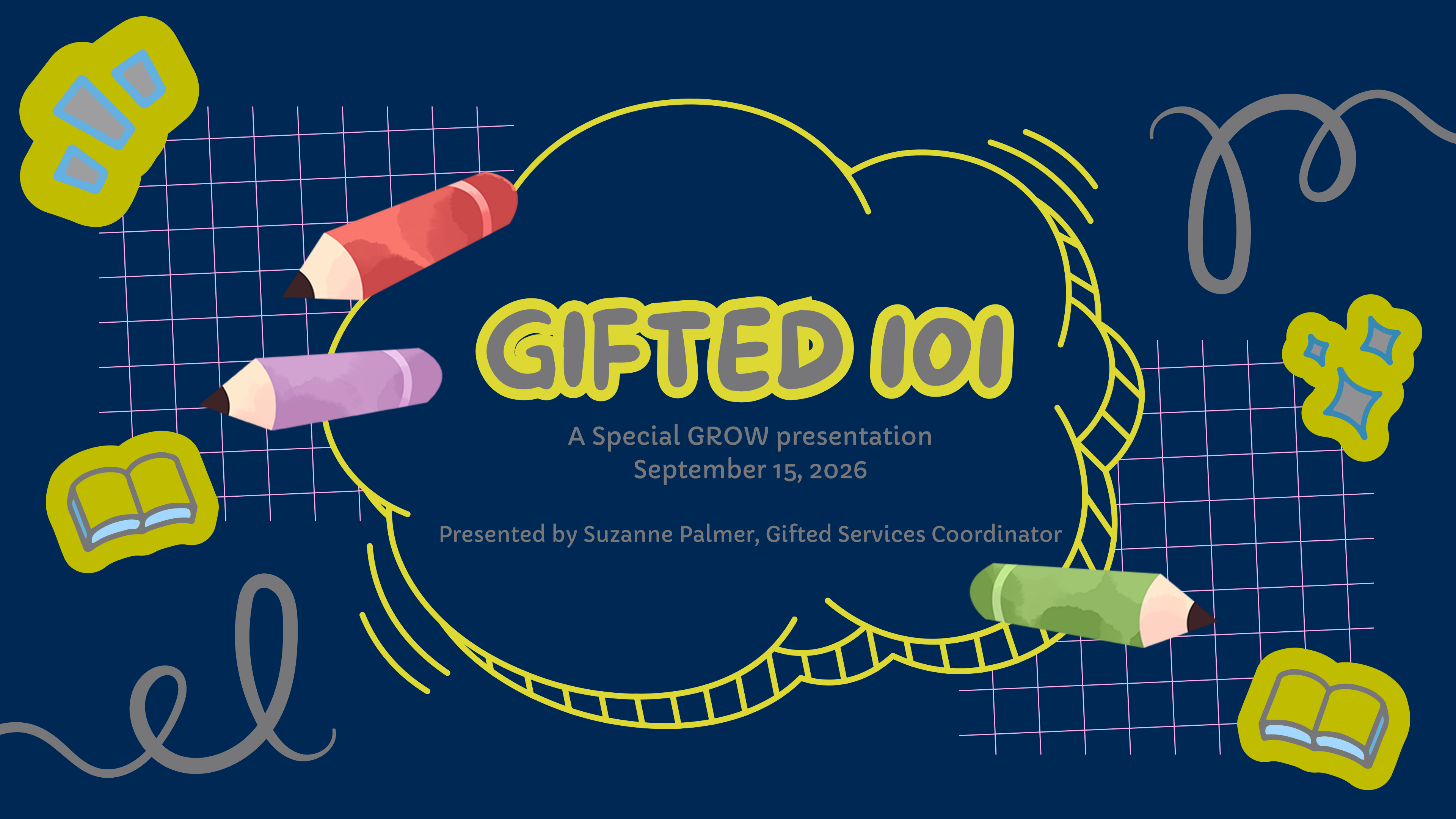




GIFTED 101

A Special GROW presentation
September 15, 2026

Presented by Suzanne Palmer, Gifted Services Coordinator



GOALS FOR TONIGHT'S AGENDA



Gifted: Myth vs Reality

Who are the
Gifted?

