



# **Information for Parents and Educators Working with Gifted Students**

**Indian Hill Exempted  
Village School District**



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# Introduction

The Indian Hill School District has a long and successful history of meeting the needs of gifted learners through a wide continuum of services, including a rigorous and advanced curriculum, a variety of enrichment experiences, use of differentiated instructional strategies, individual projects and assignments, placement in specific programs for gifted students, and honors and Advanced Placement classes for students in grades six through twelve. The type of service and programming provided for gifted learners depends upon qualifying assessment data and what is determined to be most appropriate in meeting gifted students' needs by the learners' teachers and other qualified personnel.

To meet the needs of gifted learners, teachers are familiar with the unique needs and developmental characteristics of gifted learners, understand the differences between high-achieving and gifted learners, are knowledgeable regarding the continuum of services the District provides for gifted learners, are aware of State requirements for the identification of gifted learners, and are knowledgeable of the resources and personnel available in the District for support and assistance in working effectively with gifted learners. This book will provide relevant information on each of these topics.

For additional clarification or for further information regarding any of the topics addressed in this text, please contact one of the District gifted education specialists:

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## State Requirements for the Identification of Gifted Students

Ohio operating standards for identifying and serving gifted and talented learners require that all schools screen and identify as “gifted” learners in kindergarten through grade twelve who meet specific Ohio Department of Education criteria. Learners who meet these criteria are to be identified as gifted in four areas: superior cognitive ability, specific academic ability, creative thinking, and visual and/or performing arts. State gifted identification does not require a learner’s placement in a gifted resource or pull-out program but does require all State identified gifted learners to be reported to the Ohio Department of Education in an annual child count report. The law also requires that schools notify parents when their children have met the State criteria for gifted identification.

The State of Ohio defines a gifted learner 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” and who meet specific criteria as outlined in this text.

For a learner to be identified as gifted in superior cognitive ability according to State criteria, the learner must score two standard deviations above the mean, minus the standard error of measurement, on an approved individual or group intelligence test OR perform at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery on a nationally normed achievement test.

A learner is identified as gifted in a specific academic area (mathematics, science, social studies and/or reading) according to State criteria if they perform at or above the ninety-fifth percentile total score at the national level on an approved individual or group standardized achievement test.

A learner is identified as gifted in creative thinking according to State criteria if they score one standard deviation above the mean, minus the standard error of measurement, on an individual or group test AND attained a sufficient score, as established by the Ohio Department of Education, on an approved individual, group test, or checklist of creative ability or behaviors.

In the area of visual and performing arts, a learner is identified as gifted according to State criteria if they demonstrate to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area AND exhibited to a trained individual sufficient performance, as established by the Ohio Department of Education, on an approved checklist of behaviors related to a specific arts area.



In addition, the District also gives parents the opportunity to have their child retested in the spring of tested grades if the child scores within a screening range established by the District.

It is important for teachers to know which of their learners have been identified as gifted according to State criteria. Teachers should use this information, in conjunction with all other relevant data regarding their students, to plan and implement appropriate instruction for their students. Depending on the year, approximately 50% - 60% of the overall District student body is identified as gifted and talented in at least one category.

Additional qualifying requirements separate from State criteria are used for student placement in the District pull-out program Discovery Class.



## Gifted Screening and Assessment Procedures

The District ensures that all learners are provided equal opportunity to be screened for potential giftedness. The District employs the following procedures:

1. The District reviews the cumulative records of all students transferring into the District. Those learners meeting the criteria for gifted identification and/or service are notified. Additionally, parents of transfer students may request gifted testing, and the student will be assessed during the next testing round or within 90 days of that referral.
2. Upon submission, the District accepts scores from approved instruments provided by other school districts or trained personnel outside the school district; this includes but is not limited to private schools, talent search organizations, and testing facilities. Assessment scores obtained outside of a school district must be enclosed within professional reports and/or certified by evaluators in writing. Assessment scores less than 24 months old are considered valid for identification purposes. Assessments less than twelve months will be reviewed for service requirements.
3. In each area of gifted identification, the District uses qualified employees when screening learners. Personnel may include classroom instructors, educational evaluators, counselors, psychologists, and/or educators with licenses in the visual/performing arts. These employees are trained in the use of the assessment(s) and have access to personnel licensed in gifted education. Furthermore, the District utilizes individually administered assessments when learner need is established and is deemed in the best educational interest of the student.
4. The District is aware of the unique assessment needs of diverse learners. Every effort is made to administer the most appropriate assessment to every student; this includes individual tests, tests with non-verbal components, tests in the learner's native language, additional follow-up assessments, as well as tests valid for special populations. District personnel select from a wide range of available assessments and consult the instrument's technical manual for assurance of use with diverse populations.
5. A list of the assessments used within the District is found on the following page. The complete list of approved instruments can be found on the Ohio Department of Education website.
6. The District provides parents with written notification of any assessment results as soon as possible but within 30 days of the receipt of those results. Additionally, District personnel providing regular classroom instruction and/or services to identified learners are notified of the learners' areas of giftedness. When service criteria are met, learners are placed as soon as possible with regard to natural educational breaks (grading periods, end of instructional units, etc.).
7. Parents may appeal in writing the assessment results, the scheduling of their learner for assessment, or the placement of their student in any service. Those appeals must be received within 30 days of the District's notification of results. Appeals are sent to the Assistant Superintendent of Teaching and Learning. The District will work with the parents to resolve those appeals; however, District timelines for screening as well as criteria for service will be followed.



