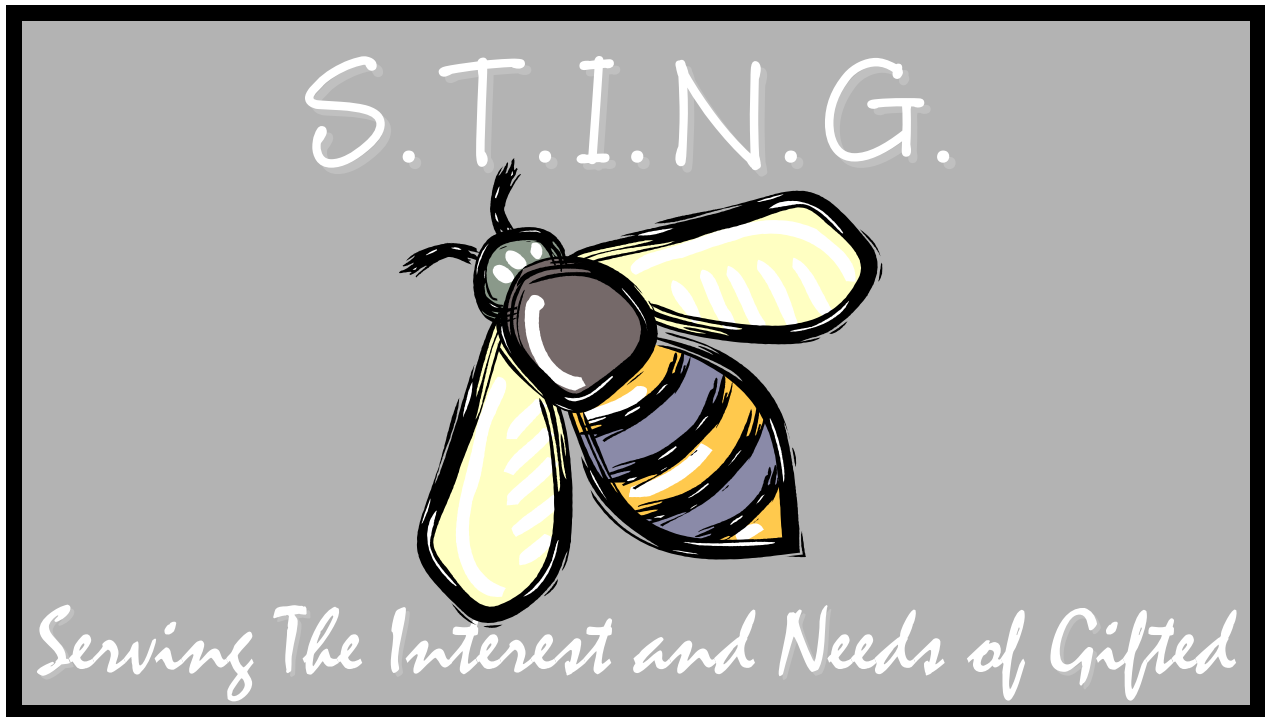
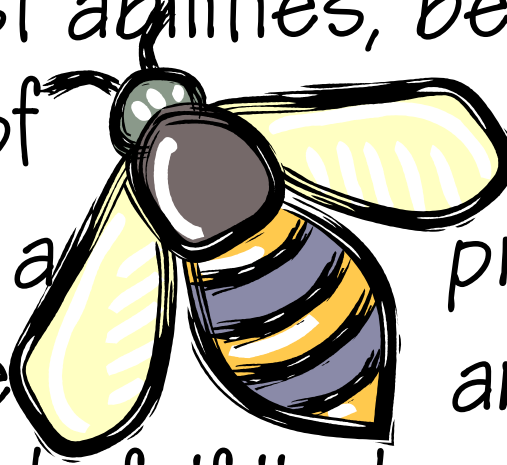


Licking Heights Local Schools Handbook for
GIFTED EDUCATION



Compiled by Gifted Intervention Specialists:
Alesha Haybin & Megan Nolan

“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.”



. John F. Kennedy

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When you appeal to the highest level of thinking, you get the highest level of performance.

-Jack Stack

MISSION STATEMENT

The mission of gifted education services at Licking Heights Local Schools is to provide a safe environment where our children will be encouraged to become critical thinkers, high academic achievers, lifelong learners, and productive members of society who respect individual differences. In addition, the Board believes academic excellence is achieved through challenging, rewarding, satisfying, purposeful instruction and appreciation for life-long learning. In keeping with the belief that all children are entitled to education fitted to their particular needs, the Local Board of Education believes that these children require programs and/or services beyond those offered in regular school programs in order to realize their full potential of contribution to self and society.

Licking Heights Local School District Gifted Education Course of Study, Board approved on August 18, 2003.

GIFTED SERVICES OFFERED: S.T.I.N.G

Each district in the state of Ohio is only required by law to identify gifted students. As a district we are NOT required to offer gifted services, classes, or other enrichment. However, our district has placed great value on supporting and furthering the academic excellence of those students identified as gifted. The district specifically provides pull-out services to meet the needs of gifted students during their second through fifth grade years, and enrichment opportunities for students in sixth through twelfth grade. In addition to these opportunities, students at all grade levels have acceleration options available to them.

STING stands for Serving the Interests and Needs of Gifted. There are three classes available to students at each grade level in the through fifth grades: SC STING, Math-STING, and Reading-STING. Second grade students receive services in SC STING or RDG-STING. The SC STING classes are geared toward students identified gifted in superior cognitive functions. The Reading-STING and Math-STING classes are designed as enrichment courses for students identified gifted in one subject area- Reading and/or Math. Fifth grade students enrolled in 5/6 Advanced Math meet daily in an accelerated course that will complete the fifth and sixth grade math curriculums in one year.

Students receiving services from a gifted intervention specialist have a yearly WEP (Written Education Plan) completed for them outlining differentiation strategies and activities that will be used. A sample WEP is included in the appendix.

According to the Ohio Revised Code, each Gifted Intervention Specialist is only allowed to service a total of 60 students, or fifteen per classroom in a pull-out setting. In order to abide by the law, the Intervention Specialists have specific placement criteria for students invited to receive gifted services. Inquiries regarding these criteria may be directed toward the Gifted Intervention Specialists. These standards for placement will differ between districts. A student receiving gifted services in one district is not guaranteed to receive services at Licking Heights.

Ohio Administrative Code 3301-51-15 Identification and Services for Children Who are Gifted

SC STING: Superior Cognitive Services

STING is designed for students with superior cognitive ability, as proven on a nationally-normed and state-approved testing instrument. Placement is dependent upon a student's CSI (Cognitive Skills Index) or SAI (School Ability Index) score, or an intelligence score. Other areas of gifted identification are taken into consideration as well.