Gifted Services

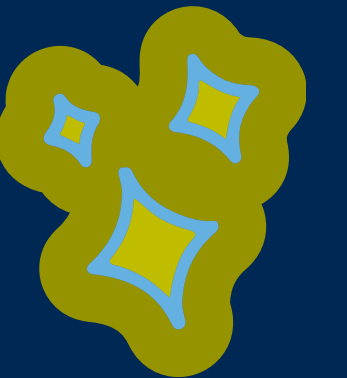
Bright vs Gifted

Gifted
Identification

Acceleration

Enrichment

The Parent: A Child's
First Advocate





GIFTED: MYTH VS REALITY



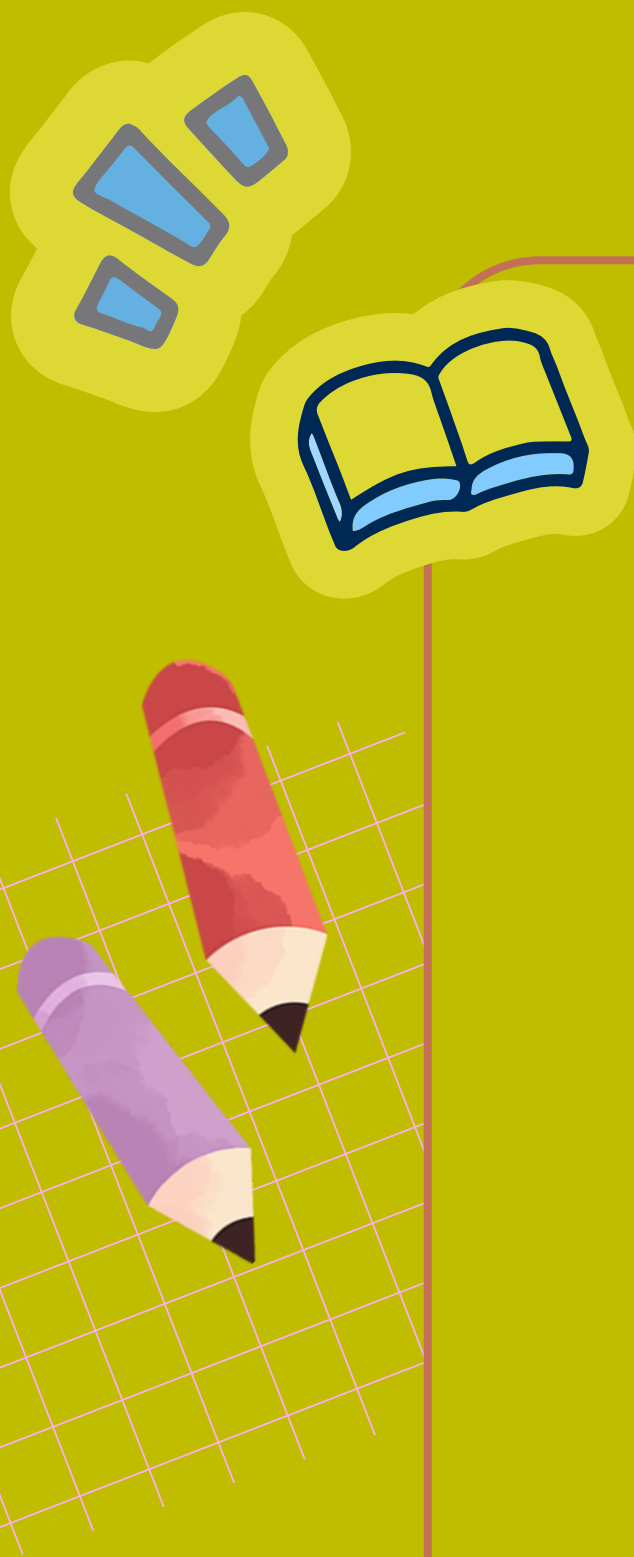
Gifted students don't need help; they'll do fine on their own.

Myth: Consider a star athlete – would they train for the Olympics without a coach? Many gifted students are so far ahead that they know more than half of grade-level curriculum before the year even begins. Without the guidance of a teacher understanding and nurturing these talents, boredom and frustration can lead to underachievement and unhealthy work habits.

Gifted students often experience Asynchronous Development.

Reality: It is not uncommon for gifted children to be advanced in some areas while other areas may be age-appropriate or even delayed.





GIFTED: MYTH VS REALITY

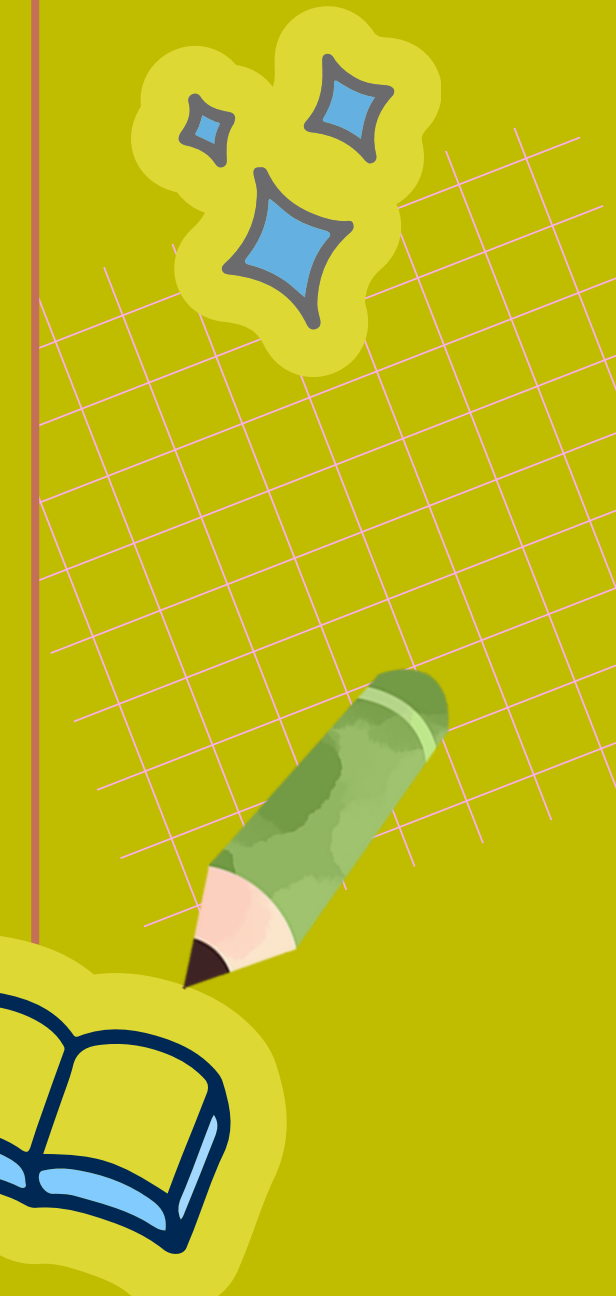


Gifted students can struggle with daily classroom assignments and not make straight As.

Reality: Gifted students can underachieve in the classroom. This can be the result of many different factors: boredom or frustration in an unchallenging setting, perfectionism, peer pressure, learning disability, lack of study skills, or distrust of school environment.

Gifted students are “teacher pleasers” and easy to teach.

Myth: Gifted students need curricular adjustments in order to ensure maximum growth and achievement. This can present a challenge for teachers who may not have received professional learning on supporting the needs of the gifted learner. Students not receiving appropriate levels of challenge often times develop behavior problems.



