



# **Information for Parents and Educators Working with Gifted Students**

**Indian Hill Exempted  
Village School District**



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Revised October 2017

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# Introduction

The Indian Hill School District has a long and successful history of meeting the needs of gifted students through a wide continuum of services, including a rigorous and advanced curriculum, a variety of enrichment experiences, use of differentiated instructional strategies, individual projects and assignments, placement in specific programs for gifted students, and honors and Advanced Placement classes for students in grades six through twelve. The type of service and programming provided for gifted students depends upon recent assessment data and what is determined to be most appropriate in meeting gifted students' needs by the students' teachers and other qualified personnel.

To meet the needs of gifted students, teachers become familiar with the unique needs and developmental characteristics of gifted students; understand the differences between high-achieving and gifted students; be knowledgeable regarding the continuum of services the District provides for gifted students; be aware of State requirements for the identification of gifted students; and be knowledgeable of the resources and personnel available in the District for support and assistance in working effectively with gifted students. This book will provide relevant information on each of these topics.

For additional clarification or for further information regarding any of the topics addressed in this text, please contact one of the District gifted education specialists:

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## State Requirements for the Identification of Gifted Students

Ohio operating standards for identifying and servicing gifted and talented students requires that all schools screen and identify as “gifted” students in kindergarten through grade twelve who meet specific Ohio Department of Education criteria. Students who meet these criteria are to be identified as gifted in four areas: superior cognitive ability, specific academic ability, creative thinking, and visual and/or performing arts. State gifted identification does not require a student’s placement in a gifted resource or pull-out program, but does require all State identified gifted students to be reported to the Ohio Department of Education in an annual child count report. The law also requires that schools notify parents when their children have met the State criteria for gifted identification.

The State of Ohio defines a gifted student as “one who performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment” and who meet specific criteria as outlined in this text.

For a student to be identified as gifted in superior cognitive ability according to State criteria, the student must score two standard deviations above the mean, minus the standard error of measurement, on an approved individual or group intelligence test (on the Otis Lennon Test this score is 126) OR perform at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery on a nationally normed achievement test.

A student is identified as gifted in a specific academic area (mathematics, science, social studies and/or reading) according to State criteria if they perform at or above the ninety-fifth percentile total score at the national level on an approved individual or group standardized achievement test.

A student is identified as gifted in creative thinking according to State criteria if they score one standard deviation above the mean, minus the standard error of measurement, on an individual or group test (on the Otis Lennon Test this score would be 110) AND attained a sufficient score, as established by the Ohio Department of Education, on an approved individual, group test, or checklist of creative ability or behaviors.

In the area of visual and performing arts, a student is identified as gifted according to State criteria if they demonstrate to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area AND exhibited to a trained individual sufficient performance, as established by the Ohio Department of Education, on an approved checklist of behaviors related to a specific arts area.



In addition, the standards also give parents the opportunity to have their child retested if the child scores within a screening range established by the District (for the OLSAT this score would be 125 and for the Measures of Academic Progress Test the score would be the ninety-fourth percentile).

It is important for teachers to know which of their students have been identified as gifted according to State criteria. Teachers should use this information, in conjunction with all other relevant data regarding their students, to plan and implement appropriate instruction for their students. Depending on the year, approximately 50% - 60% of the overall District student body is identified as gifted and talented in at least one category.

It is important to keep in mind that additional qualifying requirements beyond State criteria are used for student placement in the District pull-out program Discovery Class.



## Gifted Screening and Assessment Procedures

The District ensures that all students are provided equal opportunity to be screened for potential giftedness. The District employs the following procedures.

1. The District reviews the cumulative records of all students transferring into the District. Those students meeting the criteria for gifted identification and/or service are notified. Additionally, parents of transfer students may request screening and the student will be assessed during the next testing round or within 90 days of that referral.
2. Upon submission, the District accepts scores from approved instruments provided by other school districts or trained personnel outside the school district; this includes but is not limited to private schools, talent search organizations, and testing facilities. Assessment scores obtained outside of a school district must be enclosed within professional reports and/or certified by evaluators in writing. Assessment scores less than 24 months old are considered valid for identification purposes. Assessments less than twelve months will be reviewed for service requirements.
3. In each area of gifted identification, the District uses qualified employees when screening students. Personnel may include classroom instructors, educational evaluators, counselors, psychologists, and/or educators with licenses in the visual/performing arts. These employees are trained in the use of the assessment(s) and have access to personnel licensed in gifted education. Furthermore, the District utilizes individually administered assessments when student need is established and is deemed in the best educational interest of the student.
4. The District is aware of the unique assessment needs of diverse students. Every effort is made to administer the most appropriate assessment to every student; this includes individual tests, tests with non-verbal components, tests in the student's native language, additional follow-up assessments, as well as tests valid for special populations. District personnel select from a wide range of available assessments and consult the instrument's technical manual for assurance of use with diverse populations.
5. A comprehensive list of the assessments used within the District is found on the following page. The complete list of approved instruments can be found on the Ohio Department of Education website.
6. The District provides parents with written notification of any assessment results as soon as possible but within 30 days of the receipt of those results. Additionally, District personnel providing regular classroom instruction and/or services to identified students are notified of the students' areas of giftedness. When service criteria is met, students are placed as soon as possible with regard to natural educational breaks (grading periods, end of instructional units, etc.).
7. Parents may appeal in writing the assessment results; the scheduling of their student for assessment, or the placement of their student in any service. Those appeals must be received within 30 days of the District's notification of results. Appeals are sent to the Assistant Superintendent of Teaching and Learning. The District will work with the parents to resolve those appeals; however, District timelines for screening as well as criteria for service will be followed.



