

14) GIFTED AND TALENTED / HIGH ABILITY

Mission Statement

Invent Learning Hub is committed to meeting the needs of all of its students. Through our **school program and curriculum**, we strive to identify and serve students who fit Indiana's definition of high ability - students who demonstrate advanced achievement and/or who possess advanced potential. Our school program and curriculum is reviewed annually to ensure it is in continual development, ever improving its identification and its service of those promising students. One 2019-2020 goal is to ensure identification to include students who more fully match the Indiana definition of high ability. We will do this by using school benchmark achievement data alongside other measures of potential.

ILH High Ability Program Goals

Provide a variety of appropriate support services for K-8 students identified as high ability, including but not limited to cluster grouping within grade levels, differentiated curriculum based on students' learning needs, and social/emotional supports for the unique needs of high ability students.

High Ability Definition

The Indiana Code defines a student with high abilities as one who:

- Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and:
- Is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3).

Forms

High Ability Language Arts or High Ability Mathematics

A student should have the high ability designation if he/she performs at, or shows the potential for performing at an outstanding level of accomplishment in language arts when compared to other students of the same age, experience, or environment and has educational needs that cannot be met through grade-level curriculum in language arts or mathematics.

High Ability General Intellectual

A student should have the High Ability-General Intellectual designation if he/she performs at/or shows the potential for performing at an outstanding level of accomplishment in both language arts and mathematics when compared to other

students of the same age, experience, or environmental and has educational needs that cannot be met through grade level curriculum in language arts and mathematics.

Introduction

Effective July 1, 2007, Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC-20-36-2-2). Specific identification processes remain a local decision and will vary according to district size, building configurations, demographics, etc. There are, however, best practices for identification, this document upon Indiana requirements and those best practices and is meant to be a guide in identifying high ability students for services in the general intellectual and specific academic domains.

2nd-5th Grade High Ability Screening

All elementary students at Invent Learning Hub will be administered the ClearSight Assessment in reading and math in the fall, winter, and spring of each academic year to determine students scoring highly proficient in any subject areas. All second graders, new elementary students to Invent Learning Hub and any students meeting the screener criteria will be administered the CogAT Form 7 Battery Test, at the beginning of the second semester.

2nd-5th Grade High Ability Identification

There are three pathways in which students may qualify for the high ability program: aptitude, achievement, and qualitative.

Aptitude Pathway

Second graders and new elementary Invent Learning Hub students that were eligible for the CogAT Form 7 Battery Test and scored at or above the 95th percentile for the quantitative reasoning portion will be eligible for high ability placement in math. Students that were eligible for the CogAT Form 7 Battery Test and scored at or above the 95th percentile for both the verbal and nonverbal portions will be eligible for high ability placement in language arts.

Achievement Pathway

Second graders and new elementary Invent Learning Hub students that scored above the 79th percentile on the CogAT verbal portion and scored Highly Proficient on the ClearSight Assessment in both reading and language usage will be eligible for high ability placement in language arts. Students that scored above the 79th percentile on the CogAT quantitative portion and scored Highly Proficient on the ClearSight Assessment

in math will be eligible for high ability placement in math.

Qualitative Pathway

If a student receives a score in the 90th-94th percentile on a norm-referenced measure of aptitude/cognitive ability or a nationally norm-referenced measure of achievement, the student will be considered for high ability based on the qualitative (descriptive) indicators in the domain being considered.

1. Portfolios, work samples, projects
2. Problem-solving activities that show superior reasoning ability
3. Recommendations from teachers and parents
4. Rating scale or checklist that rates learning characteristics and motivation of nominated students.

Parent/Teacher Nomination

A parent and/or teacher with knowledge of a student's ability and aptitude is able to nominate that student for consideration into the Invent Learning Hub High Ability Program. The nomination must include current quantitative data from the student, including statewide standardized test scores (ex: ILEARN) and normative test scores (ex: Airways, NWEA). Qualitative evidence will also be required. (At least three reasons a student should be considered based on performance or aptitude.) Parents, teachers, or other adult who has considerable interaction with the student may fill out the "High Ability Nomination Form." All nominations must be completed prior to the end of 1st semester. Due to this form being built around observation, it is important the form is filled out by someone extensively familiar with the student's behaviors and learning characteristics.

