



PLEASE GRAB A NOTECARD to record any questions that arise for you during the presentation.

We will address them during the Q&A portion at the end.



Gifted Service Parent Meeting

AGENDA

- What is gifted?
- Service model
- What does service look like?
- Social-emotional needs of gifted learners
- Q&A

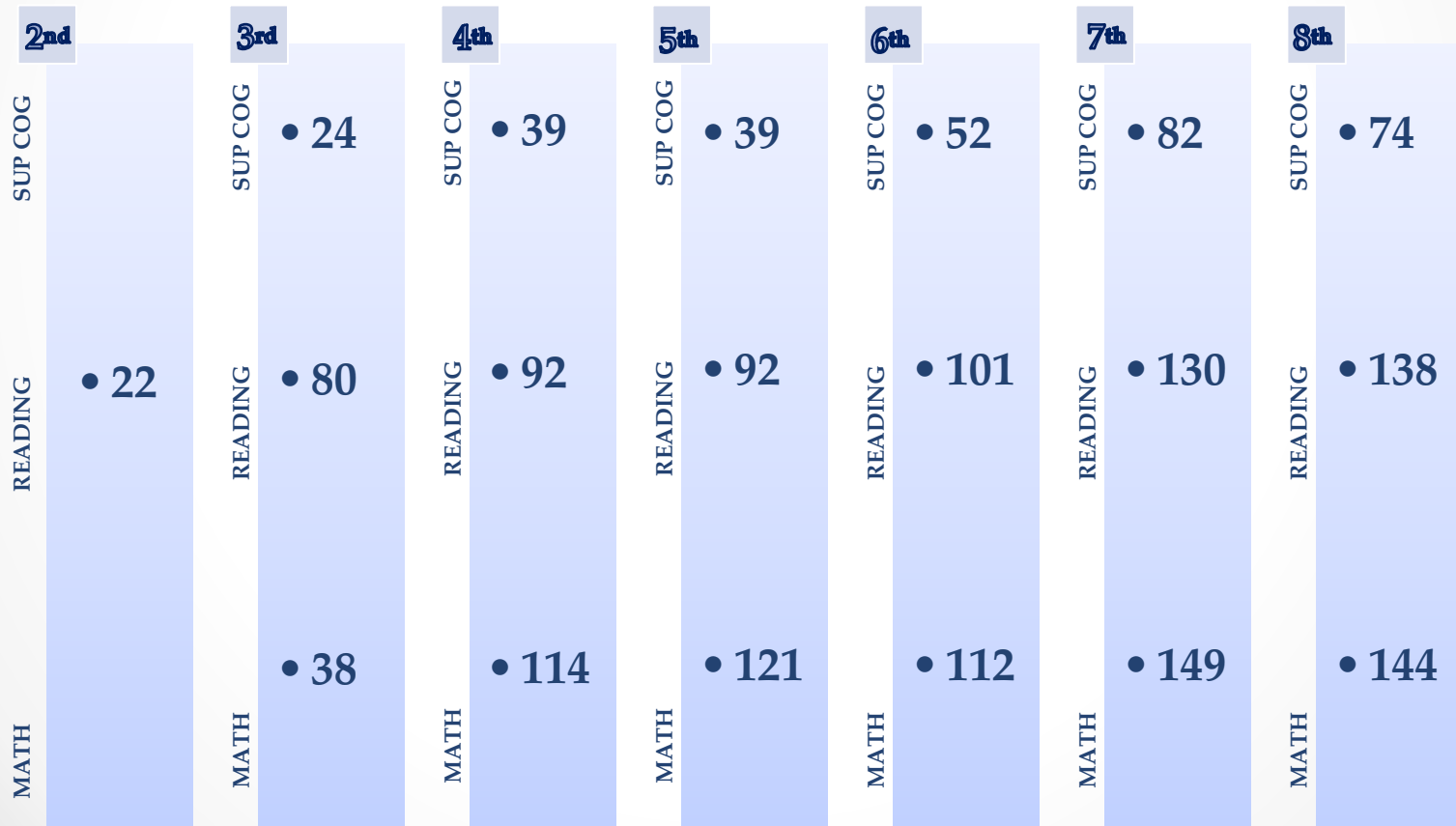
WHAT DOES IT MEAN TO BE GIFTED?

