



# Burnaby MACC Program

Multi-Age Cluster Classes for  
High Ability Learners

(Starting in 2014/15)



# Guiding Questions

## Part 1: Giftedness

- What is giftedness & who are our gifted learners?
- What do we consider when programming for gifted learners?
- What options do we have for gifted learners in Burnaby?

## Part 2: The New MACC Program in Burnaby

- What is the MACC program?
- How does the MACC program application process work?

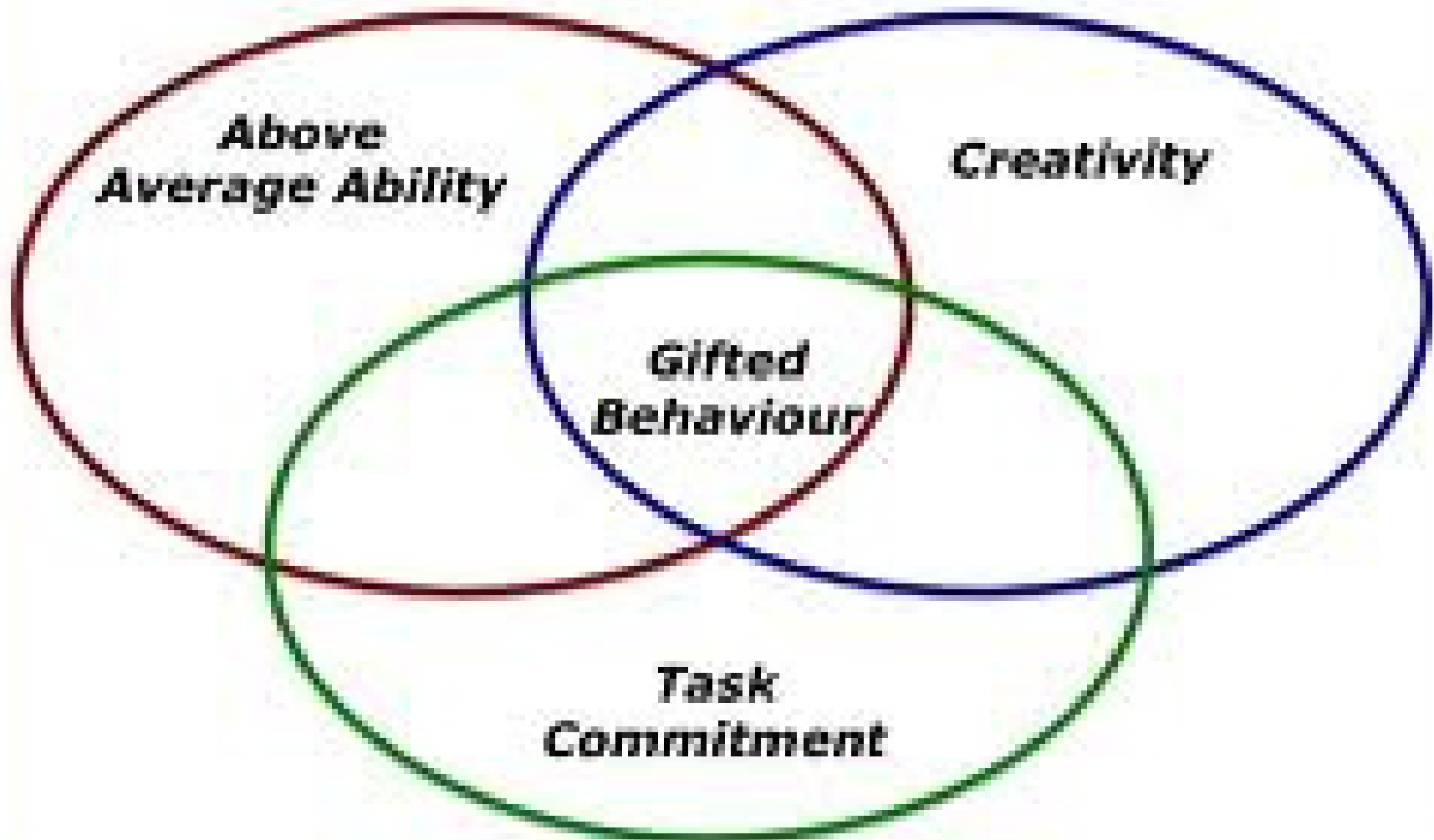
# What is Giftedness?