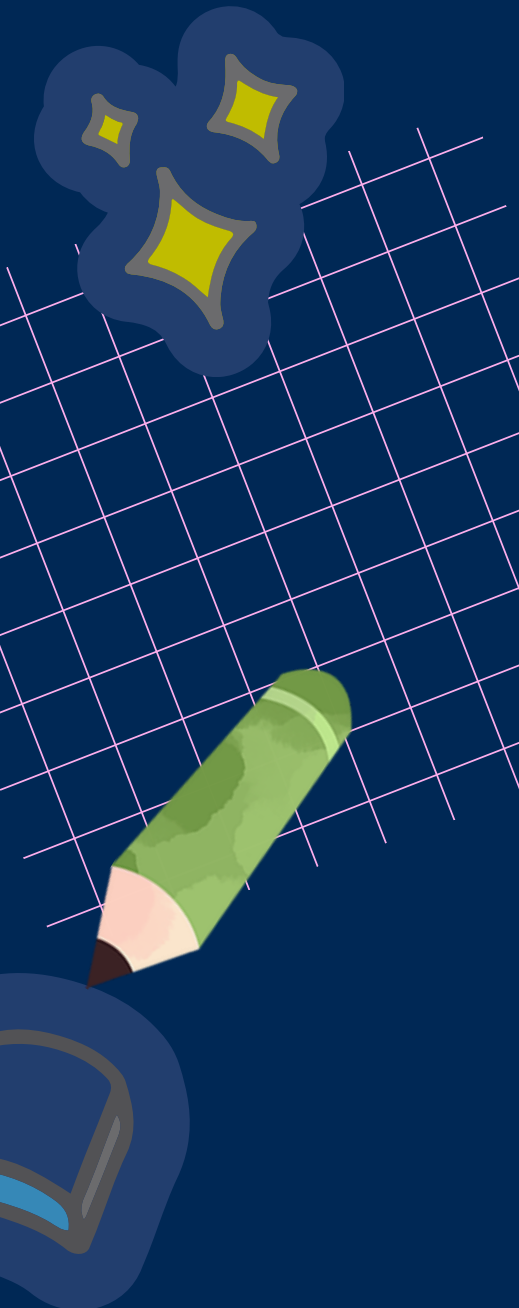


GIFTED: MYTH VS REALITY



This child can't be gifted, he has a disability.

Myth: *Some gifted students also have learning or other disabilities. These "twice-exceptional" students often go undetected in regular classrooms because their disability and gifts mask each other, making them appear "average." Other twice-exceptional students are identified as having a learning disability and, as a result, are not considered for gifted services. In both cases, it is important to focus on the students' strengths and allow them to have challenging curricula in addition to receiving help for their learning disability.*





GIFTED: MYTH VS REALITY

Gifted education programs are elitist.

Myth: *Gifted students have special needs and need instruction appropriate to their academic level. All students deserve an education that allows them to reach their potential. It is important to understand that students at both extremes of the ability spectrum need special education with an appropriately trained teacher.*



WORTHIN



BRIGHT VS GIFTED

Bright

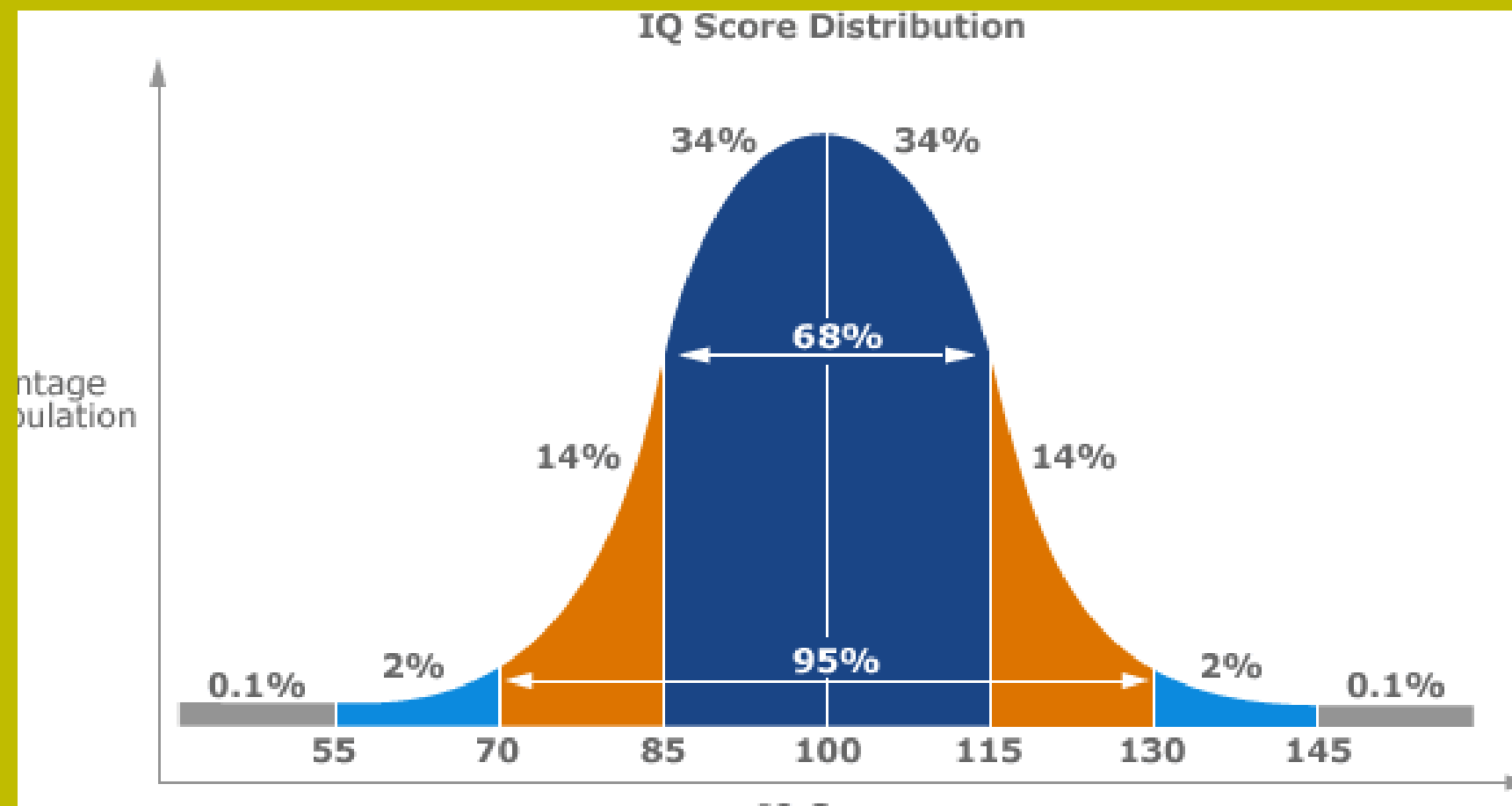
- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- Top group
- Listens with interest
- Learns with ease
- 6-8 repetitions for mastery
- Understands ideas
- Enjoys peers
- Grasps the meanings
- Completes assignments
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs

