

# Grandview Heights City Schools

## Gifted Services

A Guide to  
Understanding the  
Identification Process  
and the Instruction of  
the Gifted Learner



### The Gifted Student

- Definition
- Identification
- Characteristics
- Curriculum



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## Gifted Defined

Gifted children thrive on challenge and innovation. They have special needs that must be met in order to help them cope with everyday life and to enable them to blossom to their highest potential. But even the experts have a variety of definitions for the term “gifted.” What exactly does the term “gifted” mean? Some would say, “All children are gifted.” It is true that all children are special, and all children have unique abilities and strengths. Giftedness does not mark a child in any tangible or visible way. It is not easy to pick out the gifted students in a classroom. A gifted child may not be the kind of student most people expect. He or she may not be a straight-A student. The gifted child is not always a hard worker and sometimes may not be very easy to be around.



## Bright vs. Gifted

### The Bright Child:

1. Knows the answer
2. Has good ideas
3. Is in the top group
4. Learns with ease
5. Understands ideas
6. Grasps the meaning
7. Enjoys school
8. Pleased with own learning
9. Good memorizer
10. Absorbs information
11. Completes assignments
12. Copies accurately
13. Works hard
14. Is interested
15. Is alert
16. Is a technician

### The Gifted Learner:

1. Asks the questions
2. Has wild, silly ideas
3. Is beyond the group
4. Already knows
5. Constructs abstractions
6. Draws inferences
7. Enjoys learning
8. Highly self-critical
9. Good guesser
10. Manipulates information
11. Initiates projects
12. Creates a new design
13. Plays around yet tests well
14. Is highly curious
15. Is keenly observant
16. Is an inventor

*Adapted from Szabo, J.: Challenge Magazine, 1989.*

## Websites:

- [www.oagc.com](http://www.oagc.com)  
Ohio Association for Gifted Children (OAGC)
- [www.nagc.org](http://www.nagc.org)  
National Association for Gifted Children (NAGC)
- [www.hoagiesgifted.org](http://www.hoagiesgifted.org)  
Hoagies Gifted Education Home Page
- [www.ode.state.oh.us/exceptional\\_children/gifted](http://www.ode.state.oh.us/exceptional_children/gifted)  
Ohio Department of Education



## Books:

- Joan Franklin Smutney - “Stand Up for Your Gifted Child” How to Make the Most of Kids’ Strengths at School and at Home. Free Spirit Publishing, [www.freespirit.com](http://www.freespirit.com)
- Jim Delisle, Ph.D. & Judy Galbraith, M.A. - “When Gifted Kids Don’t Have All the Answers” How to Meet Their Social and Emotional Needs. Free Spirit Publishing, [www.freespirit.com](http://www.freespirit.com)
- Ann Robinson, Ph.D., Bruce M. Shore, Ph.D., Donna L. Enersen, Ph.D. - “Best Practices in Gifted Education” An Evidence-Based Guide. Prufrock Press Inc., [www.prufrock.com](http://www.prufrock.com)



## Catalogs:

- Mindware - [www.mindwareonline.com](http://www.mindwareonline.com)
- Pieces of Learning - [www.piecesoflearning.com](http://www.piecesoflearning.com)
- Prufrock Press - [www.prufrock.com](http://www.prufrock.com)

## ***Grandview Heights City School District***

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## ***Ohio Law for Identifying Gifted Children***

Ohio's school districts are not required to serve gifted children by law, but they are required to identify students as gifted in grades K-12. In 1999, the Ohio General Assembly passed legislation that updated the process for identifying Ohio's gifted students. The Law or Ohio Revised Code specifies, in general terms, how gifted students are to be identified. The Rule also provides specifics on how districts may serve gifted children. Ohio districts must comply with both the Law and the Rule.

Gifted means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Children may be identified as gifted in one or more of the following categories:

- *Superior Cognitive Ability*
- *Specific Academic Ability*
- *Creative Thinking Ability*
- *Visual and Performing Arts Ability*



### Identifying Gifted Students

**Superior Cognitive Ability:** A child shall be identified as exhibiting “superior cognitive ability” if the child did either of the following within the preceding twenty-four months:



Scored at or above 130, on an approved individual standardized intelligence test administered by a licensed psychologist, or

Accomplished any one of the following:

- Scored at or above 130 on an approved standardized group intelligence test,
- Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of a nationally normal achievement test, or
- Attained an approved score on one or more above-grade-level standardized, nationally normed approved tests.

