

Introduction

On June 30, 1999, the Ohio Legislature approved House Bill 282 which required all school districts to develop a plan for identifying students who meet the state eligibility for gifted in grades kindergarten through twelve. Loveland City School District developed and submitted a plan to the Ohio Department of Education (ODE) which was subsequently approved. The *Model Policies and Plan for the Identification of Children Who are Gifted* went into effect during the 2000-01 school year.

Although the *Model Policies and Plan* addresses all aspects of gifted identification, it does not contain specific information about the programs and services for gifted students in Loveland City Schools. This handbook, *Gifted Education in Loveland City Schools*, has been developed to provide this information including a description of our programs and services, program goals, program procedures, and resources for parents, students, and teachers.

For more information about gifted education in Loveland City Schools, please contact your building principal, building guidance counselor, or the Loveland Schools Department of Teaching and Learning.

Belief Statement about Gifted Learners

Loveland City School District provides a continuum of services for gifted learners. This continuum includes the following:

- Learning opportunities that consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.
- Gifted education continuum of supports that is integrated into the general education classroom.
- Social/emotional support, counseling, and guidance to nurture the unique development of gifted learners.

Additionally, gifted programs and services include:

- Procedures to identify gifted learners that will measure diverse abilities.
- Services to students based on assessed needs.
- Staff training for student characteristics and identification, differentiating curriculum and instruction, strategies, materials, and collaboration.
- Periodic review of the program to evaluate its effectiveness and to provide the basis for continuous improvement of gifted services.

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GIFTED EDUCATION AND IDENTIFICATION

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The Board of Education shall ensure that procedures are established to identify all gifted students. The District follows the identification eligibility criteria as specified in Section 3324.03 of the Ohio Revised Code and the Operating Standards for Identifying and Serving Gifted Students as specified in the District Plan.

"Gifted" students perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Annually, children who are gifted are identified by professionally qualified persons using a variety of assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program.

The Superintendent shall identify children in grades kindergarten through twelve, who may be gifted in one or more of the following areas:

- A. Superior Cognitive Ability
- B.
- C. Specific Academic Ability in one or more of the following content areas:
- D.
 - 1. Mathematics
 - 2.
 - 3. Science
 - 4.
 - 5. Reading, writing, or a combination of these skills
 - 6.
 - 7. Social studies
 - 8.
- E. Creative Thinking Ability
- F.
- G. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, drama

Only those instruments approved by the Ohio Department of Education shall be used for screening, assessment, and identification of children who are gifted as provided in the Chart of Approved Gifted Identification/Screening Instruments. The District shall select instruments from the approved list that will allow for appropriate screening and identification of minority and disadvantaged students, students with disabilities, and students for whom English is a second language.

Scores on Ohio Department of Education approved assessment instruments provided by other school districts and trained personnel outside the School District shall be accepted.

The Board of Education shall adopt and the Superintendent shall submit to the Ohio Department of Education a plan for the screening, assessment, and identification of children who are gifted. Any revisions to the District plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:

- A. the criteria and methods used to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas

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- B.
- C. the sources of assessment data used to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted
- D.
- E. an explanation for parents of the methods used to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities, and children for whom English is a second language
- F.
- G. the process of notifying parents regarding all policies and procedures concerning the screening, assessment, and identification of children who are gifted
- H.
- I. provision of an opportunity for parents to appeal any decision about the results of any screening procedure for assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services
- J.
- K. procedures for the assessment of children who transfer into the District
- L.
- M. at least two (2) opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other students

The District's plan may provide for contracting with any qualified public or private service provider for screening or assessment services under the plan.

The Superintendent shall:

- A. ensure equal opportunity for all children identified as gifted to receive any or all services offered by the District;
- B.
- C. implement a procedure for withdrawal of children from District services and for reassessment of children;
- D.
- E. implement a procedure for resolving disputes with regard to identification and placement decisions;
- F.
- G. inform parents of the contents of this policy as required;
- H.
- I. submit, as required, an annual report to the Ohio Department of Education.

Placement procedures for District services shall be in conformance with the District's written criteria for determining eligibility for placement in those services.

