

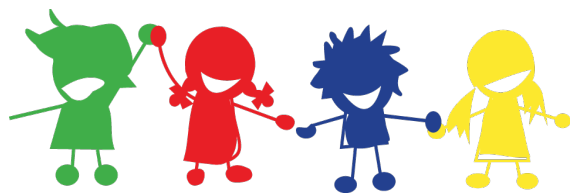
New Albany Plain Local Schools



K-12 Gifted Services
2023-2024

Gifted
Education

Identification & Instruction
For K-12 Gifted Learners
Information Guide



What Does Being "Gifted" Mean?

Have you ever wondered what it means to be "gifted"? People might have told you that you are gifted but what does it really mean?

It means you learn things quickly - much faster than most of the kids in your grade. It might mean that you remember things well. You could have a talent in athletics, music, art, drama, or leadership that is different from other kids your age.

It might mean you are a very good speller because you remember so well. It might mean that you learned the capitals of the states very quickly or that you learned to multiply very easily and now you are ready to go on to other things. Kids who are gifted learn things quickly and easily. In school, it might mean that you do not need your teacher to review and repeat because you learned it the first time and you remember it. Not everybody learns that way. That is OK, everybody is different.

You might have a problem in school because you want to learn things faster than the other kids. You might be the first kid to raise your hand in class when the teacher asks question. Everyone else might be annoyed with you for doing that. You might not understand why learning comes easily to you and why you get a good feeling from knowing the answers.

Some kids are gifted in all areas, but you can be gifted in one area and not in others. For example, you could be gifted in math, but average in reading or history. You could have a special talent in art, but not in leadership. **Being gifted is a good thing. It does make you a little different from the other kids**

your age, especially when it comes to learning. Sometimes kids feel a little embarrassed about being smart and then they try to hide their ability. If you feel this way, this would be a good time to talk to a parent or counselor about how you are feeling.

Sometimes, you might have feelings that you'd rather not be gifted; you want to be just like everybody else. Those kinds of feelings happen to everyone. When that does happen, just remember - all kids feel that way about something! Your feelings are just like those of every other kid.

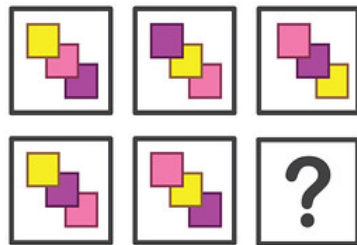
What Are Common Characteristics Of "Gifted" Students?

- Very observant, noticing details other children of the same age would miss, including non-verbal cues
- Great intellectual curiosity, wanting to know everything about everything -- objects, ideas, situations, or events.**
- Absorb information rapidly - often described as being like sponges
- Excellent memory - often have a large storehouse of information about a variety of topics, which they can recall quickly**
- Long attention span compared to other same-age children
- Excellent reasoning and problem solving skills**
- Intense interests **Unusual and/or vivid imagination**
- Learn quickly and with less practice and repetition
- Usually intrinsically motivated to learn**
- Enjoy learning new things, seeking information for its own sake as much as for its usefulness
- Enjoy intellectual activity, thriving on intellectual challenge (can get bored with slow instructional pace and repetition)**

- Interested in philosophical and social issues - for example, the nature of the universe, the problem of suffering in the world, environmental issues
- Very sensitive, emotionally and even physically - can become upset easily, even over seemingly minor issues but can be moved almost to tears by the beauty of a sunset or a song. They may also want to quit eating meat out of sympathy for animals.**
- Concerned about fairness and injustice - very aware of rights and wrongs
- Energetic, sometimes needing less sleep than other same-age children (sometimes high energy level is confused with ADHD)**
- Asynchronous development (physical, intellectual, emotional, and social development are very uneven - i.e. a 6 year old child may be like a 10 year old intellectually, an 8 year old socially, and a 6 year old emotionally.)
- Well-developed sense of humor**
- Perfectionistic



How Are
"Gifted"
Students
Identified
In Ohio?



