



# GIFTED ADVOCATE

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Dear Worthington Families and Staff,

It has been a great start to the 2019-20 school year. I am especially excited for this year as we have made some changes to Gifted Services portion of the Worthington Schools Website! Our goal was to make our page more user friendly and fill it with useful information that is easily accessible. We have included more detailed information about the referral process, the AP Exam process, the Middle School SAT test and much more. Please check it out and let us know what you think:

[Worthington Schools Gifted Services](#)

In addition to the newly re-designed Gifted Services website, we have worked with Technology Services to send more electronic communications to you. Beginning with this Fall's MAP and 4<sup>th</sup> Grade CogAT administrations, letters of gifted identification will be sent electronically. In addition, written education plans for those students receiving gifted services will also be all sent electronically.

Every year after the distribution of the first newsletter, I will often get questions from parents, such as "Why are you sending this to me?" Or "My child is not in EPP Math." This publication is distributed to families of ALL students identified as gifted in one or more areas, whether served or not in a formal gifted service, like EPP Math, MS Enriched Language Arts, or AP courses. You and your child are a part of the gifted community here in Worthington and there are many topics that may be of interest to your child or to you as the parent of a gifted learner. Please review the information of this publication as it is designed to be a valuable resource for parents and students of all grade levels. With that in mind, in an effort to make this publication easier to navigate, we have identified the targeted populations to make it easier for you as a parent to determine what is applicable to you and your child. The Gifted Advocate is published a few times throughout the year, so please let me know if there are topics of interest you would like to see included in this publication.

Have a wonderful school year,  
Suzanne Palmer  
Coordinator, Gifted Services & Enrichment



GIFTED SERVICES IS NOW ON TWITTER – FOLLOW US AT  
@WCSGIFTED

***For Elementary, Middle School, High School***

## **Gifted Frequently Asked Questions**

### ***What areas are students identified as gifted?***

Students can be identified as gifted in the area(s) of:

- **Superior Cognitive Ability** (Scoring at least two standard deviations above the mean (mean = 100) +/- the standard error of measure on a state-approved, nationally-normed abilities test - i.e. CogAT, Inview, OLSAT, NNAT, etc)
- **Specific Academic Achievement** - Math, Reading, Science, Social Studies (Scoring at or above the 95<sup>th</sup> percentile on a state-approved, nationally-normed achievement test – i.e. MAP, Iowa, Stanford)
- **Visual and Performing Arts** – Visual Arts, Music, Drama, Theatre, Dance Demonstrated superior ability through a display of work, an audition, or other performance or exhibition, in a visual or performing arts area and exhibited sufficient performance on a state-approved checklist of behaviors related to a specific arts area
- **Creative Thinking Ability** Scoring at least one standard deviation above the mean on a state-approved test of creative ability – i.e. CogAT, OLSAT, NNAT and exhibited sufficient performance on a state- approved checklist by a trained individual of creative behaviors



### ***When will students be tested for Gifted Identification?***

Worthington offers whole group screenings for superior cognitive ability in 2<sup>nd</sup> and 4<sup>th</sup> grade. MAP testing, which is administered on an on-going basis in grades K-8, is used for gifted identification in the achievement areas of math and reading. A referral for testing can be made no more than two times per year (whole group screenings count as one of those referrals each year).

### ***How will I know my child has been identified as gifted?***

Once a student has met the criteria established by the state for gifted identification in any area, you will be notified with a Letter of Gifted Identification. This letter will notify you of the area(s) of gifted identification and the qualifying score and test. Letters should be kept for your records.

### ***I have received a Letter of Gifted Identification for my child(ren). What does that mean?***

While there is a state mandate for gifted identification, there is no mandate for gifted services. Districts receive a limited amount of funding for services, and therefore, districts determine services that are in compliance with Ohio Gifted Operating Standards (OAC 3301-51-15) to best meet the needs of its population. See Worthington's Gifted Services Plan below which was effective August 2018.