- A. Written criteria for determining eligibility for placement in a gifted service shall be provided to any parent, District educator, or the Ohio Department of Education upon request.
- B.
- C. Written criteria provided by the District shall include an explanation of the methods used to ensure equal access to each gifted service for all eligible District students, including minority or disadvantaged students, students with disabilities, and students for whom English is a second language.
- D.
- E. Services which students receive shall be consistent with their area(s) of identification and shall be differentiated to meet their needs.
- F.

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- G. Subjective criteria such as teacher recommendations shall not be used to exclude a student from service in the superior cognitive and specific academic areas who would otherwise be eligible.
- H.
- I. All District students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive that service.

The Superintendent shall implement all policies and procedures in accordance with laws, rules and regulations, and follow the Operating Standards for Identifying and Serving Gifted Students.

The Superintendent shall develop a plan for the service of gifted students enrolled in the District identified under this policy. Gifted services shall occur during the typical instructional day with flexibility allowed for the scheduling of District-approved internships or mentorships and higher education coursework, including credit flexibility. Services specified in the plan may include such options as the following:

- A. a differentiated curriculum
- B.
- C. differentiated instruction
- D.
- E. cluster groupings
- F.
- G. mentorships/internships
- H.
- I. whole grade acceleration (see Policy 5410)
- J.
- K. subject acceleration (see Policy 5410)
- L.
- M. early entrance (see Policy 5112)
- N.
- O. early high school graduation (see Policy 5464)
- P.
- Q. dual enrollment opportunities including but not limited to college credit plus
- R.
- S. advanced placement
- T.
- U. honors classes
- V.
- W. magnet schools
- X.
- Y. self-contained classrooms
- Z.
- AA. resource rooms
- BB.
- CC. independent study/educational options
- DD.
- EE. advanced online courses and programs
- FF.
- GG. services from a trained arts instructor
- HH.
- II. other options identified in the rules of the Ohio Department of Education

A Written Education Plan (WEP) will guide the gifted services based on the student's area(s) of identification and individual needs. The Written Education Plan shall:

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- A. provide a description of the services to be provided;
- B.
- C. identify staff members responsible for providing that specific services are delivered;
- D.
- E. implement a procedure for resolving disputes with regard to identification and placement decisions;
- F.
- G. specify policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general classroom if different from the District policy detailed below;
- H.
- I. specify a date by which the WEP will be reviewed for possible revision.

The WEP shall be developed in collaboration with an educator who holds licensure or an endorsement in gifted education. The WEP shall include goals for the student, methods and performance measurements for evaluating progress on the goals, and a schedule for reporting progress to students and parents.

Parents and all educators responsible for providing gifted education services to the student, including teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.

Students participating in gifted services provided outside the general education classroom will generally be exempted from routine class work (worksheets, homework, etc.) assigned during absences from the regular classroom due to participation in the gifted services. Students are to turn in work due the day of absence and make arrangements to make up missed tests. Special class work (projects, book reports, etc.) assigned during the student's absence are to be completed. Exceptions to this policy will be detailed in the student's Written Education Plan.

The District shall report to parents and the Ohio Department of Education that a student is receiving gifted education services only if the services are provided in conformance with the Operating Standards for Identifying and Serving Gifted Students.

Each year the District shall submit data and participate in program audits as required by the Department.

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Legal

R.C. 3301.07(K), 3324.01 - 3324.07, 3315.09, 3317.022, 3317.024, 3317.051

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Identification of Gifted Students in Loveland City School District

On June 30, 1999, the Ohio Legislature approved House Bill 282 which required all school districts to develop a plan for identifying students who meet the state eligibility for gifted in grades kindergarten through twelve. Loveland City Schools, like all other Ohio school districts, developed and submitted a plan to the Ohio Department of Education (ODE). The plan, titled *Model Policies and Plan for the Identification of Children Who Are Gifted*, took effect during the 2000-01 school year. A copy of this document is available in each building. Below are some excerpts from the procedures:

Loveland City School District follows the Ohio Department of Education's definition of gifted and uses their identification criteria for the different categories of gifted. "Gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under the criteria established in the Ohio Revised Code. There are four categories: *superior cognitive ability, specific academic ability, creative thinking ability, and visual or performing arts.*

Superior Cognitive Ability: The student must score two standard deviations above the mean (minus the standard error of measurement) on an approved standardized group or individual intelligence test or perform at or above the 95th percentile on an approved standardized achievement test.