Gifted

- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail, elaborates
- Beyond the group
- Shows strong feelings and opinions
- Already knows
- 1-2 repetitions for mastery
- Constructs abstracts
- Prefers adults
- Draws inferences
- Initiates projects
- Is intense
- Creates a new design
- Enjoys learning
- Manipulates

by Janice Szabos

WHO ARE THE GIFTED



OAC 3301-51-15

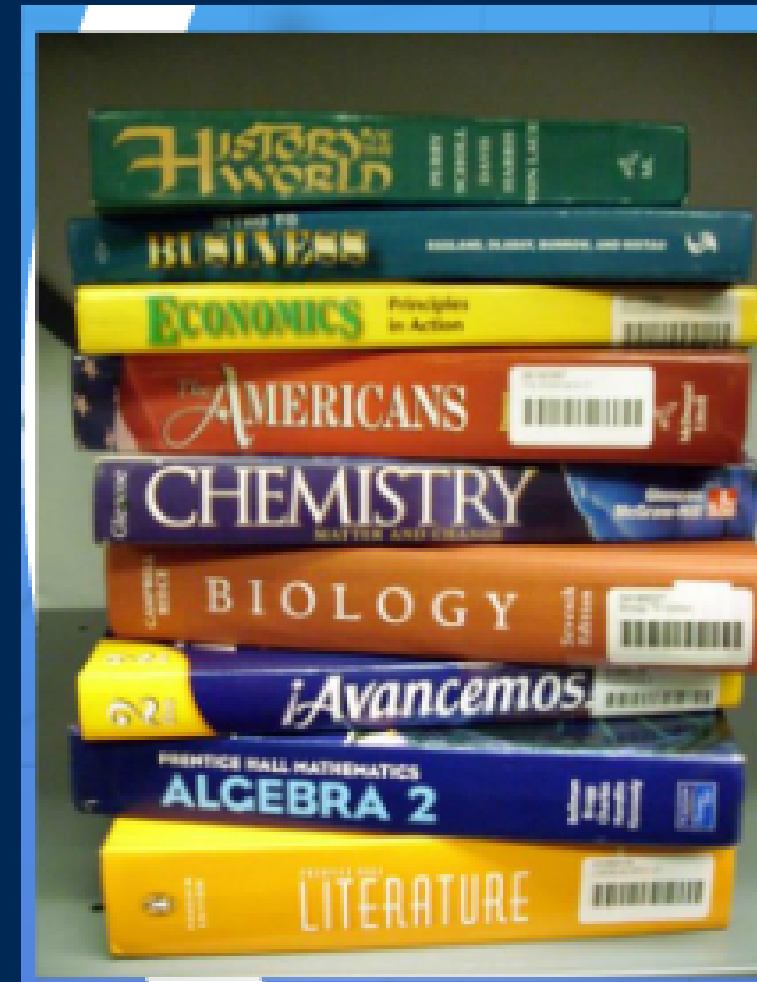
Superior Cognitive Ability:
Scoring two standard deviations above the mean, $\pm$ standard error of measure on a state-approved, nationally-normed test (ie. Cog AT, Inview, NNAT, WISC-IV)

WHO ARE GIFTED?

OAC 3301-51-15

Specific Academic Achievement

- Scoring at the 95th percentile or above on state-approved, nationally-normed achievement test (ie. MAP, Iowa Test of Basic Skills, Stanford, Terra Nova)
- Math, Reading/Writing, Social Studies, Science



WHO ARE GIFTED?

OAC 3301-51-15

Creative Thinking Ability:

- Cognitive score of one standard deviation or above on a state-approved, nationally-normed abilities test AND
- Sufficient performance on a state-approved checklist by a trained individual of creative behaviors

