



POLITICS AND POLICY WITHIN THE INTERNATIONAL CONTEXT OF ADVANCED ACHIEVEMENT

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Abstract

1. Equity versus Excellence
2. Political and cultural variance in membership in organizations and formal policy to address high academic achievement.
3. Influence of factors including culture, demography, and economics impact the level of a country's participation in formal programming for advanced students.
4. Competitive factors of International Testing programs (TIMSS, PISA, PIRLS)
5. Policy and cultural distinctions in use of terms gifted, talented, highly able, advanced – high ability versus high achievement
6. Broadening of assessment to honor identification variances in culturally and linguistically diverse populations.

The Politics of EQUALITY Versus EQUITY

- What is meant by *Equal Educational Rights?*
- Universal Declaration of Human Rights
(United Nations 1948) “*Everyone has right to education.*”
- EFA Education for All
- National v/s De-Centralized Education - Curriculum/Testing

EQUALITY of Opportunity

- Treated Differently
- Elitist Conception Gifted
- Excellence

VERSUS

EQUITY

- Equal Access
- No Segregated Grouping, Tracking, Streaming

PARLIAMENTARY ASSEMBLY OF THE COUNCIL OF EUROPE

Recommendation 1248 (1994) on Education for Gifted Children

1. Education **fundamental human right**, appropriate to each individual.
2. Will always be **children with special needs** – One group **highly gifted**.
3. Appropriate educational conditions for benefit of self and society. Not afford to **waste talent as human resource**.
4. Special provision should **not privilege one** group children to detriment of others.
5. Recommend following considerations in educational policies:
 - ⇒ i. **Legislation** – individual differences
 - Develop full potential highly gifted children.
 - ⇒ ii. Basic and applied **research** “giftedness” and “talent” to improve **identification**.
 - ⇒ iii. In-Service **teacher training** – Information on gifted children made available to all.
 - ⇒ iv. Gifted provision in **subject area** in ordinary school system – Flexible Curricula, mobility, enrichment material, projects and techniques to **foster development of all**, gifted or not.
 - ⇒ v. Ordinary **school system flexible** enough to meet needs of high performing or talented students.
 - ⇒ vi. Special provision for highly gifted or talented should be administered with **discretion**, to avoid innate danger of labeling, with all its undesired consequences to society.
6. Need to **clarify notion of “giftedness”** by operational definition accepted and understandable in different languages. Set up ad hoc committee to include psychologists, sociologists, and educationalists.

IDENTIFICATION ALTERNATIVES

**STANDARDIZED
NORMS**

**PEER DISCREPANCY
PEER CORRELATION**

**PERFORMANCE
ASSESSMENT**

ABILITY

I.Q. Intelligence
Testing:
Verbal
Quantitative
Reasoning

Discrepancy from Peers
Local Population Norm
Creativity Tests
Advanced Skill Dev.
High Level Memory Skills

Dynamic Assessment
(Pre/Post Growth)
Creativity Rubric
Multiple Intelligences
(Rating/Observation)

**ACHIEVE
MENT**

Standardized
Or National
Achievement Tests
Reading & Math

Achievement Tests
Local Norms
Local Assessments
Criterion Referenced Tests

Performance Assess.
PC = Peer Correlation
Competitions
Report Card Grades

**ADVANCED
ATTRIBUTES**

Standardized
Gifted Behavior
Rating Scales
SRBCSS (Renzulli)

Local Non-Standardized
Teacher Checklists of
Advanced Behavior Based
on Group Comparison

Portfolio - Nominations
Products, Interview,
Longitudinal Narrative
Parent/Peer Nominate

What are *Advanced Provisions*?

Grade Acceleration	Special Schools	ENRICHMENT Opportunities	After School Enrichment
Early Entrance	Self-Contained Classrooms	Art/Music Fine Arts	Summer Programs
Grade Skipping	PULL-OUT GROUPS	Dance/Drama Ballet	COMPETITIONS OLYMPIADS
ACCELERATION In SUBJECTS	CLUSTERS In CLASSROOMS	Science/Math Science Fair	Debate Chess
ABILITY GROUPING	DIFFERENTIATION IN CLASSROOM	Sport Training & Competition	SEM Schoolwide Enrichment Model
AP Classes	INCLUSION	Technology	Mentorship

