

WHO ARE OUR ADVANCED LEARNING STUDENT MYSTERY BOXES?



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THINK ABOUT A MYSTERY BOX

Think about an advanced learner you have met in your family, in your classroom, or at your school?

On your index card,

Draw a quick sketch of this student:

- Characteristics
- Strengths
- Challenges

- Keep this student in mind as we talk about targeted instruction and learning opportunities.



TYPE 1: SUCCESSFUL



Characteristics

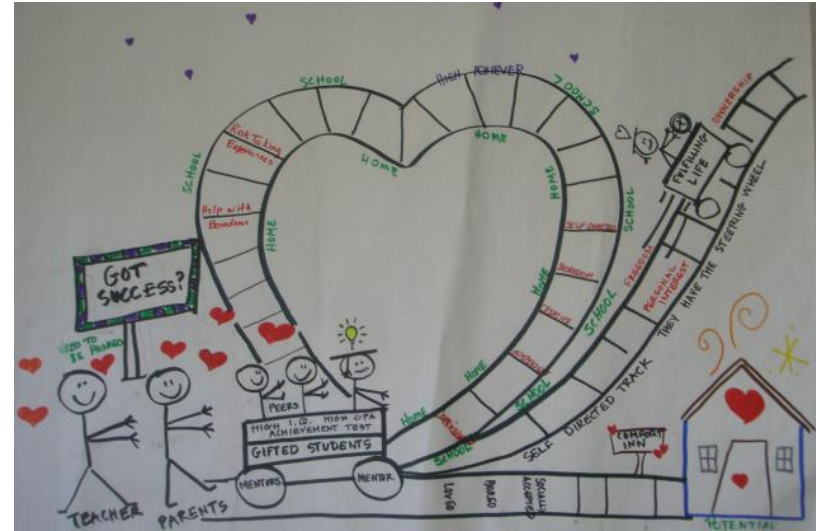
- 90% of “identified” advanced learners fall into this category
- Learn in less repetitions and score high on tests
- Eager for approval from teachers, parents, and other adults
- May eventually become bored
- Not sure what to do when a task is difficult and may retreat to the “Comfort Inn.”



TYPE 1: SUCCESSFUL CONT...

Needs

- Develop independent learning skills
- Offer In-depth studies
- Offer Accelerated Learning Opportunities
- Offer the opportunity to pretest and show proficiency
- If the student shows that they are proficient through pretesting, in-depth or accelerated study is offered in place of, not in addition to the practice work that is needed for other students to master the standard
- Offer a choice board of options that a student can explore in depth
- Risk-taking experiences-Allow time to share what they have learned with the class or allow them to teach peers what they learned through their in-depth studies



TYPE 2: DIVERGENT (CREATIVE)

Characteristics

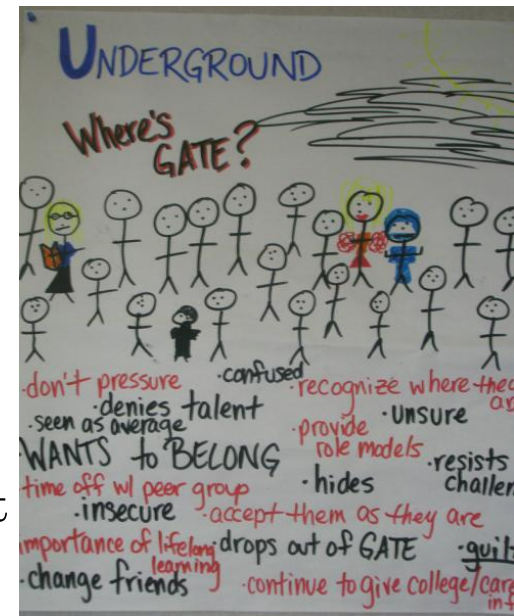
- Many school systems fail to identify these students due to behavior overshadowing academic successes
- Often have a photographic memory and do not tolerate repetition
- Highly creative
- May appear obstinate or sarcastic, “Oppositer”
- Question authority
- Receive little recognition
- Struggle with self-esteem
- At risk of dropping out

Needs

- Tolerance
- Placement with appropriate teachers
- Cognitive and social skill development
 - Help with strategies to overcome anxiety
- Behavioral contracting
- Modified Assignments and Choice-Most Difficult 5
- Build self-esteem



TYPE 3: UNDERGROUND



Characteristics

- May want to hide their abilities and do not want to stand out as different
- Feel insecure and anxious
- Deny talent in order to feel more included with their peer group

