

# **Teacher Handbook**

## **Marietta City Schools Gifted Identification And Services**

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# Academically Gifted Services Handbook

## Introduction:

The Marietta City School District is committed to addressing the needs of students whose educational requirements may not be fully covered within the standard curriculum. In accordance with the gifted plan as approved by the Ohio Department of Education, Marietta City Schools identifies students who meet the requirements to be considered gifted. The district employs qualified teachers and a coordinator who assists district personnel in identification and instruction for gifted students in grades K – 12.

This handbook is a compilation of policies, procedures, and other information that may be helpful to members of the school community as they strive to meet the needs of our most able students. As Gifted Services in our district expand and standards change, occasional changes in forms, policies, and procedures will be updated as needed. Any questions should be addressed to the district coordinator.

Gifted students are a population with special needs. They differ significantly from their chronological peers in abilities, talents, interests, and/or psychological maturity. These students must be identified, encouraged, and challenged in order to develop their ability to the fullest potential.

## **Identification of Gifted Children Marietta City School's Gifted Services**

Ohio's House Bill 282 defined "gifted" students as those 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 division (A), (B), (C), or (D) of Section 3324.03 of the Revised Code. That section of law discusses standards for identifying students who have Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, or exceptional abilities in the area of Visual and Performing Arts.

Ohio law requires the identification of gifted students, but there is no mandate for school districts to provide services for these children. The Marietta City School District provides many opportunities for gifted students through differentiated curriculum, enrichment activities, and competitions. The district's plan for the identification of children who are gifted was submitted to and approved by the Ohio Department of Education in September 2002. Yearly updates continue. The plan includes pre-assessment measures to insure equal access for all children in grades K – 12 to screening and further assessment that may lead to identification in one of the four areas described above. Appropriately trained school personnel review test scores and other available information during the screening process and then make decisions about the necessity for additional assessment. The district uses group tests and assessment tools that have been approved by the Ohio Department of Education for the purpose of identifying gifted students. Parent permission is obtained before any assessments are given and parents receive the results of any screening and/or assessment.

Additional assessments that may be conducted after parental permission has been granted include activities such as individually administered tests of achievement or ability, auditions or performances, or the completion of checklists and student inventories. Identified students in grade K – 12 may participate in a variety of activities designed to enhance their learning. Children may be referred on an ongoing basis, based on the following: child request (self-referral), teacher recommendation, parent/guardian request, child referral of peer, or other (e.g., psychologist, community member, principal, or Coordinator of Gifted Services, etc.).

Tangie Rumbold is the Coordinator of Gifted Services. She may be reached at the Student Services Center at 376-2468, ext. 14. She works closely with our Gifted Intervention Specialist at the middle school, and with teachers at the elementary level and at the high school.

## **Identification: Who is Gifted in Ohio by Law and Rule?**

The information summarized in this document is based upon Ohio Revised Code 3324.01-07 (law) and Ohio Administrative Code 3301-51-15 (rule).

Children are identified as gifted in Ohio in four major categories: superior cognitive ability; specific academic ability; creative thinking ability; and visual or performing arts ability. There are four fields included in specific academic ability: mathematics; science; reading, writing or a combination of these skills; and/or social studies. The following table summarizes the eligibility criteria for each area. All tests and checklists used must be on an approved list prepared by the Ohio Department of Education (ODE). With the exception of the visual or performing arts ability area, the child must have achieved the required score within the preceding 24 months.

<b>Superior Cognitive Ability</b>	<b>Specific Academic Ability in a Field</b>	<b>Creative Thinking Ability</b>	<b>Visual or Performing Arts Ability</b>
Score two standard deviations above the mean minus the standard error of measurement on an intelligence test, perform at or above the 95th percentile on a basic or composite battery of a nationally normed achievement test, or attain an approved score on an above grade-level standardized, nationally normed test.	Perform at or above the 95th percentile at the national level on a standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field.	Score one standard deviation above the mean minus the standard error of measurement on an intelligence test and attain a sufficient score, as established by the Department, on a test of creative ability or a checklist of creative behavior.	Demonstrate to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area and attain a sufficient score, as established by the Department, on a checklist of behaviors related to a specific arts area.

In addition to defining who is considered gifted in Ohio, the rule and/or law provides that:

- Districts must have an identification plan and local board policy approved by ODE;
- Districts must have regular opportunities for assessment for giftedness based on referrals from teachers, parents or other children;
- Children who are culturally and linguistically diverse, from low socio-economic status, with disabilities and/or who are limited English proficient must be included in the identification process;
- Parents must be notified of assessment results;

## **Identification: Who is Gifted in Ohio by Law and Rule? (con't)**

- Parents have an opportunity to appeal;
- Districts must accept assessments given outside the district by trained personnel;
- Districts must distribute their gifted identification policy to parents.

