



# CAC GIFTED SERVICES

Ross Bartels, Kelly Churchwright, Lauren Fernandez, Virginia Hadzic, Ashley Lang, Nathan Lee, Hayley Parks, Toya Wall

Resource: Dr. Quattrone  
Director of Pupil Services K-12

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Academic (primary | middle | high

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# Board Objectives

## Objectives Addressed in Presentation

- What are the best practices in providing services to support the academic, social, and emotional needs of gifted students?
- What options related to content, and the scope and sequence of services best support the individual needs of gifted students?
- What structures do similar districts utilize to address the specific needs of students identified as gifted?

## Objectives Addressed in Paper

- What methods/criteria are used to identify students for gifted services?
- Information on the content, instructional design, and differentiation for gifted populations.
- More in depth information on the topics within the presentation
- See the full table of contents [here](#).

# What is a Gifted Student?

## Ohio State Definition

**A student who**  
"Performs or *shows potential for performing* at remarkably high levels of accomplishment."

Of their age



Of their Environment

Of their Experience

K-12 Students can be identified in:

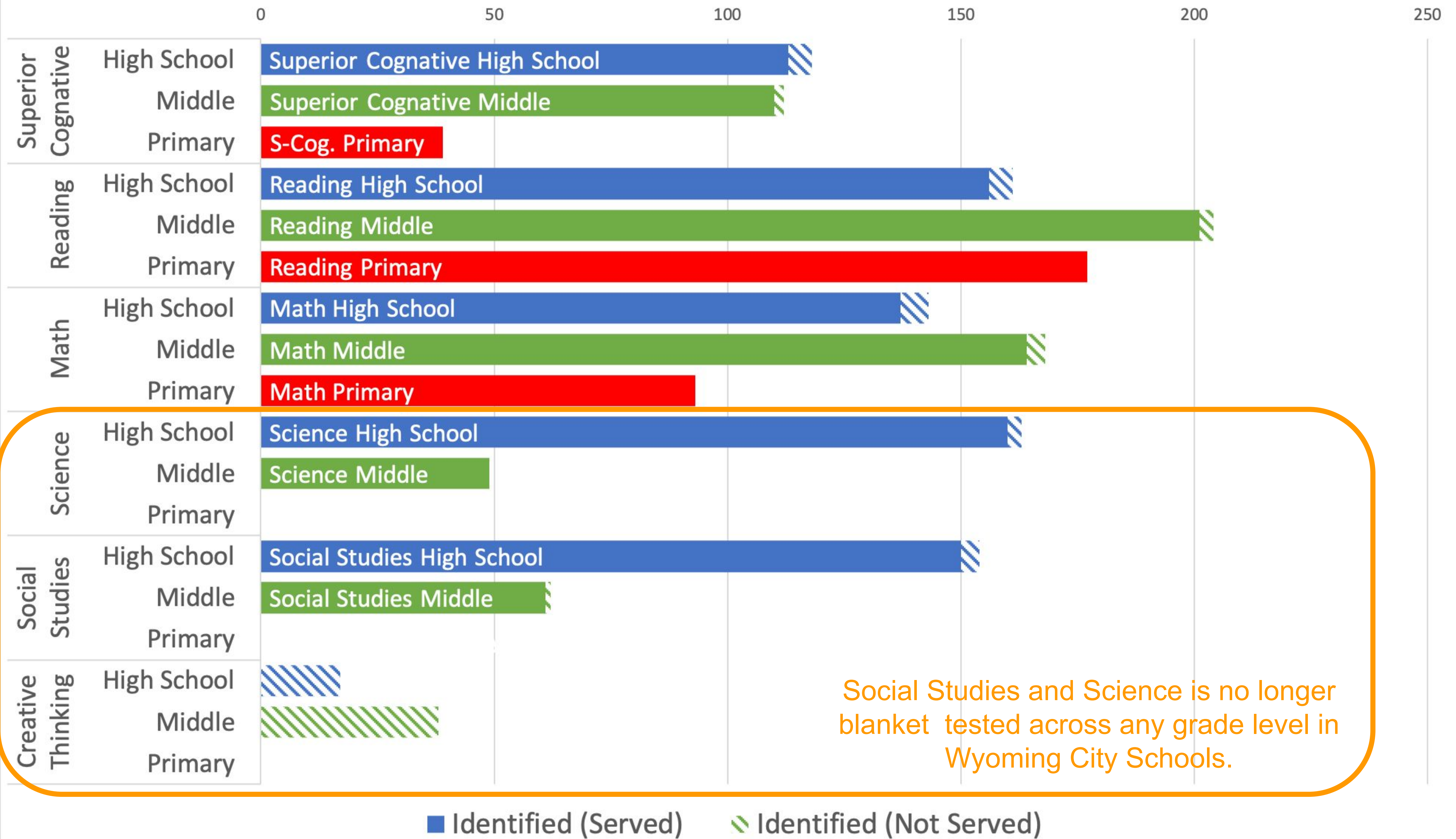
Superior Cognitive Ability

Specific Academic Ability

Creative Thinking Ability

Visual and Performing Arts Ability

# Wyoming has a high number of students identified as gifted and served



# Common Challenges/Implications

## Diversity Equity & Inclusion

- Lack of proportional representation of:
  - racially, culturally, linguistically, and economically diverse students
- Contributing factors:
  - Broad inequality, poverty, lack of opportunity to develop talents/gifts, bias in testing/identification practices, teacher under preparation