The STING pull-out program offers services to selected students from each grade, on a specific day of the week, for at least two hundred twenty five minutes. During this time the students work independently, in small groups, or as a class to complete a variety of activities. Students identified gifted with superior cognitive functions tend to work well with spatial, logical, and creative thinking. The purpose of the STING class is to offer students continual opportunity to engage in higher level thinking, with a specific focus on critical thinking, divergent thinking, logical reasoning, and creative problem solving. In addition, students incorporate higher level thinking skills into every subject area through materials presented to them in math, reading, science, writing, and social studies. All activities can be correlated to the Gifted Education Course of Study (approved in 2003, LH School Board), state, and/or national standards.

Gifted services offered in STING classes meet the special needs of exceptional students by using proven instructional methodology and activities. Students are encouraged to think outside of the box and they are challenged to approach problems in different ways. These students have proven themselves to have the mental capacity to reach beyond the above-average level of material, and so the gifted intervention specialists try to provide them with intellectual stimulation and academic challenges in different ways than what they receive in their regular classroom. Material and topics covered in STING class may include, but are not limited to:

OVERALL FOCUS: HIGHER LEVEL THINKING AND PROBLEM SOLVING SC STING

	<u>SECOND GRADE</u>	<u>THIRD GRADE</u>
Historical Focus:	Ancient Egypt	Ancient Greece and/or Rome
Science:	Ancient Inventions Inventing Process Simple Machines	Ancient Inventions Simple Machines Inventing Process
Mystery and Math:	Detective Club Math Mysteries Logic	One Hour Mystery Logic Mystery Detective
Reading Genre:	Hist. Fiction & Fairy Tale <i>Place in the Sun (Egypt)</i> <i>Charlie and the Chocolate Factory</i>	Hist. Fiction & Fairytale <i>Tale of Despereaux</i> <i>D'Aularies ...Greek Myths</i> <i>Big Friendly Giant</i>

**OVERALL FOCUS: HIGHER LEVEL THINKING AND PROBLEM SOLVING
SC STING**

	FOURTH GRADE	FIFTH GRADE
Historical Focus:	Medieval Times	13 th Century China
Science:	Laws of Motion Medieval Inventions Inventing Process Forensics Introduction	Ancient Inventions Inventing Process Forensic Science
Mystery and Math:	One Hour Mystery Logic and Sudoku Fairy Tale on Trial	Chocolate Caper More One Hr. Mysteries Problem Solving Logic and Sudoku
Reading Genre:	Historical Fiction <i>Crispin: Cross of Lead</i> <i>Favorite Medieval Tales</i> <i>Jaguar</i>	Historical Fiction & Fantasy <i>Kite Rider</i> <i>Sherlock Holmes</i> <i>A Wrinkle in Time</i>

MATH-STING: 3-4th grade Math Services

Math-STING focuses on problem solving and logical reasoning using enrichment materials based on the math content standards at each individual grade level. Fifth grade Math-STING meets daily with the Gifted Intervention Specialist who assigns the students official math grades. The course provides advanced content, but aligns with state standards and regular classroom instruction. The specific content standards can be found at:

http://www.ode.state.oh.us/academic_content_standards/acsmath.asp

READING-STING: 2-5th grade Reading Services

Reading-STING provides an enrichment experience where students examine issues that gifted individuals face through a novel study, as well as complete a genre study using a novel and supplemental texts. Material and topics covered in Reading-STING may include, but are not limited to:

SECOND

Character Study: *Pippi Longstocking*
Genre Study: Poetry
Core Books: *A Pizza the Size of the Sun*
Where the Sidewalk Ends

Creative Writing
Jacob's Ladder: Fables to promote higher level thinking

THIRD

Theme: Appearances Can be Deceiving or Not
Genre Study: Fairy Tales
Gifted Issues: *Matilda*

Genre Study Core: *The Tale of Despereaux*
Genre Supplemental: *Cinderella Tales*

FOURTH

Theme: Seeking Knowledge and Understanding
Genre Study: Historical Fiction & Nonfiction
Gifted Issues Novel: *The Phantom Tollbooth*
Genre Study Core: *Crooked River*

<http://ology.amnh.org/archaeology/>

Eyewitness: Early Humans

Eyewitness: Archeology

Guest Speaker

Supplemental: *Surviving the Applewhites*

FIFTH

Dealing with Differences

Fantasy
A Wrinkle in Time

The Kite Rider

ENRICHMENT OPPORTUNITIES

Middle School (grades 6-8)

- 6th Grade Advanced Math Class
- 7th Grade Advanced Math Class: compacting seventh and eighth grade math into one year. Students completing this course with acceptable marks will be eligible to take Algebra I in eighth grade.
- 8th Grade: Algebra I available to eligible students.
- 6th Grade Advanced Reading Class
- 7th Grade Advanced Reading Class
- 8th Grade Advanced Reading Class
- 7th-8th Grade: Shadowing Program
- Single-Subject acceleration
- Whole-Grade acceleration

High School (grades 9-12)

- 11th-12th Grade: AP Calculus
- 11th-12th Grade: Mentorship Program
Students spend 60 hours on different mentorship opportunities. At least twenty hours are spent with a mentor at the business site. The remaining hours are spent attending county seminars and completing required assignments including a project.
- 11th-12th Grade: Post Secondary Enrollment Option course
- Honors Classes
- Single-subject acceleration
- Whole-Grade acceleration
- Early High School Graduation

STUDENT AND TEACHER EXPECTATIONS

Student Performance in the Regular Classroom

The STING program offers special opportunities for students who require enrichment and extension beyond the regular classroom activities. To be accepted into STING, a student must have demonstrated that he or she is in need of some special academic services. Therefore, students in STING are expected to maintain their grades, complete class work and homework as required, attend school regularly, and refrain from causing disruption in the regular classroom.

Regular Classroom Grades

Students are required to maintain at least a 75% average in ALL of their classes. Students who fall below this average at the conclusion of each quarter will be removed from STING classes on temporary probation until the grades are raised to the acceptable percentage. This will be judged on a week-by-week basis through collaboration with the regular classroom teacher(s). In addition, if a student does not raise these grades by the conclusion of the following quarter, a parent conference will be scheduled to discuss gifted services. These students will be placed on probation for the first quarter of the next school year and their progress in the regular classroom will be evaluated weekly.