The ODE defines a gifted student as one who “**performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.**”

Students can be identified as gifted in the following areas:

- superior cognitive ability (general intelligence) *CSI/SAS 127 or 128+ depending on the grade level and instrument being used*
- specific academic ability (reading, math, social studies, and/or science) *(95TH Percentile or higher)*
- creative thinking ability *(CSI/SAS 112+ & ODE approved checklist)*
- visual-performing arts ability *(Checklist & VPA Assessment Day through the ESC)*

GIFTED NUMBERS 2019-2020



SERVICE MODEL

TIER I

- Cognitive ID score of 137+
- Cognitive ID score 132-136 and reading ID 95th percentile or higher
- Serviced through **pull-out with Gifted Intervention Specialist (includes Enriched Language Arts gr. 6-8)**

TIER II

- Cognitive ID score of 128-131
- Cognitive ID score of 132-136 but no reading ID
- Serviced through **cluster grouping with regular classroom teachers receiving ongoing PD** (60 hours over the course of 4 years; on-going PD thereafter)

TIER III

- Reading and/or Math ID 95th percentile or higher, but no cognitive ID
- Serviced in grades 3-5 (math) 3-8 (reading) through **cluster grouping with regular classroom teachers receiving ongoing PD** (60 hours over the course of 4 years; on-going PD thereafter)

Note: 1st grade testing is for screening, not identification.

WRITTEN EDUCATION PLANS

- All school districts in Ohio reporting services to gifted students must have on file a copy of a Written Education Plan (WEP) for each student served.
- WEPs include any modification to the course content or instruction that change the **depth and complexity** of the learning
- The WEP goal and specific program components answer the question, “How is the goal different from what every child will do?”



Written Education Plan (WEP)

Student Name _____	Date of Birth _____	Grade Level _____	Male	Female
Student Identification Number _____	Student Address _____			
Parent/Guardian _____	Parent Address _____			
Email _____	Home Phone _____	Work Phone _____		
District of Residence _____	District of Service _____			
Meeting Date _____	Does student have Written Acceleration Plan? _____	Target graduation date _____		

Area (s) and date(s) of Identification:

- Superior Cognitive Ability _____ Creative Thinking Ability _____
- Specific Academic Ability: Reading/Writing/Combination _____ Mathematics _____ Science _____ Social Studies _____
- Visual Performing Arts: Drama _____ Dance _____ Music _____ Visual Arts _____

Student interests and learning styles:

Present levels of academic and social/emotional functioning:

Student name: _____

(Duplicate one page for each goal)

Written Education Plan (WEP)

Annual Goal Page

Annual Goal:	Goal # _____ of _____
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Content area(s) to be addressed by this goal:

Area of identification associated with this goal:

Superior Cognitive Ability Specific Academic Ability: _____ Creative Thinking Ability Visual Performing Arts: _____

What specific program components or curricular interventions will assist in accomplishing this goal? Consider the differentiation concepts of acceleration, complexity, depth, challenge, abstractness, and/or cognitive creativity.

State the policy for waiver of assignments and scheduling of tests.

Student Progress Measures (How will this student prove mastery of this goal?)

Service Setting for this goal/objective:

- Gifted Resource Room Gifted Self-Contained Class Regular Education Class (GIS) Regular Education Class (Gen. Ed. Teacher)
 Acceleration Placement Arts Classroom (specify: _____) Internship/Mentorship
 Advanced Placement Educational Options Dual Enrollment including PSEO

Personnel Responsible for Service:

- Gifted Intervention Specialist General Education Teacher Arts Specialist Gifted Coordinator Other: _____

Student Name _____

WEP effective dates from _____

Date of next review: _____

Written Education Plan (WEP) Signature Page

WEP Team Meeting Participants (choose all that apply)

Check one of the following: This WEP team meeting was a Face to face meeting Video conference Telephone Conference/ Conference Call Mail Correspondence

Student:
(signature) _____ Participated Excused

Parent:
(signature) _____ Participated Excused

Gifted Intervention Specialist
(signature) _____ Participated Excused

Parent:
(signature) _____ Participated Excused

Gifted Coordinator
(signature) _____ Participated Excused

Principal/Administrator
(signature) _____ Participated Excused

General Education Teacher
(signature) _____ Participated Excused

Other: _____
(signature) _____ Participated Excused

General Education Teacher
(signature) _____ Participated Excused

Other: _____
(signature) _____ Participated Excused

Reporting Periods

1st Date _____

2nd Date _____

3rd Date _____

4th Date _____

Initial WEP

- I give consent to initiate gifted education and related services specified in this WEP.
 I give consent to initiate gifted education and related services specified in this WEP
except for _____
 I do not give consent for gifted education services at this time.