## Underachievement

- Gifts are not automatically transformed into exceptional achievements
- Weaker motivational orientations
- More difficult to identify and support

## Social Emotional Difficulties

- Anxiety, depression, perfectionism, intensity and asynchrony (see more on next slide)

# Smart Practices – Emotional

## Gifted children may experience

- *intensity* (having a driving passion, but the world may not align with how they think things ought to be)
- *asynchrony* (academic, emotional, physical, or social development may not be uniform).

Primary	Middle	High
Classroom guidance (see next slide)		
Small group counseling		
Individual, brief short-term counseling		

# Taxonomy of Affective SEL Curriculum for Gifted Learners

## Grades K-1

Cooperation  
Respect  
Self image  
Responsibility

## Grades 2-4

Self Regulation  
Self Esteem  
Empathy

## Grades 5-8

Grit  
Intrinsic motivation  
Curiosity  
Divergent thinking  
Self efficacy

## Grades 9-12

Growth from failure  
Acceptance of ambiguity  
Goal attainment  
Passion



# Smart Practices - Academic

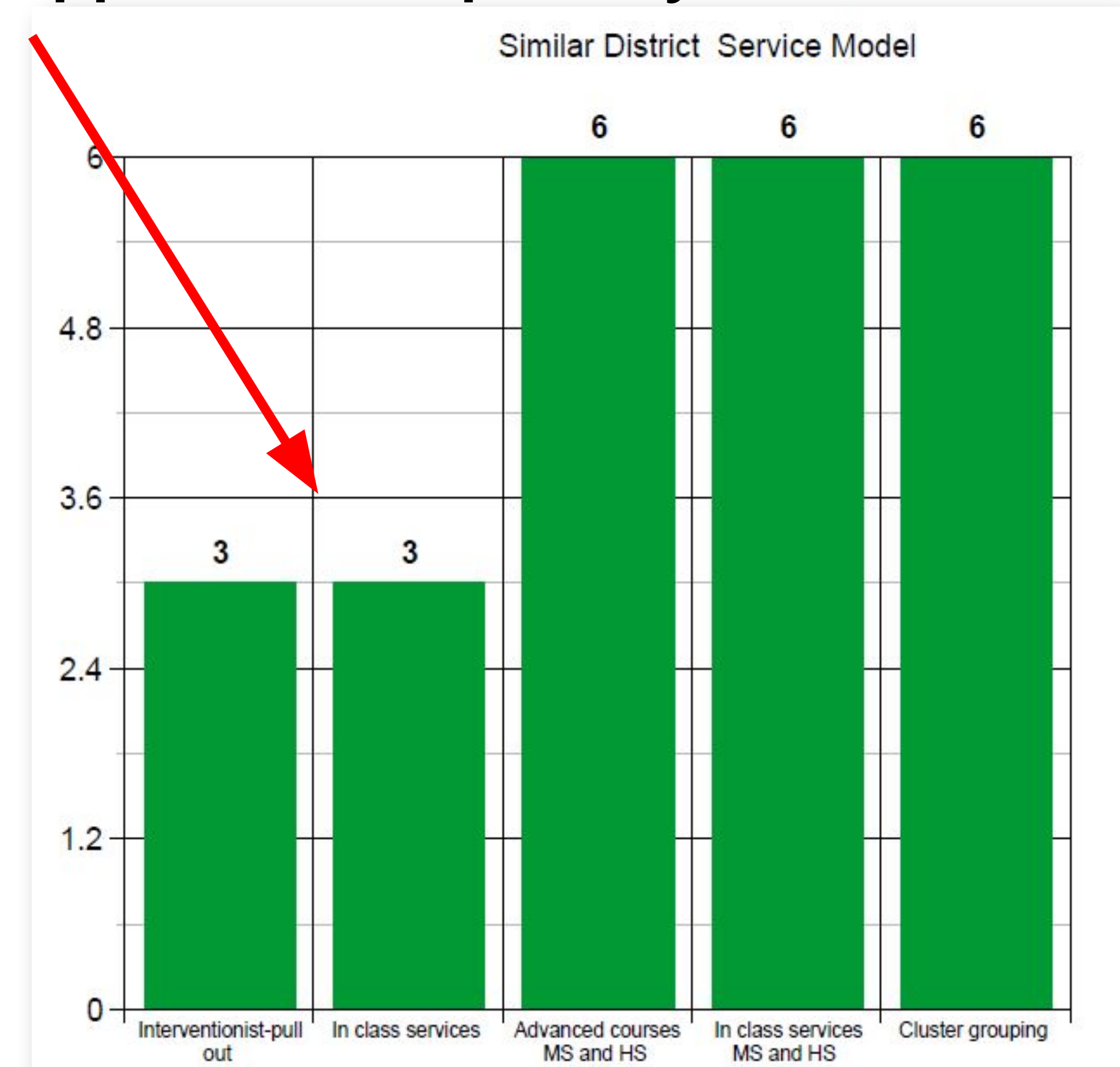
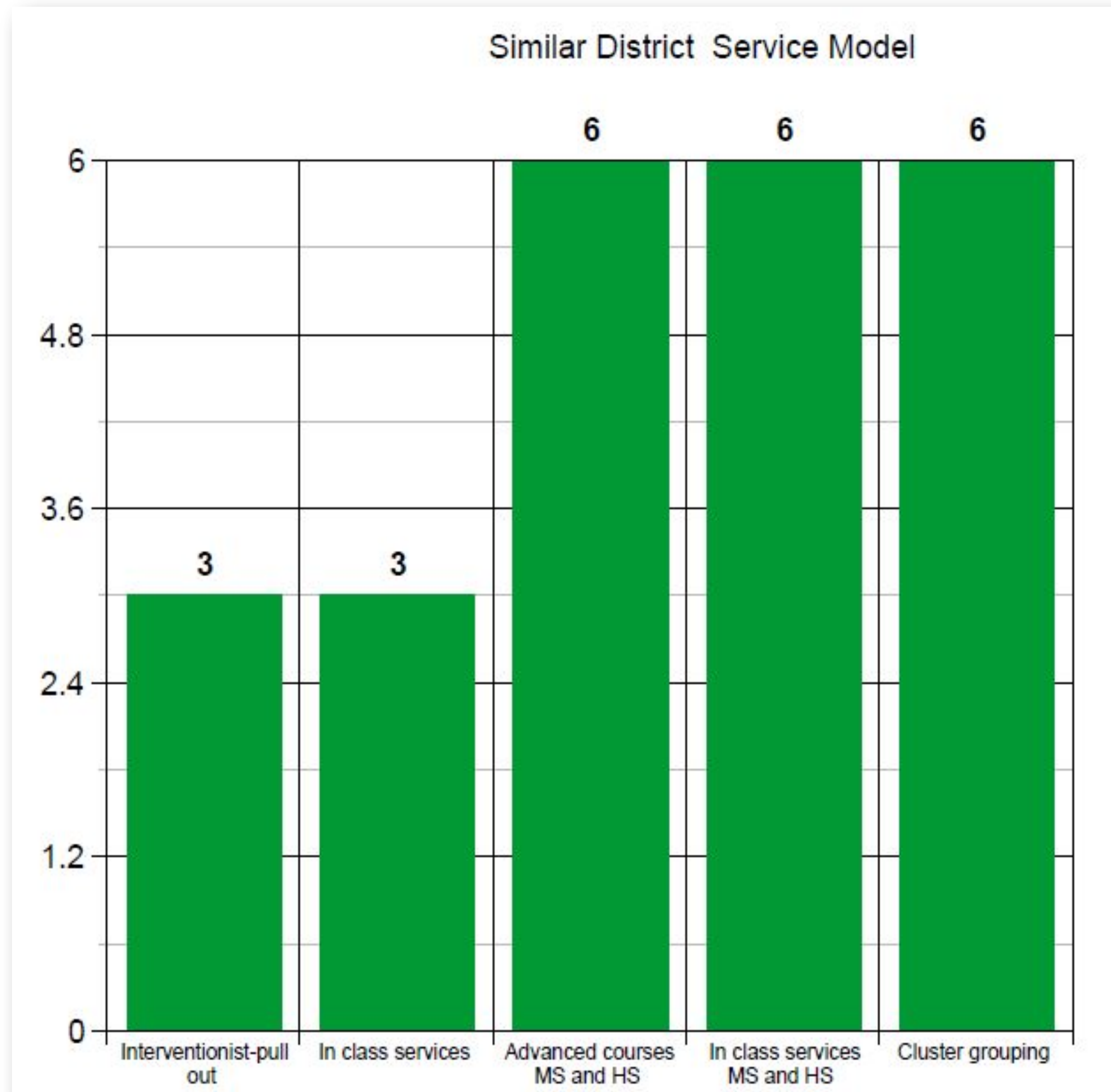
(What research indicated is effective)

Twice exceptional students are intellectually gifted and have a learning disability.