STING Classroom Grades

The STING classroom is a high-energy and extremely interactive classroom. Therefore, students are graded more heavily on their classroom participation than on specific right-or-wrong answers. Many times a gifted student does not feel they have room to fail, and yet the greatest amount of achievement and learning can be found in our failures. With this in mind, the Intervention Specialists place greater value on the process that a gifted student will go through. Assignment expectations and grades taken will be balanced out carefully to allow the greatest amount of exploration in learning, while still providing students with an accurate account for their class work. As a result, some grades are taken on effort and critical thinking demonstrated, while other grades are taken based on the student's performance (right-or-wrong). In addition to these types of grades, each student is carefully graded using a daily rubric, divided according to subject. *Please see the appendix for a sample rubric for SC STING and Math/Reading-STING.*

School Attendance and Behavior Issues

Attendance and behavior problems will be dealt with on a case-by-case basis in collaboration with classroom teachers, parents, principals, guidance counselors, etc.

STING Homework and Class Work Policy

- While students are in the STING classroom they are NOT responsible for work missed in the regular classroom or homework assigned while they were in STING.
- This ensures that the students are not to be given double work on the day that they receive gifted services.
- This is a Board of Education policy (2003), based on the idea that gifted services should not be a punishment for students.
- STING students receive different work to complete on STING days, which is a replacement for the regular classroom work.
- Teachers will receive a daily rubric for each student so that they will have a point value to enter in for these missed assignments.
- It is recommended that teachers do not teach new material on STING days.
- If new material is presented, teachers will need to meet separately with STING students to give them the information as well.
- It is strongly recommended that teachers not schedule class projects, presentations, etc., on STING days, as the students will not be able to participate in those activities.
- Long-term projects that students were informed of before STING class are still the students' responsibility, although the teacher may need to provide extra time for completion.

As noted in Ohio Administrative Code 3301-35-06

WITHDRAWAL OR TEMPORARY REMOVAL FROM SERVICES

- At the conclusion of each school year, students currently enrolled in gifted classes are given the opportunity to decline or accept services for the following year. However, parents and students are to be cautioned-- once the child is removed from gifted services another qualified student may take his/her place and there may not be room for the child to return to the gifted class after refusing services. Class size is limited.
- If, during the school year, a parent and/or child decides that gifted services are not meeting the needs of the gifted child then the parents may submit written documentation requesting that the child be removed from gifted services. Parents may specifically request a permanent removal or a temporary removal (recommended). A temporary removal has a set time limit included in the removal request (2nd quarter, end of semester, next school year, etc.). At the conclusion of the time limit set forth in the temporary removal, parents and the Gifted Intervention Specialist will meet to discuss and evaluate the child's return to gifted services.
- If a student is struggling academically in their regular classroom, the student may be subject to an extensive probationary process. Parents will be informed consistently of the child's progress and growth/decline toward maintaining academic stability of 75% (or above) in all regular classroom subjects.

Ohio Administrative Code 3301-51-15 \bar{o} The district shall make provisions for children to withdraw from gifted programs and services, for reassessment of children, and for assessment of children transferring into the district. (Section C-3-e)

GIFTED IDENTIFICATION AND PLACEMENT PROCESS

All students receiving gifted services in the Licking Heights School District must go through a screening process before they are identified as gifted and/or placed in a gifted program or classroom. This process is orchestrated by the Gifted Intervention Specialist.

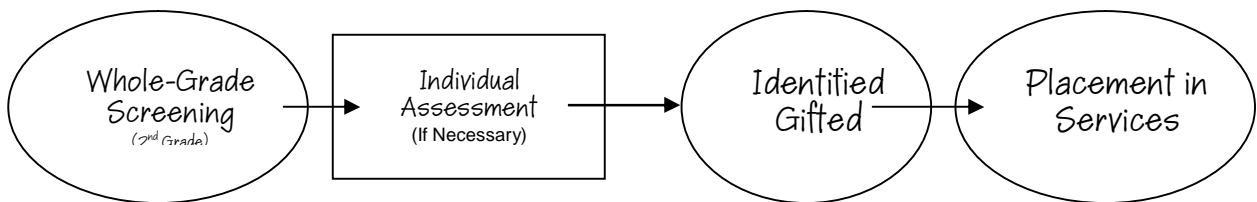
Gifted identification criteria are set forth by the state. The state requires a specific score to be achieved on approved tests. To be identified as ~~gifted~~, a student must score two standard deviations above the mean, minus the standard error measurement. This translates to scoring in the 95th percentile in a specific academic area and/or 128 CSI (cognitive skills index). Licking Heights Local School District uses the Terra Nova and InView Ability test to provide *each* student in our district an opportunity to qualify for gifted identification. Both tests are administered in the fall of a student's second grade year. The Ohio Achievement Test is not an approved test to judge gifted identification.

The next step is placement. Placement criteria are set by each local district and may be slightly different from the state requirement. The Gifted Intervention Specialist can discuss the district's specific placement requirements further if you have questions. Reading and Math placement is offered to student achieving a score at, or above, the **96th percentile**. Students identified in multiple areas must choose one identification area for service. The parent(s) will be notified of a student's gifted identification and placement.

Sometimes a student's most recent test score does not qualify them for gifted services, but the intervention specialist feels the student would benefit from the opportunity to be assessed again. In this situation the student is tested on an individual basis in an appropriate area (reading, math, and/or superior cognitive). Parents must consent to their child being re-tested. A list of approved tests is included in this section of the Gifted Handbook.

The parent(s) of a child who is a candidate for gifted services has the right to appeal placement decisions made by the Gifted Intervention Specialist and/or the County Gifted Coordinator, as stated in the Ohio Revised Code and Ohio Administrative Code.

Identification and Placement Process



While reviewing the identification process for Licking Heights Local Schools, please keep in mind that each district is only required by the state to identify gifted students. As a district we are NOT required to offer gifted services, classes, or other enrichment. However, our district has placed great value on supporting and furthering the academic excellence of those students identified as gifted and has put into place pull-out services to meet the needs of gifted students during their second through fifth grade years, and acceleration and enrichment options for students in kindergarten through twelfth grade.

Ohio Administrative Code 3301-51-15 \bar{o} See appendix for definitions of gifted and identification criteria for superior cognitive, specific academic, and/or visual or performing arts ability. (Section A)

The district shall provide the provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a child in any program or for receipt of services. (Section C-2-iii-b)

RECOMMENDING STUDENTS FOR GIFTED SERVICES

Teachers are given continual opportunity to recommend students in their classes for gifted screening. Once a teacher recommendation is received the Intervention Specialist reviews the student's scores and reports them back to the teacher. The student may also be scheduled for individual assessment at that time, following parent consent. Screening and assessment will occur at least twice per school year.

Ohio Administrative Code 3301-51-15 δ The district shall provide at least two opportunities a year for assessment in the case of children who have requested assessment or who have been recommended for assessment by teachers, parents, or other children δ (Section C-2-ii-a)

TEACHERS: What steps do I take when I think a child in my classroom might benefit from gifted services?