Ohio's school districts are not required to serve gifted students by law; however, 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 students. Ohio Districts must comply with both the Law and the Rule.

Gifted in Ohio 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.

Academically, children may be identified as gifted in one or more of the following categories:

Superior Cognitive Ability – as measured by intelligence ability testing at two standard deviations above the mean.

Specific Academic Ability – in reading, math, science, and or social studies as measured by achievement testing at the 95% of higher.

NOTE: These guidelines have been condensed for simplicity and to match the current identification procedures for New Albany Plain Local Schools. To read the entire "Identification of Children Who Are Gifted" information refer to section 3324.01 – 3324.07 of the Ohio Revised Code.

Source: Ohio Department of Education

How Can "Gifted" Students Be Served In Ohio?

According to Section 3324.07 of the Ohio Revised Code districts can use the following options to serve gifted students:

- a differentiated curriculum;
- cluster grouping;
- mentorships;
- accelerated course work;
- the post-secondary enrollment option program under chapter 3365 of the revised code;
- advanced placement;
- honors classes;
- magnet schools;
- self-contained classrooms;
- independent study;
- other options identified in rules adopted by the department of education.



How Are "Gifted" Students Served in New Albany Plain Local Schools?

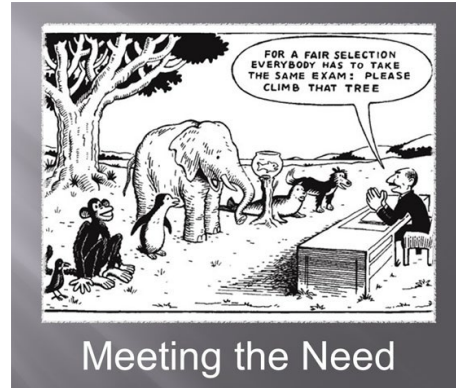
Identified "Gifted" students in grades K-12 in New Albany Plain Local Schools are served using a menu of service options which may include:

- Differentiation in the Classroom
- Cluster Grouping
- Mentorships
- Accelerated Course Work
- Independent Study

Who Provides Service For "Gifted" Students in New Albany Plain Local Schools?

Services for identified gifted students who are being served can be provided by:

- Classroom Teachers
- Gifted Intervention Specialists
- Gifted Coordinator
- Other Educational Professionals
- Team Teaching & Classroom Instruction



Meeting the Need

What Is Differentiated Instruction?

Differentiated instruction is used by classroom teachers to address the day-to-day academic needs of our gifted learners in NAPLS. Our teachers understand that not every child must be doing the same activity at the same time as every other student in the classroom.

Gifted students need the opportunity to work through the curriculum at a faster pace and need less time on basics and revision. A differentiated curriculum is a program of activities that offers a variety of entry points for students who differ in abilities, knowledge and skills. In a differentiated curriculum teachers offer different approaches to *what students learn (content), how students learn (process) and how students demonstrate what they have learned (product).*

The creation of a differentiated curriculum requires some pre-planning. It is important to find out what the students already know and their level of skill attainment. There are different ways that students' prior knowledge can be determined, for example, brainstorming or producing a concept map or a series of questions on a test. These types of pre-tests can provide valuable information about individual differences in ability within the class. The curriculum can then be altered to delete outcomes that have already been achieved if some students demonstrate mastery of them.

By differentiating the curriculum teachers can make curriculum modifications, extend learning opportunities, and adjust assignments to match the learning needs of a diverse population of students.

What Are The Basic Characteristics Of Differentiation?

- All students have the opportunity to explore and apply key concepts of the subject/skill being studied.
- Learning is focused on students who may struggle, students working at grade level, and students who need advanced challenges.**
- Utilize student interest or choice when possible.
- Varied learning options dominate the classroom.**
- On-going assessment and pre-assessment/diagnosis drives learning in the classroom.
- Flexible grouping is consistently used in the classroom.**
- Students work individually, in pairs or in groups.
- Sometimes lessons are readiness-based, sometimes interest-based, sometimes based on learning styles or student learning need.**
- Whole group instruction is used to introduce new ideas, planning activities and for sharing learning goals.
- The teacher becomes the facilitator who guides active exploration during the learning process.**
- Students learn to set goals that lead to learning growth.