**Specific Academic Ability:** A child shall be identified as exhibiting “specific academic ability” superior to that of children of similar age in a specific academic ability field if, the child performed at or above the ninety-fifth percentile at national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic area listed below:



- Math
- Reading and/or writing
- Science
- Social Studies

*Parents play a vital role in recognizing and nurturing the talents of their children. Parents are a child's first teacher and staunchest advocate. Parents share with the school an important responsibility in helping children to achieve their maximum potential.*

### Things Parents Can Do:

- Share an interest in reading with your children. Read to them and discuss the books they are reading.
- Encourage originality and stimulate creative thinking and problem solving. Help children to value their own thinking, learn from their mistakes and encourage them to try again.
- Foster good work habits. Help children to plan their work and then be sure they complete the plan.
- Encourage questions. Help your children find books or other sources which can provide answers rather than attempting to answer all questions yourself.



### ***Differentiated Curriculum***

Differentiated instruction is how teachers in Grandview address the day-to-day academic needs of our gifted learners within the classroom. Our teachers understand that not every child must be doing the same activity at the same time as every other student in his/her class. Different learners have different needs, readiness, and interests. Differentiated instruction allows teachers to provide those opportunities without labeling or obviously singling out individual learners in a class setting.

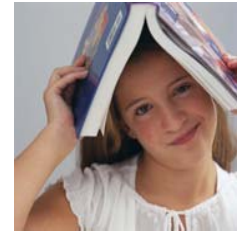
Gifted children benefit from cluster grouping and a differentiated curriculum. The Gifted Intervention Specialist works with teachers to assist in the planning of modified activities and lessons. The Gifted Intervention Specialist will also provide materials and other resources to help meet the day-to-day academic needs of our gifted learners.



### ***Differentiated Classroom***

Differentiating instruction involves three steps: assessing the needs of the students, designing activities to address those needs, and assessing the results. Differentiated instruction is a practical and highly successful strategy for responding to the learning needs of children. By differentiating the curriculum a teacher can make curricular modifications, extend learning opportunities, and adjust assignments to match the learning needs of a diverse population of students. There are no predetermined ways to differentiate the curriculum for gifted students; the possibilities are endless.

**Creative Thinking Ability:** A child shall be identified as exhibiting “creative thinking ability” superior to children of a similar age if, within the previous twenty-four months, the child:



Scored at or above 115 on an approved individual or group intelligence test and also did either of the following:

- Attained a sufficient score, as established by the Department of Education on an approved individual or group test of creative ability; or
- Exhibited sufficient performance on an approved checklist of creative behaviors.

**Visual and Performing Arts Ability:** A child shall be identified as exhibiting “visual or performing arts ability” superior to that of children of similar age if the child has done both of the following:



- Demonstrated 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 on an approved checklist of behaviors related to a specific arts area.

*Note: These guidelines have been condensed for simplicity. To read the entire “Identification of Children Who Are Gifted,” contact the school’s Gifted Intervention Specialist, or refer to sections 3324.01 to 3324.07 of the Ohio Revised Code.*

## Characteristics of Various Areas of Giftedness

### General Intellectual Ability

- Formulates abstractions
- Processes information in complex ways
- Is observant
- Is excited about new ideas
- Enjoys hypothesizing
- Learns rapidly
- Uses a large vocabulary
- Is inquisitive
- A self-starter



### Specific Academic Ability

- Good memorization ability
- Advanced comprehension
- Acquires basic-skill knowledge quickly
- Widely read in special-interest area
- High academic success in special-interest area
- Pursues special interests with enthusiasm and vigor

## Sixth Grade

### ELC (Extended Learning Classes) Newspaper

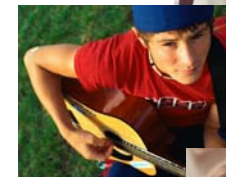
As a follow-up to the fifth grade ELC program, this pull-out program at the sixth grade is designed for students identified with superior cognitive ability. The newspaper project aligns with the language arts standards while providing real world connections. In addition, creating and publishing a newspaper incorporates skills in numerous domains such as technology, research, organization, planning, goal-setting, creativity, design and team work.