Specific Academic Ability: The student must score at the 95th percentile or above in math, reading, science, or social studies on an approved standardized achievement test.

Creative Thinking: The student must score one standard deviation above the mean (minus the standard error of measurement) on an approved standardized intelligence test and attain a sufficient score on an approved test of creative ability or a checklist of creative behaviors.

Visual or Performing Arts Ability: The student must attain a sufficient score on an approved checklist of a specific arts area and demonstrate superior ability through a display of work, audition, or other performance.

Identification and Testing Process - Cognitive Ability

Students can be tested for gifted through a screening or referral process depending on the grade they are in:

- *Students in Grades 2 & 4*

All students will be screened using the Cognitive Abilities Test (CogAT). Some students will be identified as gifted in the area of superior cognitive ability. From these test results and parents will be notified in writing if their child is identified. Other students who meet specific cut-off scores will be tested a second time using an

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additional ability test. Parents will be notified in writing if their child is eligible for the second set of tests. Parent permission is required for the additional testing.

- *Students in Grades 1, 3, 5, 6, 7, 8, and 9-12*

Because the test used for superior cognitive gifted screening, the CogAt, is not given in these grades, students will be tested on a **referral** basis. Parents and staff can make referrals. Referral forms are available in the school office and should be returned to the school counselor. Referrals will be accepted for all four categories of gifted.

- *Students in Kindergarten*

Kindergarten students will be tested in the spring on a **referral** basis. If you have questions or would like to make a referral, please contact your student's school counselor.

Yearly Schedule for Testing

Identification and Testing Process - Superior Cognitive

District testing (CogAT) will be scheduled and communicated each school year. Specific testing dates will be communicated by the school counselor after state assessment calendars are announced annually. When the testing results come back, parents will be notified if their child qualifies for gifted identification or meets the screening criteria requiring a second assessment. Assessments will be available for a student who moves into the district and requests an evaluation for gifted identification.

Identification and Testing Process - Specific Academic

Students in grades 1 through 7 will be assessed for gifted identification in reading and math with Measures of Academic Progress (MAP) three times per year (fall, winter, spring). In grade 8 this testing will occur twice a year. Students who score at the 95th percentile or above will be identified in the specific academic area of math and/or reading. Parents will be notified in writing if their child is identified.

Parents wishing to have their child assessed for gifted identification in another specific academic area such as science or social studies, may refer their child for testing to the building administrator.

Identification and Testing Process - Creative Thinking Ability

Testing and identification for creative thinking ability will occur along with CogAT testing. Students are identified as gifted in creative thinking when the student receives both a qualifying score on the CogAT test, as well as a qualifying score either on an approved

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checklist of creative behaviors or a test of creative ability. When the testing results come back, parents will be notified if their child qualifies for gifted identification.

Outside Testing

The district accepts scores on assessment instruments administered by other school districts or trained and qualified personnel outside the district. The assessment instruments used must be in accordance with the Ohio Department of Education's *Chart of Approved Gifted Identification/Screening Instruments*. A current list can be found on the Department's website: <http://education.ohio.gov/Topics/Other-Resources/Gifted-Education>

For More Information on Gifted Identification

Additional information, including the district acceleration policy, is available on the Loveland School District website. Go to <http://www.lovelandschools.org>. Click on "Programs" then "Gifted Education." Links to other gifted education organizations are listed.

Gifted Services in Loveland City Schools

There are several licensed and certified gifted intervention specialists (GIS) in the district. The district model is also supported by our consultant from the Hamilton County Educational Service Center. Students and teachers are supported by these specialists in several ways including classroom instruction, resource intervention, professional development and support for teachers with gifted students in their classrooms.

In grades 3-8, students who are identified as superior cognitively gifted and specific academic are scheduled into gifted service based on their needs. In grades K-2 we strongly believe that the academic and social emotional needs of students are best met by their classroom teacher. Students are provided multiple opportunities to learn with academic and cognitive peers in small groups supported by the teacher. Beginning in grade 3, students receive their math and reading instruction from subject area specialists. Students that are identified as specific academic gifted in a particular subject area but are not formally served will have their needs met by the classroom teacher.

