


Ohio Association for Gifted Children  
Annual Conference  
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*Gifted Review:*  
**PROGRAM RE-DESIGN  
on a DIME**


**KENT City Schools**

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[WWW.KENTSCHOOLS.NET/GIFTED](http://WWW.KENTSCHOOLS.NET/GIFTED)

**WHY and HOW?**



**The Initial Concerns**

**OVERALL:**

1. Limited and Isolated service options; no continuum
2. Services disconnected from and disruptive to other learning experiences
3. Decentralized organization with little or inconsistent oversight
4. Inconsistent Communication
5. Questions about Identification process

Gr.	Sup. Cog.	R	M	Science	SS	VPA	CT
K-2							
3		Enrichment	Enrichment				
4	Service In Pullout 1 x / wk	Enrichment	Enrichment	Enrichment			
5	Service In Pullout 1 x / wk	Enrichment	Enrichment	Enrichment			
6							
7							
8							
9-12							

**KCSD Mission Statement:**

The mission of the Kent City Schools is to provide an *appropriate educational program and learning environment* which will effectively meet the *educational needs of [all of]* its students and citizens and help its students *accomplish educational goals* which are transferable.

## Summary of Tasks

- Gifted Advisory Committee
  - Administrators
  - Teachers, Psychologists, Counselors, Gifted Specialists
  - Many of whom are parents of gifted children
- Kent City SD Administrative Team

- **OCTOBER/ NOVEMBER**
  - Initial Planning with Superintendent and Kent City Schools Administrative Team
  - Focus Group Sessions with building administrators, students, and current and previous Gifted Intervention Specialists
- **DECEMBER**
  - Convened Gifted Advisory Committee Meetings
  - Surveyed Students, Staff, and Families
  - Focus Group Session with District Administrative Team
- **JANUARY/ FEBRUARY**
  - Focus Group Session with Families/ Community Members
  - Ongoing conversations with district and building administrators, students, and current and previous Gifted Intervention Specialists
- **MARCH**
  - Ongoing conversations with district and building administrators, students, parents, and current and previous Gifted Intervention Specialists
  - Recommendations Presented to District Administrative Team
  - Recommendations Presented to Board of Education

## Students, Staff, and Parents would like us to consider:

**The Biggest Areas for Adjustment/ Improvement:**

**OVERALL:**

1. Expand and strengthen Services and other opportunities for gifted students
2. Utilize staff and schedules more efficiently and effectively for students
3. Improve Communication
4. Provide for ongoing review

- Lack of consensus about clear goals of Gifted Programming in KCSD
- Programming continuum of service and opportunities
- Variance in understanding of nature and needs of gifted students and comfort with appropriately differentiating for needs of Gifted and High-Ability Students
- Communication with/ education of parents
- Ensuring Compliance with ODE Rules
- Ensuring Ongoing Evaluation

## WHAT WE DID:

### PROGRAMMING RECOMMENDATIONS

“Service” v “Enrichment”



## Lack of consensus about clear goals of Gifted Programming in KCSD

**BEST ADDRESSED by**

- **Creating a clear companion Mission Statement to the District’s (in process)**
- **Convening a Gifted Advisory Committee to meet periodically to review program goals and make recommendations**

Grade	Superior Cognitive	R	M	Science	SS	VPA	CT
K-2							
3							
4	Service (in ELA block) Enrichment TE, “Stretch” 1-2 x / wk	Service (in ELA block)					
5	Service (in ELA block) Enrichment TE, “Stretch” 1-2 x / wk	Service (in ELA block)					
6	Service (in ELA block*) Enrichment TIE daily	Service (in ELA block)	Advanced Pathway				
7	Service (in ELA block*) Enrichment TIE daily	Service (in ELA block)	Advanced Pathway				
8	Service (in ELA block*) Enrichment TIE daily	Service (in ELA block)	Advanced Pathway				
9-12							

**Adjustments to Service/ Enrichment Model**

## ELEMENTARY SCHOOLS

Current practice	FUTURE PRACTICE
<b>Davey, Holden, Longcoy, and Walls Elementary Schools</b>	
<ul style="list-style-type: none"> <li>▪ <b>Pull-out service for students in grades 4 and 5 with Gifted ID in Superior Cognitive ability (1 day per week at Holden ES with GIS D. Young or C. Hawks)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ (Cluster group) SC students and R students in ELA sections co-taught by GIS and HQ* teachers [206060]/ 206045                             <ul style="list-style-type: none"> <li>▪ All R students will have WEP showing R service provided by GIS/ HQ within the ELA class</li> <li>▪ All SC students will have WEP showing SC service provided by GIS/ HQ within the ELA class</li> </ul> </li> <li>▪ Create documented differentiated curriculum/ resources for these sections</li> <li>▪ Provide HQPD &amp; ongoing support for non-GIS service teachers</li> <li>▪ Assign SC students section of IE (“stretch time”) with GIS                             <ul style="list-style-type: none"> <li>▪ Create documented curriculum/ resources for these sections</li> </ul> </li> </ul>