## Seventh - Twelfth Grade

The goal of gifted services at the middle school and high school levels is to provide an appropriate and challenging learning environment in which all students can develop their talents. The goal is addressed by providing intervention strategies at the classroom level and extra-curricular enrichment opportunities. At the high school level, with the assistance of the academic counselor, students are guided to self-select appropriate levels of academic rigor as they prepare for college. Service options and enrichment opportunities include:

- *Algebra (MS)*
- *Accelerated math (6<sup>th</sup>/MS)*
- *Advanced Placement Courses (HS)*
- *Geography Bee (MS)*
- *Lego League (MS/HS)*
- *Math Counts (MS)*
- *Performing Arts (HS)*
- *Power of the Pen (MS)*
- *Science Olympiad (6<sup>th</sup>/MS)*
- *Spelling Bee (MS)*
- *Women in Science (MS)*



### ***Fifth Grade***

As students move into fifth grade, the gifted service model continues to evolve. All identified students benefit from flexible grouping and a differentiated curriculum. The Gifted Intervention Specialist continues to work with teachers to assist in planning modified activities and lessons. The Gifted Intervention Specialist will also provide materials and resources to meet the day-to-day academic needs of gifted learners.

In particular, the intervention specialist provides **Enrichment Math Centers** for the various units of study. Students who qualify on pre-assessments are able to participate in the advanced level centers within the daily math class.

Also within the context of the regular classroom, students may participate in **Book Discussion Groups**. The students read above grade level books that are challenging and high quality literature. The books are selected by the intervention specialist.



### **ELC (Extended Learning Classes)**

This is a pull-out group designed for students who are identified as having superior cognitive ability. Qualifying students meet once a week in the resource room with the Gifted Intervention Specialist. The purpose of this service option is to focus on process skills such as critical and creative thinking and problem solving. This service option includes :

- An interdisciplinary curriculum
- Experiences with intellectual peers
- Addresses social-emotional issues of giftedness
- Potential for counseling when indicated

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

- Independent thinker
- Exhibits original thinking in oral and written expression
- Possesses a sense of humor
- Creates and invents
- Is challenged by creative tasks
- Improvises often
- Does not mind being different from the crowd



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

- Outstanding in sense of spatial relationships
- Unusual ability for expressing self-feeling, moods etc. through art, dance, drama, music
- Good motor coordination
- Exhibits creative expression
- Desire for producing “own product”
- Observant

### Gifted Identification Process

- To identify gifted students in the Grandview Heights School District, grade level tests are administered to all students each Spring in grades 1, 2, 4, 5, 6 & 9. The district uses the Terra Nova, which measures specific academic abilities, and the InView, which measures cognitive abilities. Unlike the Ohio Achievement Tests and the Graduation Test, they are nationally-normed and approved by the State of Ohio for identifying gifted children.
- In addition, children may be referred for screening based on the following:
  1. Child request (self-referral)
  2. Teacher nomination
  3. Parent/guardian nomination
- As gifted children are identified, formal letters are sent home. Schools are also notified and given copies of the letters for placement in the child's school file.
- The District accepts scores on assessment instruments approved for use by the Ohio Department of Education that are provided by other school districts and/or trained personnel outside the school district.
- The District ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent/guardian. Parents shall contact the building principal to request an assessment.
- Parents have the opportunity to appeal any decision about the results of any screening and assessment procedure of regarding receipt of services. Appeals should be directed to the building principal.

### Fourth Grade

All gifted students in grade four receive basic services through flexible grouping and differentiated instruction in the classroom. The Gifted Intervention Specialist provides support services to teachers and assists in modifying the curriculum which includes content acceleration and/or content enrichment. The primary areas of concentration are math and reading.



- Reading: Students identified in the specific area of reading participate in **Book Discussion Groups**. They meet together daily in the classroom and once a week the intervention specialist joins with the group. The students read above grade level books that are challenging and high quality literature. The books are selected by the intervention specialist.
- **LEAPS Math** (Learning Extensions for Academic Personal Strengths): Students who are identified as superior cognitive or gifted in math meet with the intervention specialist weekly in the resource room. The focus is on complex, sophisticated mathematical thinking and reasoning.

