



Norwood City School District
2132 Williams Avenue
Norwood, OH 45212

Norwood City School District



Handbook for Gifted and Talented Education



Board Policy and District Personnel

Norwood City School District believes in the appropriate education of all its students. Several policies for the advancement of students exist and are followed by the staff at Norwood. These policies include gifted identification, acceleration, early entrance to school, as well as early graduation.

While gifted services are not mandated in Ohio, the Norwood City School District believes in providing quality education for all students. Through a menu of opportunities, advanced students may qualify and participate in services designed to meet their unique learning needs. This handbook provides an overview of Norwood's menu of services and criteria for acceptance.

Elementary age students may receive enrichment within the regular classroom and/or through small group seminars in reading, writing and math. Gifted services are available for students as needed. Specialized programming begins officially in grade three.

Additional secondary opportunities include Advanced Placement (AP) courses, dual credit and College Credit Plus courses (CCP).

*Kristina Chesson
Director of Curriculum*





Norwood ATP Mission Statement:

In Norwood we believe that all students should have the opportunity to develop their intellectual and creative strengths and talents. As a result of this belief programs for the gifted and talented are an important part of the curriculum of Norwood City Schools. The gifted program extends the adopted reading and language arts curriculum and delivers instruction with increased pace and rigor in order to encourage gifted learners to promote the critical, creative, and practical application of knowledge. Gifted students who are being served through a specialized program will participate in unique activities and learning which prepares them for college and career readiness, as addressed in the Ohio Learning Standards for the reading and writing anchor standards. In their time throughout the Academically Talented Program (ATP) , students will research, explore and plan for a variety of interesting career paths.

The Norwood Academically Talented Program (ATP) will strive to:

- Provide an educational program that will develop the student's academic, social, emotional, and leadership capabilities.
- Foster the student's strengths and unique special talents as productive life long learners.
- Promote experiences that intensify learning so that students are better prepared to increase student achievement through the acquisition of enhanced thinking and problem solving skills.
- Foster an understanding of self and others in a multicultural society.
- Develop technologically based research skills that will further enhance creative thinking skills.

In ATP the following learning strategies will be focused upon:

Creative Thinking Skills

- Critical Thinking Skills
- Student Planning Strategies
- Student Self Evaluation Skills
- Academic Achievement
- Student Independence
- Social Responsibility and Service



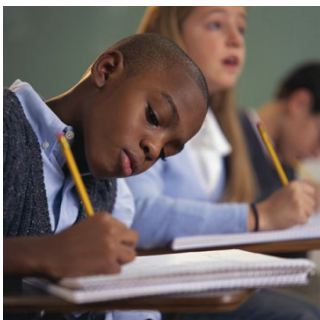
Definition

Gifted students are those who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. These students possess superior intellectual abilities, superior academic abilities, superior creative thinking, and/or superior ability in the visual and performing arts.



Licensure of Gifted Staff

As required by law, the gifted staff will hold a gifted education endorsement or license that is granted by the Ohio Department of Education to educators who have completed the appropriate training and coursework to qualify for this license. This training includes coursework in the identification of gifted children, appropriate curriculum and instruction, and meeting their social and emotional needs. Ohio grants temporary certificates to those whose training is in process.





Ohio Administrative Code

3301-51-15

On June 30, 1999, the Ohio Legislature approved House Bill 282 which required all school districts to develop a plan for identifying students who meet the state requirement for identification of gifted students in grades K through 12. The plan, entitled “Model Policies and Plan for the Identification of Gifted Students” specifies the procedures that must be applied.

Using a list of tests and other instruments that have been approved by the Ohio Department of Education (ODE), Ohio districts are required to make identification in the following areas and in these specific ways.

- ☐ Superior Cognitive Ability: The student must score two standard deviations (SD) above the mean, minus the standard error of measurement (SEM) on an approved standardized group intelligence test or performance at or above the 95th percentile on an approved standardized achievement test. The student can score two standard deviations above the mean, minus the standard error of measure on an approved individual standardized intelligence test administered by a licensed psychologist.
- ☐ Specific Academic Ability: The student must score at or above the 95th percentile in math, reading, science or social studies on an approved standardized achievement test. A child may be identified in more than one specific academic area.
- ☐ Creative Thinking: The student must score one standard deviation above the mean, minus the standard error of measure, on an approved standardized intelligence test and attain a sufficient score on an approved test of creative ability or on an approved checklist completed by a person who is trained in the recognition of creative behaviors.
- ☐ Visual or Performing Arts: The student must attain a sufficient score on an approved checklist of specific arts areas and must demonstrate superior ability through a display of work, audition, or performance.