## Screening and Assessment Instruments Used

*Assessment instruments for screening and identification pursuant to ORC 3324.01-07*

### **Superior Cognitive Ability**

- 95%ile or higher = state identification for gifted
- 98%ile or higher = one part of qualification for Discovery placement

Assessment Instruments:

Please refer to the Ohio Department of Education website for a full list of approved assessments for gifted identification.

Indian Hill Exempted Village School District uses the following assessment instruments for superior cognitive ability identification:

*Cognitive Abilities Test, Form 7 or 8*

### **Specific Academic Ability**

- 95%ile or higher = state identification for gifted
- 95%ile or higher = one part of qualification for Discovery placement

Assessment Instruments:

Please refer to the Ohio Department of Education website for a full list of approved assessments for gifted identification.

Indian Hill Exempted Village School District uses the following assessment instruments for specific academic ability identification:

*Measures of Academic Progress (2-5, 6+)*



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

- Various Creative Thinking Ability identification scores according to assessment – see Ohio Department of Education website for details.

Assessment Instruments:

Please refer to the Ohio Department of Education website for a full list of approved assessments for gifted identification.

Indian Hill Exempted Village School District uses the following assessment instruments for creative thinking ability identification:

*Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), 3<sup>rd</sup> Ed.*

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

Assessment Instruments:

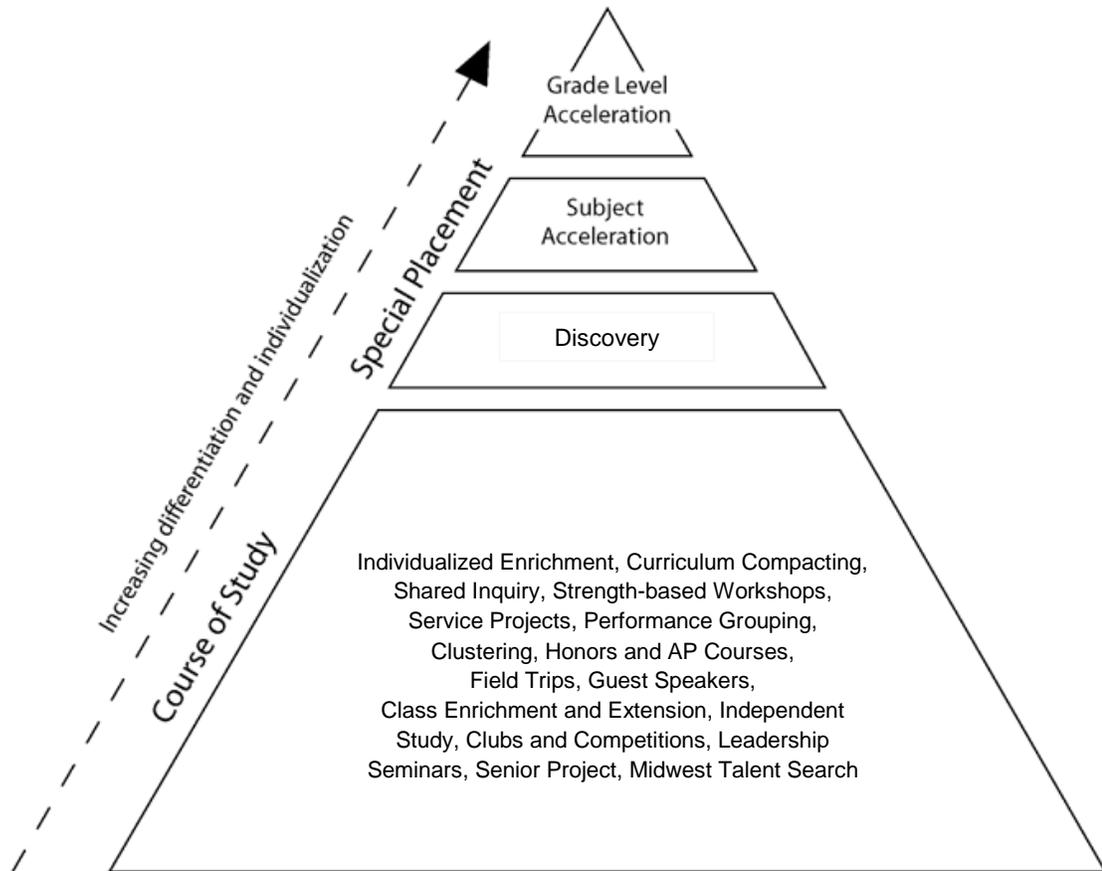
Please refer to the Ohio Department of Education's Visual and Performing Arts Handbooks for a full list of approved assessments and scores for gifted identification.