Parent Signature _____ Date _____

Parent Notice of District Service Options/Copy of the WEP

- I have received a copy of the Identification Procedures for the District
 I have received a copy of the District Service Options
 I have received a copy of this WEP

Parent Signature _____ Date: _____

SAMPLE WEP GOALS

- **The student will...**
 - demonstrate an **advanced understanding of concepts** and an **ability to apply multiple strategies** to solve problems and answers questions.
 - be able to identify and explain thematic and abstract elements in literature selections and demonstrate the same within written work.

WHAT DOES SERVICE LOOK LIKE IN THE CLASSROOM?

...

Depth of Knowledge



Is It Complicated or Complex?

Consider how sending a rocket to the moon and raising a child are both considered **difficult**, but for different reasons. When you send a rocket to the moon you have to follow a long list of detailed procedures. If you follow them carefully, you can reliably repeat that procedure with a high probability of success. There is no such thing for parenting! Even if you expertly raised one child and wrote down everything you did, following that same set of procedures carefully for the next child does not ensure a high probability of success. There are so many interwoven factors with raising a child that no set of instructions can guarantee success. Accordingly, sending a rocket to the moon is a **complicated** process, whereas raising a child is **complex**.

- Good teaching for gifted learners happens at a **higher "degree of difficulty"** than for many students their age.

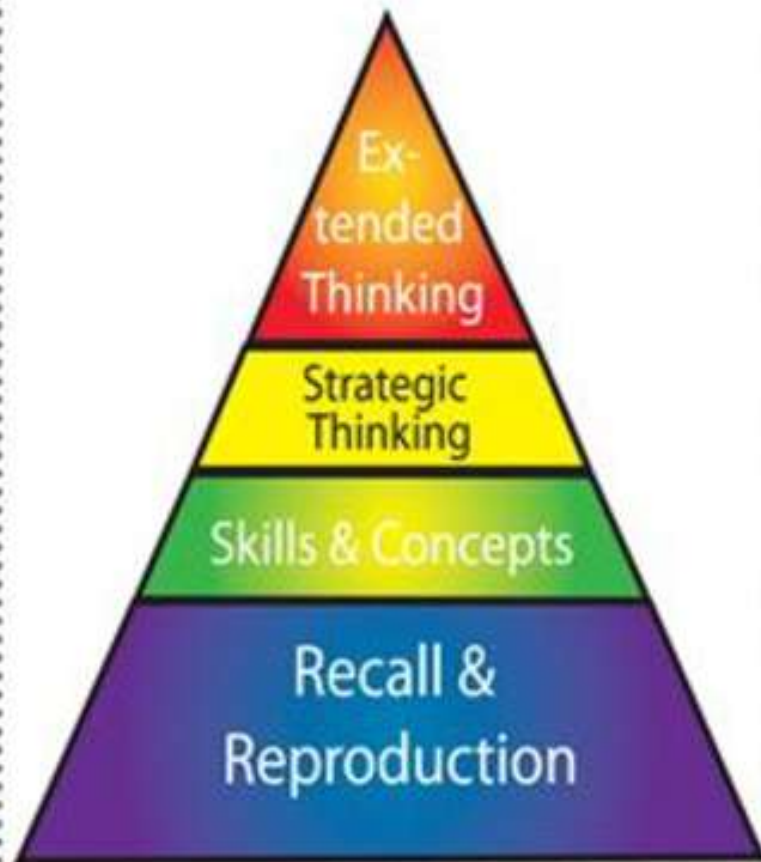
In the Olympics, the most accomplished divers perform dives that have a higher "degree of difficulty" than those performed by divers whose talents are not as advanced. A greater degree of difficulty calls on **more skills-more refined skills-applied at a higher plane of sophistication.**

- A high "degree of difficulty" for gifted learners in their talent areas implies that their content, processes and products should be **more complex, more abstract, more open-ended, more multifaceted than would be appropriate for many peers.**

They should work with fuzzier problems, will often need less teacher-imposed structure, and (in comparison to the norm) should have to make greater leaps of insight and transfer than would be appropriate for many their age.