At the elementary level, students in grades 3-6 who are identified as gifted in the areas of superior cognitive ability AND math qualify for placement into a self-contained, single-subject course (most commonly known as EPP Math). This service is provided by a licensed gifted intervention specialist who serves as the math teacher of record for students in the program. The EPP Math program is designed to take the math content standards into more depth, breadth, complexity, and in some instances, at an accelerated pace. In addition, the program incorporates other enrichment and extension activities designed specifically to meet not only the academic needs, but the unique social and emotional needs of the gifted learner as well.

Students in grades 3-6 identified as gifted in the areas of superior cognitive ability AND reading are placed into a language arts cluster group with five to eight like ability peers. The teacher of a gifted language arts cluster is receiving on-going high quality professional development on meeting not only the academic needs of the gifted learner but also the social and emotional needs as well. Classroom teachers are required to participate in 60 hours of professional learning over a four year period specifically focused on the gifted learner. This service is also available at the middle school level for 7<sup>th</sup> and 8<sup>th</sup> graders who have been identified as gifted in the specific academic area of reading but do not have the gifted identification in the area of superior cognitive ability.

For 7<sup>th</sup> and 8<sup>th</sup> graders who have been identified as gifted in the areas of both superior cognitive ability AND reading, they are served in a self-contained, single-subject course (most commonly known as Enriched Language Arts). With this service, a licensed gifted intervention specialist with a language arts background, serves as the students teacher of record for English Language Arts. Very similarly to the elementary math program, the Enriched English Language Arts is designed to take the curriculum standards into much more depth, breadth, and complexity with opportunities for the gifted intervention specialist to address the social and emotional needs of the gifted learner.

At the high school, all academic opportunities are self-selected and do not require a gifted identification for the various programs and coursework. Advanced Placement (AP), International Baccalaureate (IB), and STEM are all good options for students to provide a rigorous and challenging education. Both AP and IB teachers are receiving on-going high quality professional development on meeting not only the academic needs of the gifted learner but also the social and emotional needs as well. Students enrolled in AP and/or IB courses and whom have been identified as gifted in the area of corresponding to the course will be considered as served in his/her area of gifted identification. For example, a student who is identified as gifted in reading and taking AP English Language & Composition is considered served as defined by Ohio's Gifted Operating Standards.

***My child has been identified as gifted but does not meet the criteria for placement into formal gifted services (i.e. EPP Math Program or Enriched ELA). How can I be sure my child is being challenged?***

Teachers throughout the district use formative assessments to guide instruction for all learners, including gifted identified students. Teachers are able to differentiate instruction as needed to make sure that students are receiving the most appropriate level of instruction and challenge. As a parent, you are encouraged to open that line of communication with your child's teacher to get a better understanding of how your child's needs are being met.

***How do I know if my child is being served in a gifted service?***

Any student who meets the criteria for placement into any of the services described above will receive a Written Education Plan (WEP). The WEP provides you as a parent with information such as a description of the service to be provided, goals for the student in the service setting, methods and schedule for reporting progress, staff members responsible for ensuring delivery of specified services, and date for which WEP will be reviewed for possible revision.

***My child consistently scores high on nationally-normed assessments (i.e. MAP, CogAT) and has a teacher who has provided extensive enrichment and extensions to the grade level curriculum, but my child still complains that she is bored.***

It is important to understand that being “bored” can have a number of meanings. It does not always have to mean that the curriculum is not challenging enough. In some instances, it can actually mean that something may be a little too challenging for the student, so the student is using avoidance to engage in the task. This can often be the case when a child is used to having things come easy to him/her and is faced with a challenge that requires effort and a healthy struggle. It can also mean that your child has no interest in the topic of study. We as adults can sometimes relate to this. These are the tasks that we tend to put off or avoid. Through dialogue with your child’s teacher, it is important to get some insight on what exactly being “bored” means. Is it too easy? Too hard? Not an area of interest? Something else?

Sometimes, however, despite numerous enrichment and extension opportunities provided, it is possible that your child needs the additional challenge of a subject or whole grade acceleration when grade level curriculum has been mastered. This intervention is for a very small percentage of the population, and a student need not be identified as gifted in order to be referred for acceleration.