1. Complete a Teacher Recommendation Form (see appendix or staff server) and return it to the gifted teacher in your building. This form may be submitted anytime during the school year.
2. The Gifted Intervention Specialist will process your recommendation. You will receive a form back entitled Screening for Gifted Services that will list for you the child's test scores and what, if any, further action will be taken in the gifted identification process. This will also inform you if the student will be placed in gifted services offered at Licking Heights, or if further evaluation is needed.
3. After the Gifted Intervention Specialist reviews the student's previous test scores, it may be necessary to further test that student. You will be notified if this is necessary and, once the test is scheduled, you will also be given notice of the date and time of the student's testing session.
4. Test scores will be reported back to you as well as placement results. Parents will be notified by the Intervention Specialist of test scores and assessment results.

According to Ohio Revised Code, students cannot be excluded from services based upon teacher recommendation.

Ohio Administrative Code 3301-51-15 δ Placement for district services shall be in conformance with the criteria used in determining eligibility. Subjective criteria such as teacher recommendations may be used to determine appropriate service placement but shall not be used to exclude a child from service in the superior cognitive and specific academic areas who would otherwise be eligible. (Section D-1)

PARENTS: I think my child would benefit from gifted services. What do I do now?

1. Complete the Parent Referral Form (see appendix). Forms are also available in the main office or from your building's Gifted Intervention Specialist.
2. The Intervention Specialist will review your child's previous test scores and notify you of a date for further assessment, if necessary.
3. In the event of further assessment, you will be notified of the results of the student's testing results, identification, and/or placement.
4. Direct any further questions, disputes, or appeals directly to your building's Gifted Intervention Specialist or the county Gifted Coordinator at ESC (Educational Services Center, Newark).

PARENTS: My child and I are new to the district and I think my child would benefit from gifted services. What do I do now?

1. When enrolling your child notify the office staff that your student should be considered a candidate for gifted services.
2. Submit to the office any previous testing results or scores that you may have on file at home. Be sure to put all testing results as, ~~%~~Attention to: Intervention Specialist.+Many results do not arrive from your previous school district for weeks, even months, after enrollment.
3. Complete the ~~%~~Parent Referral Form.+
4. Further evaluation, assessment, identification, and/or placement will follow the procedures listed under the parent recommendation section.

Ohio Administrative Code 3301-51-15 ~~o~~ The parent shall have assurance that any child transferring into the district will be assessed within ninety days of the transfer at the request of a parent. (Section C-2-ii-c)

The district shall make provisions for children to withdraw from gifted programs and services, for reassessment of children, and for assessment of children transferring into the district. (Section C-3-e)

ACCELERATION OPTIONS

Reasoning for Acceleration

No individual or group should be excluded from the opportunity to learn, and all students are presumed capable of learning. Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, disability or giftedness shall have access to a challenging, standards-based curriculum.

The knowledge and skills defined in Ohio's academic content standards are within the reach of all students. Students, however, develop at different rates. All children learn and experience success given time and opportunity, but the degree to which the standards are met and the time it takes to reach the standards will vary from student to student.

Students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. Students who are gifted may require special services or activities in order to fully develop their intellectual, creative, artistic and academic capabilities or to excel in a specific content area. Again, the point of departure is the standards-based curriculum.

All children should be provided adjustments when necessary in order to address their individual needs. Identifying and nurturing the talents of all students will enable all students to reach the standards.+

As noted in Ohio's Academic Content Standards

Acceleration Options

Students in the Licking Heights School District may be accelerated using one or more of the following options: Whole-grade, single-subject, self-paced instruction, mentoring, curriculum compacting, advanced placement, early entrance to kindergarten, early admission to first grade, early high school graduation, early entrance to college.

Acceleration Process

The state of Ohio has mandated that each district adopt an acceleration policy. While the entire policy is not listed here, parents and teachers may have access to our district's policy by requesting a copy from the LH school district.

When a student becomes a candidate for acceleration the Gifted Intervention Specialist will follow a clear process, as outlined in the Acceleration Policy, to evaluate the candidate based on standardized testing, parent input, teacher input, and a student interview and student input. The opinions and data gathered to support and/or deny acceleration will be extensively reviewed by a committee of the student's principal, teacher, and the gifted intervention specialist. Upon completion of this review, the committee will offer a formal recommendation regarding the acceleration of the candidate.

As noted in Ohio Administrative Code 3301-35-06

FREQUENTLY ASKED QUESTIONS ABOUT GIFTED PLACEMENT

1. *What gifted services are offered at Licking Heights Local Schools?*
 - STING: Superior Cognitive 2ND-5TH grades. Full-day program focusing on higher level thinking skills while incorporating math, reading, science, and social studies.
 - Reading-STING: 2ND-5TH grades and Math-STING: 3RD-4TH grades, full-day program focusing on subject-specific enrichment.
 - 5/6 Advanced Math: 5th grade. This course is taught to students identified gifted, as well as high-achieving math students in the 5th grade. The class is taught at an accelerated pace in order to complete both the fifth and sixth grade years of math in one year. 5/6 Math is scheduled in place of a qualifying student's regular education math class and the student receives his/her math grade from the work completed in this class.
2. *How is a child placed in gifted services?*
 - Gifted intervention specialists evaluate whole-grade screening scores (Terra Nova and InView) at the beginning of second grade.
 - If scores are close to the placement cut-off, students are re-tested.
 - Parents of students new to the district should contact the gifted intervention specialist to schedule testing and/or review scores from other districts.
3. *What tests does our district use for identification?*
 - Our district uses the Terra Nova and InView Test in second grade.
 - The Iowa Test of Basic Skills, Otis-Lennon School Ability Test, and the Woodcock-Johnson are usually used for re-testing. However, a full list of possible assessment instruments is on file in the front office (PB-3).
 - The Ohio Achievement Test is NOT used for gifted identification (according to Ohio law).
4. *Who can recommend a student for gifted testing?*
 - A teacher, parent, and/or student
5. *How does a teacher recommend a student for gifted testing?*
 - Complete a Teacher or Parent Recommendation Form. Forms are available from the gifted intervention specialist and in the main office.
6. *How does a parent refer a student for gifted testing?*
 - Forms are available from the gifted intervention specialist and the school office.
 - Parent must fully complete the referral form before a student will be considered for testing.
 - Re-testing DOES NOT guarantee placement in gifted services.
7. *What should I expect after referring a child for testing?*
 - Parents will receive a notice with results from the initial review of prior test scores and a date for further testing, or a notice explaining which gifted services the child already qualifies for. Teachers will receive a copy of this notification.
 - Re-testing is only scheduled to take place during the fall and the spring. The child will be tested during one of these times.
 - Notification of test results will be sent home within thirty days of the test date.
 - Students who qualify for gifted services will receive more information at that time.
8. *When would my child begin STING if he/she meets the requirements for placement?*
 - Students re-tested in the fall will join the program as soon as possible.
 - Students re-tested in the spring will join in the next school year.
 - A qualifying student will not join the program after the first semester break.