## Screening and Assessment Instruments Used

The district uses the following assessment instruments for screening and identification pursuant to ORC 3324.01-07

### **Superior Cognitive Ability**

Instrument Name:

Cognitive Abilities Test, form 7

Screening CSI score of 126 in grades K-2 and 128 in grades 3-12; Identification 127 in grades K-2 and 129 in grades 3-12

Iowa Test of Basic Skills

Screening score of 94%, identification at or above 95%

Kaufman Assessment Battery for Children, second edition (KABC-II)

Screening MPI 125 in grades K-2 and 126 in grade 3-12; Identification MPI 126 in grades K-2 and 127 in grade 3-12

Otis Lennon School Ability Test

Screening SAI 125, identification 126

Stanford-Binet Intelligence Scales- fifth edition

Screening 126; Identification 127

Wechsler Individual Achievement Test, third edition

Screening score of 94%, identification at or above 95%

Wechsler Intelligence Scale for Children, fifth edition

Screening FS 126, identification FS 127

Wechsler Preschool and Primary Scale of Intelligence, fourth edition

Screening FS 126, identification FS 127

### **Specific Academic Ability**

Instrument Name:

Iowa Test of Basic Skills

Screening score of 94%, identification at or above 95%

Measures of Academic Progress

Screening score of 94%, identification at or above 95%



## Screening and Assessment Instruments Used

### PSAT (grades 10 and 11)

Screening score of 94%, identification at or above 95%

### Wechsler Individual Achievement Test, third edition

Screening score of 94%, identification at or above 95%

### Woodcock Johnson Tests of Achievement

Screening score of 94%, identification at or above 95%

### ***Creative Thinking Ability***

#### Instrument Name:

#### Cognitive Abilities Test, form 7

Screening CSI 109 in grades K-2 and 113 in grades 3-12; Identification 111 in grades K-2 and 113 in grades 3-12

#### Gifted and Talented Evaluation Scale 2

Creative Thinking Checklist screening score 65, identification above 83

#### Otis Lennon School Ability Test

Screening SAI 108, identification 110

#### Scales for Rating the Behavior Characteristics of Superior Students

Creative Thinking Checklist screening score 32-42, identification above 43

#### Wechsler Intelligence Scale for Children, fifth edition

Screening FS 110, identification FS 112

#### Wechsler Preschool and Primary Scale of Intelligence, fourth edition

Screening FS 110, identification FS 112

### ***Visual Performing Arts Ability***

#### Instrument Name:

#### Display of Work, Audition or Performance: Ohio Department of Education Rubric on Skills

Art Display screening score 16-20, identification score above 21

Musical performance screening score 14-17, identification score above 18

Drama performance screening score 16-19, identification score above 20

Dance audition screening score 20-25, identification score above 26

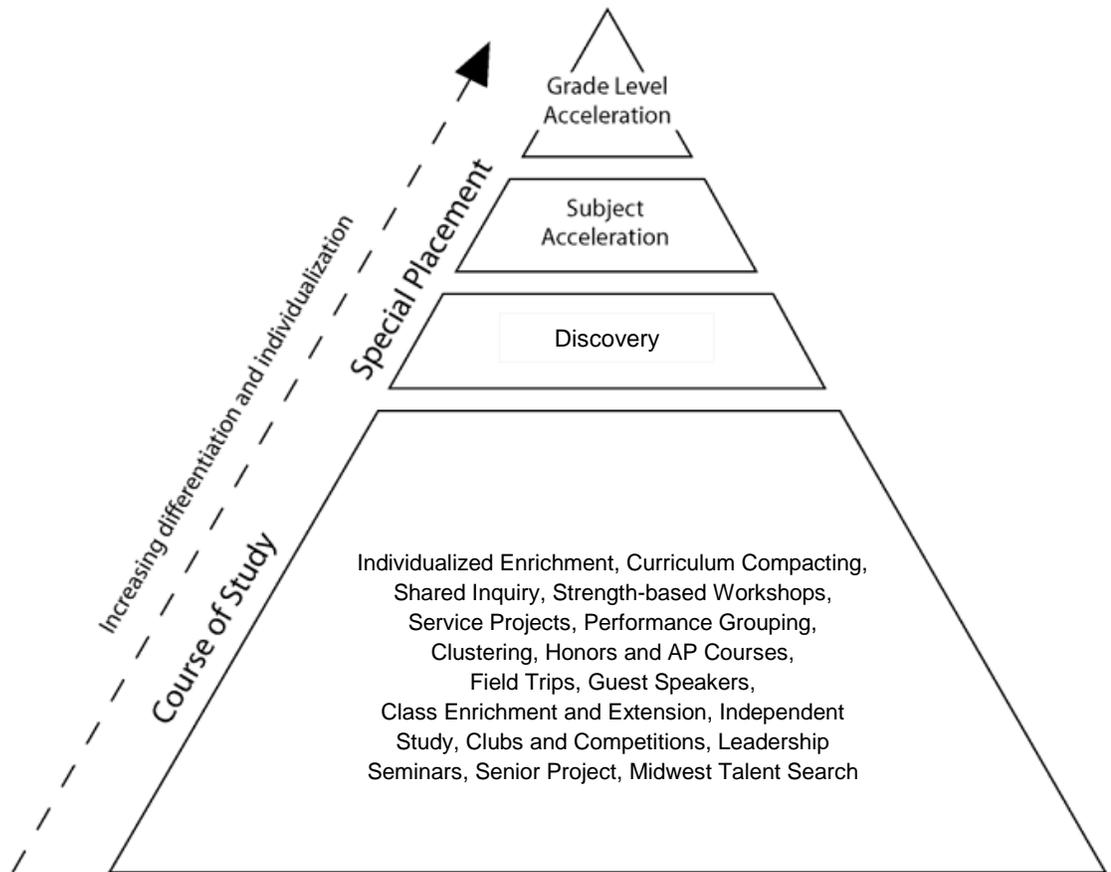
#### Gifted and Talented Evaluation Scale Checklist screening score 57-77, identification score above 78

