



# American Overseas School of Rome

## AOSR GATE Education



## Gifted and Talented/Highly Able Education

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## I: Mission and Beliefs

### ASOR Mission

AOSR offers the best of an American-International education in a supportive learning environment. We inspire a **diverse** student body to courageously meet the demands of a changing world through an **engaging** and creative **curriculum**.

### AOSR Learning Principles

- Learning is maximized when an individual's social-emotional, physical and academic growth is nurtured through engaging, differentiated, student-centered opportunities.
- Learning requires flexibility of approaches, opportunities for innovation, and support for risk-taking and ownership of learning.
- Within our **diverse** student body, AOSR recognizes the needs of exceptional learners and works to provide an **engaging** and creative **curriculum** that will challenge these learners to achieve their highest aptitude.

### Beliefs:

- We must challenge all students to succeed academically.
- Gifted students have unique strengths and needs that must be addressed
- Gifted ability exists and should be identified and served in students of all ages from all cultures, races, ethnic backgrounds and socioeconomic groups.
- All students should be challenged with learning experiences that are appropriate for their skill level and continued growth.
- All students share the responsibility to think for themselves, to ask questions, to contribute ideas and to take ownership of their learning.

## II: Definition of Gifted/Highly Able Students

Students are deemed gifted when their ability is significantly above the norm for their age. Giftedness may manifest in one or more domains such as; intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science. (National Association for Gifted Children)

Highly able students are those that, due to motivation, prior school experience, and work and lifestyle habits excel beyond their grade level curriculum/expectations. These students are academically prepared for more complex and challenging content and concepts.

## III: Gifted Education at AOSR

This approach to gifted and talented was developed to ensure that our students are challenged to achieve their highest aptitude and that curriculum and learning opportunities are in line with specific needs, interests, and abilities.

## **For Gifted/High Ability Learners, AOSR will:**

- develop a support plan for incoming students with a gifted identification and Accelerated Learning Plan
- outline an identification process that includes the use of non-verbal screening methods, ongoing formative assessment, and parent/student self-referrals. Testing will build a Body of Evidence to support proper identification.
- plan programming options to best serve individual gifted/highly able students.
- ensure that all faculty and staff are aware of the specific strengths of identified gifted students
- provide faculty with resources to effectively challenge students who excel beyond their class/grade level peers

## **Example Programming Options**

Each identified student will have an Advanced Learning Plan (ALP). This plan will outline specific programming options to meet individual needs. These programming options could include, but are not limited to the following:

- Academic Enrichment
- Content Compacting
- Project Based Learning
- Content Acceleration
- Social-Emotional Support
- Extracurricular Options

## **IV: Gifted Identification**

### **Pathways for Referral:**

**Acceptance/Review of existing ALP Pathway** AOSR will review ALPs (Accelerated Learning Plans) of incoming students at SST meetings to determine how the student's needs can be supported. Agreed upon goals and accommodations will be communicated to the student's teachers.

**Screening Pathway** AOSR will conduct an ability-screening in the spring of Grade 2 and Grade 6 (starting Spring of 2020). The screening will be conducted using the Naglieri Nonverbal Ability Test 3 (NNAT3), a non-language based ability test, to identify potential in children without regard to gender, ethnicity, language or race. One further purpose of the screening is to identify students who, for whatever reason, are not demonstrating advanced ability in the classroom setting. Students

who score at the 95<sup>th</sup> percentile or higher in the screening test, or who attain a score in the top 5% of students at AOSR, will be referred to the Student Support Team (SST) to create a body of evidence for possible gifted identification.

**Teacher Referral Pathway** AOSR recognizes that differentiation is required to meet the needs of all students in a classroom. Teachers regularly review classroom data and the effectiveness of interventions. If needed, teachers should refer the student to the Student Support Team to discuss further intervention and development of a BOE and potential Accelerated Learning Plan (ALP).

## V. Body of Evidence

The divisional SST collects a body of evidence (BOE) for review and gifted identification. A body of evidence considers intellectual, academic, and talent areas through the use of multiple sources and types of data. It consists of quantitative and qualitative measures to determine if a student meets the criteria for gifted identification and to build a student profile of strengths and interests.