	Primary	Middle	High
<b>General classroom</b>	Early admittance/accelerated grade	Acceleration of courses	Advanced placement (AP), Honors, and accelerated (CCP)
	Cluster grouping		
	Professional Development for Teachers		
	Curriculum compacting, modification, differentiation (more detail in paper)		
<b>Outside general classroom</b>	Pull out programming		Internship and mentoring
	Self contained classrooms		Independent study
	Special enrichment programs		

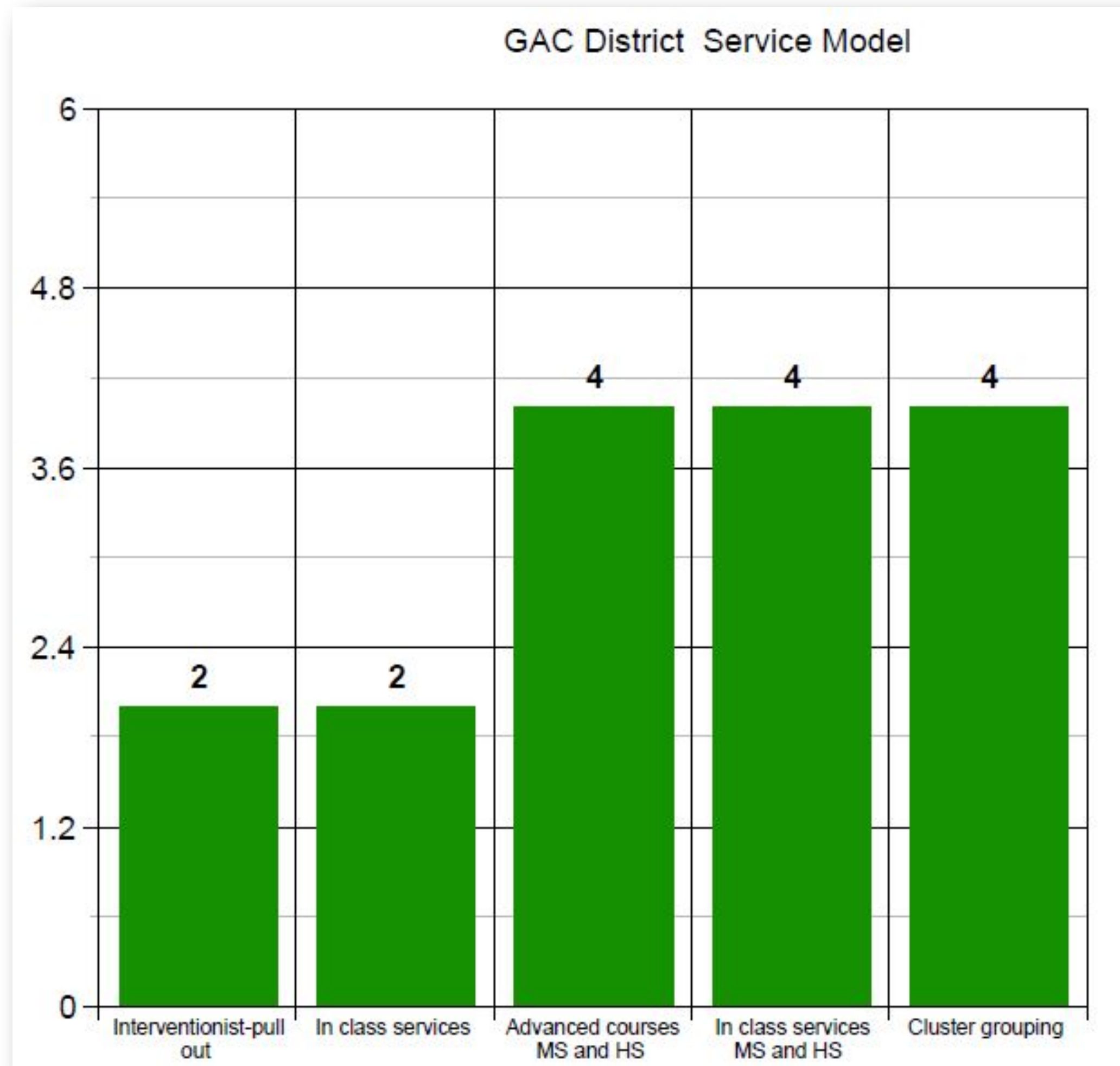
# Summary of Similar Districts

Wyoming would appear in both areas as we do the workshop model (primary) AND pull out opportunities (primary/middle)



Madeira  
Indian Hill  
Mariemont  
Princeton  
Loveland  
Lakota

# Summary of GAC Districts



North Canton  
Lakewood City Schools  
Clinton-Massie Local Schools  
Milton-Union Exempted Village Schools

# Partnership Programs

## Dougherty County School System (Albany, GA)

- Internship program at a local business, agency, or organization
- Earn grade and high school elective credit
- Professionals share helpful insights about the specific career
- Minimum GPA of 3.5 and 21 credits by end of the junior year

## Fulton Schools (Atlanta, GA)

- 5-10 hours per week
- Unpaid internships – Student receives school grade/credits
- Semester long – encouraged to explore different field
- Participate in up to 4 internships (2 Junior year, 2 Senior year)
- Scheduled for the last period, or two periods, of school day



# Partnership Programs

## Internship/Co-Op

- Provides semester(s) of immersive training at a company giving real experience in different fields of interests.