Indian Hill Exempted Village School District uses the following assessment instruments for visual and performing arts ability identification:

*Display of Work, Audition or Performance: Ohio Department of Education Rubric on Skills*

*Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), 3<sup>rd</sup> Ed.*

*Gifted and Talented Evaluation Scale 2 (for Dance only)*





\*Note- This chart describes the services offered to gifted students, however, it does not represent every student's needs. For example, there are times that a student may not be eligible for the Discovery program but is eligible for subject or grade level acceleration. Acceleration information is located on the District website in a separate document.



## Indian Hill Enrichment Programs

The gifted intervention specialist works collaboratively with primary teachers to plan differentiation strategies that are appropriate to the abilities and interests of high-ability learners. Specifically, the gifted specialist will:

- Provide ideas/materials for enrichment activities that can be implemented in the classroom
- Provide higher-level thinking activities/projects
- Design independent projects for students to complete within the classroom
- Aid in designing instructional centers that will extend what is being learned by the whole class
- Assess high-ability students in both math and reading
- Push into classrooms and co-teach with classroom teachers executing various projects

### **Kindergarten Experiences**

Once a month, each kindergarten class visits the STEM room where the learners partake in a collaborative STEM experience where the Engineering Design Process is the focus. Learners' 21<sup>st</sup> Century Skills are enhanced through continued critical thinking, communication, collaboration and creativity.

In addition, kindergarten learners engage in a makerspace-style lesson once a month known as Tinker Time.



# Indian Hill Primary School Enrichment Programs

## **First Grade Experiences**

Once a month, the gifted intervention specialist meets with every first grade class in the STEM lab where learners partake in a collaborative STEM experience where the Engineering Design Process is the focus.

In addition, all first grade learners partake in a monthly Breakout EDU-type lesson that is conducted by the gifted intervention specialist. This learning platform allows first grade learners to enhance their 21<sup>st</sup> Century Skills.

## **Second Grade Experiences**

Once a week, the gifted intervention specialist meets with every second grade class in the STEM lab. The project-based learning lessons take place each quarter:

- 1<sup>st</sup> Quarter: Cardboard Challenge
- 2<sup>nd</sup> Quarter: Leadership Lessons
- 3<sup>rd</sup> Quarter: STEM Lessons
- 4<sup>th</sup> Quarter: Genius Hour Project

## **Third-Fifth Grade Experiences**

- iLab
- Go! Time



## **Indian Hill Guidelines for Delivery of Gifted and Talented Services**

The following guidelines have been developed to assure the use of fair and consistent criteria throughout the placement process for pull-out gifted education services for learners in grades 2-8, as well as through honors, accelerated, and Advanced Placement (AP) courses in grades 6-12. It is important to keep in mind that the Indian Hill School District provides a full continuum of services for meeting the needs of gifted learners including rigorous and advanced curricula and classes, enrichment experiences, differentiated instructional strategies, individualized projects and assignments, and gifted pull-out services.

### **Indian Hill Gifted and Talented Supports for Academically Gifted Students Grades 1-12**

Learners are offered numerous rigorous opportunities within the school settings including differentiated instruction, advanced coursework, honors, accelerated, and Advanced Placement (AP) courses. These opportunities provide students critical and creative thinking, problem solving, and independent learning. Goals are set that support personal and academic self-discipline, pursuit of unique investigations and studies, extension of problem-solving techniques, and leadership roles. The classroom teachers provide ongoing differentiated and enrichment opportunities throughout the course offering as evidenced by student Written Education Plans (WEP).

Placement in advanced mathematics courses in grades 6-8 is made annually based upon progress in the pre-requisite course, as well as identification as gifted and talented in the areas of mathematics and superior cognitive ability. Placement into High School honors, accelerated, and Advanced Placement (AP) courses is made through annual course scheduling. District personnel, including the gifted coordinator, school counselor, and gifted intervention specialists, will review course selections to ensure opportunities for gifted learners (e.g., superior cognitive, specific academic in reading, specific academic in math, and creative thinking) are encouraged. For students identified as gifted per the State of Ohio guidelines, accompanying WEPs will be created for students served within the classrooms.



## Indian Hill Discovery Pull-Out Program for Highly Academically Gifted Students Grades 2-8

Discovery class is considered a gifted opportunity under the realm of superior cognitive abilities. In contrast, some programs focus on academic acceleration; for example, offering grade 4 math to grade 3 students. The purpose of the formal Discovery Class pull-out program is to provide opportunities for critical and creative thinking, problem solving, and independent learning, offering opportunities that extend academic skills. Goals include growth of personal and academic self-discipline, pursuit of unique investigations, development of problem-solving techniques, development of realistic and healthy concepts of self and others, and willingness to assume leadership and responsibility.

Learners are placed in a learning environment in which they are encouraged to go beyond the known and obvious, where process is emphasized over factual learning, and scholarly exploration is expected and facilitated. On page 24 of this handbook, there is a chart that helps to differentiate between a high achieving student and a gifted student.