BRIGHT CHILD VS. A GIFTED LEARNER

A Bright Child...



- Knows the answers.
- Is interested.
- Is attentive.
- Has good ideas.
- Works hard.
- Answers the questions.
- Is in the top group.
- Listens with interest.
- Learns with ease.
- Requires 6-8 repetitions for mastery.
- Understands ideas.
- Enjoys peers.
- Understands abstract humor.
- Grasps the meaning.
- Completes assignments on time.
- Is receptive.
- Copies accurately.
- Enjoys school.
- Absorbs information.
- Is a technician.
- Is a good memorizer.
- Enjoys straightforward presentation.
- Is alert.
- Is pleased with own learning.
- Is motivated by grades.
- Is able.

A Gifted Learner...



- Asks the questions.
- Is highly curious.
- Is mentally and physically involved.
- Has wild, silly ideas.
- Plays around, yet tests well.
- Discusses in detail; elaborates.
- Is beyond the group
- Shows strong feelings and opinions.
- Already knows.
- Requires 1-2 repetitions for mastery.
- Constructs abstractions.
- Prefers adults.
- Creates abstract humor.
- Draws inferences.
- Initiates projects.
- Is intense.
- Creates a new design.
- Enjoys self-directed learning.
- Manipulates information.
- Is an inventor.
- Is a good guesser.
- Thrives on complexity.
- Is keenly observant.
- Is highly self-critical.
- Is not motivated by grades.
- Is intellectual.

Janice Szabos, Challenge, 1989

MYTHS ABOUT GIFTED CHILDREN

Myth: Gifted Children will achieve without guidance.

Fact: Without guidance and support, Gifted Children may lose motivation or underachieve.

Myth: Gifted Children should be given larger quantity of work at average grade level.

Fact: Gifted Children need a high degree of educational challenge, not more of an average level.

Myth: Gifted Children are “teacher pleasers” and easy to teach.

Fact: In order for gifted children to maintain high levels of achievement, teachers must make curricular adjustments. Without appropriate modifications, gifted students may develop behavior problems.

Myth: Gifted Children will make straight "A"s.

Fact: Gifted Children will not always achieve, especially if unmotivated.

Myth: Gifted Children are nearly always from upper-middle-class, professional families.

Fact: Gifted Children are from diverse racial, ethnic, and socioeconomic backgrounds.

Myth: Gifted Children are often socially popular with their peers.

Fact: Gifted Children are often ostracized socially, especially at the secondary level.

Myth: Most Gifted Children are failures in their adult life.

Fact: Research indicates that outstanding success is achieved by most gifted individuals if they have been identified and their giftedness nurtured.

Myth: Gifted children learn best on their own.

Fact: Gifted Children need the stimulation of other Gifted Children and should be grouped together a portion of every day.

Myth: Extra help for Gifted Children fosters snobbery and is likely to lead to an elitist class.

Fact: Giftedness is fragile. Every child deserves an education which is appropriate to individual needs. Children at both extremes of the ability spectrum need special education.

Myth: Gifted students are best served when tutoring others.

Fact: When gifted students consistently tutor others, often they are not learning anything new. This can create unhealthy self-esteem issues for both the tutored and the gifted student.

For more information visit www.oagc.com

TOP 10 TIPS FOR TEACHING GIFTED STUDENTS

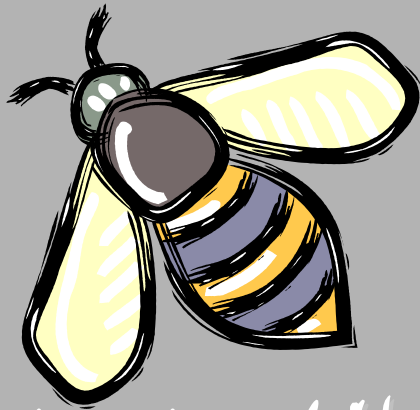
1. Provide multiple opportunities for creative outlets through open-ended projects and products.
2. Provide depth in content areas and subjects of interest to gifted students, moving beyond the curriculum.
3. Allow gifted students to work together a portion of every day. This will stimulate them to achieve more than they would if they work alone or in mixed-ability groups.
4. Make sure gifted students are not punished with MORE work or a lesser grade because they take a risk. Replace the standard curriculum with more challenging opportunities.
5. Provide higher-level activities and lesson options on a regular basis, including divergent and evaluative thinking.
6. Allow time for gifted students to explore their passion areas and express them in varied disciplines and mediums.
7. Provide opportunities for gifted learners to be challenged and encourage perseverance in the face of obstacles.
8. Encourage independent study and research skills, including the use of multiple resources and the reading of original documents.
9. Reduce the amount of lecture.
10. Remember the 3 Cs for gifted:

CHOICES CHEERS CHALLENGES

For more information visit www.oagc.com

Licking Heights Local Schools Handbook for
GIFTED EDUCATION

Appendix



Serving The Interest and Needs of Gifted

CONTACT INFORMATION

GIFTED INTERVENTION SPECIALISTS & TEACHERS

North Elementary
Alesha Haybin
ahaybin@laca.org
740-927-3268

South Elementary
Megan Nolan
mnolan@laca.org
740-964-1674

COUNTY GIFTED COORDINATOR

Pat Farrenkoopf
pfarrenkopf@laca.org
740-349-6083

PRINCIPALS

North Elementary
Kim Henderson
khenderson@laca.org
740-927-3268

South Elementary
Jim Kennedy
jdkennedy@laca.org
740-964-1674

LICKING HEIGHTS DISTRICT SUPERINTENDENT

Dr. Philip H. Wagner
740-927- 6926

LICKING COUNTY EDUCATIONAL SERVICES CENTER SUPERINTENDENT

Dr. Nelson McCray
740-349-6084

WEBSITES FOR GIFTED STUDENTS, THEIR PARENTS, AND TEACHERS

- American Association for Gifted Children at Duke University
<http://www.aagc.org/main.html>
Nation's oldest advocacy organization for gifted children
Presidential Scholars Program which recognizes 141 outstanding high school graduates each year
- Center for Talent Development
Northwestern University
<http://www.ctd.northwestern.edu/>
One of four regional talent search programs
Offers summer programs and networking
Coordinates MIDWEST Talent Search
- Davidson Institute for Talent Development
<http://www.davidson-institute.org/>
To recognize, nurture and support profoundly gifted young people and to provide opportunities for them to develop their talents in positive ways to create value for themselves and others
Offers parent help and scholarships
- National Association for Gifted Children (NAGC)
<http://www.nagc.org/>
Advocacy organization
Offers a wide range of publications and services
- The National Research Center on the Gifted and Talented
The University of Connecticut
<http://www.gifted.uconn.edu/nrcgt.html>
Funded by the Jacob K. Javits Gifted and Talented Students Education Act
A nationwide cooperative of researchers, practitioners, policy makers, and other persons and groups that have a stake in developing the performance and potentials of young people from preschool through postsecondary levels
- The Ohio Association for Gifted Children
<http://www.oagc.com/>
To promote and support the development of gifted students through dissemination of information, advocacy on their behalf, encouragement of affiliate organizations, and to promote research and education for gifted children