## Local Business Jumpstart Class Programs

- Training programs that include live presenters/online courses with local professionals.

## Corporate Class Sponsorship

- Sponsored class projects briefed, coached and evaluated by local businesses.

## First Robotics

- Partnership to inspire students to be science and technology leaders and innovators, by engaging them in exciting mentor-based programs that build science, engineering, and technology skills.

## Summer Camps

- Experiences include project-based learning: Entrepreneurship, Family & Consumer Sciences, Fine Arts, STEM, and World Languages & Cultures.



FIFTH THIRD BANK

altafiber



Kroger

KaO



**FIRST**

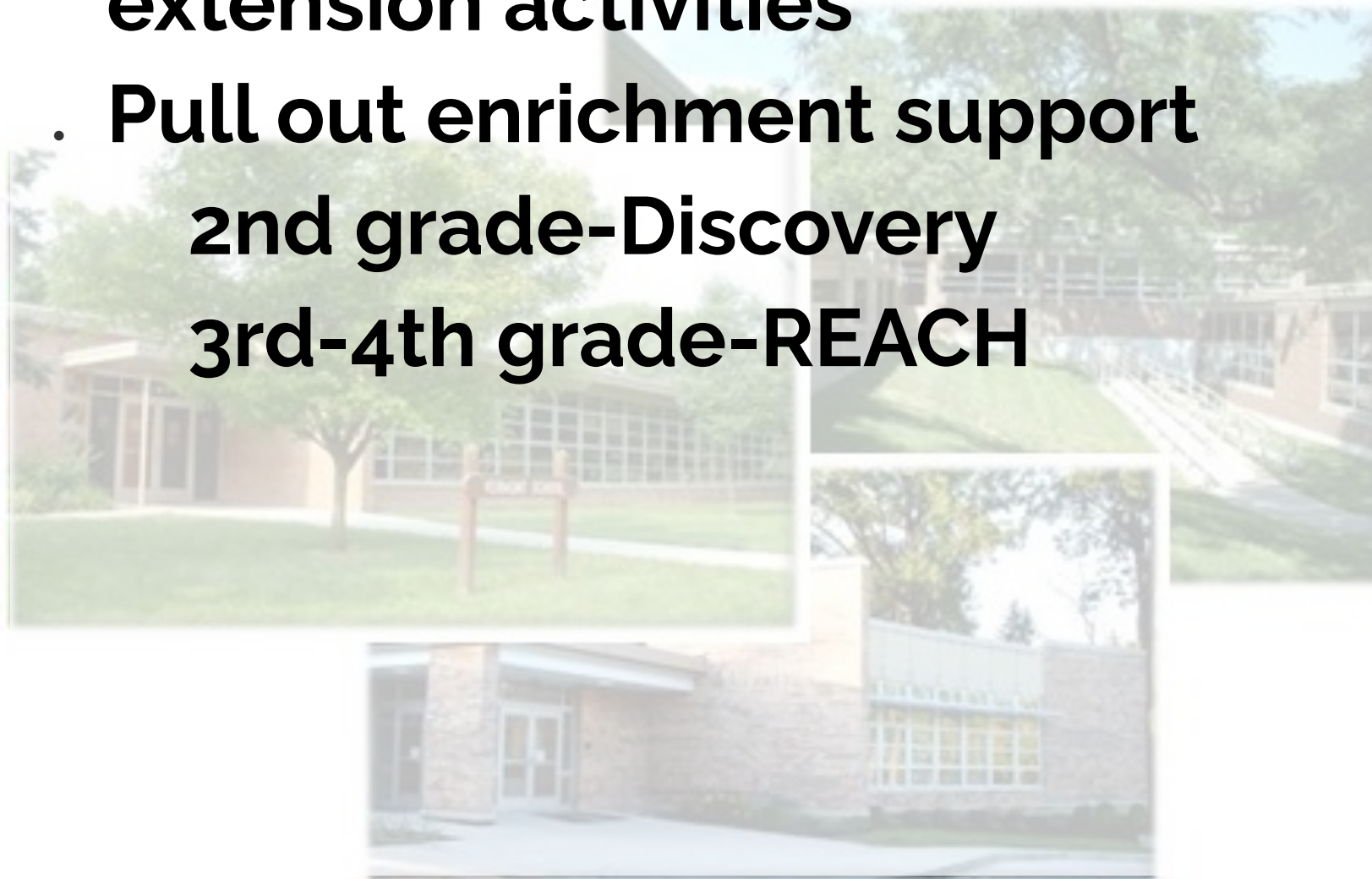


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# Wyoming Continuum of Support

