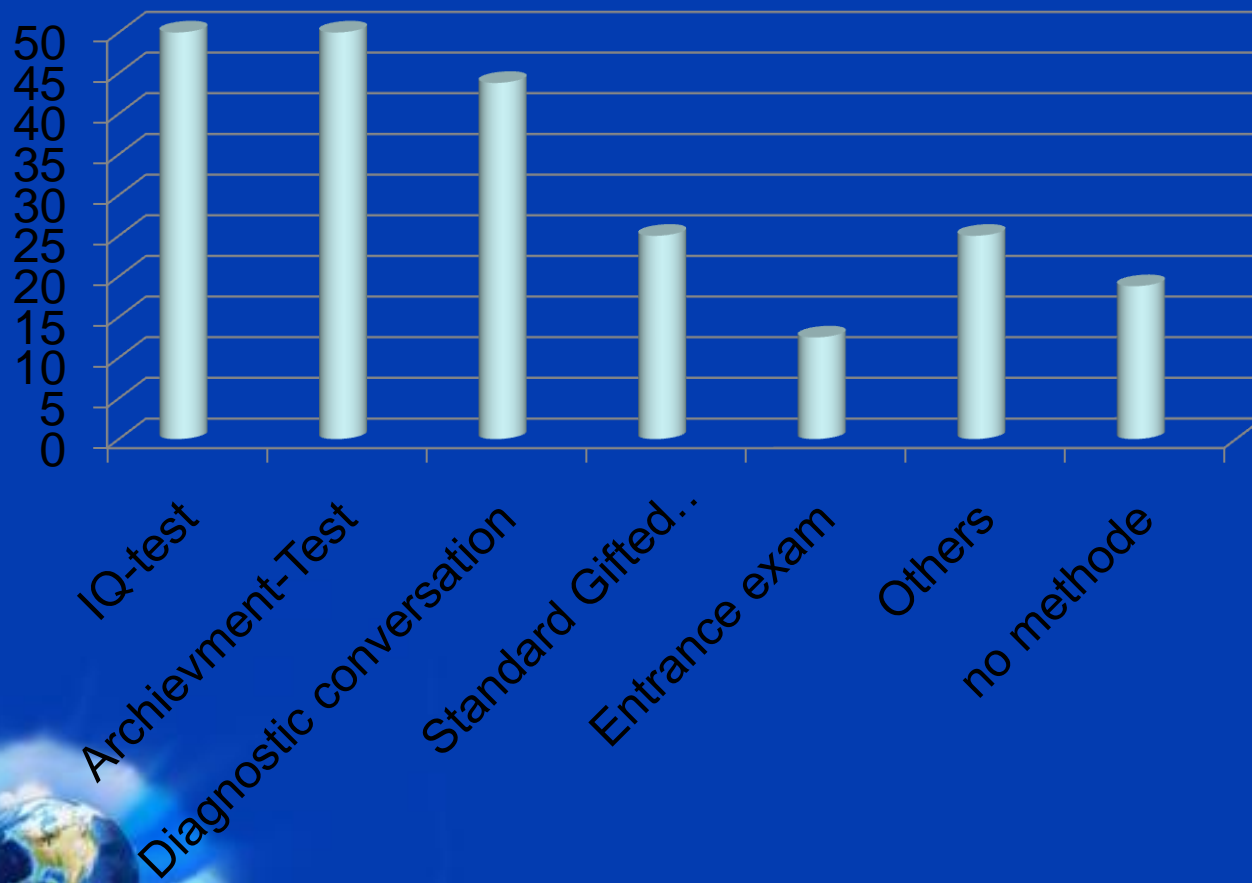
- In America: 83,3% of the teachers have identified a gifted child
- In Germany only 50% of the teachers



Results of the German survey:

- Which of the following identification procedures is used at your school to identify gifted students? (Multiple answers possible)
- IQ-test 50%
- Achievement test 50%
- Diagnostic conversation 43,8%
- Standard Gifted Characteristics Checklist 25%
- Entrance exam 12,5
- Other 25
- Nothing 18,8