A subject acceleration would require that a student go to the next grade level for instruction in one or more content areas. With a subject acceleration a student then is assessed at that grade level for any state testing. A whole grade acceleration will address the needs of a student who demonstrates readiness academically, socially, and emotionally in all areas to support a move to the next grade level.

A number of factors, including quantitative and qualitative, are used by an acceleration team to make an informed decision on best placement for a student. This becomes a permanent placement after the nine week transition period. A student who just qualifies is probably not the ideal candidate for acceleration. One must examine the potential for long-term achievement. Accelerated students should be expected to achieve, relative to their new grade peers, at a high level that is generally comparable to their performance in their previous grade. These students are typically in the top 10% in a class and one would expect them to remain in the top 10% throughout their academic career. Thus, test scores should be strong in order for acceleration to be successful.

For more information on acceleration, visit <http://www.accelerationinstitute.org/Resources/QA/>. For families considering whether or not acceleration is the right intervention for their child, contact the child’s teacher to get an idea of the student’s progress within the classroom and what extension and enrichment opportunities have been implemented in the classroom to stretch and engage the learner. You may also contact the gifted services department with any questions about acceleration.

***I have received a No Services Letter from the Gifted Services Department the last couple of years. Why are you sending this letter to me AGAIN?***

Under Ohio’s Gifted Operating Standards (OAC 3301-51-15), we are required to send an annual notification of no gifted services to the family of any student identified as gifted in any area who is **not** receiving formal service, such as elementary EPP Math, elementary language arts cluster grouping, or MS Enriched ELA. As mentioned above the state of Ohio mandates gifted identification but not gifted services. Districts receive a limited amount of funding for services, and therefore, districts determine services that are in compliance with Ohio Gifted Operating Standards (OAC 3301-51-15) to best meet the needs of its population. As also mentioned, even if a student identified as gifted but is not served in formal programming, the student is still having his/her needs met within the regular classroom setting.

## **Visual and Performing Arts Gifted Identification**



Under Ohio Revised Code 3324 we are mandated to identify students as gifted in the area of the visual and performing arts. We are currently accepting referrals for students in this area which includes the visual arts, music, dance, and theatre. While there is a mandate for gifted identification in the area of the arts, there is no mandate for gifted services in this area.

Students participating in this process will be evaluated through various assessment instruments. The first phase of the evaluation, which is the completion of a gifted trait checklist by an educator in the arts. A teacher familiar with your child and the area in which he/she is being assessed will complete the checklist based on observations from the beginning of the school year.

Students meeting the state screening score, but not the state qualifying score, will be assessed with a second checklist. All families will be notified of the outcome of this checklist assessment. Students who earn a qualifying score on the second checklist assessment will be invited to participate in the next phase of assessment. That is a display of talent using a portfolio of visual art or an original music, dance, or drama performance coupled with a display of requested technical skills as appropriate to the area being assessed. The full timeline for the assessment process and referral form can be found on the Gifted Services Website.



***For Elementary, Middle School, High School***

## **Invention Convention**

Worthington has been a long-time participant of Invention Convention and is looking forward to participating again this year. For more information, please visit the Invention Convention website at [www.inventionleague.org](http://www.inventionleague.org). This enrichment program is open to all students in grades K-12 and encourages students to use their creative thinking to invent new products or improve existing products to help simplify our daily lives. Invention Convention is available to **all students, grades K-12** and is a part of the 7<sup>th</sup> Annual Worthington Science Day on Saturday, February 15<sup>nd</sup>.

Winners of Invention Convention at the [Worthington Science Day](#) will go on to compete at the state competition where they will be competing for scholarships and other exciting prizes, and the chance to advance to the National Invention Convention & Entrepreneurship Expo. Your child could join past Worthington Invention Convention winners, Isabella Gonzalez, Claire Rhodes, and Grace Rhodes, all of whom have experienced great success the last couple of years with Invention Convention.



