

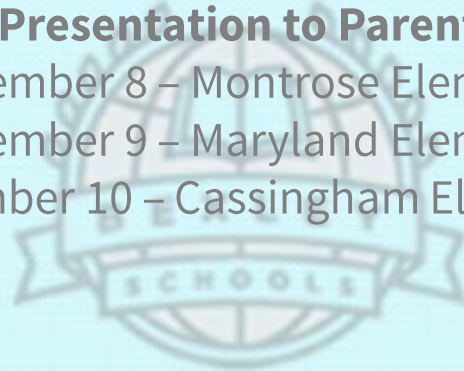
Gifted 101

Presentation to Parents:

September 8 – Montrose Elementary

September 9 – Maryland Elementary

September 10 – Cassingham Elementary

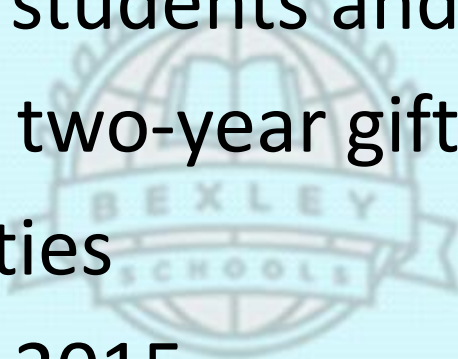


Dr. Laura Lipsett, Executive Director of School Programs

Dr. Marnie Morrison, Gifted Consultant ESCCO

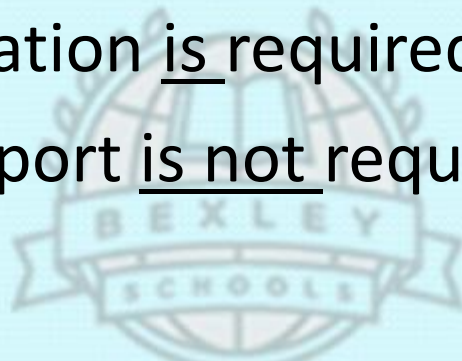
Agenda

- Gifted identification in Ohio
- Bexley's gifted students and curriculum
- Conclusions of two-year gifted study
- Summer activities
- Plans for 2014-2015
- School-based support for gifted students



Gifted Identification in Ohio

- Unique approach in Ohio
 - *Gifted identification is required by law
 - *Specialized support is not required by law
- State funding to support gifted students



Gifted Children

- Cognitive ability
- Academic talent
- Creative thinking ability
- Visual/performing arts talent



Gifted Identification Criteria

- **Cognitive ability**

Cut-off score varies with test: two standard deviations above the mean, minus standard error of measure (OLSAT 126)

- **Academic talent**

95th percentile or above overall subject area score

(Example: Broad Reading vs. Vocabulary, Word Meaning etc.)

- **Creative thinking ability**

Demonstrate creative thinking as documented on Renzulli/GATES Scales + cognitive ability one s.d. above the mean, minus s.e.m. (Ex. 115+)

- **Visual/performing arts ability**

Professional review of portfolio/performance with rating scales

Bexley Identification Process

- Whole Grade Screening

(Note: Tests are used for a variety of purposes, including gifted screening; testing schedule available on district website)

Gr. K-6	new MAP math assessment
Gr. 3, 5	cognitive, reading, science, s.s.
Gr. 6, 7	science
Gr. 7, 8	social studies
Gr. 10, 11	PSAT math, reading, science

Screening by Referral

- Teacher/parent/student self-referral
 - Referral form on website
 - Submit referral to principal
 - Information gathering phase
- Decision about most appropriate screening method; parent permission to test
 - Whole grade screening if upcoming
 - Small group screening during screening window
 - Individual testing by school psychologist

Supporting Gifted Students

- Gifted Education includes attention to all ways of supporting gifted students:
 - Within the classroom
 - Through co-teaching and collaboration
 - With direct support in or outside classroom
 - With enriched learning experiences



Bexley Students/Curriculum



- Over 50% -- high ability or gifted in at least one area
- Increasingly rigorous regular education curriculum
- Ongoing teacher training to apply more rigorous curriculum
- More rigorous curriculum + trained teachers = more challenges for gifted students in classrooms

Bexley's Two-Year Study

- Conclusions related to elementary:
 - Students gifted in both cognitive and reading ability receive strong English language arts support from GIS in grades 4, 5, 6
 - Support available to all gifted students should evolve with teacher collaboration
 - Gifted Advisory Committee
 - Need to refine procedures, communications



Summer Activities

- As planned, developed plans for:
 1. Sustaining English language arts services
 2. Identifying creative and arts gifted students
 3. Arranging for Gifted Specialists and classroom teachers to collaborate on extended learning experiences for all identified students



Summer Activities

- Unanticipated:

July adoption of new State Board of Education guidelines that impact ways of identifying, supporting, and reporting gifted students

- Result:

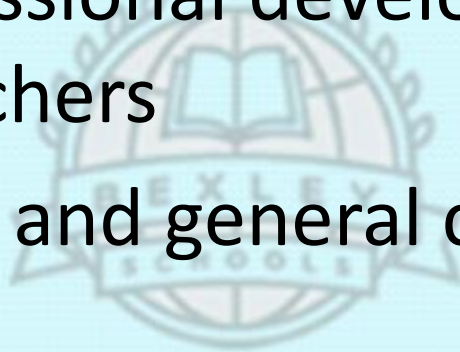
Revised plans for 2014-2015

Goals for 2014-2015

1. Build district capacity to support and challenge all gifted students.
2. Sustain current English language arts classes for students gifted in both cognitive and reading ability in grades 4, 5, 6.
3. Increase support to classroom teachers in extending learning for gifted/high ability students (via teacher training and collaboration with gifted teachers), but not begin new gifted services. Encourage schools to find innovative ways of supporting high ability students.
4. Work with teachers and parents to develop a clearer understanding of additional needs of gifted students (teacher and parent surveys, data analysis etc.).
5. Meet with new Gifted Advisory Committee to plan appropriate ways of supporting the wide range of gifted students' needs over the next few years.

K-12 Buildings

- Supporting all gifted students
- Ongoing professional development for general education teachers
- Gifted teacher and general classroom teacher collaborations



Closing Thoughts

- This is a year of building the district's capacity to better support all of Bexley's gifted students.
- Gifted student needs are key to long-range planning.
- General questions?