#### Scales for Rating the Behavior Characteristics of Superior Students

Art Checklist screening score of 59 and identification score above 61

Musical Checklist screening score of 37 and identification score above 39

Drama Checklist screening score of 54 and identification score above 57



\*Note- This chart describes the services offered to gifted students, however, it does not represent every student's needs. For example, there are time that a student may not be eligible for the Discovery program, but is eligible for subject or grade level acceleration.



## Indian Hill Primary School Enrichment Programs

In grades K-2, Enrichment classes and experiences are offered to high achieving students showing academic promise. Students may not have been formally identified as gifted and talented, however, students qualify for enrichment groups based on the following assessments: MAP (Measures of Academic Progress), AIMS Web Literacy and Numeracy Assessments and/or Fountas and Pinnell Reading Assessment. Enrichment groups may be offered within a gifted resource room, small group within

The gifted intervention specialist works collaboratively with primary teachers to plan differentiation strategies that are appropriate to the abilities and interests of high-ability students. Specifically, the gifted specialist will:

- Provide ideas/materials for enrichment activities that can be implemented in the classroom
- Provide higher-level thinking activities/projects
- Design independent projects for students to complete within the classroom
- Aid in designing instructional centers that will extend what is being learned by the whole class
- Assess high-ability students in both math and reading
- Push into classrooms and co-teach with classroom teachers executing various projects

### **Kindergarten STEM Opportunities**

Once a month, the gifted intervention specialist pushes into each kindergarten class where the students partake in a collaborative STEM experience where the Engineering Design Process is the focus. Students' 21<sup>st</sup> Century Skills are enhanced through continued critical thinking, communication, collaboration and creativity.



# Indian Hill Primary School Enrichment Programs

## First Grade Services

Once a month, the gifted intervention specialist pushes into every 1<sup>st</sup> grade class where the students partake in a collaborative STEM experience where the Engineering Design Process is the focus.

In addition, all first grade students partake in a monthly Breakout EDU-type lesson that is conducted by the gifted intervention specialist. This learning platform allows first grade students to enhance their 21<sup>st</sup>

## Second Grade Services

**Math Enrichment** is provided to high-ability math students. These children qualify for math enrichment through comprehensive assessments such as the Otis Lennon Ability Test, MAP (Measures of Academic Progress) Assessment and AIMS Web Plus. Students who qualify for math enrichment meet with the Gifted Intervention Specialist approximately 60 minutes once per week. In addition to this pull-out service, the gifted intervention specialist works collaboratively throughout the school year with the second grade teachers to plan differentiation math strategies within the classroom.

Topics for Math Enrichment may include:

- MicroWorlds
- Computer Programming
- Tangrams/Pentominoes
- Problem-solving strategies
- Standards for mathematical practices
- Cognitively Guided Instruction
- Real world math investigations

**Reading Enrichment** is designed to provide experiences which enrich and expand the high ability student's education. These children are identified through various means such as the MAP (Measures of Academic Progress) Assessment and AIMS Web. Students who qualify for Reading Enrichment meet with the gifted intervention specialist approximately once a week for approximately 60 minutes. In addition to this pull-out service, the gifted intervention specialist works collaboratively throughout the school year with the second grade teachers to plan



## School Enrichment Program

differentiation reading strategies within the classroom.

Reading Enrichment topics may include:

- Independent research
- Junior Great Books discussions
- Deductive reasoning skills
- Literature Circles
- 21<sup>st</sup> Century learning Skills – Critical Thinking, Communication, Collaboration and Creativity

In addition to the opportunities described in previous sections, the gifted intervention specialists works with each classroom, including each second grade student, in a co-teaching model of service to facilitate innovative learning activities such as Genius Hour, Leadership Lessons and STEM Lessons.



## **Indian Hill Guidelines for Delivery of Gifted and Talented Services**

The following guidelines have been developed for use in gifted services meetings to assure the use of fair and consistent criteria throughout the placement process for pull-out gifted education services for students in grades 2-8, as well as through honors, accelerated, and Advanced Placement (AP) courses in grades 5-12. It is important to keep in mind that the Indian Hill School District provides a full continuum of services for meeting the needs of gifted students including a rigorous and advanced curriculum and classes; a variety of enrichment experiences; use of differentiated instructional strategies; individual projects and assignments; in addition to Discovery Class.