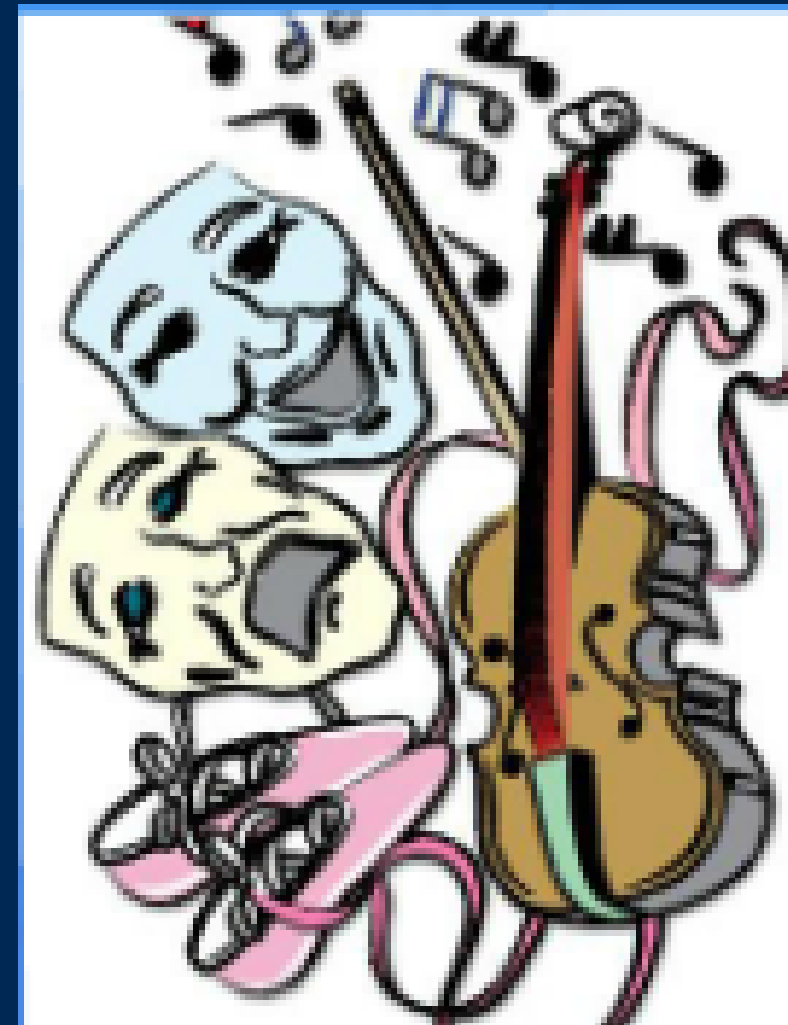


WHO ARE GIFTED?

OAC 3301-51-15

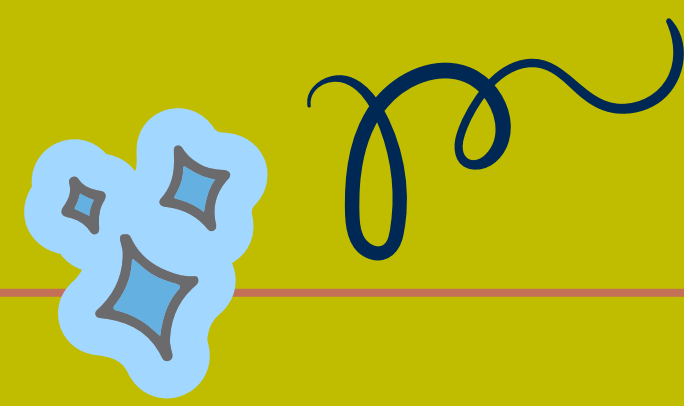
Visual & Performing Arts:

- Sufficient performance on a state-approved checklist by a trained individual of creative behaviors AND
- Demonstration to trained individual through a display of work, an audition, or other performance superior ability in a visual or performing arts area



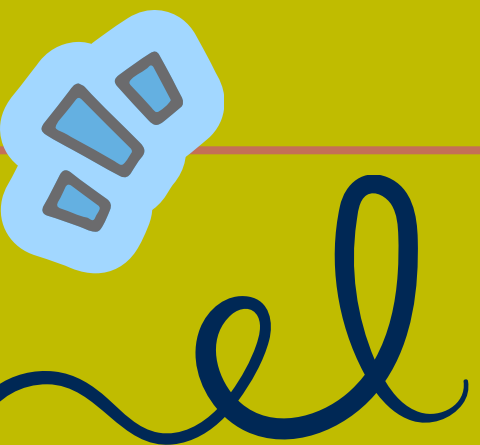


JUST THE FACTS...



In Ohio....

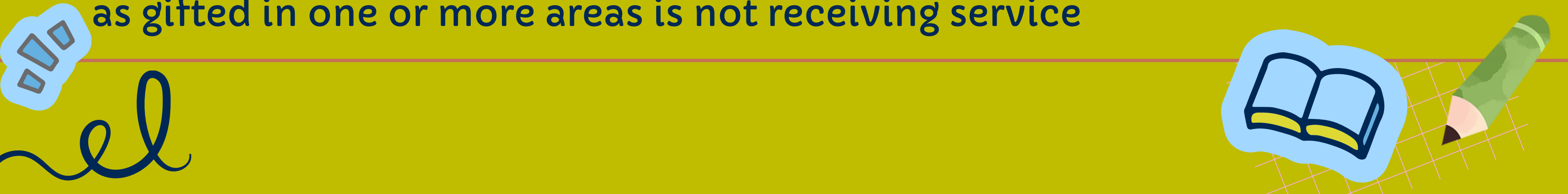
- Once identified, always identified
- Mandate to identify students as gifted, no mandate for gifted services
- Minimal state funding is provided for gifted identification and service
- Required whole group screenings in areas of superior cognitive ability, math, reading at least once in each the K-2 and 3-6 band
- Students are permitted TWO testing opportunities per year (whole group screenings - 2nd & 4th grade CogAT and MAP count as one opportunity)





In Ohio....

JUST THE
FACTS... CONT.