Second-5th High Ability

Second through fifth grade students that have been identified as high ability will be placed in the same class. If there are not enough students for a full class then students will be placed in a high ability cluster group in the same class. Teachers of high ability classes cluster groups will receive specialized training in meeting the unique needs of students under this category.

Appeals Procedures

Invent Learning Hub utilizes an identification process consistent with Indiana Code and Rules; it is based upon sound measures designed for use with high ability learners in order to find those students whose academic needs are far beyond those of typical students of the same age in our school.

An appeal process is in place in the event that Invent Learning Hub does not place a

child in services and a teacher, parent, or other person close to the child challenges this decision. An official written appeal using the “ILH appeals process and procedures form” must be filed within two weeks of the high ability parent notification date. An appeals process allows the ILH High Ability team to review further information that shows good cause to reconsider the selection criteria or, if deemed appropriate, evaluate additional support documentation to consider high ability identification.

Exiting Procedures

If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, exit procedures will be as follows:

- Arrange a conference with the parties involved, including the student, parent, administrator and the teacher(s) providing services.
- Parent, student, and teacher examine issues of concern, discuss interventions that may be implemented, and agree on a probationary period to implement interventions. This period is to be no shorter than one grading period.
- At the end of the probationary period, the Director of Special Programs who serves as the high ability coordinator, parent, student, and teacher meet to review progress and to determine whether the student’s instructional placement needs to be changed. If an exit is deemed appropriate, the parent is notified at this time.
- Parent notification for exit and documentation of meetings/interventions are both kept by the Director of Special Programs who serves as the high ability coordinator.
- The Director of Special Programs who serves as the high ability coordinator removes the High Ability designation on Student Test Number in information database.

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Resources for Parents

Northwestern University Center for Talent Development offers high school credit courses online for grades 6-12. More information can be found on their website:

<http://www.ctd.northwestern.edu/gll/>.

National Organization for the Gifted: This site offers information on national and local conventions, updates on legislation, resources for school and community groups, as well as curriculum standards for school districts: <http://www.nagc.org/>

The National Research Center on Gifted/Talented: This site details findings from an ongoing longitudinal study of giftedness in children. Parent, school district, and research resources available. www.gifted.uconn.edu/NRCGT

GT World: Authored by parents, this site offers numerous text resources, web links, and curricular ideas gathered by parents of GT students all over the world.
<http://gtworld.org/>

Supporting Emotional Needs of the Gifted: Links to conferences, parent groups, text resources, and more regarding the emotional needs of gifted students. National Association for Gifted Children - Homeschooling article High Anxiety article.
<http://www.sengifted.org/>

Purdue University Gifted Education Resource Institute-Enrichment Programs
http://geri.education.purdue.edu/youth_programs/SSAT/index.html

Characters of High Ability (Gifted) Students

<u>Gifted Child</u>	<u>Bright Child</u>
Curious to know things	Just interested to know about things
Asks a lot of intellectual questions	Good in answering questions
Tend to be very methodic in questioning	Good in asking straight questions
Mentally very alert	Mentally very attentive
Physically very fickle and unstable	Very stable in actions
Always interested in playing	Always alert in a classroom

Full of wild and silly ideas	Very firm in ideas and expressions
Can participate in discussions	Needs encouragement from others
Enjoys learning new things	Contented with learning classroom lessons
Can easily initiate interesting discussions	Needs support from teachers and parent
Enjoys learning but may not like schools	Enjoys school very much
Can draw from a pool of vast knowledge	Very good memory
Can manipulate information	Can easily absorb information
Beyond the group but does well in tests	Tops the group and test
Can easily initiate new projects	Needs support from teachers and parents