(Website Resources Continued)

- Supporting the Emotional Needs of the Gifted, Inc. (SENG)
http://www.sengifted.org/ext_dep.htm
SENG seeks to inform gifted individuals, their families, and the professionals who work with them about the unique social and emotional needs of gifted persons.
Offers conferences and scholarships
- <http://www.kidsource.com/kidsource/pages/ed.gifted.html>
Articles on talent development and gifted education
- <http://www.hoagiesgifted.org/>
Hoagies Gifted Education Page ñ very comprehensive

OHIO ADMINISTRATIVE CODE 3301-51-15

SECTION A: Definition of "Gifted" and Identification Requirements

- "GIFTED" means a student 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 are identified under division (a), (b), (c), or (d) of section 3324.03 of the Revised Code.

"*Specific academic ability field*" means one or more of the following areas of instruction:

- (a) Mathematics;
- (b) Science;
- (c) Reading, writing, or a combination of these skills; and/or
- (d) Social studies.

"*VISUAL OR PERFORMING ARTS ABILITY*" means ability in areas such as drawing, painting, sculpting, music, dance, drama.

- The board of education of each district shall identify gifted children in grades kindergarten through twelfth as follows:
 - (a) A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months:
 - (i) Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed psychologist; or
 - (ii) Accomplished any one of the following:
 - (a) Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test,
 - (b) Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test, or
 - (c) Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.
 - (b) 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 within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at the 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 ability field.

(Continued on following page)

OHIO ADMINISTRATIVE CODE 3301-51-15

SECTION A: Definition of "Gifted" and Identification Requirements

(Continuing from previous page)

(c) A child shall be identified as exhibiting ~~an~~ creative thinking ability superior to that of children of similar age, if within the previous twenty-four months, the child scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

(i) Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or

(ii) Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

(d) A child shall be identified as exhibiting ~~an~~ visual or performing arts ability superior to that of children of similar age if the child has done both of the following:

(i) 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

(ii) Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.

SAMPLE WRITTEN EDUCATION PLAN

Licking Heights Local Schools Gifted Written Education Plan Year of Service 2010 - 2011

Student: **Student ID:** **DOB:**
Address: **Phone:**
School: Licking Heights North (LH) **Date:** 8/23/2010
Gifted Specialist: Mrs. Alesha Haybin **Grade:** 4

Area(s) of Identification:

Superior Cognitive <input checked="" type="checkbox"/>	Creative Thinking <input type="checkbox"/>	Fine Arts <input type="checkbox"/>	Dance <input type="checkbox"/>
Math <input type="checkbox"/>	Science <input checked="" type="checkbox"/>	Instr. Music <input type="checkbox"/>	Drama <input type="checkbox"/>
Reading/Writing <input type="checkbox"/>	Social Studies <input type="checkbox"/>	Vocal Music <input type="checkbox"/>	

Instructional Settings & Goals

Setting

206070 Resource/Pull-Out Room for Gifted Students led by GIS

Course Name: 4 SC STING

Person Responsible: Mrs. Alesha Haybin

Subject

Superior Cognitive

Goals

Evaluation Methods

The student will exercise flexible thinking by adapting an existing idea into a new one while problem solving.

Observations

The student will apply a creative problem solving process effectively and efficiently.

Daily Work

Other Goals

The student will work with others to solve problems/identify solutions.

Observations

Student Selected Goal

"I want to improve my logical reasoning."

As endorsed by state and local guidelines, a student should not be required to make up work missed during gifted services outside of the regular classroom. Every effort should be made by the classroom teacher to avoid introducing new material of which the student has not already demonstrated mastery. Additionally, teachers should avoid scheduling tests or other special events during the gifted service time when possible. Options such as pre-testing, curriculum compacting, or use of alternate assignments during regular class time should be employed in order to minimize assignment of a double work load by the gifted specialist and regular classroom teacher.

Progress toward the goals listed on this WEP will be reported by semester via progress report form.

This WEP will be reviewed and modified on approximately 10/31/2011 or earlier as deemed necessary by demonstrated progress or changing needs.

HIGHER LEVEL THINKING RUBRIC

Superior Cognitive STING

2 3 4 5 Date: _____

Student Name: _____

Total Score: /16

0	1	2	3	4
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Critical Thinking and Divergent Thinking

Did not participate or did not complete at least half of the task.	Whined and complained about difficulty. Very little effort; hardly tried to accomplish the challenge.	Student showed good effort, but only implemented 1 of the 3 critical thinking skills: analysis, synthesis, and evaluation.	Student showed good effort, but only implemented 2 of the 3 critical thinking skills: analysis, synthesis, and evaluation.	Student demonstrated and implemented the skills of analysis, synthesis, and evaluation.
--	---	--	--	---

Creative Problem Solving

Student did not participate.	Very little effort; hardly tried to accomplish the challenge. Student did not identify the problem correctly.	Student identified the problem, but did not proceed onto developing possible solutions.	Student identified and analyzed problem, and one possible solution.	Student identified and analyzed a problem. Student then analyzed and evaluated the implementation of possible solutions.
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Social-Emotional Development: Individual Participation and Behavior

Did not participate. Whining and complaining. Removed from class for behavior issue.	Overall, low participation during the day. Only joined in when asked to do so. Poor attitude. Reflection Form: behavior issue.	Bad attitude popped up once. Contributed a few ideas to class activities, but showed very little enthusiasm. Minimal effort on work. Warning for behavior issue.	Participation was good. Enthusiasm shown toward most activities. A few situations of having to be reminded of expectations.	Extremely enthusiastic! Stays focused on the tasks at hand so that work shows extended thought and effort.
--	--	--	---	--

Social-Emotional Development: Group Participation

Argumentative or negative with other group members.	Barely contributed to the group task; not engaged in discussion; group did not complete the task and/or counter-productive to group progress. See notes.	Contributed a few ideas to group activities; group attempted all sections of the task, but did not complete all.	Contributed several times to the group activities; positive contributions and attitude toward group and peers; task completed	Outstanding group participation and leadership! Positive and encouraging attitude toward peers; task was completed with excellence.
---	--	--	---	---