- Students scoring in the screening range will automatically be given opportunity for retest (varies by assessment)
 - Referrals for gifted testing - parent, teacher, principal, gifted coordinator, student
 - No flexibility to place students who do not meet established criteria into service and only quantitative data can be used, no qualitative data can inform placement decisions
 - OAC 3301-51-15 Requires Annual No Service Letter to any student identified as gifted in one or more areas is not receiving service
- 

GIFTED SERVICES

ELEMENTARY

Math EPP (Enriched Placement Program):

- Criteria for Service: Gifted identification in Superior Cognitive Ability AND Specific Academic Area of Math
- Grades 3 through 5
- Daily math instruction provided by licensed gifted intervention specialist (teacher of record)
- Program Description: math standards presented in more depth, breadth, complexity, and accelerated pace with integration of critical thinking tasks while addressing the affective needs of the gifted learner

Cluster Grouping

- Criteria for Service: Gifted identification in Superior Cognitive Ability and Specific Academic Area of Reading
- Grades 3 through 5
- A group of 5-8 gifted identified students clustered into a mixed-ability classroom
- A teacher who has training in teaching and understanding gifted learners
- A focus on grade level standards with extension and enrichment for students demonstrating mastery of grade level standards
- An opportunity for gifted learners to learn together while avoiding permanent grouping arrangements for students other abilities

GIFTED SERVICES

MIDDLE SCHOOL

Enriched English Language Arts

- Criteria for Service: Gifted identification in Superior Cognitive Ability and Specific Academic Area of Reading
- Grades 6-8
- Daily language arts instruction provided by licensed gifted intervention specialist (teacher of record)
- Program Description: English language arts standards presented in more depth, breadth, complexity, and accelerated pace with integration of critical thinking tasks while addressing the affective needs of the gifted learner

ELA w/Cluster Grouping

- Criteria for Service: Gifted identification in Specific Academic Area of Reading
- Grades 6-8
- Daily language arts instruction provided by a teacher who has training in teaching and understanding gifted learners
- Program Description: Curriculum is differentiated in response to needs, strengths, learning styles, and interests of individual students to ensure all students have opportunity to learn at their full potential



GIFTED SERVICES

MIDDLE SCHOOL

Accelerated Math 6/7 & 7/8

- Criteria for Service: Gifted identification in math and/or superior cognitive ability
 - Grades 6 & 7
 - Daily math instruction provided by a math certified teacher receiving ongoing professional development on understanding and meeting the unique needs of the gifted learner
 - Description: Accelerated Math 6 is the first course in the Accelerated Math 6/Math 7 sequence. It differs from the non-accelerated Math 6 course in that it compacts both Math 6 and Math 7 content. While coherence is retained in that it logically builds from 5th grade math, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning.
 - Students will go into Algebra 1 and earn first HS math credit in Grade 8
- 
- 



GIFTED SERVICES



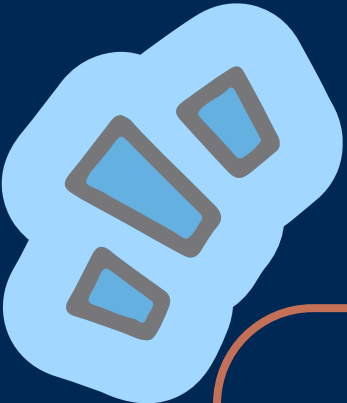
HIGH SCHOOL

Advanced Placement (AP) & International Baccalaureate (IB)

- Criteria for Placement: self-selection, only students reported to state as served in courses correlated to area(s) of gifted identification (ie. Math ID'd – AP Calculus, SCA and/or Reading ID'd – AP English Lit)
- Grades 9-12
- Daily curriculum instruction provided by general classroom teacher trained by the College Board or IB on rigorous instructional practices and course content
- Program Description: course curriculum presented in more depth, breadth, complexity, and accelerated pace with integration of critical thinking tasks

College Credit Plus

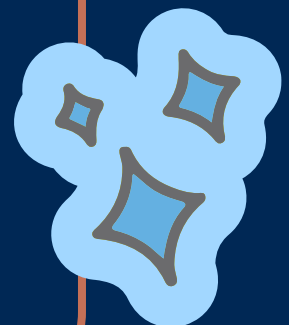
- Earn college & HS credits at same time by taking college courses
 - Promotes rigorous academic pursuits and variety of options to college ready students.
- 
- 



GIFTED SERVICES



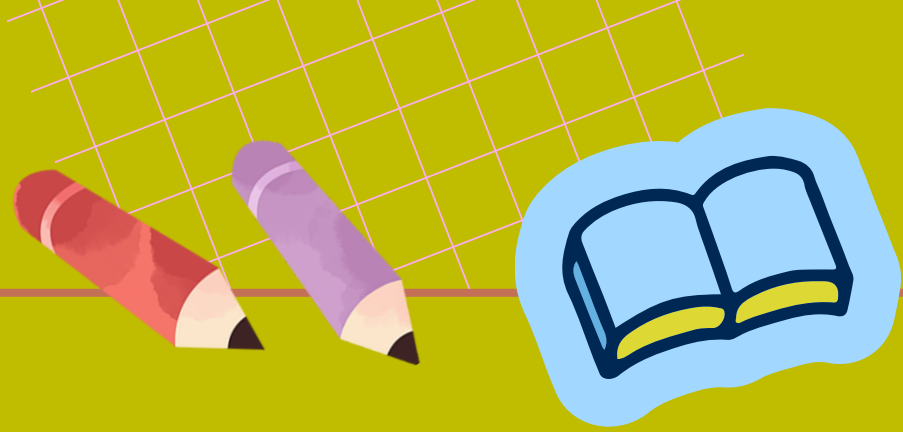
How do I know if my child is receiving a gifted service?