Service Goals

The goals for the services are:

1. To provide students a greater depth and a broader scope of academic experiences.
2. To maximize the student's pursuit of open-ended questions and issues.
3. To accentuate the emphasis of higher level thinking skills in the student's educational experience.
4. To promote greater student choice through independent study and research activities.
5. To adjust to the student's accelerated pace of learning.
6. To emphasize the student's role as producers not just that of consumers.
7. To provide a low-risk, high-trust climate where students feel secure in being forthright and can receive mutual support from each other.
8. To provide an enriched social/educational environment among those with similar abilities.
9. To develop strong oral and written communication skills.

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Gifted Services in Grades 3-4

Students who have met the following criteria qualify for gifted service: scored 2 standard deviations above the mean minus the standard error of measurement on an approved group or individual intelligence test (e.g. Otis Lennon, CogAT, WISC-IV).

- Students who are identified as superior cognitively gifted and academically gifted in reading and/or math will receive reading instruction from the GIS.
- Students who are identified as superior cognitively gifted and academically gifted in math will be cluster grouped in several math classes. These classes will be taught by a grade level math teacher who will differentiate the lessons and consult with a GIS.
- Students who are identified as superior cognitively gifted, but not academically gifted will receive support from the GIS (i.e. during Tiger Time).

Services for current Loveland students that are identified as gifted within the school year may not be able to begin services until the following school.

Curriculum

The curriculum is based upon The Ohio New Learning Standards in English/language arts (Adopted 2011) in accordance with state law. However, students will study at a pace and depth commensurate with their ability.

Written Education Plan

All students receiving gifted services in grades 3 and 4 will have a yearly Written Education Plan (WEP). The WEP states the student's area(s) of identification, and his/her strengths and needs. It also gives a description of goals for the services the student receives as well as the service delivery methods that will be used.

Student Progress

The students will receive a written evaluation at the end of each grading period beginning with the second grading period. The gifted intervention specialist and/or classroom teacher will provide verbal feedback to parents and teachers on an as-needed basis throughout the school year. Feedback on student progress will also be reported on the report card.

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Information for Parents

Parental involvement is a very important part of each child's education. Keeping parents informed is addressed in a number of ways.

Parent Conferences

The gifted intervention specialist will be available for conferences with parents of her students during district conference days as noted on the school calendar. In addition, the teacher will be available for parent conferences upon request and at a time that is mutually convenient to both the teacher and the parent.

Report of Student Progress

The gifted intervention specialist and/or classroom teacher shall provide parents with a written evaluation of their child's progress via the Written Evaluation Plan at least three times per school year. Other occasions and means of communication shall be used if the situation warrants that the gifted intervention specialist needs to communicate with the parents.

Exiting Gifted Services

In the event that a parent wants to withdraw his/her child from gifted services, the parent should put this request in writing to the principal. The principal may contact the parent to address their concerns.

In the event that a student is not making progress, the gifted intervention specialist, after conferring with parents, will submit the student's name to the building principal. The gifted intervention specialist will collect data regarding the student's:

- a. general classroom achievement,
- b. gifted class behavior and performance; and
- c. other relevant information from parents, school personnel, and the student.

A conference will take place to discuss student's needs and determine a course of action to correct the problem. Alternate gifted service delivery methods may be explored and recommendations for future placement will be discussed.

Students New to Loveland City Schools

For students new to Loveland City Schools, the first step is to determine that the student meets the qualifications for gifted services as stated in the district policies and procedures. After confirming that the student meets the criteria, the student may begin receiving gifted services with the gifted intervention specialist or with the general education teacher. Loveland

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Schools follows all guidelines for caseload as stated in the Ohio Department of Education's Rule for Gifted.