Special Enrichment Options available to some students at the Fourth grade include **The Write Stuff** and the **Young Authors' Conference**.



### Kindergarten and First Grade

There are very few children identified as gifted in first grade and kindergarten; however, there are children who are performing at very high levels of academic achievement. In collaboration with classroom teachers, the Gifted Intervention Specialist will assist in providing resources and activities that stretch the thinking of high achieving students.



### Second and Third Grade

All gifted students receive basic services through flexible grouping and differentiated instruction in the classroom. The Gifted Intervention Specialist provides support services to teachers and assists in modifying the curriculum, through content acceleration and/or content enrichment. The primary areas of concentration are math and reading. Gifted program options may include:

- Research projects
- Small group seminars
- Competitions
- Web quests
- Reading discussion groups
- Independent learning



In this model, gifted children work on challenging activities that are built on or extend from the regular educational program.

The classroom teachers work collaboratively with the Gifted Intervention Specialist to serve identified gifted and talented students. Other children who demonstrate existing mastery of current educational objectives may be included in the differentiated educational opportunities as well.

## Whole Grade Testing for Gifted Identification

### Kindergarten/First Grade Primary Test of Cognitive Skills

- *Superior Cognitive Identification: 127 or higher*

### Grade 2 Terra Nova Basic Battery

- *Superior Cognitive: 95th percentile or higher composite score*
- *Specific Academic: 95th percentile or higher in subject total score*

### Grade 3 Terra Nova Science & Social Studies

- *Specific Academic: 95th percentile or higher subject total score*

### Grades 4 & 5 InView Test of Ability

- *Superior Cognitive: 127 or higher*

### Grade 6 Terra Nova Basic Battery

- *Superior Cognitive: 95th percentile or higher composite score*
- *Specific Academic: 95th percentile or higher in subject total score*

### Grade 9 Terra Nova Basic Battery

- *Superior Cognitive: 95th percentile or higher composite score*
- *Superior Academic: 95th percentile or higher in subject total score*

*All whole grade tests are administered each Spring*

### ***District Mission Statement***

To maximize and personalize every student's learning.

### ***Gifted Education Philosophy***

Grandview Heights City Schools strongly supports the idea that every student has the right to an education that provides opportunities for the maximum development of his/her potential. The district recognizes that students identified as gifted have outstanding abilities and potential for accomplishments. It is the goal of the gifted program to encourage, foster, and support educational experiences for those students identified as gifted, based on their unique learning needs and styles.

### ***Program Goals***

- Provide experiences that will foster academic talents and abilities
- Provide opportunities for *higher level, complex, independent* thinking.
- Provide educational alternatives that teach, challenge, and expand students' knowledge.
- Stress the development of independent and self-directed learners

### ***Gifted Program Model***

The Grandview Heights City School District understands that there are gifted students whose intellectual capacity, rate of learning, and potential for creative contributions demand experiences apart from, but connected to the regular classroom. The gifted program model used in our district is one of resource consultation and collaboration. This model pulls together the school's resources and expertise to serve students. Recognizing that gifted education is not a "program", but rather incorporates an array of services that identify in-school and out-of-school

activities, general education staff and gifted education specialists share responsibility for designing educational opportunities for gifted learners. This model enables us to serve the wide variety of gifted children in our schools and begins with differentiated instruction. The District understands that a differentiated curriculum is the best way to meet the day-to-day needs of the students. Flexible grouping and differentiated instruction provide developmentally appropriate curriculum for gifted children, that gives them opportunities to learn and grow at a challenging pace.

In addition to the identification criteria set forth by the state, subjective criteria such as teacher observations and classroom performance may be used to determine appropriate service options for individual students.

### ***Gifted Intervention Specialist***

The Gifted Intervention Specialist plays a critical role in providing quality education programming for gifted students.

*The roles of the Gifted Intervention Specialist are many and varied and include working with identified gifted students and some non-identified high achieving students, as well as collaborating with classroom teachers to plan differentiated strategies and curriculum modifications. The primary role of the Gifted Intervention Specialist is to work "behind the scenes" to assist and support the classroom teacher in creating learning opportunities that enhance and enrich lessons and are designed to challenge the high achieving students.*

In addition, the Gifted Intervention Specialist advocates for the needs of gifted students by serving as a liaison between parents, teachers and administrators.