### **Indian Hill Gifted and Talented Supports for Academically Gifted Students Grades 5-12**

Students are offered numerous rigorous opportunities within the school settings including differentiated instruction, advanced coursework, honors, accelerated, and Advanced Placement (AP) courses. These opportunities provide students critical and creative thinking, problem solving, and independent learning. Goals are set that support personal and academic self-discipline, pursuit of unique investigations and studies, extension of problem-solving techniques, and leadership roles. The classroom teachers provide ongoing differentiated and enrichment opportunities throughout the course offering as evidenced by student Written Education Plans (WEP).

Placement in advanced mathematics courses in grades 5-8 is made annually based upon progress in the pre-requisite course, as well as identification as gifted and talented in the areas of mathematics and superior cognitive. Placement into High School honors, accelerated, and Advanced Placement (AP) courses is made through annual course scheduling. District personnel, including the gifted coordinator, school counselor, and gifted intervention specialists, will review course selections to ensure opportunities for gifted students (e.g., superior cognitive, specific academic in reading, specific academic in math, and creative thinking) are encouraged. Accompanying WEPs will be created for students served within the classrooms.

### **Indian Hill Discovery Pull-Out Program for Highly Academically Gifted Students Grades 2-8**

Discovery class is considered a gifted opportunity under the realm of superior cognitive abilities. In contrast, some programs focus on academic acceleration, for example offering grade 4 math to grade 3 students. The purpose of the formal Discovery Class pull-out program is to provide opportunities for critical and creative thinking, problem solving, and independent learning, offering opportunities that extend academic skills. Goals include growth of personal and academic self-discipline, pursuit of unique investigations, development of problem-solving



techniques, development of realistic and healthy concepts of self and others, and willingness to assume leadership and responsibility.

Students are placed in a learning environment in which they are encouraged to go beyond the known and obvious, where process is emphasized over factual learning, and scholarly exploration is expected and facilitated. On page 25 of this handbook, there is a chart that helps to differentiate between a high achieving student and a gifted student.

### **Placement Criteria for the Discovery Pull-out Program**

Placement meetings are held to review new enrollment in the Discovery program. The gifted education specialist reviews the student records of every student in the school building prior to this meeting. Achievement and Ability Assessment scores achieved during the current and most recent past assessment round (falling within the last twelve months) will be reviewed to determine eligibility for service. No subjective data is used to determine eligibility for Discovery classes. Participants at these meetings may include: gifted education specialists, principals, gifted education coordinator, guidance counselors, school psychologist, and other relevant participants as identified.

#### Grades 2-8 Discovery Class Program Placement Criteria

*Required:*

1. **Ability:** A 98-99 national percentile ability score on the Otis Lennon School Ability Test or other approved group or individual cognitive ability test
2. **Achievement:** A 95 national percentile achievement score on the total math achievement test on the Measures of Academic Progress or other approved standardized math achievement test score **OR** a 95 national percentile achievement score on the total reading achievement test on the Measures of Academic Progress or other approved standardized reading achievement test score.

\*Discovery criteria includes **both** an ability benchmark score and an achievement benchmark score.

Follow-up assessment with additional testing will be considered if a student:

1. Meets the math or reading criteria listed above **and**
2. Obtains a score on the OLSAT equal to or greater than 94 percentile.

### **Written Education Plans (WEPs)**

Students participating in an identified gifted service will have a Written Education Plan (WEP) that includes SMART goals (Specific, Measurable, Achievable, Realistic, Time Specific). Those



goals are based on the District curriculum, interdisciplinary units and projects, technology resources, as well as student needs and interests. Parents will receive a copy of the WEP within the first quarter of each service year. At the end of each semester, progress reports will be sent home highlighting student achievement on his/her goals thus far. Additionally, each grading period, parents of Middle School students will receive grades highlighting achievement in the Discovery class.



# Philosophy of the Gifted and Talented Program

The philosophy of the Indian Hill Exempted Village School District is that each student deserves an educational experience appropriate to his or her ability to learn. In accordance with the District philosophy, a continuum of services for gifted and talented students in kindergarten through grade twelve has been developed.

The term “gifted and talented” has been defined in the Indian Hill District as those students whose talents, abilities, and accomplishments allow them to excel, or who show the potential to excel, in the academic setting. These students require learning experiences that encourage individual exploration and problem solving and provide a setting for the exchange of ideas with other gifted and talented students.

The comprehensive continuum of services for gifted and talented students promotes a learning environment in which students are encouraged to go beyond the known and obvious, where process is emphasized and scholarly exploration is expected and facilitated.