# Columbus Group

*“Giftedness is Asynchronous Development in which **advanced cognitive abilities** and **heightened intensity** combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity.”*

## Joseph Renzulli: The Three-Ring Concept of Giftedness

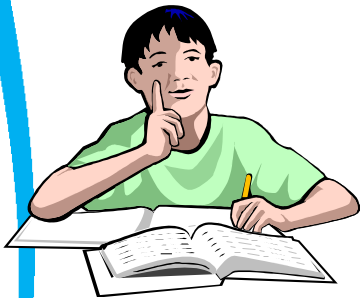


# Who are our Gifted Learners?



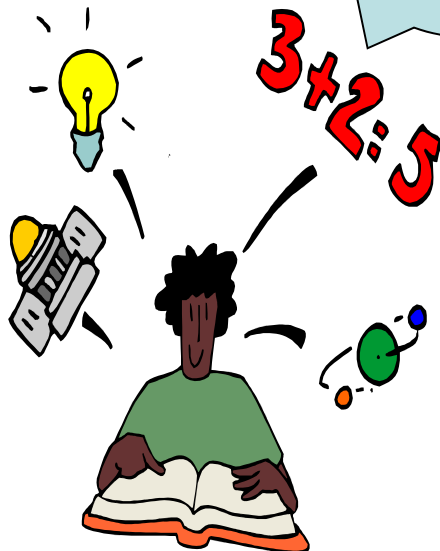
## High Achiever

Oh! I know the answer!



## Gifted Learner

Yeah, that is one way to look at it, but what I really think is.....



## Creative Thinker

What about this....  
Did you know that...  
Let`s look at it from this perspective....



# Some Common Gifted Characteristics:

- Highly curious
- Abstract thinkers
- Clever use of humour
- Superior vocabulary
- Strong feelings and opinions
- Original and creative
- Extraordinary capacity to remember and process information
- Intuitive
- Advanced ardent interests

**PLEASE NOTE:** *This is a sample of gifted characteristics. It is not a comprehensive list and is not for diagnostic purposes.*

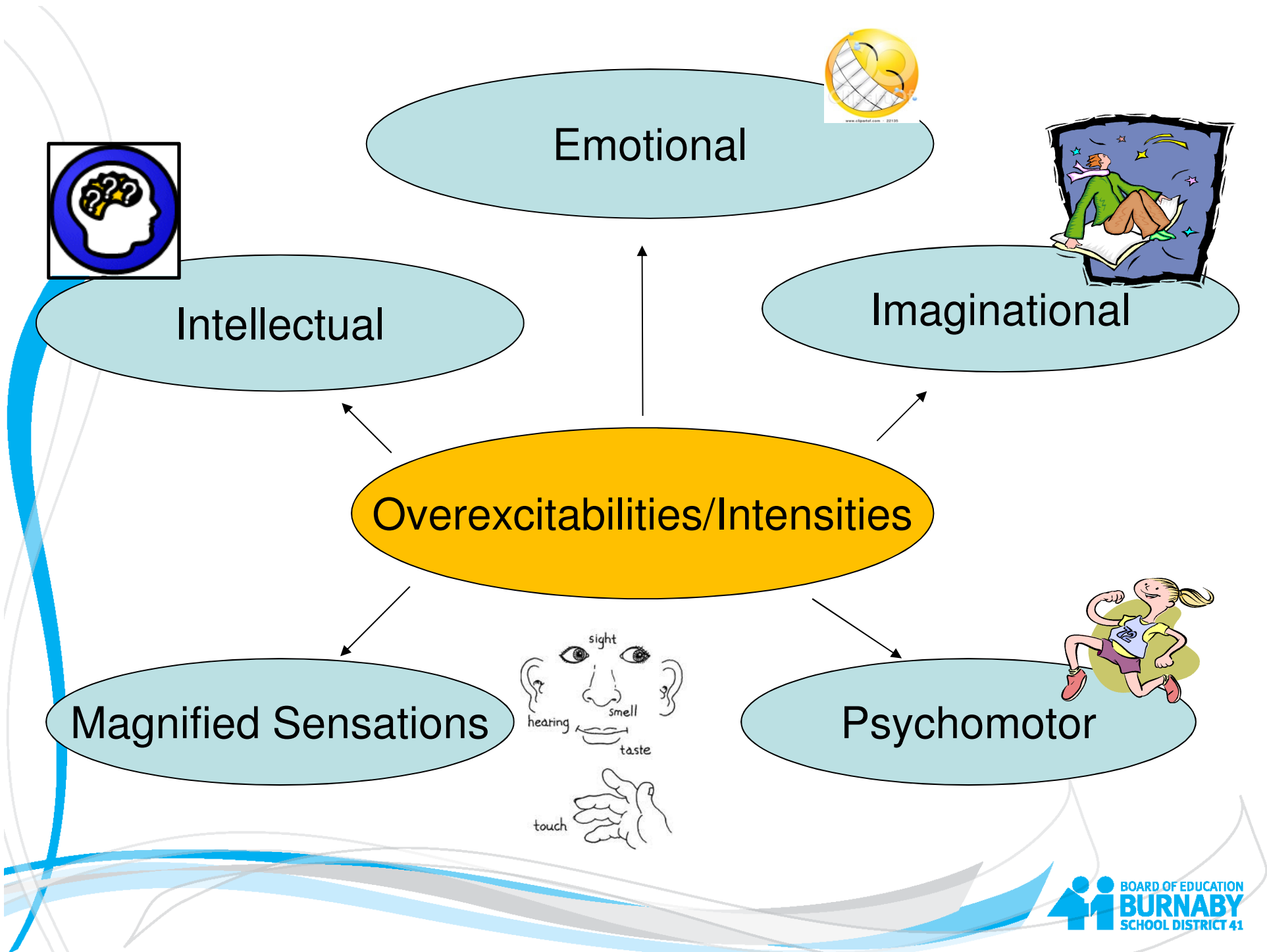
-adapted from Gross, MacLeod, Drummond & Merrick (2001), Clark (1983), Baska (1989) & Kanevsky (1999)