# 2019-2020 Destination Imagination Program

The Destination Imagination (DI) process is ready to begin! For those new to Destination Imagination (DI), this program encourages teams of learners to have fun, take risks, focus, and frame challenges while incorporating STEM (science, technology, engineering, and mathematics), the arts, and service learning. Participants learn patience, flexibility, persistence, ethics, respect for others and their ideas, and the collaborative problem solving process. Teams present their solutions at the Region 4 tournament in the spring. Teams have a chance to advance from the Region 4 tournament to the state tournament and then possibly to Globals to be held in Kansas City, Missouri this year. Worthington has been well represented at all levels of DI, including Globals for the past four years.

Please visit the Worthington Gifted Services [Destination Imagination](#) to learn more about Destination Imagination or contact, Suzanne Palmer, Gifted Services Coordinator.

We are currently looking to identify **team managers** and **team appraisers**. A **team manager** recruits students, supervises team meetings throughout the year and attends the regional tournament as well as state and global tournaments if their student team qualifies. A small stipend is provided to managers. New team managers must attend a mandatory training session

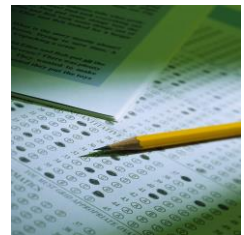
If you are not able to commit the time to be a team manager, we invite you to be a **team appraiser** for one of our DI teams, which only requires you to attend a training session and the tournament. It's a great way to become familiar with the program before possibly serving as a team manager in the future.



*For Middle School & High School*

## Mark Your Calendars: 2019-2020 Test Dates

Below are the test dates sponsored by our department. If for some reason our district SAT and ACT test dates conflict with your student's schedule, he/she is welcome to take these tests at any of our neighboring districts on alternate dates. For more information on how to register for either of these tests, visit [www.act.org](http://www.act.org) or [www.collegeboard.org](http://www.collegeboard.org).



- **ACT High School Test: October 26, 2019 at TWHS**
- **SAT Middle School Test: December 7, 2019 at Worthington Education Center**
- **ACT High School Test: February 8, 2020 at TWHS**
- **Advanced Placement ( AP) High School Testing:**
  - **May 4 – May 15, 2020 at TWHS and WKHS**
- **SAT High School Test – June 6, 2020 at WKHS**

# **Northwestern University Midwest Academic Talent Search (NUMATS)**

NUMATS, program offered through the Center for Talent Development, is an opportunity for gifted and high ability students, grades 3 to 9, to take above level tests such as the ACT, PSAT, and/or SAT. By participating in above grade level testing, educators and parents are able to get better insight on what students are ready to learn by removing the “ceiling effect” of grade level assessments. For more information about the above grade level testing and programs offered by the Center for Talent Development, visit: [www.ctd.northwestern.edu/numats](http://www.ctd.northwestern.edu/numats).



Center for Talent Development  
Northwestern University  
School of Education & Social Policy

## ***For Middle School ONLY***

All 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students who have demonstrated strong academic ability will have the opportunity to take the Scholastic Aptitude Test I (SAT) of the College Board Admissions Testing Program on **Saturday, December 7, 2019** at the **Worthington Education Center, 200 E. Wilson Bridge Road**. The packet with registration information can be picked up from any middle school main office beginning October 1, 2019. Registration will be first come first serve through College Board. Please see the letter sent to all MS parents regarding this test on our website: [MS SAT Parent Letter](#)

**Please note:** We do not have packets available at the Worthington Education Center. Registration must be completed via US mail through College Board **no later than November 8, 2019**.

**Benefits of Participation:** Ideal candidates for this above grade level test administration are those who consistently score above the 90<sup>th</sup> percentile in math and/or reading on nationally-normed tests such as MAP. For students who consistently perform high on grade-level achievement tests, an above grade-level test, such as the SAT, can provide a more accurate measure of their academic growth and potential. Parents are better able to assess their child’s knowledge and strengths in areas such as math and reading on a test that is designed for college-bound juniors and seniors. *Please note: This is not a practice test. It is an actual SAT national test administration.*

In addition to participating in the SAT, for an additional fee, students may participate in Northwestern University's Midwest Academic Talent Search (NUMATS) as part of the above grade level testing experience. See information above.

