



KENT City Schools

GIFTED PROGRAM

Creative Thinking Gifted Identification

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KCSD Mission Statement:

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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.

GIFTED IDENTIFICATION -101

- Once Identified – Always identified
- Identification mandated, Service is not (so far)
- ▶ IDENTIFICATION and SERVICE defined by
- ▶ ORC 3324.01-.07 and OAC 3301-51-15
- **SUPERIOR COGNITIVE Ability**
- **SPECIFIC ACADEMIC Ability**
 - > Reading
 - > Math
 - > Science
 - > Social Studies
- **VISUAL & PERFORMING ARTS Ability**
- **CREATIVE THINKING Ability**

Why CREATIVE THINKING?

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- ... **Different** from **cognitive ability**
- ...**divergent thinking** weighs more heavily **academic** or **skill-specific** achievement
- ...may **identify** students with **unusual thinking traits** who do not identify as having superior cognitive ability
- ...accountability measures and new **rules**...

What will this mean



for identified students?

- Provide useful information for you and other teachers in working with them.
- Guide future conversations about directions in meeting the needs of our gifted students.

The Process

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TWO COMPONENTS

**1. Cognitive Ability score
(one SD above mean) = 112**

**2. Score on Creative
Thinking checklist**

**(Both instruments must be on
ODE approved list)**

- Order not prescribed
- We HAVE the CogAT scores for all 2nd and 4th graders
- Students who score 110+ will be assessed with SRBCSS III (“Scales”)
- Further assessment if needed based on results

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (Renzulli Scales)

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman / Karen L. Westberg
M. Katherine Gavin / Sally M. Reis / Del Siegle / Rachel E. Sytsma

Student Information

Student's Name (or Assigned Code No.): _____

Date of Rating _____ / _____ / _____
YEAR MONTH DAY

Date of Birth _____ / _____ / _____
YEAR MONTH DAY

Age in Years _____

Grade K 1 2 3 4 5 6
 7 8 9 10 11 12

Rater's Name: _____

Relationship to Student: _____

Examiner's Name: _____

School Name: _____

Summary of Scores

- I Learning Characteristics
- II Creativity Characteristics**
- III Motivation Characteristics
- IV Leadership Characteristics
- V Artistic Characteristics
- VI Musical Characteristics
- VII Dramatics Characteristics
- VIII Communication Characteristics (Precision)
- IX Communication Characteristics (Expressiveness)
- X Planning Characteristics
- XI Mathematics Characteristics
- XII Reading Characteristics
- XIII Technology Characteristics
- XIV Science Characteristics

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TRAINING
PURPOSES**

“SCALES”:

Scales for Rating the Behavior Characteristics of Superior Students

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Training Tasks

- **TASK 1: Consult worksheet...**
 - INDIVIDUALLY: Follow directions for TASK No. 1
 - Make notes about questions you have

DEBRIEF TASK 1

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□ Questions?

Key Concepts		
A. Flexible Thinker	D. Astute	G. Original Thinker
B. Imaginative	E. Non-Conformist	H. Fluent Thinker
C. Risk Taker	F. Mentally Mischievous	I. Witty

The student demonstrates . . .	
1. imaginative thinking ability.	
2. a sense of humor.	
3. the ability to come up with unusual, unique, or clever responses.	
4. an adventurous spirit or a willingness to take risks.	
5. the ability to generate a large number of ideas or solutions to problems or questions.	
6. a tendency to see humor in situations that may not appear to be humorous to others.	
7. the ability to adapt, improve, or modify objects or ideas.	
8. intellectual playfulness, willingness to fantasize, and manipulate ideas.	
9. a nonconforming attitude, does not fear being different.	

Answers:

1. **B: Imaginative**
2. **I: Witty**
3. **G: Original Thinker**
4. **C: Risk Taker**
5. **H: Fluent Thinker**
6. **D: Astute**
7. **A: Flexible Thinker**
8. **F: Mentally Mischievous**
9. **E: Non-Conformist**

DEBRIEF

TASK 1

Questions?

“SCALES”:

Scales for Rating the Behavior Characteristics of Superior Students

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Training Tasks

- **TASK 2: Consult worksheet...**
 - IN SMALL GROUPS: Follow directions for TASK No. 2
 - Make notes about questions you have

DEBRIEF TASK 2

12

- Questions?

- *Note – it is understood that there will be variations in opinion – the discussion gets us thinking more about what the terms and characteristics mean*

CREATIVITY CHARACTERISTICS

The student demonstrates . . . Never Very Rarely Rarely Occasionally Frequently Always

1. imaginative thinking ability.
2. a sense of humor.
3. the ability to come up with unusual, unique, or clever responses.
4. an adventurous spirit or a willingness to take risks.
5. the ability to generate a large number of ideas or solutions to problems or questions.
6. a tendency to see humor in situations that may not appear to be humorous to others.
7. the ability to adapt, improve, or modify objects or ideas.
8. intellectual playfulness, a willingness to fantasize and manipulate ideas.
9. a nonconforming attitude, does not fear being different.

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Add Column Total:

Multiply by Weight: 1 2 3 4 5 6

Add Weighted Column Totals: + + + + +

Scale Total:

THANK YOU!

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NEXT STEPS:



**Complete ONE “Creativity Characteristics”
Scale (only) for EACH of the students on
your list***

**Return completed booklet to Karen Rumley by
January 31.**

Questions?