Gifted Intervention Specialist Responsibilities

The gifted intervention specialist shall perform the following duties:

1. Provide reports of student progress to parents at least three times a year.
2. Write a Written Education Plan (WEP) for all students receiving gifted services.
3. Hold regular conferences/meetings with parents of students.
4. Meet regularly with classroom teachers regarding their students.
5. Plan regularly with building principals.
6. Provide staff development as needed.
7. Plan and coordinate field trips, guest speakers, seminars, etc. as related to the needs of gifted learners.
8. Assist in the evaluation of the gifted services.

Gifted Services in Grades 5-8

Students who score 2 standard deviations above the mean minus the standard error of measurement on an approved group or individual intelligence test (e.g. Otis Lennon, CogAT, WISC-IV) will be identified as superior cognitive and qualify for gifted service. Students who score at the 95th percentile or above will be identified in the specific academic area of math and/or reading and may qualify for gifted service, based on the following service model.

Grade 5

- Students who are identified as superior cognitively gifted, academically gifted in reading, and have demonstrated success in preceding grades will receive English/language arts instruction from a qualified classroom teacher who meets state gifted requirements.
- Students who are identified as superior cognitively gifted and academically gifted in math, and have demonstrated success in preceding grades will be cluster grouped in math classes. These classes will be taught by a qualified classroom teacher who meets state gifted requirements.
- Students who are identified as superior cognitively gifted, but not academically gifted will receive support from a qualified classroom who meets state gifted requirements (i.e. during Tiger Time).

Grade 6

- Students who are identified as superior cognitively gifted, academically gifted in reading, and have demonstrated success in preceding grades will receive English/language arts instruction from the GIS or a qualified classroom teacher who meets state gifted requirements..

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- Students who are identified as academically gifted in math, and have demonstrated success in preceding grades will be cluster grouped in math classes. These classes will be taught by a grade level math teacher who meets state gifted requirements.
- Students who are identified as superior cognitively gifted, but not academically gifted will receive support from a qualified classroom teacher who meets state gifted requirements (i.e. during Tiger Time).

Grades 7 and 8

- Students who are identified as academically gifted in reading, and have demonstrated success in preceding grades will be cluster grouped in English/language arts classes. These classes will be taught by a qualified grade level English/language arts teacher who meets state gifted requirements.
- Students who are identified as academically gifted in math, and have demonstrated success in preceding grades will be cluster grouped in math classes. These classes will be taught by a qualified classroom teacher who meets state gifted requirements.
- Students who are identified as superior cognitively gifted, but not academically gifted will receive support from a qualified classroom teacher who meets state gifted requirements (i.e. during Tiger Time).

Services for current Loveland students that are identified as gifted within the school year may not be able to begin services until the following school.

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The Gifted Education Service

The following six areas are included as part of the gifted services continuum:

1. High level thinking skills
2. Research methods/problem solving
3. Oral and written expression
4. Guidance and affective education
5. Independent study

Written Education Plan

All students in the grade 5-8 gifted education program will have a yearly Written Education Plan (WEP). The WEP states the student's area(s) of identification, and his/her strengths and needs. It also gives a description of the goals for the services the student receives as well as the service delivery methods that will be used.

Student Progress

The students in the 5th-8th grade gifted program will receive a written evaluation at the end of each grading period beginning with the second grading period. The gifted intervention specialist and/or classroom teacher will provide verbal feedback to parents and teachers on an as-needed basis throughout the school year.

The gifted intervention specialist will confer with general education teachers to determine a student's progress in the differentiated curriculum and to evaluate the student's work.

Students New to Loveland City Schools – Grades 5-8

For students new to Loveland City Schools, the first step is to determine that the student meets the qualifications for grade 5-8 gifted services as stated in this handbook. After confirming that the student meets the service criteria, the student will be assigned to the appropriate class for services. Ohio's Operating Standards for Gifted Students set maximum class size and caseloads for various service delivery models and grade levels.

Grades 5-8 Gifted Intervention Specialist Responsibilities

The gifted intervention specialist shall perform the following duties:

1. Delivers or assists in the delivery of rigorous core content.
2. Provides reports of student progress to parents at least three times a year.
3. Writes or collaborates on a Written Education Plan (WEP) for all students receiving gifted services.
4. Participates in conferences with parents of the gifted students when needed.

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5. Plans regularly with building principals.
6. Provides staff development as needed.
7. Participates in parent meetings and provide information to parents as requested.
8. Assists in the evaluation of gifted services.