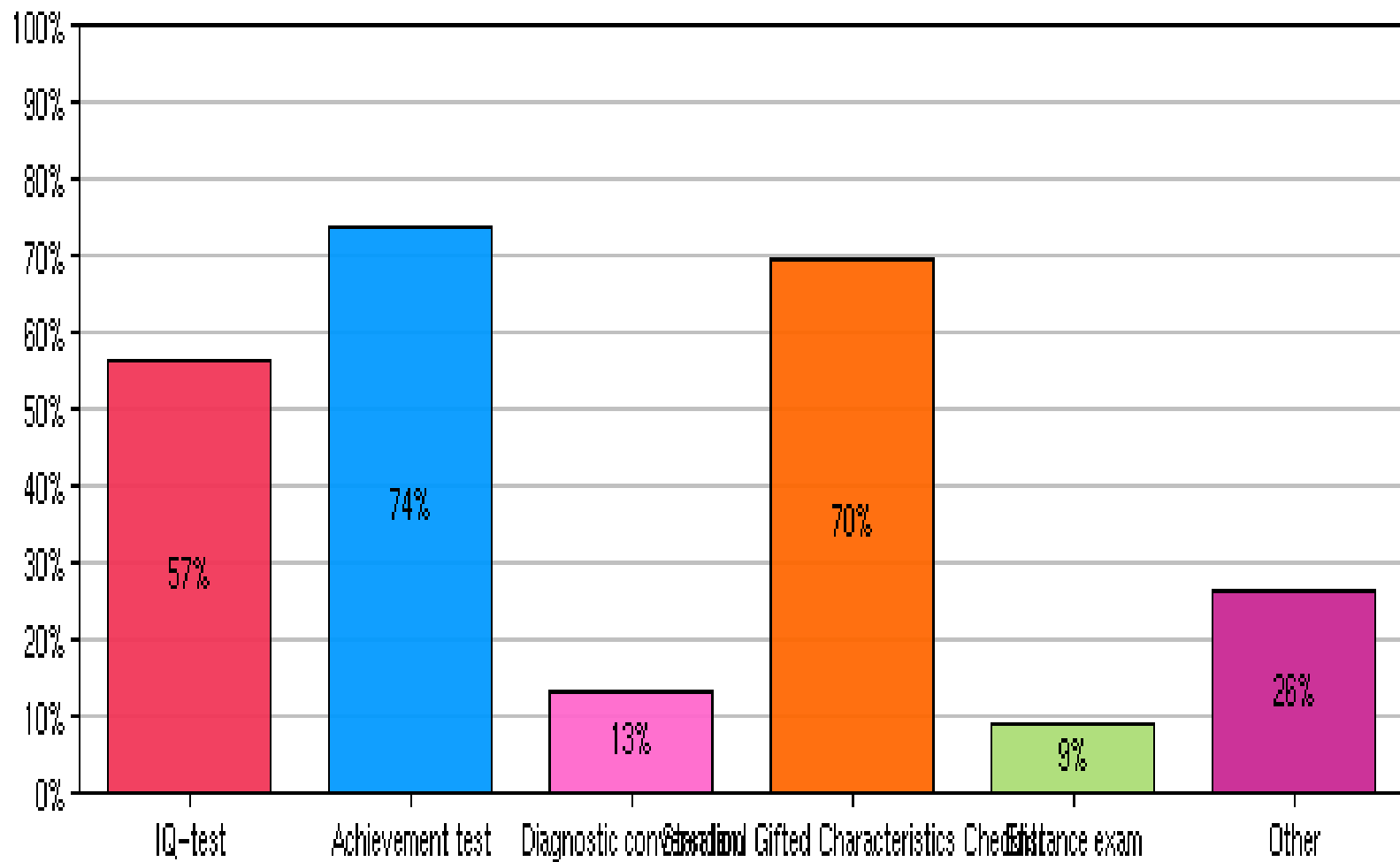
■ Percent



Results of the American survey:

- Which of the following identification procedures is used at your school to identify gifted students? (multiple answers possible)
- IQ-test 56.5%
- Achievement test 73.9%
- Diagnostic conversation 13%
- Standard Gifted Characteristics Checklist 69.6%
- Entrance exam 8.7%
- Other 26.1%





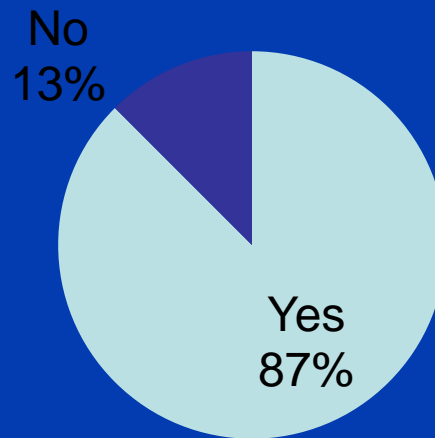
Comparison between the two countries

- In America: 76% of the Teachers use „Standard Gifted Characteristics Checklist“. In Germany just 25% use this.
- In Germany 43,8% of the German teachers use the diagnostic conversation. In America just 13% of the teachers use this.