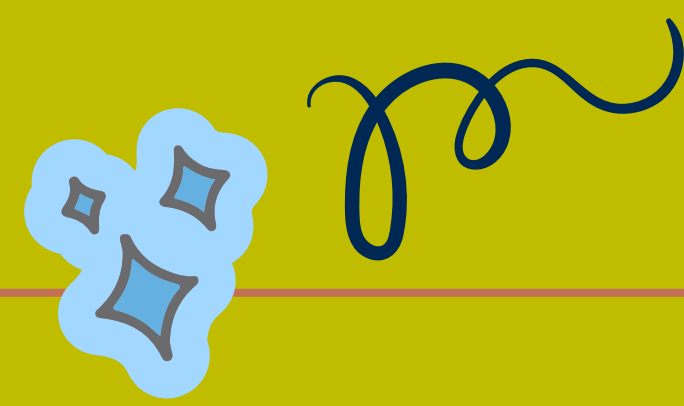
Per OAC 3301-51-15, any student receiving gifted services (EPP, Enriched ELA, AP, CC+) are to receive a Written Education Plan (WEP)

WEP includes:

- Description of services provided
 - Goals
 - Methods for evaluating progress
 - methods and schedule for delivery of service
 - Staff member responsible for delivery of service
 - Policies regarding waiver of assignments and scheduling of tests while participating in any gifted services outside the general education classroom
 - Date of next review of WEP
- 
- 

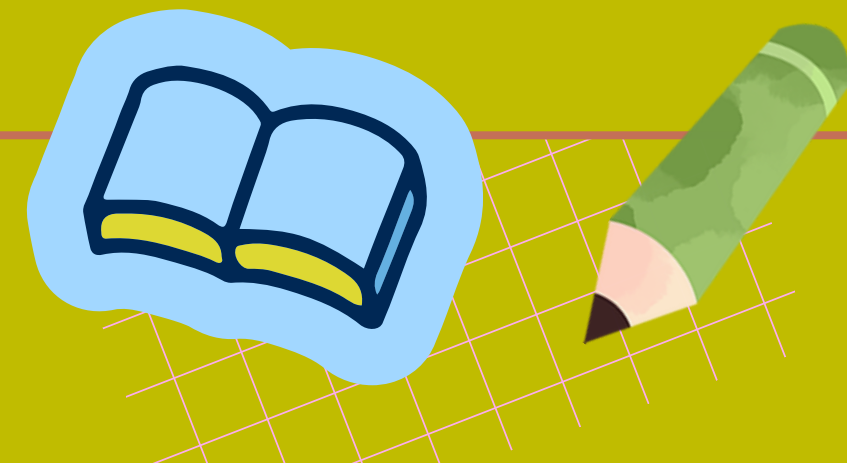


THE PARENT: A CHILD'S FIRST ADVOCATE



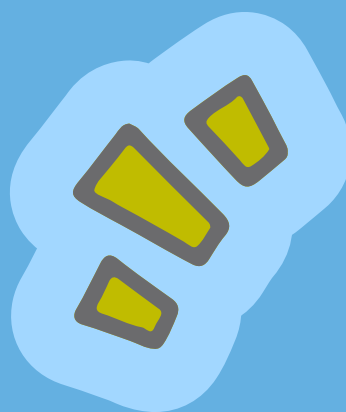
My child tells me they are bored. What do I do?

- Ask more questions....bored can mean a lot of things - work is too hard, instruction is not meeting preferred learning style, too many repetitions, subject or unit of study is not to their interest
- Keep an open line of communication with teacher.
- Work with teacher to understand your child's needs, who your child is and how they operate
- Work as a team with teacher and school to ensure a successful learning experience for your child
- Keep a portfolio of your child's work to provide evidence of ability level and capabilities of a student





ACCELERATION



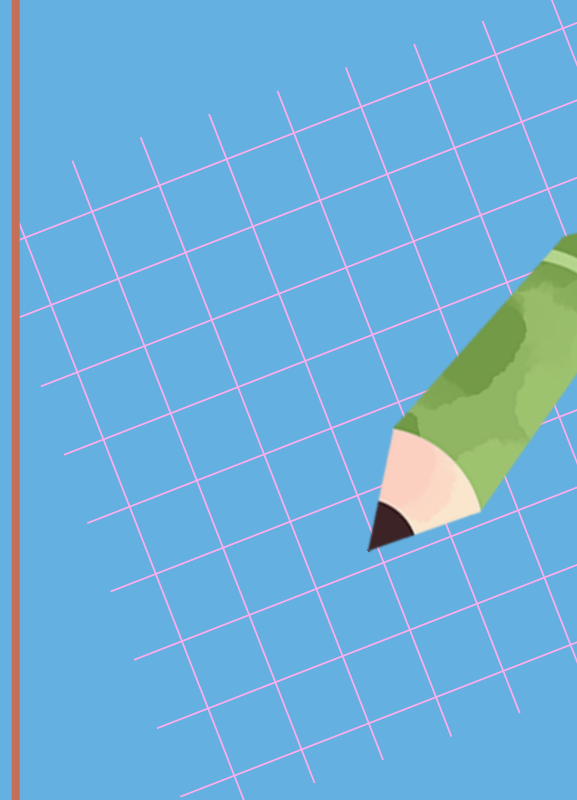
Who - students who are academically, socially, and emotionally ready for the next level of instruction and all other forms of differentiation have proven not to be enough

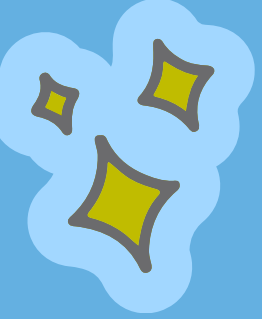
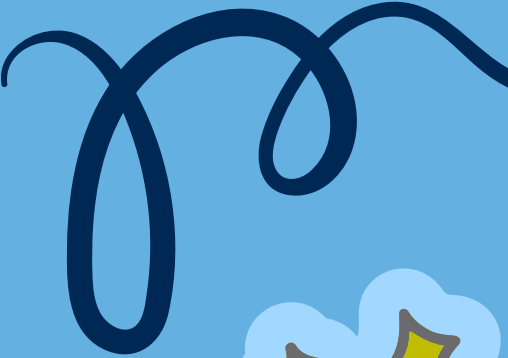
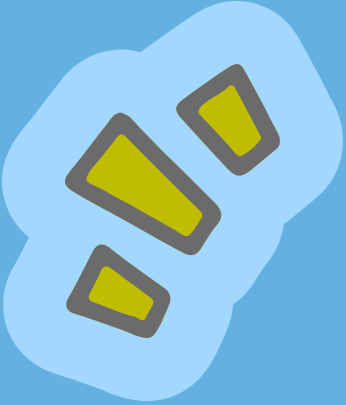
What (forms of acceleration) - early entrance, whole grade, subject, early graduation

When - once all forms of differentiation initiated have proven that child is ready academically, socially, and emotionally for advanced curriculum

Why - to match the level and complexity of the curriculum with the readiness and motivation of the child

How - Worthington's Acceleration Policy. If a student is determined to be a good or excellent candidate for acceleration and acceleration team determines an accelerated placement is appropriate, a Written Acceleration Plan (WAP) will be put into place.





