



## Gifted Services

### INTRODUCTION

Kenston provides a comprehensive general curriculum essential for all students. Our gifted services intensify this curriculum through compacting the course of study and enriching the curricular goals with in-depth application in English Language Arts and Mathematics. Some of the grade level curriculum objectives are expanded to meet the needs of students in the program.

Kenston gifted services incorporate the following components to better meet the needs of the gifted student:

A. Interaction

For part of the day, students have time to work together in the content areas of English Language Arts (including reading and writing) and Mathematics.

B. Content

The standard curriculum taught to all students at each grade level is modified in one or more of these ways: (1) enrichment or extension of concepts, (2) taught via inter-disciplinary instruction, and/or (3) based on individual and group interests/ strengths.

Emphasis is on higher level thinking and decision-making skills, rather than merely acquiring more information. While all of our classrooms emphasize higher order thinking and implement differentiated instruction, students receiving gifted services have the opportunity to quickly progress through knowledge, understanding and application, allowing more concentrated time for analysis, synthesis, and evaluation.

The curriculum promotes the students' emotional growth in the areas of: (1) self-concept, (2) independence, and (3) risk taking, and stimulates intuition, feelings, and creativity.

## **PROGRAM POLICIES**

The Kenston Schools' former Challenge Program began in 1980 as a program for gifted/talented and high-achieving students. Since that time, the rules and procedures for identification have been modified to comply with the standards developed by the Ohio State Department of Education. Although the State of Ohio requires identification, it is a local decision to serve identified students.

Over the last several years, Kenston has shifted from a self-contained classroom to gifted services provided through smaller student groupings. This approach remains consistent with the district's Mission Statement to "educate each student to be a prepared, resilient, and engaged citizen aspiring to academic and personal excellence".

Within these state and locally established parameters, the specific goals and procedures of these services are overseen and coordinated by the Gifted Steering Committee. This committee consists of gifted interventionists, teachers, counselors, gifted coordinator for the district, and building administrators. Issues related to curriculum and instruction, student eligibility, communication, etc., are considered by this Committee. The opportunity to receive gifted services is open to all students meeting the established criteria.

## **ELIGIBILITY CRITERIA**

In order to be eligible for enrollment in the Kenston gifted services, a student must obtain qualifying scores. Points are awarded in two categories: achievement and ability. The reading and math achievement results are provided by the Iowa Tests of Basic Skills. The verbal and quantitative ability scores are derived from the Cognitive Abilities Test. Grades and recommendations from a teacher are not a part of the placement process.

Eligibility for services will be established twice: in 2nd grade for grades 3, 4, and 5 and again in the 5th grade for grades 6 and 7. Recommendation by teacher or request by parent (or student) may be made for re-testing in other years. Parents of students new to the District may also request testing. Initial eligibility is determined through whole grade level administration of the Iowa Tests of Basic Skills (ITBS) and Cognitive Abilities Test (CogAT) in second grade. All students will be re-tested in 5th grade with the administration of the Iowa Tests of Basic Skills (ITBS) and Cognitive Abilities Test (CogAT).

To qualify for the grade level services, students may be determined eligible in English Language Arts and/or Mathematics. While some students may re-qualify for both English Language Arts and Mathematics, others may only re-qualify for one content area, and others may not re-qualify.

If scores are less than the established criteria, parents may, at their own expense, choose to have their child privately tested using the Wechsler Intelligence Scale for Children, 5<sup>th</sup> Edition (WISC V) to replace the IOWA achievement results. All students meeting the established criteria are invited to participate in the program.

**TIMELINE**

February/March – Administration of whole grade tests  
March/April – Results are received and shared with parents  
April – The Gifted Committee meets  
June – Letters are sent to parents if the student is eligible

**TRANSITIONAL PROCEDURES**

In grades 3-7, gifted services are available in English Language Arts and Mathematics instruction only. For all other subjects (science, social studies, music, art, etc.), the gifted students are heterogeneously grouped with other children in their same grade level.

Students may make the transition out of gifted services if it is determined that a change would best meet the child's needs, though not without the expressed consent of their parent or guardian. Students will be transitioned out of the program after 5<sup>th</sup> grade if eligibility criteria is not met for grades 6/7.

**PERSONNEL**

All individuals involved in teaching students who are eligible for Kenston gifted services have the necessary training and experience to address the special needs of gifted students. Teachers continue to attend workshops, training sessions, and college credit courses to maintain the highest level of effective classroom management and instruction possible. There will be at least one fully certified/licensed teacher in gifted education at each grade level (grades 3 through 7). The State of Ohio also considers teachers who have completed a specified number of professional development hours on the core gifted competency topics as qualified to provide gifted services. Students eligible for gifted services may also be placed in these classrooms.

## CHARACTERISTICS OFTEN EXHIBITED BY GIFTED LEARNERS...

- Poses unforeseen questions
- Is curious
- Is selectively mentally engaged
- Generates complex, abstract ideas
- Knows without working hard
- Ponders with depth and multiple perspectives
- Exhibits feelings and opinions from multiple perspectives
- Already knows
- Needs 1 to 3 repetitions to master
- Comprehends in-depth, complex ideas
- Prefers the company of intellectual peers
- Creates complex, abstract humor
- Infers and connects concepts
- Initiates projects and extensions of assignments
- Is original and continually developing
- Enjoys self-directed learning
- Manipulates information
- Is an expert, abstracting beyond the field
- Guesses and infers well
- Anticipates and relates observations
- Is self-critical
- May not be motivated by grades
- Is intellectual

Source: *Kingore, B (2004). Differentiation: Simplified, Realistic, and Effective. Austin: Professional Associates Publishing.*