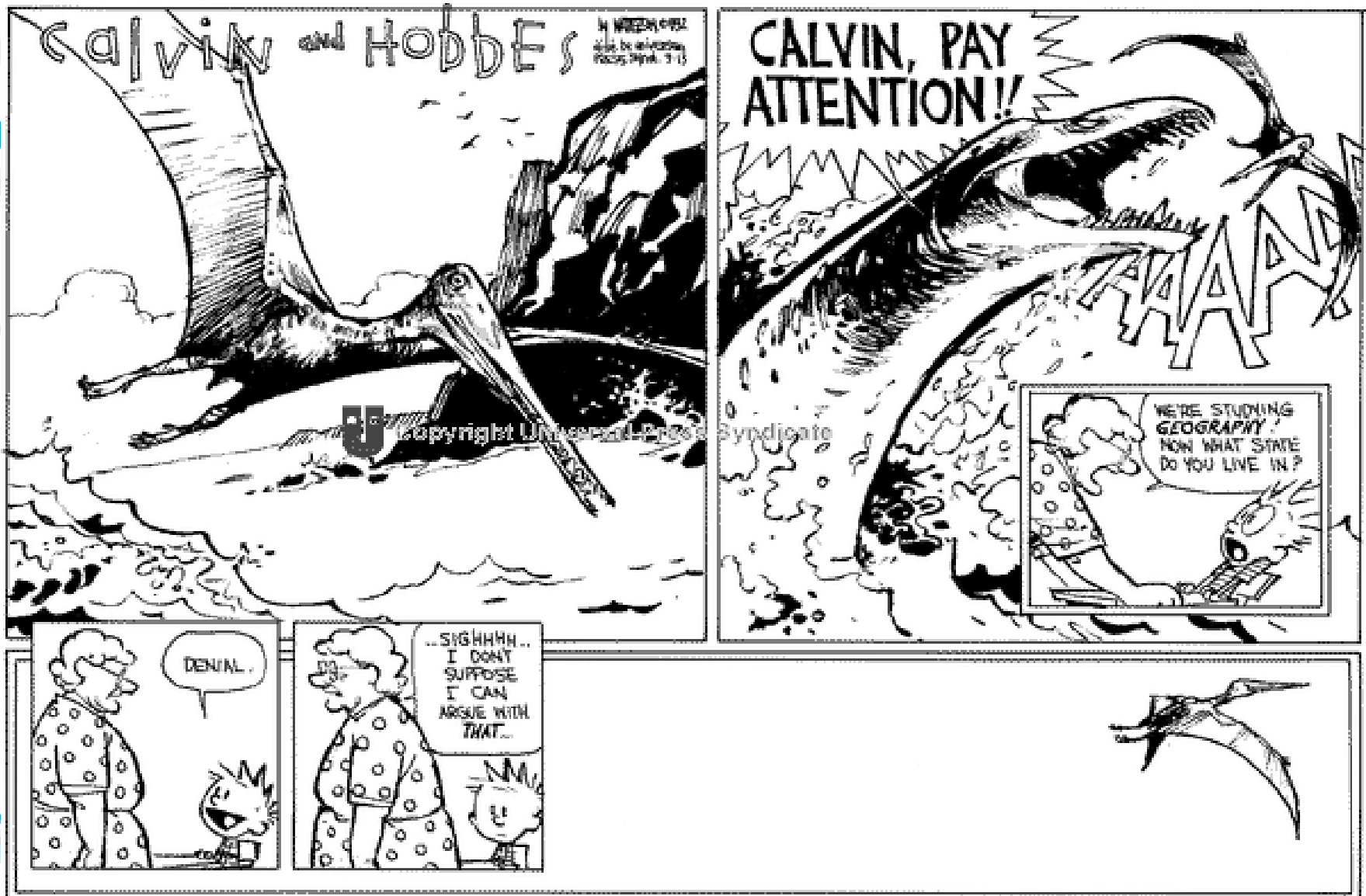
# Living in a Higher Key!