### Quantitative Measures

- Norm-referenced test (e.g., cognitive and achievement)
- Criterion-referenced test (e.g., standardized assessment and curriculum based measures)

### Qualitative Measures

- Rubric
- Performance
- Observation
- Checklist
- Interview

All data is considered, and not meeting the criteria on a single assessment tool does not prevent further data collection or consideration for gifted identification. The review team provides an opportunity for input from all teachers working with the student and as well as from student's families. The review team examines the body of evidence and may make one or more of the following determinations:

- Move to formal gifted identification
- Determine data does not support identification at this time
- Determine a student may need to be referred for special education assessment in addition to his/her gifted identification (twice-exceptional students)

**Areas of Identification** A variety of criteria are used to determine an area of

gifted identification. Students may be identified in one of the following areas:

- General Intellectual Ability
- Specific Academic Aptitude (reading, writing, mathematics, science, social studies, world language)

## **V. Advanced Learning Plans (ALP)**

The Advanced Learning Plan (ALP) will outline programming for identified gifted students and is used as a guide for educational planning and decision-making. ALPs are dynamic documents developed by the student, parent, and educators to address the exceptional ability and potential of gifted students in any one or more areas of giftedness. ALPs are well articulated throughout the school.

## **VI: Twice Exceptional Learners**

AOSR believes twice-exceptional students engage in their learning and demonstrate growth in both their strength and deficit area(s). Through tailored strength-based programming and support, AOSR students who are twice exceptional develop social-emotional skills such as self-advocacy, perseverance, and managing relationships and grow within their strength and deficit area(s). The ALP for twice-exceptional learners focuses on strength-based programming.

## **VII: Acceleration**

### **Content-based Acceleration/ Grade-level Acceleration**

AOSR recognizes that students acquire grade-level curriculum mastery at varying rates and some at a rapid pace. A student may need acceleration in their area of mastery. This acceleration can be provided in various ways: grade-level acceleration, single-subject acceleration, curriculum compacting, and college level courses (International Baccalaureate and Advanced Placement programs).

Students in grade K-8 may be content-based or grade-level accelerated if the following conditions are met:

- Current classroom performance indicates mastery of the material in the current grade level.
- The student demonstrates mastery of the content by scoring:
  - at or above the 90<sup>th</sup> percentile on a norm-referenced test (MAP) for the current grade level
  - at or above 75<sup>th</sup> percentile on a norm-referenced test for the grade into which the student wishes to move

- *i.e. if a 6<sup>th</sup> grade student desires to move into 7<sup>th</sup> grade math, the student will need to score at or above the 90<sup>th</sup> percentile on the 6<sup>th</sup> grade math test or 75<sup>th</sup> percentile of the 7<sup>th</sup> grade math test*
- The student is deemed able to manage the social component of acceleration.
- The parents or guardians and the student desire acceleration.
- The principal and teacher(s) from the current school agree that acceleration is in the student's best interest.

## **VIII. Resources**

National Association for Gifted Children (NAGC) - an organization of parents, teachers, educators, other professionals, and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences. [www.nagc.org](http://www.nagc.org)

Supporting Emotional Needs of the Gifted (SENG) – their mission is to empower families and communities to guide gifted and talented individuals to reach their goals: intellectually, physically, emotionally, socially, and spiritually.  
[www.sengifted.org](http://www.sengifted.org)

Hoagies Gifted – the all-things-gifted resource, full of resources, articles, books, and links to help and support parents, teachers, and gifted children alike.  
[www.hoagiesgifted.org](http://www.hoagiesgifted.org)

Davidson Institute – a national nonprofit organization dedicated to supporting profoundly gifted students under-18. [www.davidsongifted.org](http://www.davidsongifted.org)

## IX. Glossary

**Ability Grouping:** The flexible regrouping of students based on individual instructional needs

**Acceleration:** Moving at a faster pace through academic content by compacting the curriculum or moving up a grade level in one or more subjects. The student remains classified as the current grade level.

**Acceleration (Grade-Level):** A student demonstrating a need for acceleration may request testing to "skip" a grade. The student is moved up one level for all subjects and reclassified as a student in that grade.

**Acceleration (Single-Subject):** A student demonstrating a need for extreme acceleration may request testing to "skip" a grade in one content area. The student is moved up one level for the one subject and is not reclassified as a student in that grade.

**ALP (Advanced Learning Plan):** A document that reflects a student's strengths and relative weaknesses and serves to guide for individual student programming.

**BOE (Body of Evidence):** a multi-criteria-based process to identify area/s of giftedness and determine the appropriate instructional accommodations or other opportunities for each student.

**Compacted Curriculum:** Streamlining the regular curriculum to "buy time" for enrichment, accelerated content, and independent study. Usually involved pre-assessment of what the student has already mastered.

**Differentiation:** The modification of programming and instruction based on a student's academic need and intellectual ability.

**Enrichment:** The enhancement of the curricular program with additional opportunities for learning.

**Progress Monitoring:** The practice of quantifying student performance to track progress as compared to peers.

**Screening:** the process of testing all students at one grade level as a first round of testing to see if any students need further testing.

**Standards-based Education:** A mechanism for which students demonstrate what they know and are able to do with regard to particular content areas.