The gifted intervention specialist shall work with the general education teacher to:

1. Develop units of study for the purpose of extending or replacing the general education curriculum.
2. Collaborate to produce extension materials relevant to the general education curriculum.
3. Work directly in the classroom with teachers to support them in providing alternative materials, activities, and strategies for learning.
4. Encourage new initiatives for serving gifted students in the general education classroom.

Other Opportunities for Gifted Students in Loveland City Schools

Educational Options

Educational options are additional curricular opportunities to improve, expand, and enrich student learning. Educational options supplement the regular school program and include independent study, tutoring, travel, mentoring, correspondence courses, and college courses.

Honors Classes

Honors classes provide accelerated coursework in the areas of language arts, math, and science in grades 9-12.

Advanced Placement (AP) Classes

The AP program offers college level courses and exams for advanced secondary students. These courses are more challenging and require more work than other high school courses. AP courses include: art, biology, calculus, chemistry, physics, English, foreign language, American history, and American government.

Accelerated Classes

Accelerated math is available in grades 6 and 7. Math and Foreign language are offered for high school credit at Loveland Middle School.

College Credit Plus

The Ohio program developed by the Ohio Department of Education and the Ohio Board of Regents gives students in grades 6-12 the opportunity to earn college and high school graduation credit through the successful completion of college courses through the university. Additionally, some courses are offered in collaboration with local universities to give high school students the opportunity to take courses which allow them to earn high school and college credit concurrently on our campus.

Music and Art Opportunities

Students identified in the visual and performing arts area can audition and participate in the following: Show Choir, Drama Club, Land of Grant Honors Band, Jazz Band, Jazz Orchestra, Photography Club, Art Club, and Independent Study.

General Education Classroom

Students are served in the regular classroom through the general education curriculum. Extension and enrichment will occur based on a student's assessed needs within the curriculum.

Resources

There are many resources for teachers, parents, and students regarding gifted education.

Internet Resources

The Ohio Association for Gifted Children (OAGC) - www.oagc.com
National Association for Gifted Children (NAGC) - www.nagc.org
ERIC Clearinghouse on Disabilities and Gifted Education - www.ericec.org
The Ohio Department of Education – Gifted – www.ode.state.oh.us
The National Research Center on the Gifted and Talented - www.gifted.uconn.edu
Supporting the Emotional Needs of the Gifted - www.sengifted.org
The Gifted Development Center - www.gifteddevelopment.com
The Davidson Institute for Talent Development – www.ditd.org
Hoagie’s Gifted Resources - www.hoagiesgifted.org

Resources Available Through the Department of Teaching and Learning

- ❖ *Challenging the Gifted in the Regular Classroom* – video and handbook
- ❖ *The Academic Acceleration of Gifted Children*, Southern and Jones
- ❖ *Teaching Gifted Kids in the Regular Classroom*, Winebrenner
- ❖ *The Differentiated Classroom: Responding to the Needs of All Learners*, Tomlinson
- ❖ *How to Differentiate Instruction in Mixed-Ability Classrooms*, Tomlinson
- ❖ *Journal for the Education of the Gifted*
- ❖ *The Ohio Department of Education’s (ODE) Course of Study for Gifted Education*
- ❖ *Models for Providing a Continuum of Services to Gifted Students - ODE*
- ❖ *Model for the Identification of Creative Thinking Ability – ODE*
- ❖ *Models for Improving the Delivery of Services to Underachieving Gifted Students – ODE*
- ❖ *Models for Improving the Delivery of Services to Gifted Students in the Areas of Visual and Performing Arts – ODE*
- ❖ *Challenges in Gifted Education – ODE*
- ❖ *Small Group Activities for Differentiating Instruction* – video and handbook
- ❖ *Differentiating Instruction and Challenging the Gifted in the Middle Grades* – video series:
 - Part 1: Benefits of the Heterogeneous Classrooms
 - Part 2: Modifying Traditional Classrooms
 - Part 3: Differentiating Supplementary Strategies That Work
 - Part 4: Challenging the Brightest Without Sacrificing the Rest: Ten Tactics for Schoolwide Success