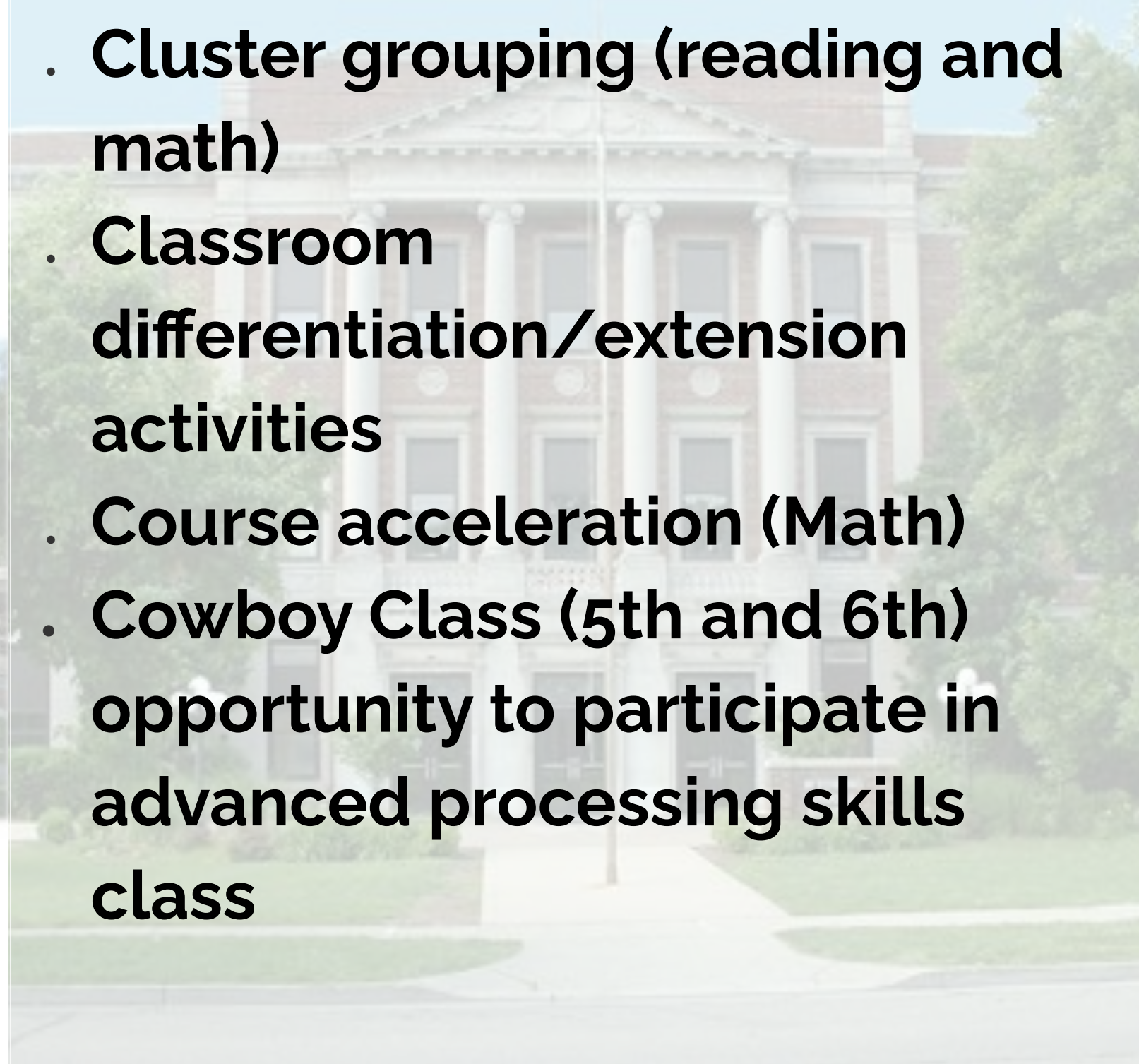
## Primary (Grades 1-4)

- Cluster grouping (reading and math)
- Classroom differentiation/extension activities
- Pull out enrichment support
  - 2nd grade-Discovery
  - 3rd-4th grade-REACH