NOTES: *Students are graded during STING class using this rubric. Parents receive a progress report each quarter outlining the student's progress in STING class.*

Rubric for 3rd/ 4th Grade Reading/Math-STING

Description of Warm-Up:

0	1	2	3	4
Did not participate/complete independent problems	Barely contributed or contributions were not related to the task/6+ mistakes on independent problems	Contributed a moderate amount with some relevant information/3-5 mistakes on independent problems	Contributed in most areas and helped guide the discussion/1-2 mistakes on independent problems	Contributed a great deal and had a leadership role/all independent problems answered correctly

Description of Participation:

0	1	2	3	4
Did not participate	Barely contributed or contributions were not related to the task	Contributed a moderate amount with some relevant information	Contributed in most areas and helped guide the discussion	Contributed a great deal and had a leadership role

Description of Product:

0	1	2	3	4
Did not complete any part of product	Product incomplete and did not show mastery of the day's goals	Product is complete (or nearly complete) with some of the goals mastered	Product is well-done with only a few errors and meets the majority of criteria	Product is superb and met all criteria; shows mastery

Students are graded during STING class using this rubric. Parents receive a progress report each quarter outlining the student's progress in STING class.

Rubric for Second Grade Reading-STING

Description of Warm-Up:

0	1	2	3	4
Did not participate/complete independent problems	Barely contributed or contributions were not related to the task/6+ mistakes on independent problems	Contributed a moderate amount with some relevant information/3-5 mistakes on independent problems	Contributed in most areas and helped guide the discussion/1-2 mistakes on independent problems	Contributed a great deal and had a leadership role/all independent problems answered correctly

Description of Thinking Skills Activity:

0	1	2	3	4
Did not participate/ Did not complete any part of product	Barely contributed or contributions were not related to the task/ Product incomplete and did not show mastery of the day's goals	Contributed a moderate amount with some relevant information/ Product is complete (or nearly complete) with some of the goals mastered	Contributed in most areas and helped guide the discussion/ Product is well-done with only a few errors and meets the majority of criteria	Contributed a great deal and had a leadership role/ Product is superb and met all criteria; shows mastery

Description of Creative Writing Product:

0	1	2	3	4
Did not complete any part of product	Writing rarely demonstrates creative ideas; very little written	Writing occasionally demonstrates some creative ideas, using fluency, flexibility, and originality	Writing usually demonstrates creative ideas, using fluency, flexibility, and originality	Writing consistently demonstrates numerous creative ideas, using fluency, flexibility, and originality

Description of Class Literature Discussion:

0	1	2	3	4
Did not participate	Barely contributed or contributions were not related to the task	Contributed a moderate amount with some relevant information	Contributed in most areas and helped guide the discussion	Contributed a great deal and had a leadership role

Description of Individual Literature Product:

0	1	2	3	4
Did not complete any part of product	Product incomplete and did not show mastery of the day's goals	Product is complete (or nearly complete) with some of the goals mastered	Product is well-done with only a few errors and meets the majority of criteria	Product is superb and met all criteria; shows mastery

PARENT REFERRAL FORM

Serving the Interests and Needs of Gifted

DATE: _____
STUDENT NAME: _____
PARENT NAME(S): _____
TEACHER NAME: _____ GRADE: _____
SCHOOL BUILDING: _____

You are one of the best judges of the abilities of your child. Gifted children are a diverse population and each one will exhibit different signs of their intelligence, motivation, and development. Please think carefully about the information provided in your recommendation.

A parent referral does **not guarantee** the student a position in the gifted pullout program. After receiving this form, the Gifted Intervention Specialist will review previous test scores and will schedule your child for further testing during the FALL or the SPRING. You will receive notification of your child's testing date.

1. I request that my child be tested for gifted identification in the following area(s), and evaluated for potential placement in the gifted services offered by Licking Heights.

SUPERIOR COGNITIVE
(Higher Level Thinking)

MATH

READING

Parent Signature: _____ **Date:** _____

2. Explain why you are recommending your child. Include characteristics and/or habits that you think support your child as a candidate to receive gifted services.

3. Turn over and complete checklist on side 2 >

To be completed by the Gifted Intervention Specialist		DATE RECEIVED: _____
Ability Test(s): _____	Date(s): _____	SIGNATURE: _____
Academic Test(s)		Score(s): _____
in READING: _____	Date(s): _____	Score(s): _____
in MATH: _____	Date(s): _____	Score(s): _____
in SCIENCE: _____	Date(s): _____	Score(s): _____
in SOC.ST: _____	Date(s): _____	Score(s): _____

The following is a list of characteristics typical of gifted children, including academic and social behaviors which may be exhibited by your child. Please circle the characteristics you have observed on a regular basis.

CHARACTERISTIC	ACADEMIC BEHAVIOR	SOCIAL BEHAVIOR
Learns rapidly/easily	Memorizes and masters basic facts quickly	Gets bored easily, resists drill, disturbs others
Reads intensively	Reads many books and uses library on own	Neglects other responsibilities
Advanced vocabulary	Communicates ideas well	Shows off, evokes peer resentment
Retains a quantity of information	Ready recall and responses	Monopolizes discussion
Long attention span	Sticks with a task or project	Resists class routine, dislikes interruptions
Curious, has a variety of interests	Asks questions, gets excited about ideas	Goes on tangents, no follow-through
Works independently	Creates and invents beyond assigned tasks	Refuses to work with others
Alert and observant	Recognizes problems	Impolitely corrects adults
Has a good sense of humor	Able to laugh at self	Plays cruel jokes or tricks on others
Comprehends, recognizes relationships	Able to solve social problems alone	Interferes in the affairs of others
High academic achievement	Does school work well	Braggs, egotistical, impatient with others
Fluent, verbal facility	Forceful with words, numbers; leads peers in positive ways	Leads other into negative behaviors
Individualistic	Asserts self and ideas, has few friends; sense of own uniqueness	Stubborn in beliefs
Self motivated, self sufficient	Requires minimum teacher direction or help	Is overly aggressive, challenges authority

(Source: www. OAGC.com)

TEACHER RECOMMENDATION FORM

Serving the Interests and Needs of Gifted

DATE: _____

TEACHER NAME: _____ GRADE/SUBJECT: _____

SCHOOL BUILDING: _____

You are one of the best judges of the abilities of your students. Keep in mind that a gifted child will not always be the best-behaved or most attentive child in your room. Gifted children are a diverse population and each one will exhibit different signs of their intelligence, motivation, and development. Please think carefully about the students you select. Your recommendation does not guarantee them a position in the pullout program; it will simply direct us in evaluating the child's ability and academic achievement scores. Please complete the following information on one or more students.

