

How is my child's giftedness monitored and evaluated?

Students identified as gifted in the elementary will be evaluated by the general education teacher through rubrics, observations, assessments, classroom work, and so forth, in the general education classroom. In addition, the building GIS will ensure the WEP is honored through quarterly progress reports. These quarterly progress reports are used to monitor WEP progress, and provide goal modification if needed.

Communication

Yearly written education plans will be communicated and sent home, as well as quarterly progress reports. The building GIS will attend any meetings or conferences requested. Parents are encouraged to contact the building Gifted Intervention Specialist to discuss student progress, ask questions, or to present any concerns they might have.

Gifted Services Team

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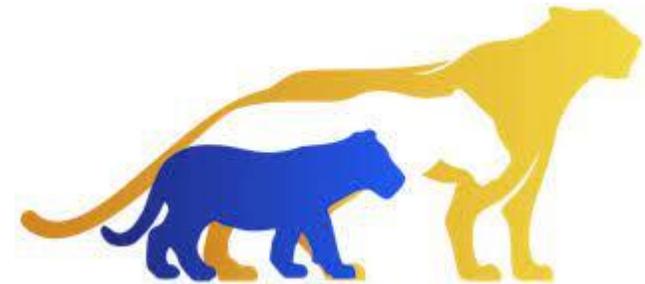
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Washington Local Schools Elementary Gifted Services



Inclusion is:

- *establishing and maintaining warm, accepting classroom communities that embrace diversity and honor differences;*
- *implementing a multilevel, multimodality curriculum;*
- *providing ongoing support for teachers in their classrooms;*
- *involving parents in the planning process in meaningful ways.*

Why inclusion?

Recognizing a student's giftedness by pulling a student out of the general education classroom can often have negative side effects. Keeping gifted students in the classroom through a full-inclusion program, however, can negate some of those side effects. In a full-inclusion classroom, gifted students stay in the classroom with students of all abilities and the classroom instruction is differentiated, allowing gifting students to receive instruction at their level while still interacting with their peers.

Celebrating Areas of Giftedness

One of the benefits of teaching gifted children in a full-inclusion classroom is the ability to focus on their specific areas of giftedness. While some students are gifted in multiple areas, many students may only be gifted in one or two key areas. Unfortunately, when students are identified as gifted, they are often treated as if they are gifted in every area and therefore receive high-level instruction in every area, even if they are not ready for it. In a full-inclusion classroom, instruction in every subject is differentiated, allowing gifted students to work at higher-levels in areas where they are gifted and work at other levels in areas where they are not.

Positive Interaction with Peers

Being gifted is not easy. At times, when gifted children are pulled out of the general education classroom they face ridicule from their peers. Teaching gifted children in full-inclusion classrooms does not make their giftedness as obvious to their peers. They have the opportunity to socialize with other students their age and learn to work and interact with students of all different ability levels. In the full-inclusion classroom, every child has his/her own strengths and weaknesses.

Enhancing the Curriculum

When done effectively, full-inclusion programs have the potential to enhance the curriculum for all students, not just gifted students. Special classes and pull-out programs for gifted students typically follow a set curriculum and just work at a higher level than general education classrooms, but they do not always meet the needs of gifted students. Full-inclusion classrooms operate with differentiated instruction, allowing teachers to focus on adapting the curriculum to meet the needs of individual gifted children and all students in the classroom, thereby enhancing the curriculum and improving the instruction all students receive.

The Role of the Gifted Intervention Specialist

Each elementary building is assigned a licensed Gifted Intervention Specialist (GIS). The building GIS will provide support in the inclusive classroom through:

- Assisting in the WEP Process
- Providing professional development and curriculum support
- Co-Teaching
- Intervention support
- Observations and assisting in needs identification