### Placement Criteria for the Discovery Pull-out Program

Placement meetings are held to review new enrollment in the Discovery program. The gifted education specialist reviews the student records of every learner in the school building prior to this meeting.

No subjective data is used to determine eligibility for Discovery classes. Participants at these meetings may include: gifted education specialists, principals, gifted education coordinator, guidance counselors, school psychologist, and other relevant participants as identified.

#### Grades 2-5 Discovery Class Program Placement Criteria

*Required:*

1. **Ability:** A 98-99 national percentile ability score on the Cognitive Abilities Test or other approved group or individual cognitive ability test
2. **Achievement:** A 95 national percentile achievement score on the total math achievement test on the Measures of Academic Progress or other approved standardized math achievement test score **OR** a 95 national percentile achievement score on the total reading achievement test on the Measures of Academic Progress or other approved standardized reading achievement test score.

\*Discovery criteria includes **both** an ability benchmark score and an achievement benchmark score.



### Grades 6-8 Discovery Class Program Placement Criteria

#### *Required:*

1. Beginning with the class of 2026, Discovery criteria will depend on a 98-99 national percentile ability score on the Cognitive Abilities Test or other approved group or individual cognitive ability test. Achievement scores will no longer be needed for placement in the middle school program.

Achievement and Ability Assessment scores from previous administrations will be reviewed to determine eligibility for Discovery. Timelines for valid scores include:

- no time limit for ability scores administered while at Indian Hill Exempted Village Schools;
- twelve-month time limit for ability scores administered by an institution or qualified person outside of Indian Hill Exempted Village Schools;
- twelve-month time limit for achievement scores administered while at Indian Hill Exempted Village Schools; and
- twelve-month time limit for achievement scores by an institution or qualified person outside of Indian Hill Exempted Village Schools.

#### Follow-up assessment with additional testing will be considered if a student:

1. Meets the math or reading criteria listed above **and**
2. Obtains a score on the CogAT equal to or greater than 94 percentile.

## **Written Education Plans (WEPs)**

Learners identified as gifted will receive a Written Education Plan (WEP) that include SMART goals (Specific, Measurable, Achievable, Realistic, Time Specific) and will receive gifted services within the classroom. Those goals are based on the District curriculum, interdisciplinary units and projects, technology resources, as well as student needs and interests. Parents will receive a copy of the WEP each service year. Progress reports will be sent home highlighting student growth. Additionally, each grading period, parents of Middle School learners will receive grades highlighting progress in the Discovery class.



## Philosophy of the Gifted and Talented Program

The philosophy of the Indian Hill Exempted Village School District is that each learner deserves an educational experience appropriate to his or her ability to learn. In accordance with the District philosophy, a continuum of services for gifted and talented learners in kindergarten through grade twelve has been developed.

The term “gifted and talented” has been defined in the Indian Hill District as those learners whose talents, abilities, and accomplishments allow them to excel, or who show the potential to excel, in the academic setting. These students require learning experiences that encourage individual exploration and problem solving and provide a setting for the exchange of ideas with other gifted and talented learners.

The comprehensive continuum of services for gifted and talented learners promotes a learning environment in which students are encouraged to go beyond the known and obvious, where process is emphasized, and scholarly exploration is expected and facilitated.

### Goals of the Gifted and Talented Program

These services will:

1. Provide exposure to a broad range of educational experiences.
2. Allow for the in-depth learning of a self-selected topic.
3. Focus on open-ended tasks.
4. Nurture intellectual curiosity and promote creative expression.
5. Provide opportunities to pursue educational interests using community and global resources.
6. Foster inquiry that encourages initiative and respect for wisdom.
7. Develop critical and creative thinking skills.
8. Develop multiple ways for learners to share their thinking and apply their knowledge.
9. Develop strategies for problem-solving and decision-making.
10. Provide a forum for sharing opinions, interests, concerns, and ideas.
11. Encourage communication in various forms: verbal and non-verbal, oral and written, and representational media.
12. Offer opportunities for leadership development.
13. Provide opportunities to develop responsibility through time management, goal setting, and self-evaluation.
14. Establish an environment that encourages and supports intellectual and creative risk-taking.
15. Provide the opportunity to explore issues and values in a changing society.
16. Encourage the development of self-understanding by recognizing and using one’s abilities and becoming self-directed.
17. Develop an appreciation for the likenesses and differences between oneself and others.
18. Use technology to research, explore ideas, develop new understandings, create original projects and extend learning.



