

أكاديمية جيمس الأمريكية - أبوظبي  
GEMS American Academy  
ABU DHABI

**GAA**  
**Gifted, Talented & High**  
**Ability Learner**  
**Policy & Procedures**

**2017**

## **GIFTED, TALENTED AND HIGH ABILITY LEARNER (HAL) POLICY AND PROCEDURES FOR GEMS AMERICAN ACADEMY - Abu Dhabi**

At GEMS American Academy we believe in providing the best possible education for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement. In accordance with GAA's ethos, all students will be given full access to all areas of learning and teachers will endeavor to ensure that all students reach their full potential, irrespective of race, age or ability, both for their self fulfilment and for their development into active, responsible adults. We value the individuality, gifts and talents of all of our students.

The purpose of this policy is to ensure that GAA staff are aware of our gifted and high ability students and support them academically, and in other areas of development and performance by ensuring that adjustments are made to meet their particular needs. Gifted children think at such high levels of complexity that, while they can benefit from some aspects of the school day, they also require curriculum that allows them to move ahead faster and pursue their areas of interest and talent.

**\*\*\*\*Identification for the Gifted, Talented and High Ability Learner Program will take place following Fall MAP and CAT-4 Assessments.**

### **ADEK Definition of Gifted and / or Talented**

“Students who have been defined as being gifted and/or talented are students whose abilities and qualities result in their exceptional performance.”

The educational needs of such students require specific consideration within mainstream educational programs as their achievements or perceived potential often place them significantly ahead of the majority of their peers in one or more of the following areas:

- Intellectual ability;
- Subject-specific aptitude (e.g. Arabic, science or mathematics);
- Social maturity and leadership;
- Mechanical/technical/technological ingenuity;
- Visual and performing arts (e.g. art, theatre, recitation); and,
- Psychomotor ability (e.g. dance or sports).”

### **GAA Definition of High Ability Learners**

A learner with high ability means a student who gives evidence of high performance capability in specific academic fields and who requires differentiated curriculum and acceleration in order to develop those capabilities.

## CRITERIA FOR GIFTEDNESS AND HIGH ABILITY LEARNER SUPPORT AT GAA

Students receiving High Ability Learner (HAL) support will:

- score in the 98th percentile and above on the MAP assessment or
- have a cognitive assessment (CAT 4) SAS score of 130 in any of the 4 categories.

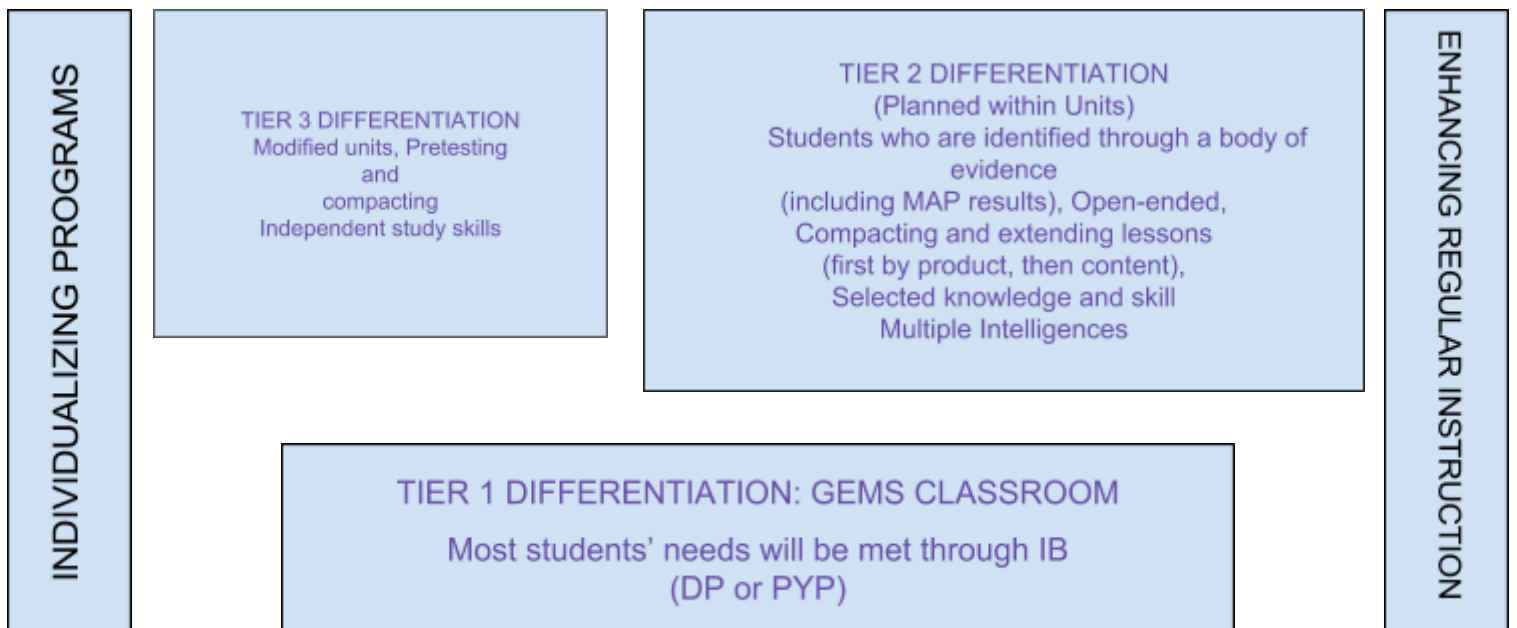
Students receiving Gifted Support Services will:

- score in the 98<sup>th</sup> percentile and above on the MAP assessment or
- have a cognitive assessment (CAT 4) SAS score of 130 or higher in any of the 4 categories and
- have a *clinical* cognitive assessment indicating that the student is functioning at the 98th percentile on either the Full Scale Intelligence Quotient (FSIQ) on the Wechsler Intelligence Scale for Children – 4th Edition (WISC-IV)

### GAA Tiers of Support for Gifted & High Ability Learners

#### Gifted Support

#### High Ability Learner Support



## **PROGRAMMING FOR THE MAJORITY OF STUDENTS AT GAA**

### **TIER 1 DIFFERENTIATION**

The needs of the majority of our students are met by:

- providing opportunities for open-ended problem-solving, hypothesizing
- and developing thinking skills
- having high expectations of all students
- providing rigorous and constructive feedback
- developing a strong Learner Profile with all of our students
- using appropriate resources to compact and extend the learning

### **PROGRAMMING FOR STUDENTS REQUIRING TIER 2 AND TIER 3**

Our gifted, talented and high ability students may require additional support through compacting and extending their programming. These supports are separated into two categories.

### **TIER 2 DIFFERENTIATION**

High ability students will benefit from Tier 2 differentiation. Open-ended questioning and inquiry will provide enrichment within the program.

*How we support this model in KG and Elementary:*

- We are a play based full inclusion KG program
- We meet the needs of students through developmentally appropriate learning opportunities that differentiates for different levels of learning.
- Compacting and extending learning is best practice for advanced learners. This is done within the grade level.
- We support and educate the whole child meaning that we take into account not only academic skills, but also social/emotional skills as well.
- Project based extensions are an excellent way to extend the learning of advanced learners.

*How we support this model in Secondary:*

- We offer honors courses in Mathematics and English Language Arts in grades 7 through 10
- Higher Level options are available for almost all IBDP courses
- We meet the needs of students through developmentally appropriate learning opportunities that differentiates for different levels of learning.
- Compacting and extending learning is done within courses when optimal for learners.
- Problem-based learning, project-based learning, and inquiry are an excellent way to extend the learning of advanced learners.

## **DIFFERENTIATING THE PLANNING FOR TIER 2**

*The thinking strategies and methods used to acquire knowledge and skills include:*

- *variety;*
- *pacing;*
- *discussion;*
- *higher level thinking (HOTS);*
- *open-ended questions;*
- *inquiry-based learning;*
- *expert Methods of Inquiry; and/ or,*
- *self-selected processes*

These options should be kept in mind when designing an Advanced Learning Plan for a gifted student.

## **DIFFERENTIATING THE LEARNING IN TIER 2**

Teachers and students can keep the following strategies in mind when programming for students who are Gifted / Talented:

- *re-test/compact/extend*
- *higher level questioning*
- *independent projects*
- *interest grouping*
- *ability grouping*
- *tiered assignments*
- *learning centers*
- *mentorships/apprenticeships*
- *contracts/management plans*

## **DIFFERENTIATING ASSESSMENT FOR TIER 2**

*The way in which students demonstrate learning applies to all of our students and aligns with PYP and DP. With that in mind, teachers of gifted and high ability students need to consider the following when it comes to creating a product:*

- *should be chosen by teacher and student (when possible)*
- *should be appropriate for the type of content*
- *should vary with task*
- *should be appropriate for the intended audience*

## **TIER 3 DIFFERENTIATION**

These students would have the same support included as in the Tier 2 differentiation. Additionally, our gifted students will require an **Advanced Learning Plan / Individual Education Plan**.

### **Advanced Learning Plan / Individual Education Plan (IEP)**

The Advanced Learning Plan / Individual Education Plan will be developed in conjunction with parents, a regular education teacher, the counselor and a member of the Learning Support Team. An Advanced Learning Plan / Individual Education Plan (IEP) will determine how the special needs of gifted students, capable of high performance in one or more areas, will be met. The ALP / IEP for gifted students will follow the clinical cognitive assessment recommendations.

## **TEACHER RESPONSIBILITIES**

1. Planning for units of inquiry will include differentiation strategies for students who are identified as High Ability Learners and Gifted learners.
2. Teachers will have a list in their blue binders of High Ability Learners and Gifted students.
3. Learning Support (LS) in Secondary or Instructional Coach (IC) in Elementary teachers will share the applicable plans with classroom and specialist teachers.
4. The classroom teacher and the LS or IC teacher will conduct a review of the plans midway through the academic year to ensure that the needs of the gifted and high ability learners are met.

<http://www.ibo.org/contentassets/019c8bebf2a84f2c8493ae56de3c8c34/54-an-itachurchville-supportingexceptionalityinibschoools.pdf>

For students who have needs that are unable to be met at GAA, they may be referred to the ADEK Gifted Regional Committee (please see ADEK Policy).