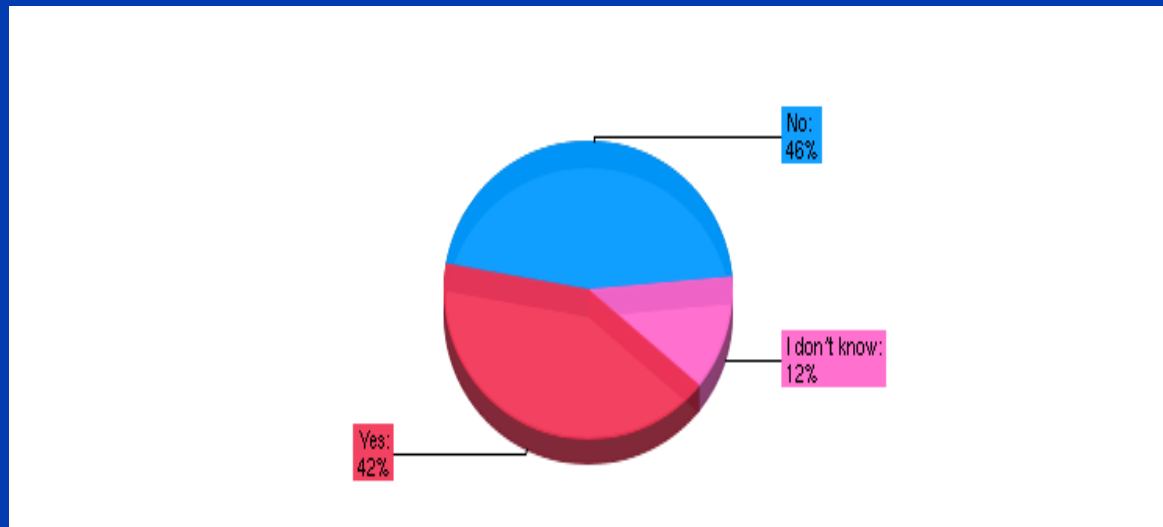
Results of the german survey

- Do you think gifted children should be specially promoted in elementary schools?
- Yes 87,5%
- No 12,5%



Results of the american survey:

- Do you think gifted children should be specially promoted in elementary schools?
- Yes 41.7%
- No 45.8%
- I don't know 12.5%