# Indian Hill Discovery Class Program Description

## **Indian Hill Primary and Elementary School Discovery Program – Grades 2-4**

Discovery Class, the Indian Hill Primary and Elementary School program for intellectually and academically gifted learners, serves qualifying learners in grades two through four. These students require a learning experience that encourages individual exploration, problem solving, and creative thinking, and critical thinking; and establishes a setting for the collaborative exchange of ideas with other gifted students. The program currently identifies children as gifted in the area of superior cognitive with outstanding achievement as demonstrated on nationally normed assessments in reading comprehension and/or mathematics problem solving. A strong emphasis is placed on learners using technology to independently and collaboratively construct new knowledge, creating products that are shared with other Indian Hill learners and with learners worldwide. Learners are placed in the Discovery pull-out program through grade eight, unless specific conditions indicate that the placement is not in the learners' best interest. Primary and Elementary Discovery classes meet on average 15% of their weekly instructional time.

Indian Hill Primary and Elementary School Homework Procedures for Discovery learners indicate that during the times in which students are in Discovery and are absent from regularly scheduled classes, it is expected that they will complete only those assignments which are basic to continuing a skill development. Learners are not required to do every assignment given to the class while they are pulled-out in Discovery class. Careful consideration is given to what legitimately constitutes a pertinent assignment for the Discovery learner. When possible, tests and quizzes will be scheduled on non-Discovery days, or learners will be afforded an appropriate time to make up a missed quiz or test.

## **Indian Hill Elementary School Discovery Program – Grade 5**

Identified gifted learners require a learning experience that encourages individual exploration, problem solving, and creative thinking; and establishes a setting for the exchange of ideas with other gifted learners. The program currently identifies children as gifted in the area of superior cognitive with outstanding achievement as demonstrated on nationally normed assessments in reading comprehension and/or mathematics problem solving. A strong emphasis is placed on learners using technology to independently and collaboratively construct new knowledge, creating products that are shared with other Indian Hill students and with students worldwide. In fifth grade, Discovery math students are clustered in a compacted math course with consultation and ongoing support from the Gifted Specialist. Fifth grade learners are also placed in a pull-out program for service and meet with the Gifted Specialist one time per week.



Indian Hill Elementary School Homework Procedures for Discovery learners indicate that during the times in which learners are in Discovery and are absent from regularly scheduled classes, it is expected that they will complete only those assignments which are basic to continuing a skill development. Learners are not required to do every assignment given to the class while they are pulled-out in Discovery class. Careful consideration is given to what legitimately constitutes a pertinent assignment for the Discovery learners. When possible, tests and quizzes will be scheduled on non-Discovery days, or learners will be afforded an appropriate time to make up a missed quiz or test.

### **Indian Hill Middle School Discovery Program – Grades 6-8**

Discovery Class in the Middle School shifts its emphasis from math and language arts content to independent inquiry skills. The program focuses on working with learners to acquire the tools they will need to explore academic interests above and beyond the traditional school curriculum in addition to promoting a commitment to lifelong learning, informed decision making, community involvement, and leadership. Qualified Middle School learners in all three grades attend class for one period during one semester of the school year. The learners replace a portion of their Encore schedule with the Discovery class rather than missing academic class time. Students are placed in the Discovery pull-out program through grade eight unless specific conditions indicate that the placement is not in the student's best interest. The Middle School program is designed to be one program that takes three years to complete. This does not exclude new learners who meet all the placement criteria after sixth grade.



# Examples of Discovery Program Content by Grade Level

## Primary & Elementary School Discovery Class Topics

### Language Arts component of the Discovery Class

These sections may include:

#### Second Grade

- Persuasive writing
- Informational writing
- Independent research
- Inventions
- Fractured fairy tales
- Technology Integration

#### Third Grade

- Creative writing
- Vocabulary development
- Public speaking
- Collaborative research
- Leadership skills
- Problem finding

#### Fourth Grade

- Reading aloud
- Public speaking and the art of communication
- Research and web publishing
- Vocabulary development
- Word Play
- Deductive Thinking

#### Fifth Grade

- Research and web publishing
- Vocabulary development
- Multi-media presentations
- Creative writing
- Debate and the art of communication
- Bloom's Taxonomy and higher-order thinking

### Mathematical Thinking component of the Discovery Class

These sections may include:

#### Second Grade

- Architecture
- Logic
- Spatial reasoning
- Coding
- Estimation
- Probability
- Problem solving
- Measurement
- Tangrams
- 3-D printing

#### Third Grade

- Problem solving
- Pentominoes
- Statistics, data analysis and Biometrics
- Number puzzles
- Number systems - Cryptology
- Coding
- Careers and real-world math applications

- Measurement

#### Fourth Grade

- Logic and problem solving
- Visualization and spatial reasoning with K/Nex materials
- Coding
- Problem Solving and Programming using Lego Robotics

#### Fifth Grade Compacted/Accelerated Curriculum

- Three-dimensional solids
- Logic and problem solving
- Coding
- Patterns: tessellations, Pascal's triangle, golden mean, Fibonacci sequence
- Mathematical history and mathematicians
- Mathematics and real-world applications: stock market
- Programming and coding using Lego Robotics



## Examples of Discovery Program Content by Grade Level

### Middle School Discovery Class Topics

#### Grade 6 Discovery Class INVENTIONS & INNOVATIONS

- Creative problem solving
- Independent project development & organization
- Information literacy
- Presentation skills
- Development and evaluation of goals

