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DEVELOPING A GIFTED IDENTIFICATION PROCEDURE IN THE USA

The statement of the problem in general form and its interrelationship with the important scientific or practical goals. The issue of identification of gifted children in the USA has a prolonged history. Giftedness has become the intence interested subject in the educational area. Today researchers pay much attention to the problem of identification of gifted children during their study at school, as this very period of children's life gives gifted and talented pupils more opportunities to identify and develop thier skills and abilities. While studying the prosedure of gifted identification it's can't but mation the phases of this prosedure and their analisys.

The formulation of goals of the article. The goal of this article is to analyze the development a gifted identification procedure in the USA, to define the major phases of the procedure, foreign experience in identification of gifted children while their studying at school.

According to the context of our research **the article's actuality** is in analisys of the identification procedure in order to use positive aspects of foreign experience in this field in Ukraine. Borrowing of American experience will ade to the improvement of Ukrainian system of identification of gifted children.

The statement of the basic material of the research with full study of received scientific results. Skills and abilities of any gifted children begin to develop in the definite social medium. As the dynamics of the development of child's skills directly depends upon the fact, whether he or she was identified as a gifted pupil, it is necessary to develop a gifted identification procedure in order not to leave any child behind.

There is a special identification committee nearly in every school in the USA. This committee before starting the procedure of identification has defined areas of giftedness that will be served in a variety of program options and select an array of assessment for each of these areas and programs. Only after this they develop an identification procedure. The procedure is aligned with state requirements, and it addresses equal access concerns according to Title VI guidelines of the Civil Rights Act of 1964.

According to American scientist Johnson S.K. there are **three phases** in identification procedure:

1. Nomination;
2. Screening;
3. Selection [5].

It is felt to be necessary to analyze each of these phases.

In those states where gifted and talented falls under education legislation, a prereferral phase may also be added to the procedure.

As far as ***nomination*** is concerned, it should be mentioned that during this phase, nominations are solicited from a variety of sources: teachers, parents, counselors, psychologists, administrators, community members, and the pupil. The main purpose of this phase is to ensure that all pupils who might have potential in the areas that are served by the district are nominated. Particular attention needs to be given to special groups such as pupils with disabilities, who are minority or lower income backgrounds, who limited English proficiency, or are from rurally isolated areas. Professional development for administrators and teachers and orientations for parents and other interested community members are key elements in the process. Research suggests that identify more children when trained [2] and that parents are better than teachers in identifying very gifted children [3].

A prereferral phase may enhance the number of pupils who are nominated by teachers. This type of assessment might be described as “dynamic”. Dynamic models include an element of assessing baseline abilities, teaching and reassessing [1]. For example, a teacher might design tasks that require problem solving or complex

strategies, observe how pupils perform, and then have the pupils reflect on their performance. In this way, the teacher might discover gifted pupils who not only have a greater knowledge base, but also are better at applying this knowledge [4]. Teachers might also systematically vary the pacing and types of tasks and observe the pupils' responses in the classroom. For example, how might pupils react to long-range assignments in their interest areas? If allowed to pace themselves, how quickly do pupils learn new concepts? When given choices of alternative activities, what types of tasks do pupils select?

At the end of nomination phase, the school should have a large pool of applicants, approximately 25 – 30%, who will proceed to the second phase of identification, which is screening. Moving to the next phase should not be based on a single criterion, such as a teacher nomination, but on multiple sources of information.

During the next phase **screening**, assessment instruments will be administered that match the gifted program area. For example, intelligence tests might be administered to identify pupils who have abilities in the general intellectual area, systematic observations of teamwork for pupils with talents in leadership, and portfolios might be collected for pupils with talents in the arts, creative and productive thinking, or specific academic area. Some assessments such as portfolios or intelligence tests may be used across multiple areas, while others will be specific to a single area (e.g., audition in a performing arts).

Assessments during the screening phase need to match not only the area of giftedness, but also the characteristics of the pupils. If a pupil is not fluent in English, nonverbal assessments need to be used. All pupils should have an opportunity to demonstrate their best performance.