## Goals of the Gifted and Talented Program

These services will:

1. Provide exposure to a broad range of educational experiences.
2. Allow for the in-depth learning of a self-selected topic.
3. Focus on open-ended tasks.
4. Nurture intellectual curiosity and promote creative expression.
5. Provide opportunities to pursue educational interests using community and global resources.
6. Foster inquiry that encourages initiative and respect for wisdom.
7. Develop critical and creative thinking skills.
8. Develop multiple ways for students to share their thinking and apply their knowledge.
9. Develop strategies for problem-solving and decision-making.
10. Provide a forum for sharing opinions, interests, concerns, and ideas.
11. Encourage communication in various forms: verbal and non-verbal, oral and written, and representational media.
12. Offer opportunities for leadership development.
13. Provide opportunities to develop responsibility through time management, goal setting, and self-evaluation.
14. Establish an environment that encourages and supports intellectual and creative risk-taking.
15. Provide the opportunity to explore issues and values in a changing society.
16. Encourage the development of self-understanding by recognizing and using one’s abilities and becoming self-directed.
17. Develop an appreciation for the likenesses and differences between oneself and others.
18. Use technology to research, explore ideas, develop new understandings, create original projects and extend learning.



# Indian Hill Discovery Class Program Description

## **Indian Hill Primary and Elementary School Discovery Program – Grades 2-4**

Discovery Class, the Indian Hill Primary and Elementary School program for intellectually and academically gifted students, serves qualifying students in grades two through four. These students require a learning experience that encourages individual exploration, problem solving, and creative thinking; and establishes a setting for the exchange of ideas with other gifted students. The program currently identifies children as gifted in the area of superior cognitive with outstanding achievement as demonstrated on nationally normed assessments in reading comprehension and/or mathematics problem solving. A strong emphasis is placed on students using technology to independently and collaboratively construct new knowledge, creating products that are shared with other Indian Hill students and with students worldwide. Students are placed in the Discovery pull-out program through grade eight, unless specific conditions indicate that the placement is not in the student's best interest. Primary and Elementary Discovery classes meet on average 15% of their weekly instructional time.

Indian Hill Primary and Elementary School Homework Procedures for Discovery students indicate that during the times in which students are in Discovery and are absent from regularly scheduled classes, it is expected that they will complete only those assignments which are basic to continuing a skill development. Students are not required to do every assignment given to the class while they are pulled-out in Discovery class. Careful consideration is given to what legitimately constitutes a pertinent assignment for the Discovery student. When possible, tests and quizzes will be scheduled on non-Discovery days, or students will be afforded an appropriate time to make up a missed quiz or test.

## **Indian Hill Elementary School Discovery Program – Grade 5**

Identified gifted students require a learning experience that encourages individual exploration, problem solving, and creative thinking; and establishes a setting for the exchange of ideas with other gifted students. The program currently identifies children as gifted in the area of superior cognitive with outstanding achievement as demonstrated on nationally normed assessments in reading comprehension and/or mathematics problem solving. A strong emphasis is placed on students using technology to independently and collaboratively construct new knowledge, creating products that are shared with other Indian Hill students and with students worldwide. In fifth grade, Discovery math students are clustered in a compacted/advanced level math course with weekly consultation and ongoing support from the Gifted Specialist. Fifth grade students are also placed in a pull-out program for service and meet with the Gifted Specialist one time per week.



Indian Hill Elementary School Homework Procedures for Discovery students indicate that during the times in which students are in Discovery and are absent from regularly scheduled classes, it is expected that they will complete only those assignments which are basic to continuing a skill development. Students are not required to do every assignment given to the class while they are pulled-out in Discovery class. Careful consideration is given to what legitimately constitutes a pertinent assignment for the Discovery student. When possible, tests and quizzes will be scheduled on non-Discovery days, or students will be afforded an appropriate time to make up a missed quiz or test.

### **Indian Hill Middle School Discovery Program – Grades 6-8**

Discovery Class in the Middle School shifts its emphasis from math and language arts content to independent inquiry skills. The program focuses on working with students to acquire the tools they will need to explore academic interests above and beyond the traditional school curriculum in addition to promoting a commitment to lifelong learning, informed decision making, community involvement, and leadership. Qualified Middle School students in all three grades attend class for one period during one semester of the school year. The students replace a portion of their encore schedule with the Discovery class rather than missing academic class time. Students are placed in the Discovery pull-out program through grade eight unless specific conditions indicate that the placement is not in the student's best interest. The Middle School program is designed to be one program that takes three years to complete. This does not exclude new students who meet all of the placement criteria.



# Examples of Discovery Program Content by Grade Level

## Primary & Elementary School Discovery Class Topics

### Language Arts component of the Discovery Class

These sections may include:

#### Second Grade

- Persuasive writing
- Poetry
- Independent research
- Inventions
- Fractured fairy tales
- Technology Integration

#### Third Grade

- Creative writing
- Young authors/illustrators competition
- Vocabulary development
- Public speaking
- Collaborative research
- Leadership skills

#### Fourth Grade

- Reading aloud
- Public speaking and the art of communication
- Research and web publishing
- Vocabulary development
- Bloom's taxonomy and higher-order thinking

#### Fifth Grade

- Research and web publishing
- Vocabulary development
- Multi-media presentations
- Creative writing
- Debate and the art of communication
- Bloom's Taxonomy and higher-order thinking

### Mathematical Thinking component of the Discovery Class

These sections may include:

#### Second Grade

- Architecture
- Logic
- Bridge building
- MicroWorlds
- Estimation
- Probability
- Problem solving
- Measurement

#### Third Grade

- Problem solving
- Pentominoes
- Statistics, data analysis and Biometrics
- Number puzzles
- Number systems - Cryptology
- MicroWorlds
- Careers and real world math applications
- Measurement