#### Grade 7 Discovery Class FUTURES

- Real-world and future problem-solving strategies
- Skills and concepts necessary to make connections and understand complex systems
- The nature of change
- Development of confidence in one's power to influence the future.
- Issue exploration
- Independent project development & organization

#### Grade 8 Discovery Class LEADERSHIP

- Personality and talent explorations
- Career study
- Budget development
- Socratic dialogue
- Issue exploration
- Application and analysis of information
- Advanced presentation skills

### Discovery Program Withdrawal Process

Discovery is an enrichment and extension program designed for learners; therefore, this program is an optional program. Through parent invitation letters at the Primary and Elementary Schools, and scheduling assignments at the Middle School, eligible learners are invited to attend at the beginning of each school year. Learners may elect to attend and/or if a learner wishes to withdraw from the program, parents must present the withdrawal in writing to the gifted intervention specialist. All withdrawals are valid for one school year. Learners who meet eligibility requirements can re-enroll in Discovery at a later date if desired.



# Principles of a Differentiated Curriculum for the Gifted & Talented

These curriculum principles were developed by the Curriculum Council of the National Leadership Training Institute on the Gifted and the Talented. Our program for the academically gifted learner aims to create an academically defensible experience by incorporating these 13 principles. There are four core areas for these guiding points: Content, Process, Product, and Affect.

## **CONTENT**

- Present content that is related to broad-based issues, themes, or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related, and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within an area of study.

## **PROCESS**

- Develop independent or self-directed study skills.
- Develop productive, complex, abstract, and/or higher-level thinking skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Integrate basic skills and higher-level thinking skills into the curriculum.

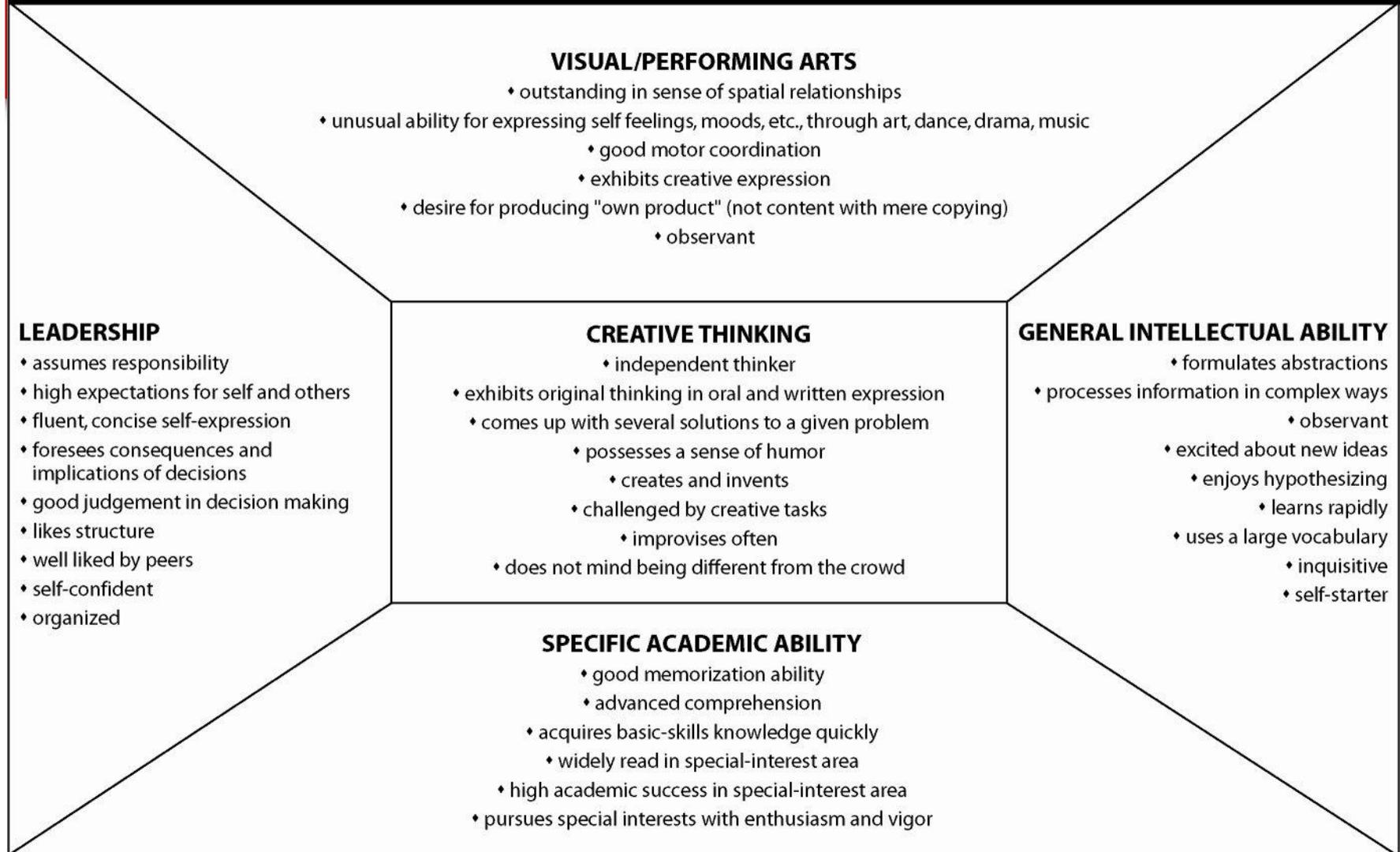
## **PRODUCT**

- Encourage the development of products that challenge existing ideas and produce "new" ideas.
- Encourage the development of products that use new techniques, materials, and forms.