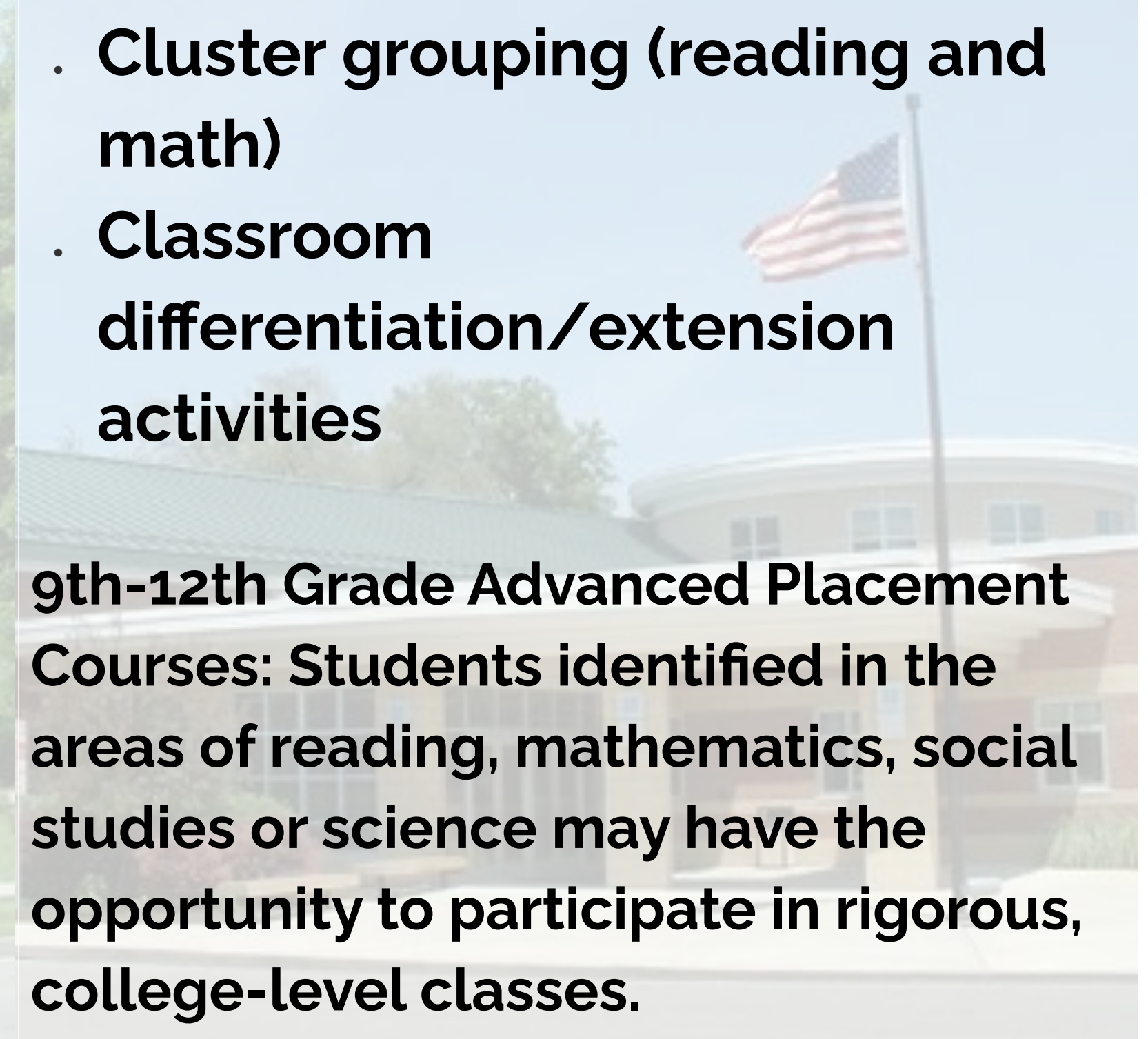
## Middle (Grades 5-8)

- Cluster grouping (reading and math)
- Classroom differentiation/extension activities
- Course acceleration (Math)
- Cowboy Class (5th and 6th) opportunity to participate in advanced processing skills class





## High Grades (9-12)

- Cluster grouping (reading and math)
  - Classroom differentiation/extension activities
- 9th-12th Grade Advanced Placement Courses: Students identified in the areas of reading, mathematics, social studies or science may have the opportunity to participate in rigorous, college-level classes.



[Click here](#) to hear Nathan explain the next two slides.

# Comparison: Wyoming Services to Smart Practice

Smart Practices	 Wyoming	 Peer Schools
"Workshop" model (differentiation in place of pull-out)	X <b>AND</b>	some
"Individual" model (pull-out)	X	some
Gifted Intervention Specialist	X	some
Gifted Professional Development for General Education Teachers	X	
Anti-Racist Advocacy	beginning	?
Culturally Sensitive Identification Protocols		
Early and Continuous Access to Advanced Curriculum	X	X
•For Culturally and Linguistically Diverse Students		
Support Programs for Culturally and Linguistically Diverse Gifted Students		
Effective Home, Community, and School Connection	X	?