Student: _____ Grade: _____

Circle an Area(s): SUPERIOR COGNITIVE MATH READING

Check here if the Gifted Intervention Specialist needs to notify parents of this student's screening results. (For example, if parents have inquired about the program or requested differentiation.)

Student: _____ Grade: _____

Circle an Area(s): SUPERIOR COGNITIVE MATH READING

Check here if the Gifted Intervention Specialist needs to notify parents of this student's screening results. (For example, if parents have inquired about the program or requested differentiation.)

Student: _____ Grade: _____

Circle an Area(s): SUPERIOR COGNITIVE MATH READING

Check here if the Gifted Intervention Specialist needs to notify parents of this student's screening results. (For example, if parents have inquired about the program or requested differentiation.)

Student: _____ Grade: _____

Circle an Area(s): SUPERIOR COGNITIVE MATH READING

Check here if the Gifted Intervention Specialist needs to notify parents of this student's screening results. (For example, if parents have inquired about the program or requested differentiation.)

CHARACTERISTICS OF A GIFTED CHILD ARE LISTED ON SIDE 2 >

Gifted Intervention Specialist

DATE RECEIVED: _____

SIGNATURE: _____

The following is a list of characteristics typical of gifted children including academic and social behaviors which may be exhibited in the student. A child may exhibit both positive and negative behaviors of a characteristic depending on the environment.

CHARACTERISTIC	ACADEMIC BEHAVIOR	SOCIAL BEHAVIOR
Learns rapidly/easily	Memorizes and masters basic facts quickly	Gets bored easily, resists drill, disturbs others
Reads intensively	Reads many books and uses library on own	Neglects other responsibilities
Advanced vocabulary	Communicates ideas well	Shows off, evokes peer resentment
Retains a quantity of information	Ready recall and responses	Monopolizes discussion
Long attention span	Sticks with a task or project	Resists class routine, dislikes interruptions
Curious, has a variety of interests	Asks questions, gets excited about ideas	Goes on tangents, no follow-through
Works independently	Creates and invents beyond assigned tasks	Refuses to work with others
Alert and observant	Recognizes problems	Impolitely corrects adults
Has a good sense of humor	Able to laugh at self	Plays cruel jokes or tricks on others
Comprehends, recognizes relationships	Able to solve social problems alone	Interferes in the affairs of others
High academic achievement	Does school work well	Braggs, egotistical, impatient with others
Fluent, verbal facility	Forceful with words, numbers; leads peers in positive ways	Leads other into negative behaviors
Individualistic	Asserts self and ideas, has few friends; sense of own uniqueness	Stubborn in beliefs
Self motivated, self sufficient	Requires minimum teacher direction or help	Is overly aggressive, challenges authority

(Source: www. OAGC.com)

GIFTED EDUCATION GLOSSARY



- **Acceleration** ÷ A strategy of progressing through education at rates faster or ages younger than the norm.
- **Achievement Test** ÷ A standardized test created by the state of Ohio to evaluate and judge the progress of students in the state of Ohio. However, according to the Ohio Administrative Code, the Ohio Achievement Test is NOT an approved instrument to use for gifted identification.
- **Advanced Placement (AP)** ÷ A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.
- **Affective** ÷ Addressing the social, emotional, and behavioral development specific to the needs of gifted students.
- **Assessment** ÷ The second, or more, instance of formal testing at any level, in the same year.
- **Authentic Assessment** ÷ Evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate understanding of the laws of motion.
- **Bloom's Taxonomy** ÷ Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation.
- **Cognitive Skills Index** ÷ CSI, as recorded on the Terra Nova and InView whole-grade screening administered to our second grade students. The state of Ohio requires a score of 128 CSI to be identified superior cognitive gifted.
- **Cooperative Learning** ÷ An instructional method that allows students to work in small groups within the classroom, often with a division of assignments of several specific tasks or roles.
- **Creative Problem Solving** ÷ The process of identifying and analyzing a problem and evaluating the implementation of possible solutions.
- **Creativity** ÷ The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.

- **Critical Thinking** ÷ The cognitive process of relating language to logic, which leads to an ability to analyze, criticize, advocate ideas, to reason, and to reach factual and judgmental conclusions.
- **Differentiation** ÷ Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
- **Divergent Thinking** ÷ The attempt to generate a variety of possibilities to answer a question or solve a problem.
- **Enrichment** ÷ Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.
- **Gifted and Talented Student** ÷ The federal Elementary and Secondary Education Act defines gifted and talented students as "students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school, in order to fully develop those capabilities." (Title IX, Part A, Definition 22. 2002)
- **Identification** ÷ A student must meet specific criterion, as designated by the state of Ohio Administrative Code, to be identified gifted in any subject area or superior cognitive. Once a student has been identified as gifted, the state mandates that this identification will carry with them indefinitely.
- **Intelligence** ÷ The ability to learn, reason, and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.
- **Intelligent Quotient (IQ)** ÷ A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.
- **Logical Reasoning** ÷ The science of distinguishing between correct and incorrect reasoning and argument.
- **Ohio Administrative Code** ÷ Rules and expectations set forth by the State of Ohio to govern gifted programming, evaluation, and identification, more specifically called the "Ohio Operating Standards for Identifying and Serving Gifted Students."
- **PSEO** ÷ Post Secondary Education Option.
- **Pull-out Program** ÷ A program which takes a student out of the regular classroom during the school day for special programming.
- **Rubric** ÷ A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.
- **School Ability Index** ÷ SAI was used prior to the 2008-2009 school-year to identify and place our superior cognitive students, using the Stanford/Otis-Lenon test. A 126 SAI was required by the state of Ohio to identify students gifted in superior cognitive functions.
- **Screening** ÷ The first instance of formal testing, at any level, in the same year.

- **Service** ÷ Classes or programming, in addition to the regular classroom, that are offered to students that qualify.
- **Single-Subject Acceleration** ÷ A student is accelerated into one, or more, grades higher than their chronological placement, in a specific subject area.
- **Specific Academic** ÷ A gifted identification or service offered in one of the following areas of instruction: mathematics; science; reading, writing, or a combination of this skills; and/or social studies. 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 within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at the 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 ability field.
- **Standardized Testing** ÷ A standardized test is nationally normed.
- **Superior Cognitive** ÷ 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 least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test; performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test; or attained an approved score on one or more above grade-level standardized, nationally normed approved tests.
- **WEP** ÷ Written Education Plan. The written education plan is a guideline for gifted students, teachers and parents of the gifted.
- **Whole-Grade Acceleration** ÷ A student is promoted to one, or more, grade higher than their chronological placement. This student becomes a member of the graduating class they are accelerated into.
- **Whole-Grade Screening** ÷ Standardized testing administered to an entire grade level, typically in the spring. These scores are used for gifted identification, placement, and re-testing candidates.

Sources for definitions: www.nagc.org and www.oagc.org