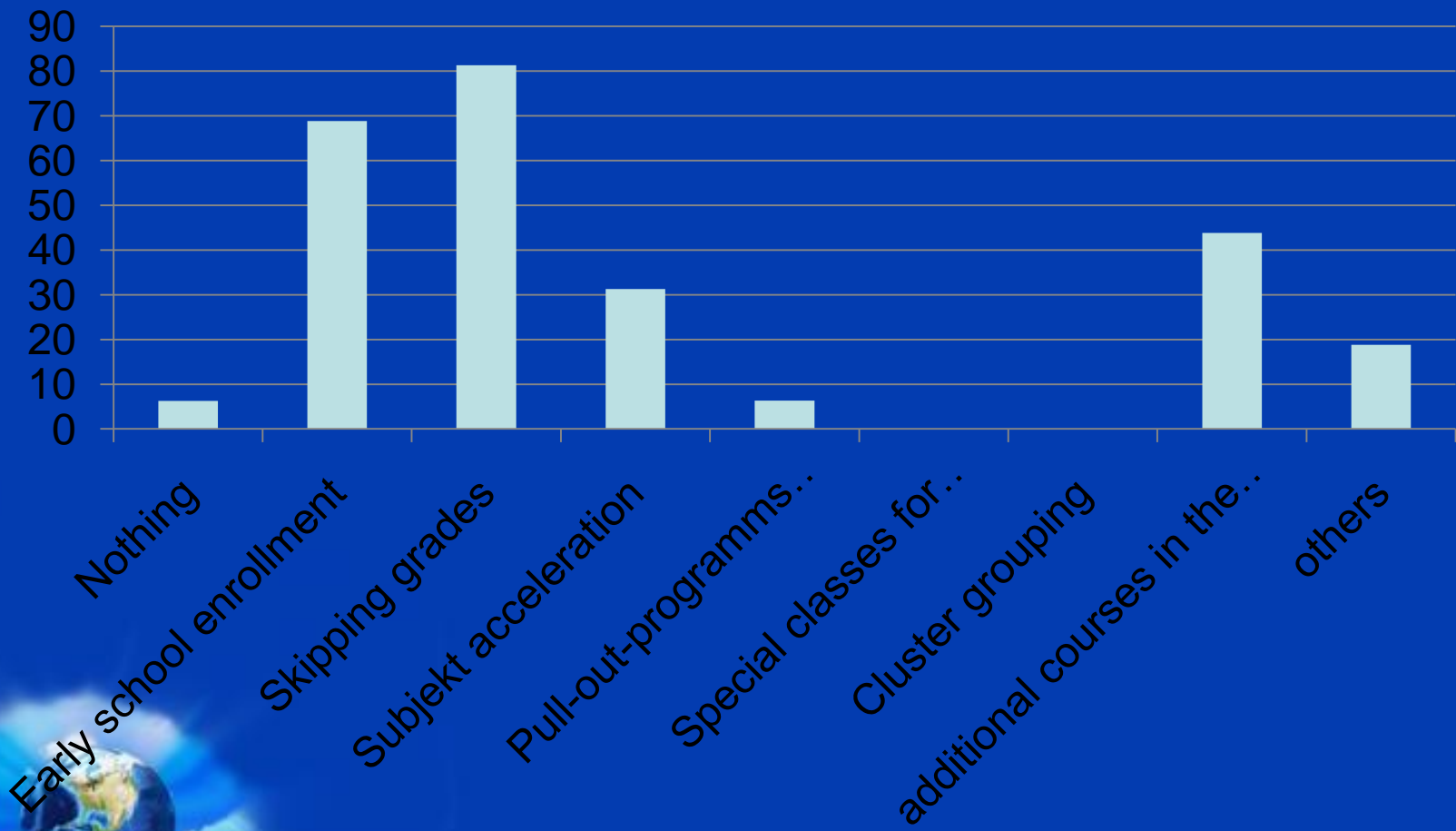
Camparison between the countries

- In Germany 87,5 % of the teachers want to have a special promotion of gifted pupils.
- In America just 41,7 % of the teachers want to have a special promotion of gifted pupils.