## **AFFECT**

- Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

# Characteristics of Various Areas of Giftedness



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## Five Abilities Present in All Populations of Gifted & Talented Learners

As we teach and serve a variety of learners from a multitude of backgrounds, it is important to recognize traits that are evident in typical as well as atypical gifted populations. This information was presented in a lecture by psychologist, Dr. Christine Weber. The source for this research is the work done by two of the founding fathers in the gifted education field: Dr. James Gallagher and Dr. Paul Witty. Their research for this focused mainly on cognitive aspects.

All populations of gifted learners possess the **ABILITY TO:**

1. Interpret symbol systems - They possess the ability to deal with symbols at a different level including:
  - letters in print
  - numbers
  - nonverbal-analytical
  - music
  - art(In other words, what can we watch for “across the board” with these learners?)
2. Think logically - When they have enough information or data, the critical thinking skills will be there
3. Use stored knowledge to solve problems
4. Reason by analogy
5. Extrapolate knowledge and use it  
(Taking something one knows and using it is called fluid intelligence)



## Differences Between Gifted Students and High Achieving Students

Bertie Kingore created the following comparison between bright learners, gifted learners, and creative learners. (Copyright: Kingore, B. (Spring 2003). *High Achiever, Gifted Learner, Creative Learner. Understanding Our Gifted.*—In Press. Used with permission.) These comparisons may be helpful in answering some tough questions about why a student who achieves all A's in his or her schoolwork may not be considered gifted.

A High Achiever...	A Gifted Learner...	A Creative Learner...
<ul style="list-style-type: none"> <li>• Remembers the answers.</li> <li>• Is interested.</li> <li>• Is attentive.</li> <li>• Generates advanced ideas.</li> <li>• Works hard to achieve.</li> <li>• Answer the questions in detail.</li> <li>• Performs at the top of the group.</li> <li>• Responds with interest and opinions.</li> <li>• Learns with ease.</li> <li>• Needs 6 to 8 repetitions to master.</li> <li>• Comprehends at a high level.</li> <li>• Enjoys the company of age peers.</li> <li>• Understands complex, abstract humor.</li> <li>• Grasps the meaning.</li> <li>• Completes assignments on time.</li> <li>• Is receptive.</li> <li>• Is accurate and complete.</li> <li>• Enjoys school often.</li> <li>• Absorbs information.</li> <li>• Is a technician with expertise in a field.</li> <li>• Memorizes well.</li> <li>• Is highly alert and observant.</li> <li>• Is pleased with own learning.</li> <li>• Gets A's.</li> <li>• Is able.</li> </ul>	<ul style="list-style-type: none"> <li>• Poses unforeseen questions.</li> <li>• Is curious.</li> <li>• Is selectively mentally engaged.</li> <li>• Generates complex, abstract ideas.</li> <li>• Knows without working hard.</li> <li>• Ponders with depth and multiple perspectives.</li> <li>• Is beyond the group.</li> <li>• Exhibits feelings and opinions from multiple perspectives.</li> <li>• Already knows.</li> <li>• Needs 1 to 3 repetitions to master.</li> <li>• Comprehends in-depth, complex ideas.</li> <li>• Prefers the company of intellectual peers.</li> <li>• Creates complex, abstract humor.</li> <li>• Infers and connects concepts.</li> <li>• Initiates projects and extensions of assignments.</li> <li>• Is intense.</li> <li>• Is original and continually developing.</li> <li>• Enjoys self-directed learning.</li> <li>• Manipulates information.</li> <li>• Is an expert who abstracts beyond the field.</li> <li>• Guesses and infers well.</li> <li>• Anticipates and relates observations.</li> <li>• Is self-critical.</li> <li>• May not be motivated by grades.</li> <li>• Is intellectual.</li> </ul>	<ul style="list-style-type: none"> <li>• Sees exceptions.</li> <li>• Wonders.</li> <li>• Daydreams; may seem off task.</li> <li>• Overflows with ideas, many of which will never be developed.</li> <li>• Plays with ideas and concepts.</li> <li>• Injects new possibilities.</li> <li>• Is in own group.</li> <li>• Shares bizarre, sometimes conflicting opinions.</li> <li>• Questions: What if...</li> <li>• Questions the need for mastery.</li> <li>• Comprehends in-depth, complex ideas.</li> <li>• Prefers the company of creative peers but often works alone.</li> <li>• Relishes wild, off-the-wall humor.</li> <li>• Makes mental leaps: Aha!</li> <li>• Initiates more projects that will ever be completed.</li> <li>• Is independent and unconventional.</li> <li>• Is original and continually developing.</li> <li>• Enjoys creating.</li> <li>• Improvises.</li> <li>• Is an inventor and idea generator.</li> <li>• Creates and brainstorms well.</li> <li>• Is intuitive.</li> <li>• Is never finished with possibilities.</li> <li>• May not be motivated by grades.</li> <li>• Is idiosyncratic.</li> </ul>