With giftedness comes a different way of experiencing the world.

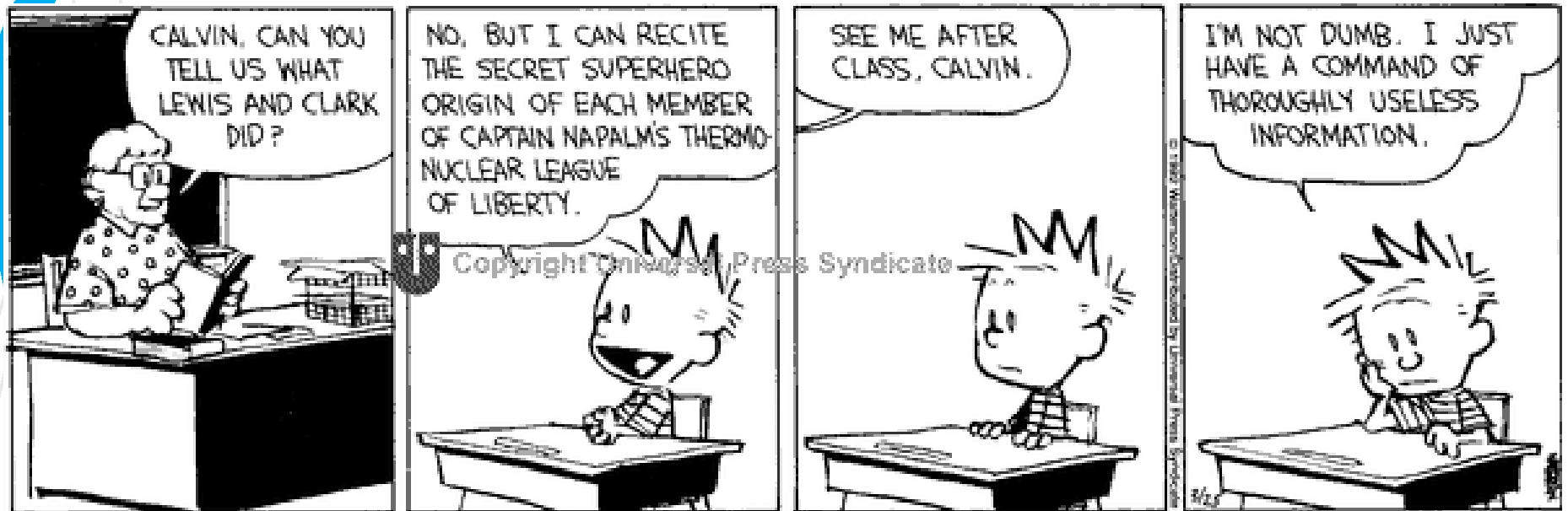




# Imaginational Intensity



# Intellectual Intensity



# Some Gifted Learner Profiles

**Type I: The Successful**



**Type II: The Challenging**



**Type III: The Underground**



**Type IV: Learners Who Dropout**

**Type V: Twice Exceptional Learners**



**Type VI: The Autonomous Learner**

-Betts & Neihart (1988)

# What do we consider when programming for gifted learners?



# Unique Cognitive Profile



- benefit from less repetition and more time spent on higher level thinking tasks than age peers
- benefit from increased depth, pacing and complexity
- gifted students are capable of abstract reasoning up to three years earlier than age peers
- benefit from opportunity to connect with and engage in complex tasks with likeminded peers.