The Rule for Gifted, Identification and Services for Children Who are Gifted, outlines specific requirements that school districts must meet in identification and services for gifted students. State and regional consultants, as well as county and local coordinators, provide assistance to districts in the implementation of these requirements.





Implementation of Identification Procedures

The Norwood City School District ensures that all students are provided equal opportunity to be screened for potential giftedness.

- Students are whole-grade assessed once in the primary grades and once in the intermediate grades using ability and/or achievement measures. Primary screening occurs prior to the first opportunity for placement in the ATP class and thus provides the district with a comprehensive look at all children.
- The district provides small group screening opportunities in the fall and spring annually, when grade-level assessments are not given. Students referred for assessment by teachers, parents, self or other students will be offered opportunities to be assessed for giftedness. Gifted referral forms are available on the District website as well as in school offices.
- Upon request, the district reviews the cumulative records of all students transferring into the district. Those students meeting the criteria for gifted identification and/or service are notified. Additionally, parents of transfer students may request screening and the student will be assessed within 90 days of that referral.
- Upon submission, the district accepts scores on 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
- In each area of gifted identification, the district uses qualified employees when screening students. Personnel may include gifted intervention specialists, 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 student need is established and is deemed in the best educational interest of the student.
- The district is aware of the unique assessment needs of diverse students. 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 student's native language, 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.
- The district provides parents with written notification of any assessment results within 30 days of receiving those results. Additionally, district personnel providing regular classroom instruction and/or services to identified students are notified of the students' areas of giftedness. When service criteria is met, students are placed as soon as possible with regard to natural educational breaks (grading periods, end of instructional units, etc.).
- Parents may appeal in writing any of the following: the results of the assessments, the scheduling of their student 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 Director of Curriculum at the District Office. 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.



Identification

The following objective information is used for gifted identification and criteria for service. No subjective data (grades, teacher recommendations, or checklists) are used in the decision-making process.

Areas of Identification	How Identified	Support Provided
Superior Cognitive	95th percentile total battery on a standardized achievement test and/or a qualifying cognitive ability (IQ) score	Direct Services by Gifted Intervention Specialist **ATP** grades 3-8
Specific Academic (Reading)	95th percentile in an academic area on a standardized test	Direct Services by Gifted Intervention Specialist **ATP** grades 3-8
Specific Academic (Math, Science, Social Studies, Writing)	95th percentile in an academic area on a standardized test	Teacher provided differentiation as needed. Gifted Services support as needed.
Creative Thinking	Creative Thinking Checklist score and a qualifying cognitive ability (IQ) score	Teacher provided differentiation as needed. Gifted Services support as needed.
Art	Evaluation of student portfolio by a trained professional using a state approved rubric and a qualifying Visual Arts Checklist score	Teacher provided differentiation as needed. Gifted Services support as appropriate.
Music	Evaluation of a student performance by a trained observer using a state approved using a state approved rubric and a qualifying Performing Arts Checklist score	Teacher provided differentiation as needed. Gifted Services support as appropriate.
Drama	Evaluation of one dramatic performance by a trained observer using a state approved rubric and a qualifying Performing Arts Checklist score	Teacher proved differentiation as needed. Gifted Services support as appropriate.
Dance	Evaluation of one dance performance by a trained observer using a state approved rubric and a qualifying Performing Arts Checklist score	Teacher proved differentiation as needed. Gifted Services support as appropriate.

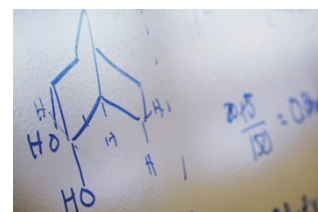


Assessment Instruments Used for Gifted Identification

A comprehensive list of the assessments used within the District is found below. The complete list of approved instruments can be found on the Ohio Department of Education website.