Results of the german survey

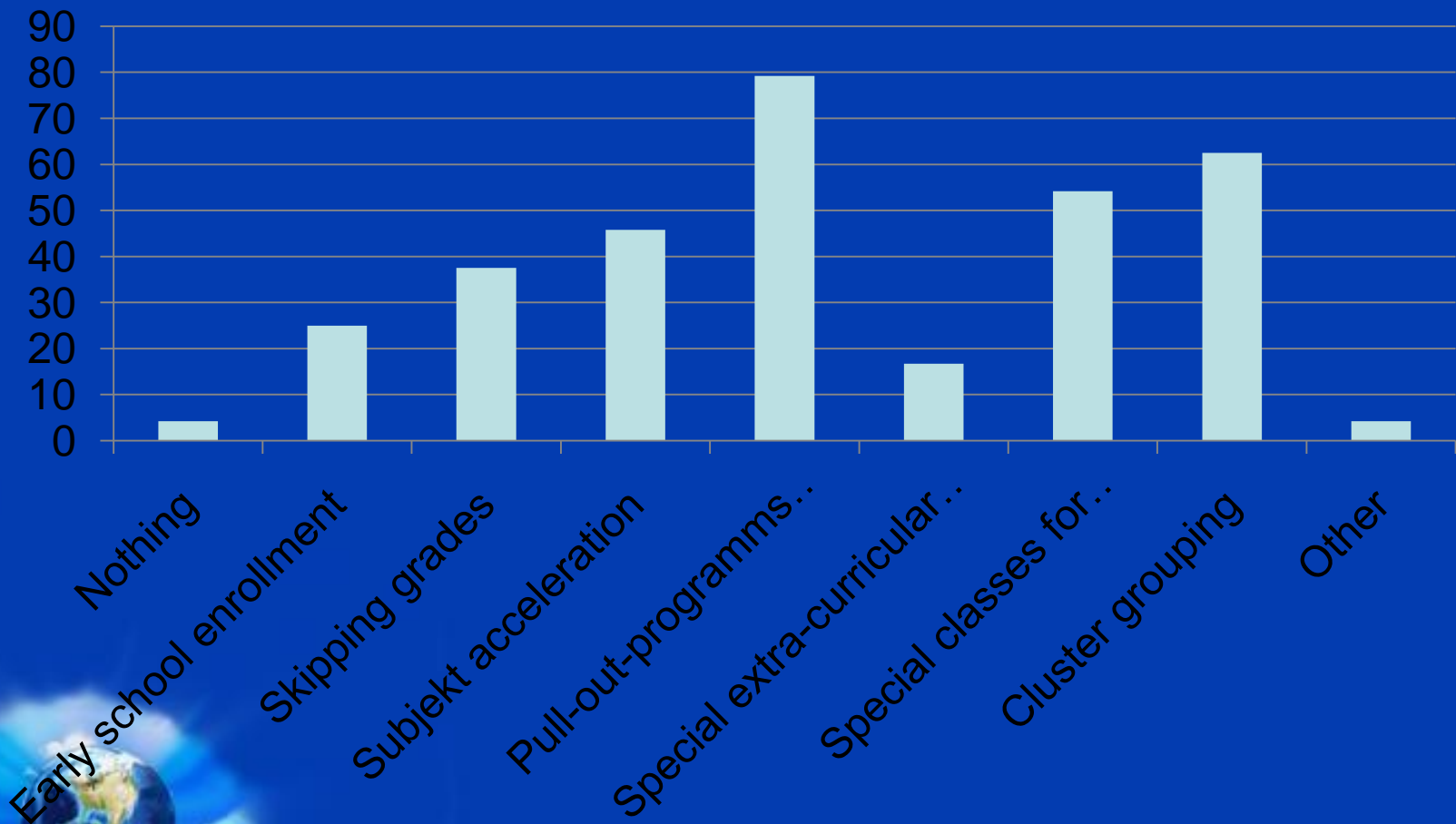
- Which of the following organisatory methods are used at your school to promote gifted students? (multiple choices possible)
- Nothing 6,25%
- Early school enrollment 68,8%
- Skipping grades 81,3%
- Multiage grouping with self-pacing 6,3%
- Subject acceleration (lessons in a higher class in one or more subjects 31,3%
- Pull-out programs while school time 6,3%
- Special classes for gifted students 0%
- Cluster Grouping 0 %
- additional courses in the afternoon 43,8 %
- Others 18,8 %



Results of the American survey:

- Which of the following organisatory methods are used at your school to promote gifted students? (multiple choices possible)
- Nothing 4.2%
- Early school enrollment 25%
- Skipping grades 37.5%
- Multiage grouping with self-pacing 4.2%
- Subject acceleration (lessons in a higher class in one or more subjects) 45.8%
- Pull-out programs while school time 79.2%
- special extra-curricular activities 16.7%
- Special classes for gifted students 54.2%
- Cluster Grouping (all gifted children are put into the same class) 62.5%
- Other 4.2%





Camparision between the two countries:

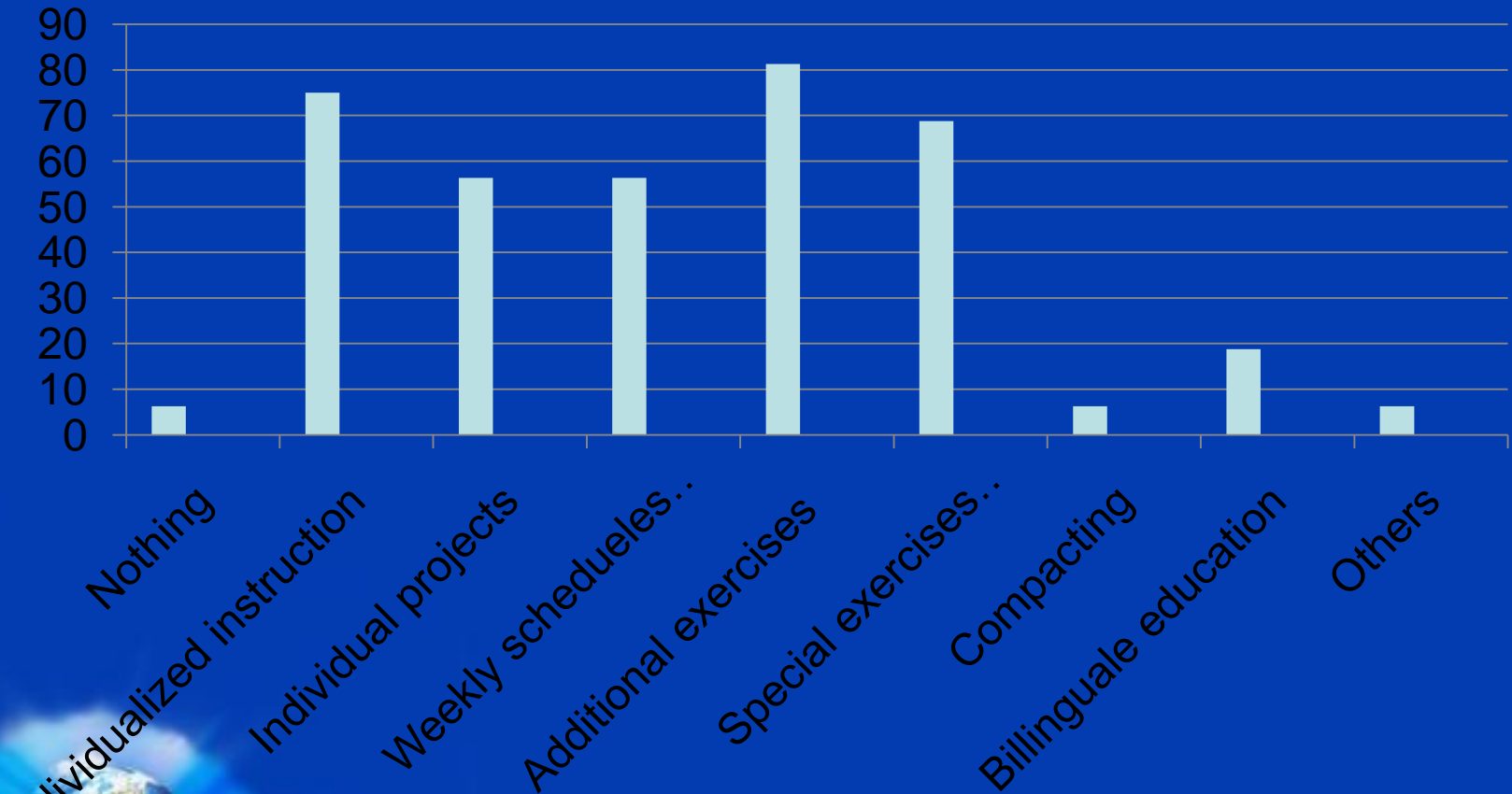
- In Germany: the teachers use mainly „Early school enrollment“ 68,8% and „skipping grades“ 81,3%.
- In America: The teachers use maily „pull-out programms“ 79,2 %, special Classes 54,2% and Cluster gruping 62,5%.



Results of the german survey:

- Which of the following possibilities do you use in your lessons to promote gifted students? (multiple choices possible)
- Nothing 6,3%
- Individualized instruction 75%
- Individual projects 56,3 %
- Weekly schedules with different exercises for gifted children 56,3 %
- Additional exercises 81,3%
- Special exercises instead of the normal ones 68,8 %
- Compacting (The regular school material is compacted by pretesting the student to establish which skills and content have already been mastered) 6,3%
- Bilingual education 18,8 %
- Others 6,3%