#### Fourth Grade

- Logic and problem solving
- Visualization and spatial reasoning with K/Nex materials
- MicroWorlds
- Problem Solving and Programming using Lego Robotics

#### Fifth Grade Compacted/Accelerated Curriculum

- Three-dimensional solids
- Logic and problem solving
- Statistics and probability
- MicroWorlds
- Patterns: tessellations, Pascal's triangle, golden mean, Fibonacci sequence
- Mathematical history and mathematicians
- Mathematics and real world applications: stock market and the Million Dollar Project
- Programming using Lego Robotics
- Introduction to properties of physics and their implementation



## Examples of Discovery Program Content by Grade Level

### Middle School Discovery Class Topics

#### Grade 6 Discovery Class INVENTIONS & INNOVATIONS

- Creative problem solving
- Independent project development & organization
- Information literacy
- Presentation skills
- Development and evaluation of goals

#### Grade 7 Discovery Class FUTURES

- Real-world and future problem-solving strategies
- Skills and concepts necessary to make connections and understand complex systems
- The nature of change
- Development of confidence in one's power to influence the future.
- Issue exploration
- Independent project development & organization

#### Grade 8 Discovery Class LEADERSHIP

- Personality and talent explorations
- Career study
- Budget development
- Socratic dialogue
- Issue exploration
- Application and analysis of information
- Advanced presentation skills

### Discovery Program Withdrawal Process

Discovery is an enrichment and extension program designed for students; therefore, this program is an optional program. Through parent invitation letters at the Primary and Elementary Schools, and scheduling assignments at the Middle School, students are invited to attend at the beginning of each school year. Students may elect to attend and/or if a student wishes to withdraw from the program, parents must present the withdrawal in writing to the gifted intervention specialist. All withdrawals are valid for one school year.



# Principles of a Differentiated Curriculum for the Gifted & Talented

These curriculum principles were developed by the Curriculum Council of the National Leadership Training Institute on the Gifted and the Talented. Our program for the academically gifted student aims to create an academically defensible experience by incorporating these 13 principles. There are four core areas for these guiding points: Content, Process, Product, and Affect.

## **CONTENT**

- Present content that is related to broad-based issues, themes, or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related, and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within an area of study.

## **PROCESS**

- Develop independent or self-directed study skills.
- Develop productive, complex, abstract, and/or higher level thinking skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Integrate basic skills and higher level thinking skills into the curriculum.