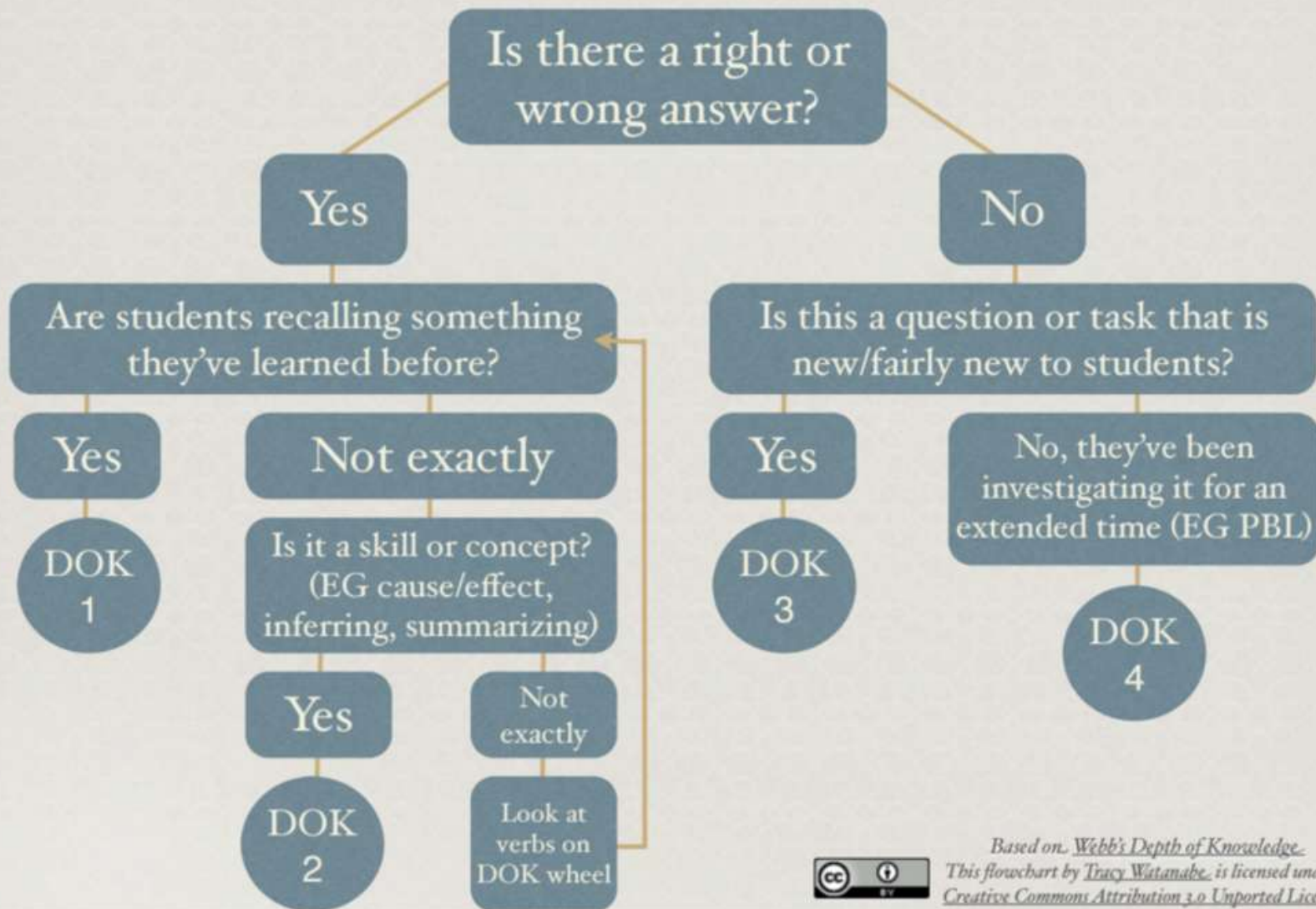


Webb's Depth of Knowledge (DOK)



4. **Extended Thinking:** Students take information from multiple sources and are asked to apply this information to a new task that requires complex thinking, usually over time. (Ex. A project-based-learning activity or a research paper.)
3. **Strategic Thinking:** Can the student think beyond the text to his world or another text for an answer, or adapt the text to create something new? Can he explain, generalize, or connect ideas from one text to another? Can he evaluate text, formulate opinions, and then explain them?
2. **Skills & Concepts:** Can the student think beyond recalling a fact? Students may be asked to interpret, infer, classify and categorize, organize, compare & contrast, and determine whether fact or opinion, predict, determine cause & effect, apply, reconstruct or sequence a story.
1. **Recall & Reproduction:** Can the student recall a simple fact from the story? Requires a shallow understanding and no analysis.