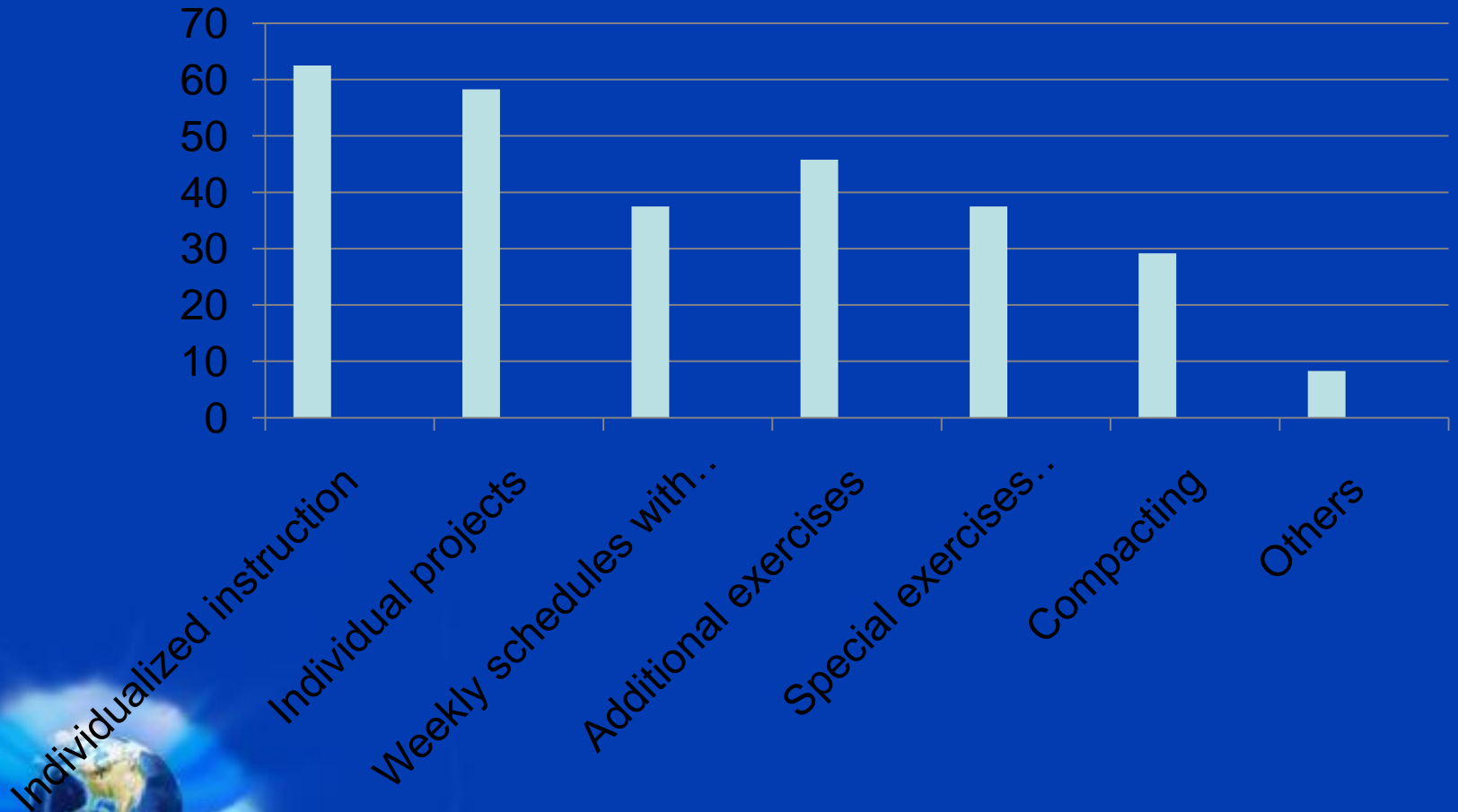




Results of the American survey:

- Which of the following possibilities do you use in your lessons to promote gifted students? (multiple choices possible)
- Individualized instruction 62.5%
- Individual projects 58.3%
- Weekly schedules with different exercises for gifted children 37.5%
- Additional exercises 45.8%
- Special exercises instead of the normal ones 37.5%
- Compacting (The regular school material is compacted by pretesting the student to establish which skills and content have already been mastered) 29.2%
- Other 8.3%





Comparison between the two countries:

- In Germany: The Teachers use for specific promotion
 - „Individualized instruction “75% and “Additional exercises 81,3% and “bilinguale education“18,8%
- In America: The Teachers use for the specific promotion: **Compacting** (The regular school material is compacted by pretesting the student to establish which skills and content have already been mastered) 29.2%



Resources

- Survey Gizmo
- <http://appv3.sgizmo.com/testsurvey/survey?id=411403&CrC=62f6911f89e7a98a0f411b17f92a3f1a>
- http://www.bmbf.de/pub/begabte_kinder_finden_und_foerdern.pdf
- Schulte, Sabine: Hochbegabte Kinder in der Grundschule. Münster: 2005.