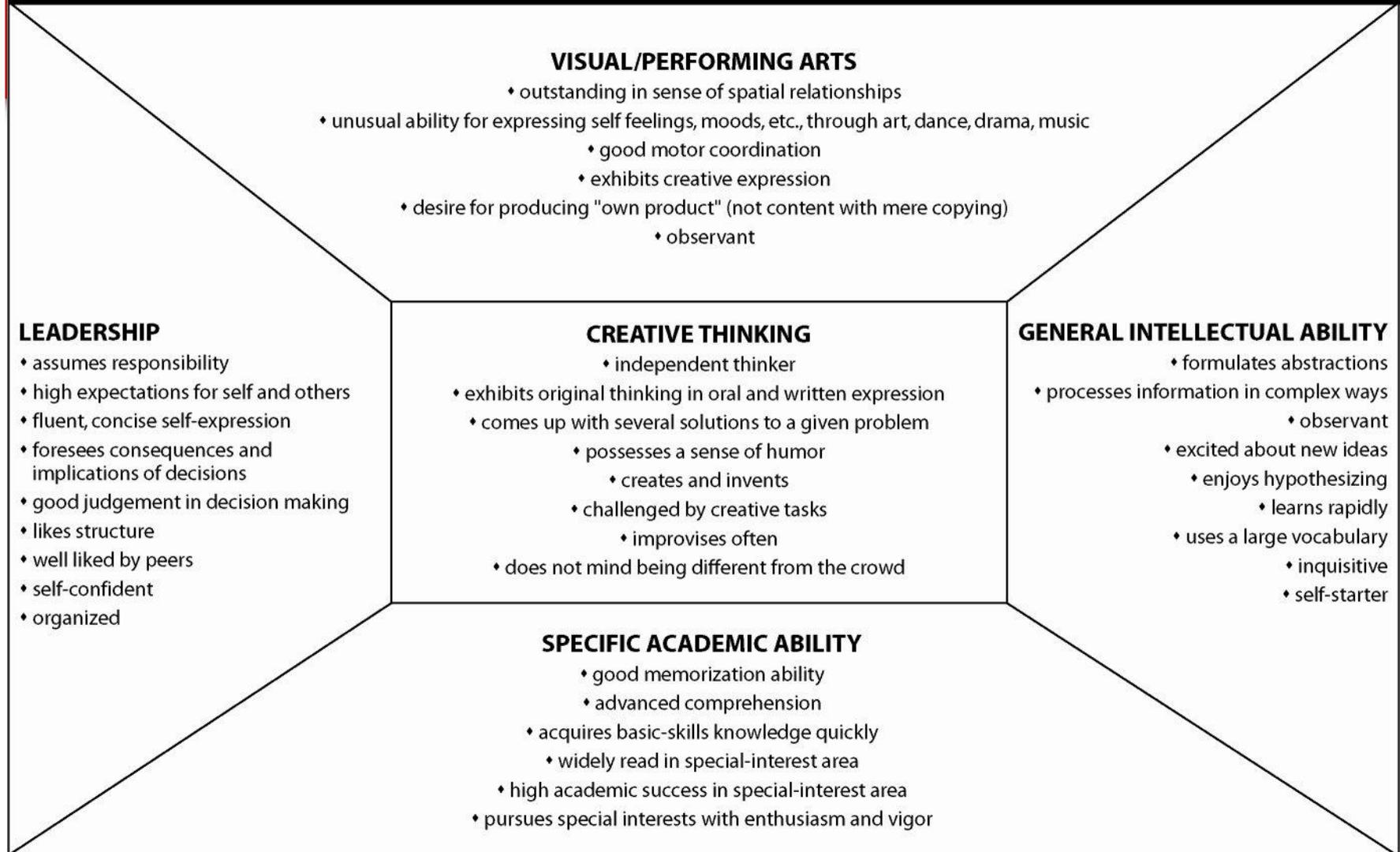
## **PRODUCT**

- Encourage the development of products that challenge existing ideas and produce "new" ideas.
- Encourage the development of products that use new techniques, materials, and forms.

## **AFFECT**

- Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

# Characteristics of Various Areas of Giftedness



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## Five Abilities Present in All Populations of Gifted & Talented Learners

As we deal increasingly with a variety of students from a multitude of backgrounds, it is important to recognize traits that are evident in typical as well as atypical gifted populations. This information was presented in a lecture by psychologist, Dr. Christine Weber. The source for this research is the work done by two of the founding fathers in the gifted education field, Dr. James Gallagher and Dr. Paul Witty. Their research for this focused mainly on cognitive aspects.

All populations of gifted learners possess the **ABILITY TO**:

1. Interpret symbol systems - They possess the ability to deal with symbols at a different level including:
  - letters in print
  - numbers
  - nonverbal-analytical
  - music
  - art(In other words, what can we watch for “across the board” with these learners?)
2. Think logically - When they have enough information or data, the critical thinking skills will be there
3. Use stored knowledge to solve problems
4. Reason by analogy
5. Extrapolate knowledge and use it  
(Taking something one knows and using it is called fluid intelligence)



## Differences Between Gifted Students and High Achieving Students

Bertie Kingore created the following comparison between bright learners, gifted learners, and creative learners. (Copyright: Kingore, B. (Spring 2003). *High Achiever, Gifted Learner, Creative Learner. Understanding Our Gifted.*—In Press. Used with permission.) These comparisons may be helpful in answering some tough questions about why a student who achieves all A's in his or her schoolwork may not be considered gifted.

A High Achiever...	A Gifted Learner...	A Creative Learner...
<ul style="list-style-type: none"> <li>• Remembers the answers.</li> <li>• Is interested.</li> <li>• Is attentive.</li> <li>• Generates advanced ideas.</li> <li>• Works hard to achieve.</li> <li>• Answer the questions in detail.</li> <li>• Performs at the top of the group.</li> <li>• Responds with interest and opinions.</li> <li>• Learns with ease.</li> <li>• Needs 6 to 8 repetitions to master.</li> <li>• Comprehends at a high level.</li> <li>• Enjoys the company of age peers.</li> <li>• Understands complex, abstract humor.</li> <li>• Grasps the meaning.</li> <li>• Completes assignments on time.</li> <li>• Is receptive.</li> <li>• Is accurate and complete.</li> <li>• Enjoys school often.</li> <li>• Absorbs information.</li> <li>• Is a technician with expertise in a field.</li> <li>• Memorizes well.</li> <li>• Is highly alert and observant.</li> <li>• Is pleased with own learning.</li> <li>• Gets A's.</li> <li>• Is able.</li> </ul>	<ul style="list-style-type: none"> <li>• Poses unforeseen questions.</li> <li>• Is curious.</li> <li>• Is selectively mentally engaged.</li> <li>• Generates complex, abstract ideas.</li> <li>• Knows without working hard.</li> <li>• Ponders with depth and multiple perspectives.</li> <li>• Is beyond the group.</li> <li>• Exhibits feelings and opinions from multiple perspectives.</li> <li>• Already knows.</li> <li>• Needs 1 to 3 repetitions to master.</li> <li>• Comprehends in-depth, complex ideas.</li> <li>• Prefers the company of intellectual peers.</li> <li>• Creates complex, abstract humor.</li> <li>• Infers and connects concepts.</li> <li>• Initiates projects and extensions of assignments.</li> <li>• Is intense.</li> <li>• Is original and continually developing.</li> <li>• Enjoys self-directed learning.</li> <li>• Manipulates information.</li> <li>• Is an expert who abstracts beyond the field.</li> <li>• Guesses and infers well.</li> <li>• Anticipates and relates observations.</li> <li>• Is self-critical.</li> <li>• May not be motivated by grades.</li> <li>• Is intellectual.</li> </ul>	<ul style="list-style-type: none"> <li>• Sees exceptions.</li> <li>• Wonders.</li> <li>• Daydreams; may seem off task.</li> <li>• Overflows with ideas, many of which will never be developed.</li> <li>• Plays with ideas and concepts.</li> <li>• Injects new possibilities.</li> <li>• Is in own group.</li> <li>• Shares bizarre, sometimes conflicting opinions.</li> <li>• Questions: What if...</li> <li>• Questions the need for mastery.</li> <li>• Comprehends in-depth, complex ideas.</li> <li>• Prefers the company of creative peers but often works alone.</li> <li>• Relishes wild, off-the-wall humor.</li> <li>• Makes mental leaps: Aha!</li> <li>• Initiates more projects that will ever be completed.</li> <li>• Is independent and unconventional.</li> <li>• Is original and continually developing.</li> <li>• Enjoys creating.</li> <li>• Improvises.</li> <li>• Is an inventor and idea generator.</li> <li>• Creates and brainstorms well.</li> <li>• Is intuitive.</li> <li>• Is never finished with possibilities.</li> <li>• May not be motivated by grades.</li> <li>• Is idiosyncratic.</li> </ul>