DIFFERENTIATION DIAMOND

STANINE	1	2	3	4	5	6	7	8	9
Percentile	0-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99
Example: CLASS OF 20 Students	5%	5%	15%	15%	20%	15%	10%	10%	5%
	1	1	3	3	4	3	2	2	1
GREEN = GO!	Renew	Review	B	A	S	I	C	G.A. T.E.	
BLUE = BASIC	R.T.I.	Respond To Intervene	Belongs	All	Students	In	Class	TALENT	GIFTED
RED = REVIEW	Construc- tivist	Skill Groups	Multiple Intell.	Co-op Learn.	Learning Styles	Choice	Interest Z.P.D.	Pre-Test	Compact

WCGTC - World Council for Gifted & Talented Children
39 Countries/Delegates [www/worldgifted.org](http://www.worldgifted.org)
Biennial Conferences – Europe, Asia, N. America

USA	Austria	Greece	Bahrain	Hong Kong
'97, '87, '77	Denmark	Hungary	Iran	'95
Canada	France	Poland	Jordan	Indonesia
'09, '93, '81	Germany '85	Serbia	Saudi	India
Mexico	Ireland	Slovenia	Arabia	Japan
Argentina	Netherlands '91	Australia		Singapore
Brazil	Spain '01	'03, '89	Turkey '99	South Korea
Colombia	Switzerland	New	Sudan	Taiwan
Ecuador	U. K. '07, '75	Zealand		Thailand
Peru	Scotland			

ECHA – European Council of High Ability National Correspondents

<http://www.ECHA.ws>

Secretariat: Johanna Raffan, Oxford UK

Australia	Denmark	Ireland	Russia
Austria '96	England '98	Jordan	Slovenia
Belgium	Finland '06	Netherlands '94	Spain '04
Brazil	France	Peru / Latin Am.	Switzerland '88
Canada	Germany '92	Poland	25 Nations ECHA Journal: <i>High Ability</i> <i>Studies</i>
Croatia	Greece '02	Portugal	
Czech & Slovak Rep. '08	Hungary '00, '90	Romania	

Additional Federations of WCGTC

APF ASIA-PACIFIC Federation Delegates - 11 Countries	IBERO-American Fed. Delegates - 10 Countries
Australia	Argentina
Brunei	Brazil
China (Taiwan) '92 '06 Beijing '00	Colombia
Hong Kong	Ecuador
Philippines '90	Mexico
Singapore '08	Peru
South Korea '94	Portugal
Thailand '02	Spain
Turkey	Venezuela
United Arab Emirates	

10 Factors Contributing to Level of Gifted Participation

- Government POLICY –
Policy Year – National Tests
National or De-Centralized
- Special Schools
- Acceleration
- Inclusion
- Pullout Classes
- Extra-Curricular
- Competitions
- Teacher Training
- University Research
- Gifted Organizations/
Conferences

INTERNATIONAL HANDBOOK OF GIFTEDNESS AND TALENT C. 2000
Policy and Program Descriptions (Revision Forthcoming Sept. 2009)

NORTH & CENTRAL AMERICA	SOUTH AMERICA	AUSTRALIA & NEW ZEALAND
U. S. A. Canada Mexico Costa Rica Cuba Guatemala Puerto Rico	Argentina Brazil Chile Colombia Peru Venezuela	Australia New Zealand

INTERNATIONAL HANDBOOK OF GIFTEDNESS AND TALENT C. 2000
Policy and Program Descriptions (Revision Forthcoming Sept. 2009)

NORTHERN EUROPE	WESTERN EUROPE	EASTERN EUROPE
England – Wales	Netherlands	Bulgaria
Denmark	Belgium	Croatia
Finland	France	Hungary
Norway	Germany	Poland
Sweden	Austria	Romania
Latvia	Switzerland	Slovakia
Russia	Spain	Slovenia
	Portugal	Turkey
	Italy	Ukraine

INTERNATIONAL HANDBOOK OF GIFTEDNESS AND TALENT C. 2000
Policy and Program Descriptions (Revision Forthcoming Sept. 2009)

MIDDLE EAST	ASIA	AFRICA
Bahrain	China (PRC)	Botswana
Egypt	India	Kenya
Israel	Indonesia	Morocco
Jordan	Japan	Nigeria
Lebanon	Korea	Tanzania
Saudi Arabia	Philippines	South Africa
United Arab Emirates	Singapore	
	Taiwan	
	Thailand	

Northern Europe

SOURCE: International Handbook o Giftedness and Talent c. 2000

COUNTRY	POLICY YEAR	SPEC SCH	ACCEL	INCLU-SION	PULL OUT CLASS	EXTRA-CURR.	COMPETI-TION	TRAIN-ING	UNIV RES	ORG MEMB CONF
SWEDEN	-	-	-	+	+	-	+	+	+	-
DENMARK	-	-	-	+	-	-	+	-	+	-
FINLAND	1993	-	+	+	-	+	+	-	+	+
NORWAY	1997	-	-	+	-	-	+	-		-
RUSSIA	1996	+	+	+	+	+	+	+	+	-
LATVIA	+	-	+	+	-	+	+	-	+	-
ENGLAND/ WALES	1995	+	+	+	+	+	+	+	NA CE	NA GC

Northern Europe – Equality & Social Collectivism

- Law of “Jante”
- Impropriety in pride of self. No one must believe they are “special.” Value sameness.
- Swedes ambivalent to “stars.”
- Egalitarian ethos strongest in Norway.