Superior Cognitive Ability

- Das-Naglieri Cognitive Assessment Systems
Screening Criteria 124 and Identification Criteria 126
- InView Measure of Cognitive Abilities
Screening Criteria 126 and Identification Criteria 128
- Iowa Assessments, Form E Complete Battery
Screening Criteria 93% and Identification Criteria 95%
- Otis Lennon School Ability Test
Screening Criteria 124 and Identification Criteria 126
- Stanford Achievement Tests Series
Screening Criteria 93% and Identification Criteria 95%
- Wechsler Individual Achievement Test
Screening Criteria 93% and Identification Criteria 95%
- Wechsler Intelligence Scale for Children
Screening Criteria 125 and Identification Criteria 127
- Wechsler Preschool and Primary Scale of Intelligence – Third Edition
Screening Criteria 125 and Identification Criteria 127
- Woodcock-Johnson III Tests of Achievement
Screening Criteria 93% and Identification Criteria 95%



Specific Academic Ability

- EXPLORE
Screening 94% and Identification Criteria 95%
- PLAN
Screening 94% and Identification Criteria 95%
- Stanford Achievement Tests Series
Screening Criteria 93% and Identification Criteria 95%
- TerraNova, the Second Edition and Third Edition, Multiple Assessments
Screening Criteria 93% and Identification Criteria 95%
- Wechsler Individual Achievement Test
Screening Criteria 93% and Identification Criteria 95%
- Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP)
Screening Criteria 93% and Identification Criteria 95%
- Iowa Assessments, Form E Complete Battery
Screening Criteria 93% and Identification Criteria 95%



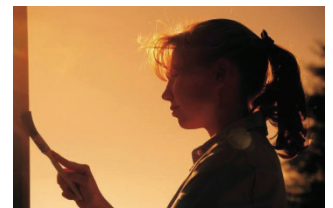
Assessment Instruments Used for Gifted Identification

Creative Thinking Ability (continued)

- Das-Naglieri Cognitive Assessment Systems
Screening Criteria 110 and Identification Criteria 111
- Gifted and Talented Evaluation Scale, Section 3
Screening Criteria 65 and Identification Criteria 83
- InView - Measure of Cognitive Abilities
Screening Criteria 110 and Identification Criteria 112
- Otis Lennon School Ability Test
Screening Criteria 108 and Identification Criteria 110
- Scales for Rating the Behavior Characteristic of Superior Students, Part II
Screening Criteria 32 and Identification Criteria 51
- Wechsler Intelligence Scale for Children
Screening Criteria 110 and Identification Criteria 112
- Wechsler Preschool and Primary Scale of Intelligence – Third Edition
Screening Criteria 110 and Identification Criteria 112