# Characteristics of Gifted Children

The following is a list of characteristics typical of gifted children with positive and negative behaviors that may be exhibited. This list was developed from a broad base of research reviewed by the Ohio Association for Gifted Children, <http://OAGC>. (Used with permission.) A child will probably exhibit both the positive and negative behaviors of a characteristic depending on the environment.

Characteristic	Positive Behavior	Negative Behavior
<ul style="list-style-type: none"> <li>• learns rapidly/easily</li> <li>• reads intensively</li> <li>• advanced vocabulary</li> <li>• retains a quantity of information</li> <li>• long attention span</li> <li>• curious, has a variety of interests</li> <li>• works independently</li> <li>• alert and observant</li> <li>• has a good sense of humor</li> <li>• comprehends, recognizes relationships</li> <li>• high academic achievement</li> <li>• fluent, verbal facility</li> <li>• individualistic</li> <li>• self-motivated, self-sufficient</li> </ul>	<ul style="list-style-type: none"> <li>• memorizes and masters basic facts quickly</li> <li>• reads many books and uses library on their own</li> <li>• communicates ideas well</li> <li>• ready recall and responses</li> <li>• sticks with a task or project</li> <li>• asks questions, gets excited about ideas</li> <li>• creates and invents beyond assigned tasks</li> <li>• recognizes problems</li> <li>• able to laugh at self</li> <li>• able to solve social problems alone</li> <li>• does school work well</li> <li>• forceful with words, numbers</li> <li>• leads peers in positive ways</li> <li>• asserts self and ideas, has sense of own uniqueness</li> <li>• requires minimum teacher direction or help</li> </ul>	<ul style="list-style-type: none"> <li>• gets bored easily, resists drill, disturbs others</li> <li>• neglects other responsibilities</li> <li>• shows off, invokes peer resentment</li> <li>• monopolizes discussions</li> <li>• resists class routine, dislikes interruptions</li> <li>• goes on tangents, no follow-through</li> <li>• refuses to work with others</li> <li>• impolitely corrects adults</li> <li>• plays cruel jokes or tricks on others</li> <li>• interferes in the affairs of others</li> <li>• brags, egotistical, impatient with others</li> <li>• leads others into negative behaviors</li> <li>• has few friends, stubborn in beliefs</li> <li>• is overly aggressive, challenges authority</li> </ul>



## Characteristics of Young Gifted Children

The following characteristics are from the Queensland Association for Gifted and Talented Children, Inc. (Used with permission).

- Advanced development
- Early intellectual ability
- A thirst for knowledge
- A very high level of activity
- Caution
- Sensitivity
- Uneven development
- The early ability to distinguish between reality and fantasy
- An early insight into social/moral issues
- Greater reasoning power and manipulation
- Social skills
- Individuality
- Understanding of the importance of adults
- Perfectionism



## Web Resources

- **Gifted Development Center.** Linda Silverman has been highly regarded as an authority in gifted education for over thirty years. This site is a user-friendly resource for both professionals and parents. She has exceptional expertise on affective (social-emotional) issues as well as extensive experience working with the visual-spatial learner.  
<http://www.gifteddevelopment.com>
- **Hoagies' Gifted Education Page.** Exceptionally comprehensive, this site is outstanding for finding the latest research on educating and parenting gifted children. The Gifted 101 section clearly covers all of the common concerns and definitions relating to gifted education. Great ideas, great resources! Hoagie is also the webmistress for Hollingworth Center for Highly Gifted Children <http://www.hollingworth.org> and SENG (Supporting the Emotional Needs of the Gifted) <http://www.SENGifted.org>.  
<http://www.hoagiesgifted.org/>
- **How Parents Can Support Gifted Children.** Linda K. Silverman, a respected authority in the field of gifted education, provides a detailed and practical article on gifted child development including recognizing very early signs of giftedness (with an excellent list of potential traits), being a responsive parent, and schooling for the gifted learner. <http://www.kidsource.com/how-recognize-and-develop-your-childrens-special-talents#sthash.fGdnD6YV.dpbs>
- **Solving the Mysterious Underachievement Problem** by Dr. Sylvia Rimm. Noted for her work with gifted underachievers, Rimm provides this article and an accompanying underachiever quiz on her website. She believes that “underachievement is epidemic and enters every classroom and many homes.” Many of Rimm’s other articles on gifted education and resources are also available.  
<http://www.sylviarimm.com/parentingarticles.html>