Depth of Knowledge (DOK) Flowchart for Questions



Based on *Webb's Depth of Knowledge*.
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LEVEL 3: Strategic Thinking

- Level 3 (Strategic Thinking) requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels (Recall & Reproduction; Skills & Concepts).
- In most instances, requiring students to explain their thinking and make conjectures is Level 3 activity.
- The cognitive demands at Level 3 are **complex and abstract**. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires **more demanding reasoning**.

LEVEL 3: Strategic Thinking

- Level 3 questions have more than one possible answer and require students to justify their responses.
- Level 3 activities include drawing conclusions from observations; citing evidence and developing a logical argument for concepts; reasoning; explaining thinking; defending



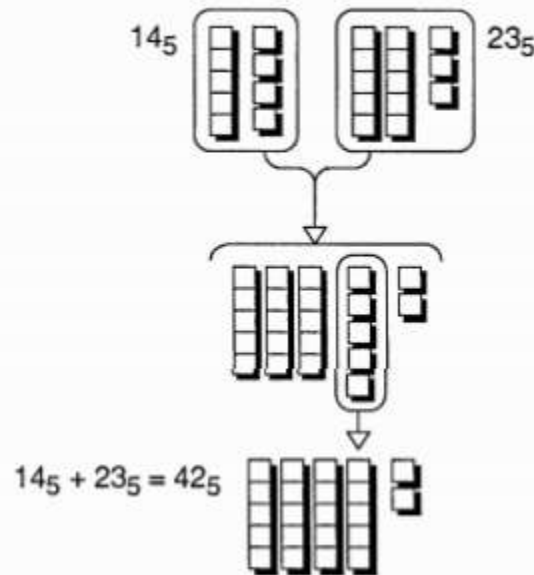
EXAMPLE OF LEVEL 3 MATH

(a) $14_5 + 23_5$

(b) $224_5 + 343_5$

(c) $301_5 - 134_5$

(d) $1124_5 - 321_5$



Using a base 5 math system, instead of base ten

EXAMPLE OF LEVEL 4 READING

Compare or analyze multiple works from the same time period or from the same genre.

What is the DOK level?

DOK 1 - Recall

DOK 2 - Skill/Concept

DOK 3 - Strategic Thinking

DOK 4* - Extended Thinking

Demonstrate three ways to solve the following problem without the use of the standard algorithm. Explain why this knowledge is important.

$$356 - 2(45/9) + 27 =$$

» We write about **ideas**; **no fact reports**

» Example topic of interest: Fortnite

Informational Writing Piece:

~~How to play Fortnite~~

~~History of Fortnite~~

How Gaming Influences Culture

INFORMATIONAL WRITING REQUIRES RESEARCH

Things to Keep in Mind >

Good teaching for gifted learners happens at a **higher "degree of difficulty"** than for many students their age.

Identification vs. Acceleration

GIFTED MATH IDENTIFICATION

- Determined by one standardized test
- Uses on-level assessments
- Acceleration is not an appropriate service for all gifted math students
- Demonstrates mastery of grade-level content **only**; likely to grasp new material quickly and will need enrichment
-

MATH ACCELERATION

- Determined by multiple data points
- Uses adaptive assessment(s)
- Identification is not a prerequisite for acceleration
- Demonstrates mastery of grade-level content **and** the ability to extrapolate meaning from the next grade level's content; demonstrates the need for instruction at the next grade level
-