# Unique Social Emotional Profile

*“Masquerading as a normal person day after day is exhausting.”*

- Anonymous





# What options do we have for Gifted Learners in Burnaby?



# Options for High Ability Learners in Burnaby

<b>Differentiated Instruction</b> <b>(Primary &amp; Intermediate)</b>	<b>Challenge Programs</b> <b>(Gr 2-7)</b>	<b>MACC Class</b> <b>(Gr 4/5 &amp; Gr 6/7)</b>	<b>Secondary Options</b>
<ul style="list-style-type: none"> <li>- Inquiry</li> <li>- Problem and Project Based learning</li> <li>- Compacting</li> <li>- Subject acceleration</li> <li>- Independent projects</li> <li>- Online course options</li> <li>- Clustering with other gifted peers</li> <li>- School-based challenge programs</li> <li>- Mentorship</li> <li>- Creative Problem Solving</li> <li>- Contests (writing, math...)</li> </ul>	<p><b>Full Year Programs</b></p> <ul style="list-style-type: none"> <li>- Primary (Gr 2/3)</li> <li>- Intermediate (Gr 4/5)</li> </ul> <p><b>Passion Focused Programs</b></p> <ul style="list-style-type: none"> <li>- Gr 6/7</li> </ul> <p><b>Twice Exceptional Programs</b></p> <ul style="list-style-type: none"> <li>- Gr 6/7 CREATE Program</li> </ul>	<p><b>Full Time Program</b></p> <ul style="list-style-type: none"> <li>- Gr 4/5 Classroom</li> <li>- Gr 6/7 Classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Differentiated instruction (including all of the approaches listed in first column)</li> <li>- Alpha Discovery Program</li> <li>- Alpha Twice Exceptional Program</li> <li>- Clubs and Extracurricular Activities</li> <li>- Leadership Opportunities</li> <li>- Mentorships</li> <li>- Honours Program</li> <li>- AP &amp; Capstone programs</li> </ul>

# The New Burnaby MACC (Multi-Age Cluster Class) Program



# What is the MACC Program?

- MACC is an interdisciplinary, inquiry based program for high ability learners seeking heightened cognitive and creative challenge in an inclusive and supportive community of intellectual peers.
- MACC is responsive to the needs of high ability learners whose cognitive, personal and social skills may be developing at varying rates.

# MACC Program Rationale

To provide another option for high ability learners in our district that addresses their unique cognitive, social and emotional learning profiles.

# MACC Program Structure

- Full-time district program
- 1 elementary school site (Capitol Hill)
- 1 Grade 4/5 Class
- 1 Grade 6/7 Class
- Students integrated into full school community
- Transportation is parents' responsibility
- Students do not need to re-apply for program once accepted

# MACC Program Components

MACC students will have the opportunity to:

- develop a depth and breadth of understanding of grade level curriculum in a rigorous, creative and intellectually stimulating environment,
- connect their learning beyond the classroom,
- be themselves and become integral members of both their cohort group and the broader school community,
- develop the social emotional skills essential for school and life,
- gain self management skills to effectively engage in self-directed and collaborative learning experiences, and
- explore and manifest their true potential as learners and innovators.

# MACC Student Candidate Criteria

MACC Students will demonstrate  
(or have the potential to demonstrate):

- high task commitment
- the ability to deal with increased depth, pace and complexity, and open-ended tasks
- a willingness to reflect on own learning
- social responsibility and collaboration with other learners
- a passion and drive for learning and strong desire to be in this type of learning environment
- high intellectual and creative ability



# MACC Student Application Process

MACC applicants referred by schools in consultation with the school based resource team, classroom teachers and parents/guardians

## **Application Package (assembled by schools)**

- School Based Referral Form
- Parent/Guardian Consent Form
- Parent/Guardian Input Form
- Student Information Form (filled out on school site)
- Copy of Student Report cards (June 2013 & Nov/Dec 2013)
- Copy of Student Psycho-educational Assessment (If available)

## **Group Screener Tests (at Schou Education Centre)**

- Group Cognitive Screener (Cogat)
- Group Creative Screener (Williams Test of Divergent Thinking)

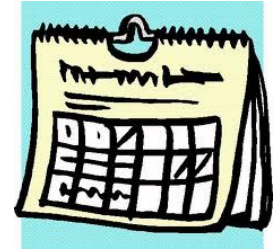
## **Candidate Interview**

- Interviews will take place at district site on screening test days

# MACC Program Implementation Timeline

## January

- Application packages sent to schools (last week)



## January/February

- Parents and schools gather information for candidate application packages
- Applications due (Wednesday, February 19, 4 pm @ Board Office)

## March

- 1 or 2 half-day screening days (early March)

## April

- Selection committee meets to go through applications (mid April)
- Candidates notified of participation in program by email (end of April)

# Future Considerations as we continue to build...



*“In the ways and to the extent that students are similar, their education should be similar.*

*In the ways and to the extent that students are different, their education should be different.”*

- Lannie Kanevsky