What Is Cluster Grouping?

Cluster grouping is an educational process in which a number of gifted and/or high achieving students are assigned to an otherwise heterogeneous classroom within their grade to be instructed by a teacher who has had specialized training in differentiating for gifted learners. Grouping gifted students together helps teachers challenge them more easily.

Gifted students typically learn new content more quickly than their chronological peers. Cluster grouping provides them with opportunities to engage in intellectually stimulating endeavors with others who are equally capable of learning at advanced levels, increasing possibilities for measurable academic progress.

NOTE: This information is based on *The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All* by Susan Winebrenner, M.S., and Dina Brulles, Ph.D., © 2008.



What Is A Written Education Plan (WEP)?

All school districts in Ohio reporting services to gifted students must have on file a Written Education Plan (WEP) for each identified gifted student being served by the school district.

The Written Education Plan (WEP) is defined in Ohio Administrative Code 3301-51-15: Identification and Services for Children Who Are Gifted (2000) as follows:

Instruction shall be based on the individual's needs and be guided by a written educational plan. The district shall provide parents with periodic reports regarding the effectiveness of services provided in accordance with the gifted child's educational plan.

- The WEP should be a tool that "drives" services for identified gifted students.
- The WEP should be a "living document" and revised as necessary.
- The WEP is a communication tool between students, teachers, and parents.
- The WEP is an individual gifted student planning document, based on need.
- The WEP should be used to measure the effectiveness of services provided.

NOTE: WEP Information Source from Ohio Department of Education and Ohio Association for Gifted Children.



Gifted Resources For Parents

NAPLS Gifted Services

- <https://www.napls.us/>
 - Departments
 - Gifted Services

Organizations

- Ohio Association for Gifted Children (OAGC) – www.oagc.com
- National Association for Gifted Children (NAGC) – www.nagc.com
- Hoagies Gifted Education Home Page – www.hoagiesgifted.org
- Ohio Department of Education – <http://education.ohio.gov/Topics/Other-Resources/Gifted-Education>
- SENG: Supporting Emotional Needs of Gifted Children – www.sengifted.org
- National Research Center for Gifted and Talented – www.gifted.uconn.edu/nrcgt.html
- Davidson Institute – www.ditd.org

Periodicals, Books & Publishers

- Gifted Child Quarterly – NAGC
- Parenting For High Potential – NAGC
- Gifted Child Today – NAGC
- Mindware – www.mindwareonline.com
- Pieces of Learning – www.piecesoflearning.com
- Purfrock Press – www.purfrock.com



The NAPLS Gifted Education Team

Director of Elementary Education | Scott Emery
Director of Secondary Education | Dr. Jessica Mamais

Director of Assessment & Accountability | Katie Nowak

Administrative Secretary | Annie Looker | (614) 413-7103

Gifted Education Coordinators:

Joe Armpriester | Grades K-6 | Primary School | armpriester.1@napls.us | (614) 413-8694

Suzie Cooper | Grades 7-12 | Middle School | 7-12gifted@napls.us | (614) 413-8576

Susan Woodmansee | Grades 7-12 | Middle School | 7-12gifted@napls.us | (614) 413-8576

Central Office Secretary | Christine Rogers | Primary School | rogers.27@napls.us | (614) 413-7140

Gifted Intervention Specialists (Intermediate School):

Susie Norman | norman.2@napls.us | (614) 413-3000

Lea Paulsen | paulsen.1@napls.us | (614) 413-3000

Lindsay Slanec | slanec.1@napls.us | (614) 413-3000

Principals:

Early Learning Center | Michelle Levero | (614) 413-8700

Primary Learning Facility | Teresa Smith | (614) 413-8600

Intermediate Learning Facility | Megan Ballinger | (614) 741-3000

Middle School | Kevin Freeman | (614) 413-8500

High School | Ken Kraemer | (614) 413-8300