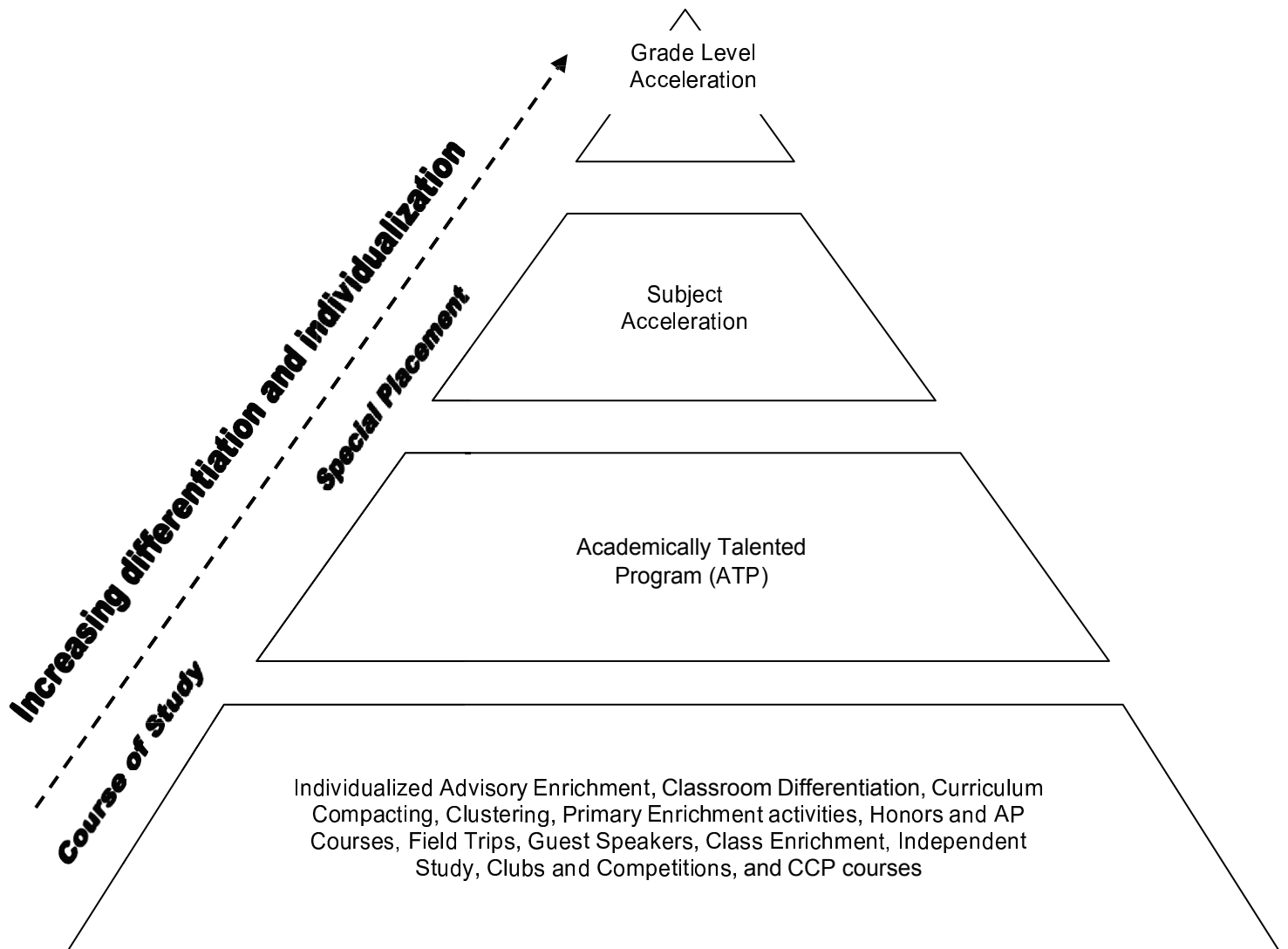
Visual and Performing Arts

- Gifted and Talented Evaluation Scale (GATES), Section 5
Screening Criteria 57 and Identification Criteria 78
- Scales for Rating the Behavior Characteristic of Superior Students,
Art: Part V Screening Criteria 40 and Identification Criteria 61
Music: Part VI Screening Criteria 25 and Identification Criteria 63
Drama: Part VII Screening Criteria 36 and Identification Criteria 57
- Ohio Department of Education Rubric for Scoring Visual Art Grade K-12
Screening Criteria: 16 and Identification Criteria: 21
- Ohio Department of Education Rubric for Scoring Music Grade K-12
Screening Criteria: 14 and Identification Criteria: 18
- Ohio Department of Education Rubric for Scoring Drama/Theatre Grade K-12
Screening Criteria: 16 and Identification Criteria: 20
- Ohio Department of Education Rubric for Scoring Dance Audition/Performance Grade K-12
Screening Criteria: 20 and Identification Criteria: 26





Continuum of Educational Opportunities





Continuum of Service

Ohio law requires all districts in the state to identify gifted students and to report that information on the Educational Information Management System; however, there is no law that requires that specialized services be provided to those students. Norwood City Schools has chosen to dedicate resources in several ways to provide services to this population.

Regular Classrooms with differentiation:

Teachers in the regular classrooms at Norwood have made a commitment to these students by working to design lessons that target each child's need through a process called differentiation. This means that teachers analyze what level a student has reached relative what is being taught and then modifies activities to meet the student's need whether it be intervention to develop new skills and knowledge or an extension or enrichment activity for those who are ready to move ahead. Students may be cluster grouped into one or two classrooms per grade level. Students would then receive advanced and/or differentiated experiences.

Primary Enrichment Activities:

Students are provided with enrichment programs throughout the year.

Enrichment is targeted based on student needs and staffing schedules. The Gifted Intervention Specialist works closely with each building to determine best support strategies for primary students. *It must be noted that enrichment services do not lead to ATP qualification.*

Program for Academically Talented Students (ATP):

This service is recorded as a formal gifted and talented service according the *Ohio Operating Standards for Gifted and Talented Identification and Service* (2008) and is, therefore, offered by teachers trained in gifted education with the purpose of providing development of higher level thinking skills and educational challenges and experiences beyond the regular classroom curriculum for students who are identified in the area of superior cognitive ability.

ATP is offered for students in grades three, four, five and six having a superior cognitive and/or specific academic reading/writing identification. The service is offered as a multi-grade service at each elementary campus. Students receive instruction for up to 240 minutes per week. The ATP program presents the students with interdisciplinary units based on writing and reading activities that are aligned with the content standards and are enriched. The ATP reading programs are inquiry based and promote high level thinking.

Overarching Elementary ATP Program Goals include:

- ☐ Providing a differentiated/accelerated curriculum commensurate with abilities
- ☐ Integrating basic skills and higher-level thinking skills within the curriculum
- ☐ Developing and using higher-level thinking and process skills



Continuum of Service (cont.)