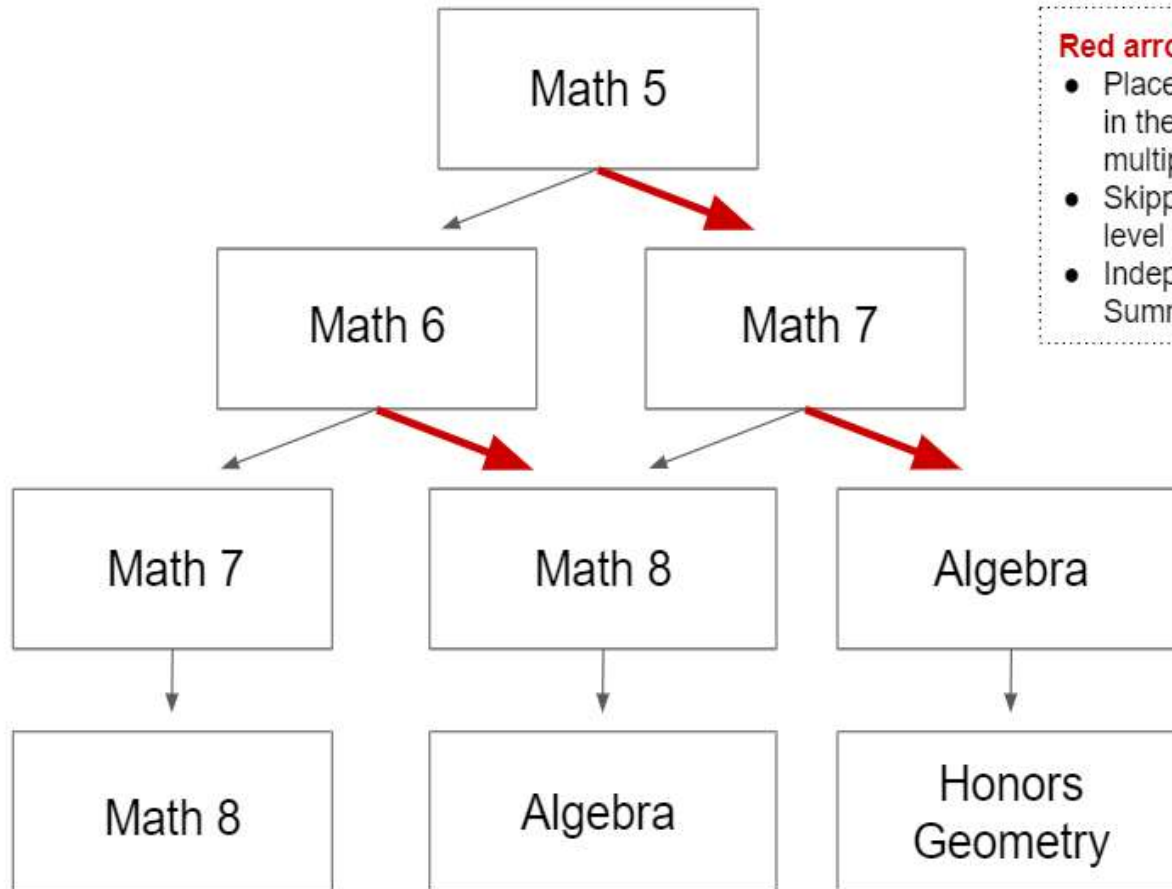
HMS Math Pathways

5th
Grade
Placement test
given in Spring

6th
Grade
Placement test
given in Spring

7th
Grade

8th
Grade



- Red arrows** indicate:
- Placement decision in the Spring (using multiple data points)
 - Skipping a grade level math course
 - Independent Summer coursework

1. Be aware that strengths and potential problems can be flip sides of the same coin.
2. Gifted students' physical, emotional, social, and intellectual growth is often uneven.
3. Gifted students may doubt they are actually gifted.
4. Gifted students may face social challenges not just from peers, but adults as well.
5. As they get older, gifted students may take fewer risks.





**A Handbook for Parents and Guardians
of Gifted Children**

<http://oagc.com/parents.asp>

Q&A

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SOURCES

- **National Association for Gifted Children**
<https://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well>
- **Association for Supervision and Curriculum**
<http://edge.ascd.org/blogpost/what-exactly-is-depth-of-knowledge-hint-its-not-a-wheel>
- **Ohio Department of Education-Gifted Education Department**
<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for-Gifted-Educatio>
- **Ohio Department of Education-Webb's Depth of Knowledge**
<https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments/Webbs-DOK-Flip-Chart.pdf.aspx>
- **Ian Byrd** <http://www.byrdseed.com/10-facts-about-social-emotional-needs-of-the-gifted/>
- **Ohio Association for Gifted Children** <http://www.oagc.com/parenthb.asp>
- **Math and the Mind's Eye**
https://www.mathlearningcenter.org/sites/default/files/pdfs/ME3_0208w.pdf



obrigado

Dank U

Merci

mahalo

Köszí

спасибо

Grazie

Thank
you

mawuuru

Takk

Gracias

Dziękuję

Děkuju

danke

Kiitos