## Characteristics of Gifted Children

The following is a list of characteristics typical of gifted children with positive and negative behaviors that may be exhibited. This list was developed from a broad base of research reviewed by the Ohio Association for Gifted Children, <http://OAGC>. (Used with permission.) A child will probably exhibit both the positive and negative behaviors of a characteristic depending on the environment.

Characteristic	Positive Behavior	Negative Behavior
<ul style="list-style-type: none"> <li>• learns rapidly/easily</li> <li>• reads intensively</li> <li>• advanced vocabulary</li> <li>• retains a quantity of information</li> <li>• long attention span</li> <li>• curious, has a variety of interests</li> <li>• works independently</li> <li>• alert and observant</li> <li>• has a good sense of humor</li> <li>• comprehends, recognizes relationships</li> <li>• high academic achievement</li> <li>• fluent, verbal facility</li> <li>• individualistic</li> <li>• self-motivated, self-sufficient</li> </ul>	<ul style="list-style-type: none"> <li>• memorizes and masters basic facts quickly</li> <li>• reads many books and uses library on their own</li> <li>• communicates ideas well</li> <li>• ready recall and responses</li> <li>• sticks with a task or project</li> <li>• asks questions, gets excited about ideas</li> <li>• creates and invents beyond assigned tasks</li> <li>• recognizes problems</li> <li>• able to laugh at self</li> <li>• able to solve social problems alone</li> <li>• does school work well</li> <li>• forceful with words, numbers</li> <li>• leads peers in positive ways</li> <li>• asserts self and ideas, has sense of own uniqueness</li> <li>• requires minimum teacher direction or help</li> </ul>	<ul style="list-style-type: none"> <li>• gets bored easily, resists drill, disturbs others</li> <li>• neglects other responsibilities</li> <li>• shows off, invokes peer resentment</li> <li>• monopolizes discussions</li> <li>• resists class routine, dislikes interruptions</li> <li>• goes on tangents, no follow-through</li> <li>• refuses to work with others</li> <li>• impolitely corrects adults</li> <li>• plays cruel jokes or tricks on others</li> <li>• interferes in the affairs of others</li> <li>• brags, egotistical, impatient with others</li> <li>• leads others into negative behaviors</li> <li>• has few friends, stubborn in beliefs</li> <li>• is overly aggressive, challenges authority</li> </ul>



## Characteristics of Young Gifted Children

The following characteristics are from the Queensland Association for Gifted and Talented Children, Inc. (Used with permission).

- Advanced development
- Early intellectual ability
- A thirst for knowledge
- A very high level of activity
- Caution
- Sensitivity
- Uneven development
- The early ability to distinguish between reality and fantasy
- An early insight into social/moral issues
- Greater reasoning power and manipulation
- Social skills
- Individuality
- Understanding of the importance of adults
- Perfectionism



## Web Resources

- **Gifted Development Center.** Linda Silverman has been highly regarded as an authority in gifted education for over thirty years. This site is a user-friendly resource for both professionals and parents. She has exceptional expertise on affective (social-emotional) issues as well as extensive experience working with the visual-spatial learner.  
<http://www.gifteddevelopment.com>
- **Hoagies' Gifted Education Page.** Exceptionally comprehensive, this site is outstanding for finding the latest research on educating and parenting gifted children. The Gifted 101 section clearly covers all of the common concerns and definitions relating to gifted education. Great ideas, great resources! Hoagie is also the webmistress for Hollingworth Center for Highly Gifted Children <http://www.hollingworth.org> and SENG (Supporting the Emotional Needs of the Gifted) <http://www.SENGifted.org>.  
<http://www.hoagiesgifted.org/>
- **How Parents Can Support Gifted Children.** Linda K. Silverman, a respected authority in the field of gifted education, provides a detailed and practical article on gifted child development including recognizing very early signs of giftedness (with an excellent list of potential traits), being a responsive parent, and schooling for the gifted learner.  
<http://www.kidsource.com/how-recognize-and-develop-your-childrens-special-talents#sthash.fGdnD6YV.ekibgwhW.dpbs>
- **Solving the Mysterious Underachievement Problem** by Dr. Sylvia Rimm. Noted for her work with gifted underachievers, Rimm provides this article and an accompanying underachiever quiz on her website. She believes that “underachievement is epidemic and enters every classroom and many homes.” Many of Rimm’s other articles on gifted education and resources are also available.  
<http://www.sylviarimm.com/parentingarticles.html>