*ATP Reading/Language Arts service is offered at Norwood Middle School in grades 7 and 8 as two full classes that meet daily. Seventh and eighth grade superior cognitive and/or specific academic reading/writing students are served in the class. Students study advanced vocabulary, participate in an in-depth genre study, and work toward mastery in different styles of writing.

Overarching Middle School ATP Program Goals include:

- ☐ Providing a differentiated/accelerated curriculum commensurate with abilities
- ☐ Integrating basic skills and higher-level thinking skills within the language arts curriculum
- ☐ Developing and using higher-level thinking and process skills

Honors and AP Courses:

At the secondary level both honors and Advanced Placement courses are available for students who are ready for a higher level challenge. 8th grade honors Algebra I is also offered as part of a gifted math program. Identified students are encouraged to participate in these courses as they make course selections. **Note: 7/8th grade ATP services will revert to Honors classes if gifted enrollment falls below seventeen students.*

Intervention on a one-to-one basis with a gifted specialist:

In order to support student needs, Norwood Schools provide specialists in gifted education both in teaching and in coordination roles. These specialists are actively engaged with both groups and individuals. When one-on-one attention is needed by an identified student, these professionals work with them on an as-needed basis, therefore, it is possible that a personalized design may become necessary to meet the needs of a specific student. This option would meet that need.

Dual Credit and College Credit Plus Options:

These educational options afford qualified students the opportunity to attain college credit while in high school. The process entails working with a local college or university to design a plan whereby a student may be dually enrolled in high school and college or whereby the student may be earning strictly university credit. This service option is individually designed in conjunction with the administration and counseling staff of Norwood High School.



Implementation of Ohio Administrative Code

During the times in which elementary students are in ATP and are absent from regularly scheduled classes, it is expected that they will complete only those assignments which are basic to continuing skill development. Students are not required to do every assignment given to the class while they are pulled out in ATP class. Careful consideration is given to what constitutes a pertinent assignment for the ATP student for that day. Extra time will be granted before such work is due. When possible, all tests and quizzes will be scheduled at non-ATP times, or students will be afforded an appropriate time



Written Education Plans Written Acceleration Plans

Students participating in the gifted ATP service, AP services, honors service, and/or classroom service will have a Written Education Plan (WEP) that includes learning and affective goals. Students who are accelerated by subject or whole grade will have a Written Acceleration Plan (WAP) that includes learning and affective goals. Those goals are based on the District curriculum, reading units and projects, as well as student needs and interests. Parents will receive a copy of the WEP in the fall. At the end of each semester, progress reports will be sent home highlighting student achievement on his/her goals thus far. Students participate in group discussions, project work, technology integration, reading and writing activities, and decision-making scenarios. Students will be evaluated and progress will be shared throughout the year using: classroom observation and informal teacher feedback, project rubrics, and semester reports to parents. Additionally, each quarter in grades 7 and 8 parents will receive the Norwood City Schools report card highlighting reading achievement.



Gifted Withdrawal from Service

The elementary ATP class is an enrichment and extension program designed for students. Through parent permission slips, students are invited to attend at the beginning of each school year. Students may elect to attend and/or if a student wishes to withdraw from the program, parents must request the withdrawal in writing to the Director of Curriculum at the District Office. All withdrawals are valid for one school year and students will become eligible for and invited the following year.

The middle school ATP class is a replacement of the regular language arts block in seventh and eighth grades. Students are scheduled into these courses annually utilizing the middle school scheduling process. Students may elect to sign up for the class and/or if a student wishes to withdraw from the program, parents must request the withdrawal in writing to the central office administrator. All withdrawals are valid for one school year and students will become eligible for and invited the following year.

Honors, CCP, and AP withdrawals are handled at the appropriate building. Each school will have its own set of timelines for the process.



Student Responsibility

Students are expected to participate fully in all service options if they and the parents/guardians make the decision to accept placement. This includes maintaining high standards for their regular class activities. They are expected to bring any needed supplies and to cooperate fully with district personnel and any CCP personnel. The overarching goal of the provision of services is to support the student in reaching his or her full potential. This goal must be common between the student, the parents/guardians and the school.



Gifted Web Resources

National Association for Gifted Children (NAGC)

<http://www.nagc.org>

Ohio Association of Gifted Children (OAGC)

<http://www.oagc.com>

Ohio Department of Education (ODE)

<http://www.ode.state.oh.us> search: gifted

The Association for the Gifted (TAG)

<http://www.cectag.org>