While **selection** a committee of at least three professionals who have training in gifted education will meet to select those pupils who will benefit from the program options. All data from the nomination and screening phase should be considered. Initially, the committee may want to identify pupils by number only to ensure objectivity, with anecdotal information added later.

The number of identified pupils will likely vary from year to year. Some years, for example, there may be more pupils talented in mathematics than in other years. The district will want to create program options that are flexible and match those pupils who need services not normally provided in the general education classroom. The committee may also want to create a differentiation plan that is based on each pupil's strengths and weakness that includes long- and short-term goals, classroom activities within the gifted and general education program, and evaluation.

If parents dispute the appropriateness of a placement or program decision regarding their child, they have a right to appeal the decision using due procedures in some states. Due process procedures are imposed on school districts under the 5th and 14th amendments [6]. To ensure these rights, school districts need to establish a process that includes a sequence of steps and time frames that progress from a local appeal. These steps might include:

- 1) an initial parent meeting with the local selection committee;
- 2) a parent meeting with the school district committee that would include the director of the gifted program;
- 3) a presentation to the board of trustees.

If none of the meetings at the district level resolve the issues, then the district may want to involve an impartial, professional mediator. If mediation is unsuccessful, then the parent or the school district may want to contact the state education agency and initiate a formal hearing. At the state level both sides may have counsel and present expert witnesses. Finally, if none of these steps resolve the conflict, the parents, the school district, or both may want to litigate in state or federal court.

As far as equal access is concerned, firstly we'd like to differentiate this definition. So, equal access means that, at each phase of the identification process, pupils have the same opportunity to be nominated, screened, and selected. The Office for Civil Rights has developed a checklist to provide an overview of access concerns related to school districts' gifted program [7].

Having everything mentioned above into consideration we may come to the **conclusion** that the identification procedure is comprised of three phases:

- nomination;
- screening;
- selection.

During nomination, multiple sources provide information about specific pupils. Sometimes, a prereferral phase that involves assessing baseline abilities, teaching, and reassessing is added during the nomination phase. This dynamic approach allows pupils' opportunities to demonstrate their ability in learning and applying knowledge. Nominated pupils are then assessed further during the screening phase with quantitative and qualitative instruments. Finally, a committee of at least three people select pupils who will profit from the gifted program options. Disagreements involving the identification process may be resolved through a due process procedure that the district outlines. In all stages, the identification committee will want to ensure equal access for all groups of pupils.

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І. Бабенко

*- Викладач кафедри практики мовлення та інформаційних технологій
Горлівського державного педагогічного інституту іноземних мов*

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**РОЗРОБЛЕННЯ ПРОЦЕДУРИ ВИЯВЛЕННЯ ОБДАРОВАНИХ УЧНІВ
В ШКОЛАХ США**

У статті подається аналіз процедури виявлення обдарованих дітей в школах США. Автором визначено фази процедури виявлення, проаналізовано зарубіжний досвід ідентифікації обдарованості в учнів, державні документи та офіційні дані.

Ключові слова: *виявлення, фази ідентифікації, обдарованість, номінація, відсіювання, відбір.*

ІІ. Бабенко

*- Преподаватель кафедры практики речи и информационных технологий
Горловского государственного педагогического института иностранных языков*

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**РАЗРАБОТКА ПРОЦЕДУРЫ ВЫЯВЛЕНИЯ ОДАренных ДЕТЕЙ В
США**

В статье представляется анализ процедуры выявления одаренных детей в США. Автором определены фазы процедуры выявления, проанализировано иностранный опыт идентификации одаренности у учащихся, государственные документы и официальные данные.

Ключевые слова: выявление, фазы идентификации, одаренность, номинация, отсеивание, отбор.

I. Babenko

- Instructor of the chair of speech practice and information technologies

Horlivka state pedagogical institute for foreign languages

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**DEVELOPING A GIFTED IDENTIFICATION PROCEDURE IN THE
USA**

The paper gives the analysis of gifted identification procedure in the USA. The author has defined the phases of the identification procedure, studied the foreign experience of gifted identification, state documents and official data.

Keywords: *identification, phases of identification, giftedness, nomination, screening, selection.*