STANTON MIDDLE SCHOOL	
Current practice	FUTURE PRACTICE
<b>Stanton Middle School</b>	
<ul style="list-style-type: none"> <li>No formal services</li> </ul>	<ul style="list-style-type: none"> <li>Serve SC students and R students in ELA classes taught by HQ* teachers [205047]                             <ul style="list-style-type: none"> <li>All R students will have WEP showing R service provided by GIS/ HQ within ELA class</li> <li>All SC students will have WEP showing SC service provided by GIS/ HQ within ELA class</li> <li>SC students who are not R and are not well placed in this section may still receive service through TIE and/or Math</li> </ul> </li> <li>Create documented differentiated curriculum/ resources for these sections</li> <li>Provide HQPD and ongoing support for non-GIS service teachers</li> <li>Assign SC student to same section of TIE with GIS                             <ul style="list-style-type: none"> <li>Create documented curriculum/ resources for these sections</li> </ul> </li> </ul>

STANTON MIDDLE SCHOOL	
Current practice	FUTURE PRACTICE
<b>Stanton Middle School</b>	
<ul style="list-style-type: none"> <li>Advanced math opportunities for grades 7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Advanced criteria-based math options reinstated for 6<sup>th</sup> grade</li> <li>Explore means of utilizing advanced math options as services</li> </ul>

THEODORE ROOSEVELT HIGH SCHOOL	
Current practice	FUTURE PRACTICE
<b>Theodore Roosevelt High School</b>	
<ul style="list-style-type: none"> <li>Provides a multitude of curricular opportunities that meets the needs of unique learners' abilities and interests</li> <li>No services for students with superior cognitive ability</li> <li>Test students based on individual referrals</li> </ul>	<ul style="list-style-type: none"> <li>No curricular changes, at this time, but explore how to utilize existing advanced coursework (like AP) for academic and/ or SC services</li> <li>Individually test students based on referrals</li> <li>Plan PD for all staff; target potential service teachers</li> <li>Explore possibility of duty time for a GIS/ HQ to monitor student WEPs and to create other opportunities</li> <li>Enhance counseling services aimed at addressing the unique needs of students identified as having superior cognitive ability (SY 14-15)</li> </ul>

What is going well...
Integration of Services into academic schedule
Dedicated Intervention time
Increase in Services
Enrichment and understanding of gifted in wider population

What we are working on...
Developing true co-teaching environments
Increasing understanding of nature and needs of gifted students –beyond academics
Scheduling meaningful time for collaboration and with students
Making time for HQPD and ongoing support
Following through on plans with part-time coordination

Additional Resources
<ul style="list-style-type: none"> <li>Key Published Resources:</li> <li>Brulles, D. and Winebrenner, S. (2012). <i>Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use</i>. Free Spirit: Minneapolis.</li> <li>Callahan, C. (2010). Lessons learned from evaluating programs for the gifted [PowerPoint Slides]. Retrieved from <a href="https://www.k12.wa.us/HighlyCapable/Workgroup/pubdocs/PresentationbyCallahan9-16-10.pdf">https://www.k12.wa.us/HighlyCapable/Workgroup/pubdocs/PresentationbyCallahan9-16-10.pdf</a>.</li> <li>Delisle, J. and Lewis, B. (2009). <i>The Survival Guide for Teachers of Gifted Kids</i>. Free Spirit: Minneapolis.</li> <li>Gallagher, J. (March, 2006). According to Jim Gallagher: how to shoot oneself in the foot with program evaluation. <i>Roeper Review</i>, 28 (3), 122-3.</li> <li>NAGC. (2010). 2010 Pre-K-Grade 12 Gifted Programming Standards. <a href="http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K-12%20programming%20standards.pdf">http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K-12%20programming%20standards.pdf</a></li> <li>Legal/ Compliance information from Ohio Department of Education and Ohio Association for Gifted Children.</li> </ul>

■ More information at  
[www.kentschools.net/gifted](http://www.kentschools.net/gifted)

■ Questions?

**THANK YOU!**

**Gifted Advisory Committee Participants:**

Devon Anzenc	Mitch Lambert
Mary Lynn Bush	Tom Larkin
Chris Carman	Susan Louis
Amanda Gilmore	Sheri Mandalari
Julie Gray	Lyndsey Potok
Chip Hawks	Kathy Scott
Peggy Henry	Jim Soyars
Aaron Hido	Janice Swan
Anthony Horton	Jennifer Weitzel
Randy Kline	Dan Young