ACCELERATION

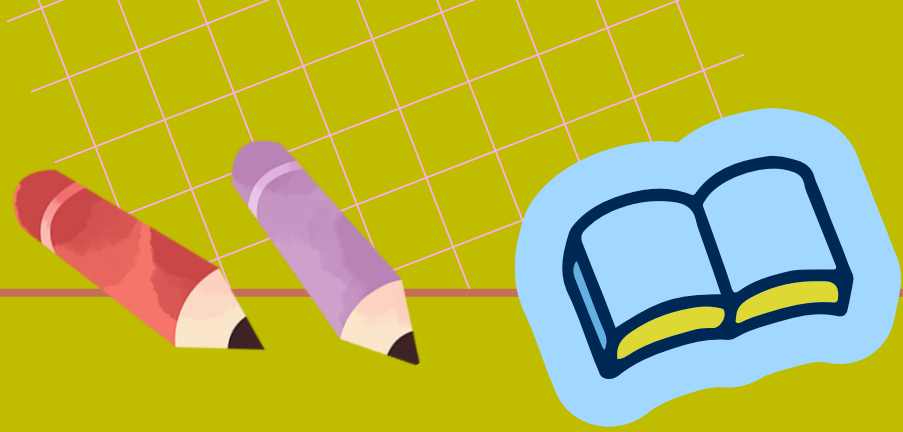


A Written Accelerated Plan (WAP) is the plan that is put into place for any accelerated student.

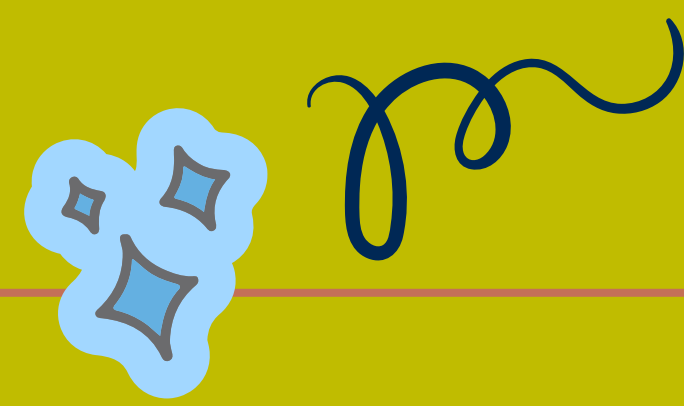


A WAP will include:

- Documented accelerated setting & transition period
 - Strategies to ensure a successful transition as well as strategies to ensure continuous progress after transition period
 - Requirements and procedures for earning high school credit prior to entering high school
- 
- 

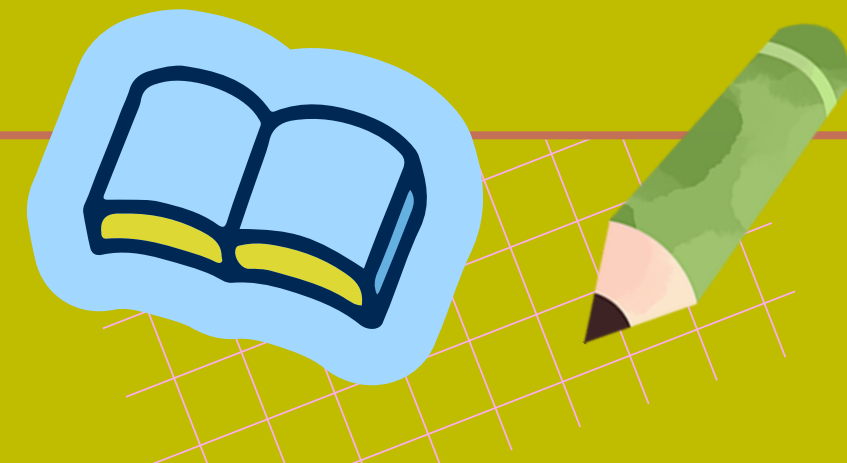
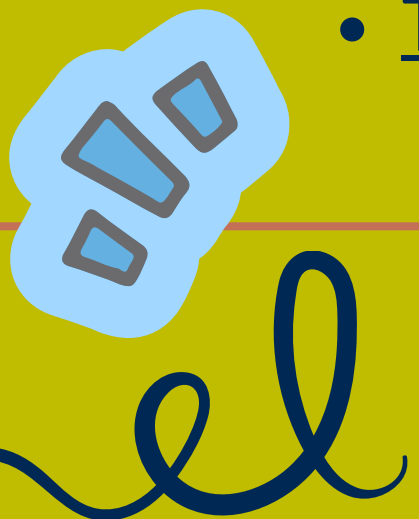


THE PARENT: A CHILD'S FIRST ADVOCATE



What can I do as a parent to support my gifted child:

- [Worthington Schools Gifted Services & Enrichment](#)
- Gifted Resources of Worthington ([GROW](#))
- [Ohio Department of Education & Workforce Gifted Education](#)
- Ohio Association of Gifted Children ([OAGC](#))
- National Association for Gifted Children ([NAGC](#))
- Supporting Emotional Needs of the Gifted ([SENG](#))
- [Hoagies Gifted](#) - Child & parent resources
- [A Nation Empowered](#) - Longitudinal study of acceleration
- [Growth mindset](#)
- [The Neurodiversity Podcast](#) with Emily Kircher-Morris



THANK
YOU