***For High School ONLY***

## **2020 Martin W. Essex School for the Gifted** **Registration Now Open**

The 2020 Martin W. Essex School for the Gifted and Talented™ at Otterbein University offers **current gifted sophomores and juniors** opportunities for enrichment and career exploration through a unique program comprised of classes, seminars and workshops in the arts, sciences and humanities. Taking place in multiple venues throughout Otterbein's campus, this week long residential program encourages social interaction and peer discussion so that students can be challenged intellectually and artistically while developing a better understanding of the role of their abilities and talents in their lives and in society. For more information visit [www.otterbein.edu/essex](http://www.otterbein.edu/essex) or [click here](#) to view video highlights from the 2018 camp.

**DATES for this summer opportunity:** June 14 – 20, 2020

**LOCATION:** Otterbein University Campus

**COST: \$650.00 -- Financial assistance may be available for those who qualify.** See application for more information or contact Suzanne Palmer, Gifted Services Coordinator, 614-450-6055 or [spalmer@wscloud.org](mailto:spalmer@wscloud.org).

**TO REQUEST AN APPLICATION,** contact Suzanne Palmer, Gifted Services Coordinator, 614-450-6055, [spalmer@wscloud.org](mailto:spalmer@wscloud.org) or visit: [2020Essex Flyer](#)



***For Parents***



## **You are invited to attend the** **2019 OAGC State Fall Conference October 20-22!**

The Ohio Association for Gifted Children will be sponsoring its annual Fall Conference on **October 20<sup>th</sup> through October 22<sup>nd</sup>, 2019**. The conference will be held at the Hilton Easton located at 3900 Chagrin Drive, Columbus, Ohio 43219. Parents, general classroom teachers K-12, building administrators, curriculum specialists, gifted intervention specialists and gifted coordinators are encouraged to attend this three day event.

**OAGC Parent Day** is scheduled for **Sunday, October 20<sup>th</sup>, at 2:30 p.m.** The admission charge for parents to attend this special event is \$5.00. Registration opens at 2:00 PM with the opening session beginning at 2:30 p.m. The keynote speaker, Dr. Del Siegle, will address "Parenting for Student Academic Success."

Dr. Siegle is the director of the National Center for Research on Gifted Education (NCRGE) and associate dean for research and faculty affairs in the Neag School of Education at the University of Connecticut. Siegle is past president of the NAGC (National Association for Gifted Children). He coauthored the 6<sup>th</sup> and 7<sup>th</sup> editions of *Education of the Gifted and Talented* and authored the book, *The Underachieving Gifted Child: Recognizing, Understanding, & Reversing Underachievement*.

Additional break-out sessions for parents will follow Dr. Siegle's keynote. [Click here](#) for more information on the special event.





## **SWEPP - Supporting Worthington's Enrichment Programs and Parents**

SWEPP is a parent/community organization that supporting academically talented students, exceptional learners, and quality enrichment education in the Worthington School District. Activities include ongoing support of: the Worthington EPP program, enrichment programming within the district, and Honors, Advanced Placement, and International Baccalaureate courses. We also advocate for gifted students at the state and local level and provide a network of support and education for parents. SWEPP strives to provide enrichment activities for all students who would benefit, and we encourage parent participation from anyone who wants to support enrichment for their high achieving student. It is not necessary to have a child identified as gifted and/or placed in EPP in order to join - membership is open to any parent in the Worthington School District who wishes to support exceptional learners. For more information about SWEPP, please visit [www.swepp.org](http://www.swepp.org) or [www.facebook.com/swepp.org](https://www.facebook.com/swepp.org).

### **Resources for Parents**

Worthington Gifted Services Department: <http://www.worthington.k12.oh.us/domain/63>

Ohio Association for Gifted Children: [www.oagc.com](http://www.oagc.com)

National Association for Gifted Children: [www.nagc.org](http://www.nagc.org)

Hoagies Gifted: [www.hoagiesgifted.org](http://www.hoagiesgifted.org)

Acceleration Institute: [www.accelerationinstitute.org](http://www.accelerationinstitute.org)