⇒ MASCULINITY INDEX

(Hofstede, 1982)

High MAS –

(U.S. 62, Austria 75 Japan 87)

Independence, Achievement, promote individual excellence.

Low MAS -

(Sweden 6, Norway 10, Denmark 22)

Inter-dependence ideal, service, not promote or reward some to excel.

Recent Scandinavian national curriculum approaching notion of *Gardner's Multiple Intelligences* to bypass egalitarian dilemma.

WORLD DATA COMPARISON

- ⇒ **CONTINENT / Region**
- ⇒ **COUNTRY**
- ⇒ **AREA Sq. Miles (000)**
- ⇒ **POPULATION (000,000)**
- ⇒ **GIFTED PARTICIPATION**
 - W = WCGTC
 - E = ECHA
 - A = AFG Asia Federation Gifted
 - I = IFG Ibero-Federation Gifted

⇒ **LITERACY**

80% + Shaded

⇒ **GNP/Capita**

Other Demographic Factors:

⇒ **GENDER**

⇒ **LIFE EXPECTANCY**

(Health: Malaria, HIV)

⇒ **RELIGION %**

Christian, Roman Catholic

Orthodox, Jewish

Muslim, Hindu, Buddhist/Shinto,
Indigenous, Other, None

INTERNATIONAL TESTING

TIMSS 1995 1999 2003 2007	PIRLS 2002 2006	PISA 2000/R 2003/M 2006/S 2009/R
Trends in International Mathematics & Science Study	Progress in International Reading Literacy Study	Program for International Student Assessment
IEA - International Association for Evaluation fo Educational Achievement	IEA - International Association for Evaluation of Educational Achievement	OECD - Organization for Economic Cooperation & Development (30 Countries)
2007 – 58 Countries	2006 - 44 Jurisdictions	2006 – 57 Countries/Jurisdictions 30 OECD & 27 Non-OECD Groups
Equivalent to Grades 4 & 8 in U.S.	Equivalent to Grade 4 in U.S.	15-Year olds – Functional skills at End of mandatory schooling.
↻ Math & Science KNOWLEDGE Multiple Choice (50-54%) Constructed Response (46-50%) Grade 8 – Includes ALGEBRA	↻ Achievement & Reading KNOWLEDGE & SKILLS ↻ Written test of Reading Comp. ↻ Questionnaires: Reading Literacy	APPLICATION of Capabilities in: ↻ Reading Literacy (2000) (2009) ↻ Math Literacy (2003) (2012) ↻ Science Literacy (2006) (2015)
Scores: Intl. Benchmarks , Advanced (625) High (550) 90%+, Gender, Race/Ethnicity, School Poverty Level	Scores: Gender, Race/Ethnicity , Contextual Factors (School characteristics, instructional practice, teacher prep, Home Envir)	Scores: Combined & Subscales, 10th & 90th Percentiles, Proficiency Levels, Gender Dif., Race/Ethnicity