Needs

- Provide options and choice to move forward within the regular classroom setting
- Provide college and career planning experiences
- Time to be with peers
- Provide role models



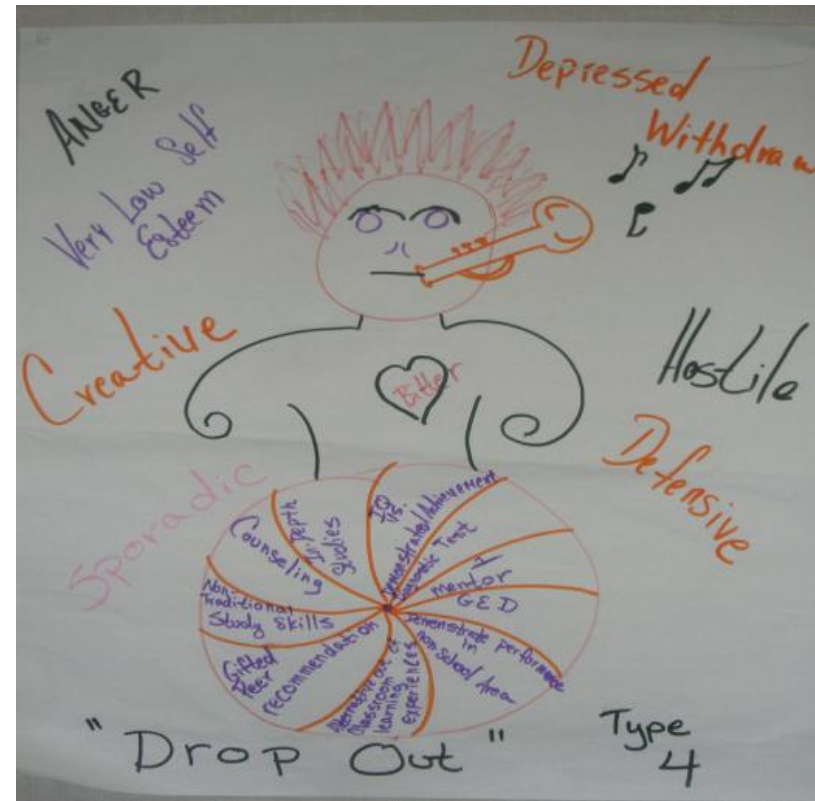
TYPE 4: DROP OUT PROFILE (AT-RISK)

Characteristics

- Resentful
- Angry
- Depressed
- Isolates self
- Seems average or below
- Does inconsistent work
- Intermittent attendance

Needs

- An individualized program
- Modified Assignments and Choice
- Intense support
- Mentorships
- Alternatives out of the regular classroom
- Counseling



TYPE 5: TWICE-EXCEPTIONAL (MULTI-EXCEPTIONAL) PROFILE

Characteristics

- Demonstrates inconsistent work
- May be highly advanced in one subject area and challenged in another
- May be disruptive or acts out due to difficulty understanding
- Sometimes challenges overshadow strengths
- Sometimes strengths overshadow challenges-
These students may appear successful in the classroom due to their determination to please and be successful

Needs

- Emphasize strengths
- Recognize advanced abilities
- Proficiency or best effort vs. Completion
- Modified Assignments/Choice
- Provide alternative learning experiences



TYPE 6: THE AUTONOMOUS LEARNER

Characteristics

- Self-confident
- Enthusiastic
- Accepted by others
- Accepts failure
- Intrinsic motivation

Needs

- Support to take risks
- Feedback
- Facilitation
- Allow them to develop their own goals



MYSTERY BOXES

Reflection:

- Think about the advanced learner you identified earlier.
- What is their Learner Profile or combination of Learner Profiles? **E.g. Successful/Twice Exceptional, Divergent/Twice Exceptional, or Successful/Autonomous etc...**
- What do they have in common with the Learner Profiles/Types shared?
- What support do they need for continued progress/acceleration?



Students
Strength
Passion
4Cs
Choice
ALL
Communication
Career
Collaboration
Creativity
Critical-thinking
Success
College
Forward



RESOURCES

- Thank you to Maureen Neihart and George Betts for their updated 2010 Profiles of the Gifted and Talented.
- Thank you Dr. Susan Daniels and Sandy Simpson for being the first presenters to share the Profiles of Gifted Learners with our NVUSD teachers.
- Thank you Napa Valley Unified Educators for sharing your posters representing the Profiles Advanced Learners. This work inspired the ALL Means ALL vision of the NVUSD ALPS program and its mission to support ALL of the learners in ALL of our classrooms.