# Additional Material in the Paper

## 1. Framework

Identification

Assessment

Service Offerings

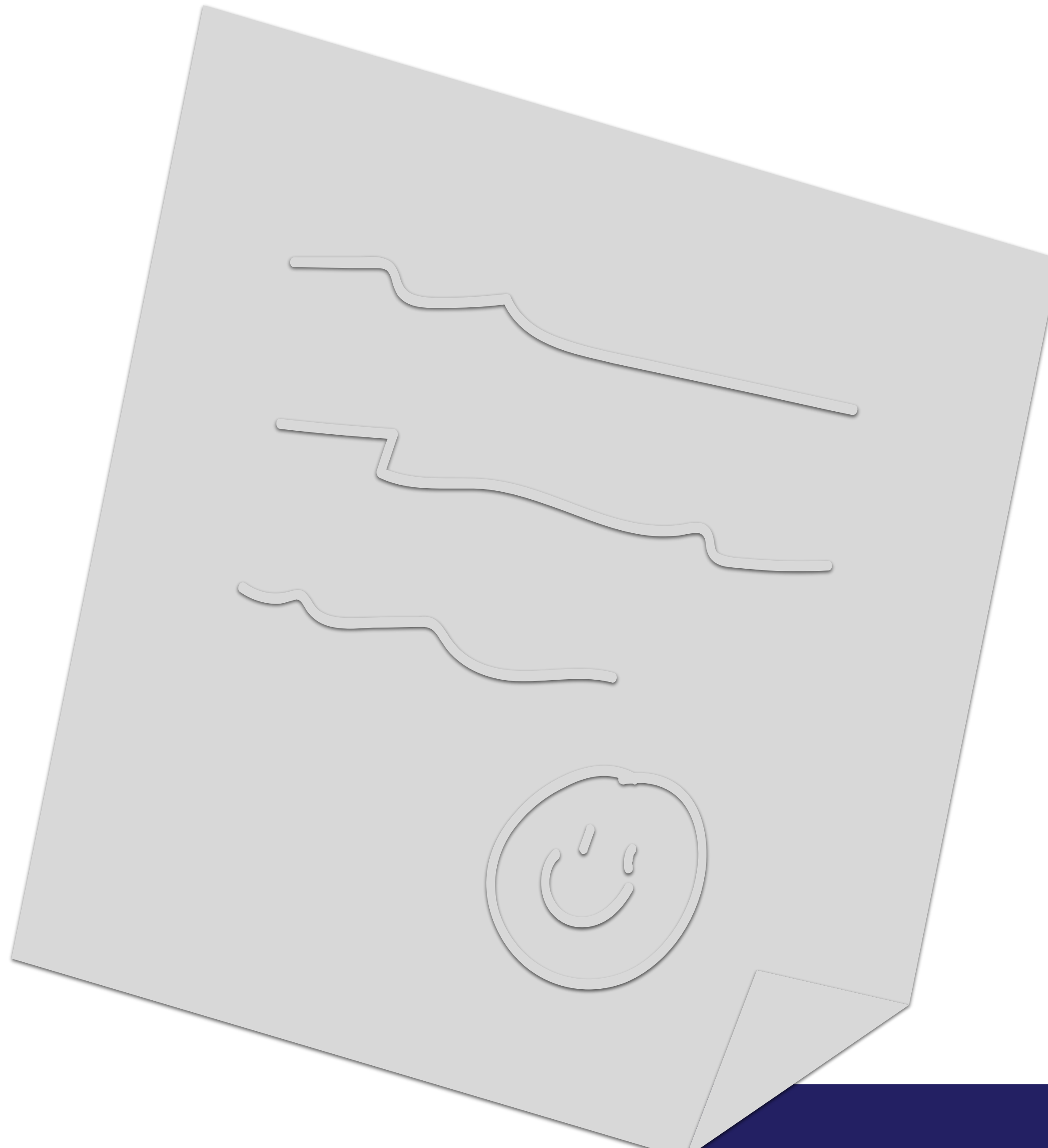
Evaluation

## 2. Current Practices in Wyoming (in depth)

Program Descriptions

## 3. Practices of Similar Districts (in depth)

## 4. More on Equity, Differentiation, Instructional design, Gifted in the Performing Arts, and Internships





# Recommendations



Assessment/Identification

Examine practices for including groups traditionally underrepresented in gifted programs

Consider stigma of being labeled (or not labeled) as gifted in how programs are communicated



Service Offerings

Consider:  
opportunities for creative giftedness / performance arts

partnerships/internships

professional learning opportunities for educators in general classrooms

continuing pull-out programming



Evaluation

Gather feedback from students, families, and community (especially pertaining to communication, identification, and services)

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