RANK BY MEAN	CONTINENT	REGION	COUNTRY	INTL TESTING T	TIMSS GR 4 MATH 2007	RANK TIMSS 4 MATH 2007	TIMSS GR 4 SCI 2007	RANK TIMSS 4 SCI 2007	TIMSS GR 8 MATH 2007	RANK TIMSS 8 MATH 07	TIMSS GR 8 SCI 2007	RANK TIMSS 8 SCI 07	PIRLS AVG 2006	RANK PIRLS 2006	PISA SCI 2006	RANK PISA SCI 2006	PISA MATH 2006	RANK PISA MATH 2006	TOTAL SCORES	TOTAL RANKINGS
1	AS	E	Singapore	T	599	2	587	1	593	3	567	1	558	4					2904	11
2	AS	E	Hong Kong	T	607	1	554	3	572	4	530	8	564	2	542	2	547	3	3916	23
3	AS	E	Chinese Taipei	T	576	3	557	2	598	1	561	2	535	16	532	4	549	1	3908	29
4	EU	N	Finland	T											563	1	548	2	1111	3
5	AS	E	Korea, Rep. Of	T					597	2	553	4			522	9	547	3	2219	18
6	AS	E	Japan	T	568	4	548	4	570	5	554	3			531	5	523	8	3294	29
7	AS	C	Kazakhstan	T	549	5	533	10											1082	15
8	NA	N	Canada	T									560	3	534	3	527	6	1621	12
9	EU	W	Netherlands	T	535	9	523	15					547	9	525	8	531	4	2661	45
10	EU	N	England/UK	T	541	7	542	6	513	7	542	5	539	13	515	12	495	19	3687	69
11	EU	W	Belgium	T									547	9	510	16	520	10	1577	35
12	EU	W	Germany	T	525	12	528	11					548	8	516	11	504	16	2621	58
12	EU	W	Liechtenstein	T											522	9	525	7	1047	16
13	EU	N	Estonia	T											531	5	515	11	1046	16
14	EU	ENC	Russian Fed.	T	544	6	546	5	512	8	530	8	565	1	479	30	476	25	3652	83
15	EU	CSE	Hungary	T	510	15	536	8	517	6	539	6	551	6	504	18	491	21	3648	80
15	EU	W	Switzerland	T											512	14	530	5	1042	19
16	EU	N	Latvia	T	537	8	542	6					541	11	490	25	486	23	2596	73
16	EU	N	Denmark	T	523	13	517	17					546	10	496	21	513	12	2595	73
17	AS	SE	Macao-China	T											511	15	525	7	1036	22
18	EU	W	Austria	T	505	17	526	13					538	14	511	15	505	15	2585	74
18	OC		Australia	T	516	14	527	12	496	14	515	11			527	7	520	10	3101	68
19	OC		New Zealand	T	492	23	504	20					532	17	530	6	522	9	2580	75
20	EU	CSE	Slovenia	T	502	19	518	16	501	12	538	7	522	20	519	10	504	16	3604	100
21	NA	N	United States	T	529	11	539	7	508	9	520	9	540	12	489	26	474	26	3599	100

Presentation Packet

World Data Comparisons

- ⇒ INTERNATIONAL TESTING COMPARISONS – 87 COUNTRIES TESTED.
- ⇒ Ranked by mean test score.
- ⇒ Three page spreadsheet.
- ⇒ COUNTRIES WITH NO PARTICIPATION IN INTERNATIONAL TESTING.
- ⇒ Organized by Geographical Area and Literacy rate.
- ⇒ Last page of packet.

WWW.INSTEADInternational.org

COUNTRY	POLICY YEAR	SPEC SCH	ACCEL	INCLUSION	PULL OUT CLASS	EXTRA-CURR.	COMPE TITION	TRAIN-ING	UNIV Re-search	ORG MEMB CONF
U.S.A.	Local Sch. Bd.	+ 3	+ 3	+ 5	+ 4	+ 5	+ 5	+ 5	+ 5	WCGTC VANC 2009

DEMOGRAPHIC DATA	POPULATION 000,000	AREA SQ MI 000	LITERACY %	LIFE EXPEC	GNP Per Capita	COMPUL AGE SCHOOL	REL 1 %	REL 2 %	NATL CURR	NATL TESTS
	307.2	3719	97%	77	36300	17	Christ 52	R Cath 24	NO	NO

INTL. TESTS Yr., Grade, Subj.	TIMSS 07 G4 MATH	TIMSS 07 G4 SCI	TIMSS 07 G8 MATH	TIMSS 07 G8 SCI	PIRLS 06 G4 RDG	PISA 06 Y15 SCI	PISA 06 Y15 MATH	No. of Tests N = 7	AVG Mean	Avg. Rank
TEST Score Mean Rank	529 11	539 7	508 9	520 9	540 12	489 26	474 26	7	514	14.3
MEAN – 90+ % Rank	625	643	607	623	No 90%					



RESEARCH FOR THE ADVANCEMENT OF EDUCATION

COMPARATIVE AND INTERNATIONAL EDUCATION

- ➔ Transnational Research
- ➔ CIECAP
- ➔ Global Gifted Database

GIFTED AND TALENTED EDUCATION

- ➔ Identification
- ➔ Policy
- ➔ Differentiation
- ➔ Learning Styles
- ➔ Curriculum

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Educational Leadership



Kathy Stone, Ph.D. is an Educational Psychologist and an International Researcher in the field of Comparative and International Education. As a researcher and professional in the field of Education of the Gifted and Talented, Kathy continues...

Publications

- Reflections from the Matterhorn
- Duck 'Til Carcinoma
- Foot in the Ocean
- Standard Deviation

I.N.S.T.E.A.D., International

International Network Supporting Transnational Exchange & Diversity

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