## Gifted Services Testing Time Line

Cognitive Abilities Test - October 19 – 23, 2009

Woodcock Johnson III – Ongoing throughout the year

- Used for referrals – all results to parents in 30 days

IOWA Tests of Basic Skills – December – February

- Testing for Specific Academic – after Cog AT

## Parent Information Nights

Tuesday, October 6, 2009	Elementary Schools
Thursday, October 15, 2009	Marietta Middle School
Tuesday, October 20, 2009	Marietta High School

Meetings will be held in the high school auditorium from 7:00 – 8:30 and are open to the public; no registration is required.

## Gifted Services Identification Time Line

FALL 2009

October 30, 2009	Referral forms for new MCS students due to building principals
November 5, 2009	Referral forms due to Gifted Services office
November 9, 2009	Permission letters to parents
December 11, 2009	Results letter to parents
January 2009	Appeals due to Gifted Services

SPRING 2010

February 3-5, 2010	Referral forms for new MCS students due to building principals
February 17, 2010	Referral forms due to Gifted Services office
February 26, 2010	Permission letters to parents
End of April 2010	Results letter to parents
June 1, 2010	Appeals due to Gifted Services

## School-Based Service Identification Time Line

February/March	Ongoing testing to identify students for 2010/2011
April 27, 2010	Elementary Schools complete referrals for sixth graders
May 3 – 7, 2010	Testing from referrals

## **DISTRICT POLICY AND PLAN FOR THE IDENTIFICATION OF GIFTED STUDENTS**

### **DEFINITION**

**“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 division A, B, C, D of section 3324.03 of the Revised Code.**

**CODE MANDATES THAT STUDENTS BE IDENTIFIED. HOWEVER, CODE DOES NOT MANDATE SERVICES FOR GIFTED STUDENTS.**

### **SCREENING AND ASSESSING**

**The district uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.**

#### ***Stage 1: Pre Assessment***

**The pre-assessment part of the process involves gathering student data from a variety of sources including parent, teacher and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. All students are involved in the pre-assessment pool.**

**By using the pre-assessment process, the district ensures equal access to screening and further assessment by all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language.**

#### ***Stage 2- Assessment for Screening***

**The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine if an evidence of possible giftedness exists for that student and conduct necessary additional assessment.**

**District determined cut off scores, to move students from the screening stage to the assessment stage, are lower than the scores necessary for identification. Parents must be notified within thirty days of the results of screening.**

### *Stage 3- Assessment for Identification*

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group-testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code; and as described in this handbook.

Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and student's educational needs are determined.

### **REFERRALS**

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

- Group Tests;
- Individually- administered Tests;
- Audition, Performance;
- Display of Work;
- Exhibition;
- Checklist

Children may be referred on an ongoing basis, based on the following:

- Child Request (self-referral)
- Teacher recommendation
- Parent/Guardian Request
- Child referral of peer
- Other (e.g., psychologist, community member, principal, Coordinator of Gifted Services, etc.)

Referral forms are available from the Coordinator of Gifted Services or the main office of any school building.

The district shall provide at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

Upon receipt of a referral, the Coordinator of Gifted Services will seek written parent/guardian permission to perform further assessment of the student. After permission is granted, the Coordinator of Gifted Services will make arrangements with the student's school to perform the assessment. Parents and appropriate school personnel will be informed of the results in writing within thirty days.

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## District Screening and Identification Worksheet

**District Name:** Marieta City School District      **IRN #** 044321

**Person completing this form:** Tangie Rumbold      **Date:** \_\_\_\_\_

### Section I: Superior Cognitive

A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months:

Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed or certified school psychologist or licensed psychologist; **or**

Accomplished any one of the following:

- Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
- Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test or;
- Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

Screen Score	ID Score	Name of Instrument	Grade Levels
120	Gr.2 -127 Gr.5 -129	Cognitive Abilities Test (CogAT), Form 6	2 and 5
93%ile	95%ile<	Iowa Tests of Basic Skills (ITBS), Form A, B, or C, Complete Battery	K-9
120	K-6 -125 7-12 -126	Naglieri Nonverbal Ability Test- 1 <sup>st</sup> or 2 <sup>nd</sup> Edition	K - 12
95%ile	98%ile	Raven's Progressive Matrices (Standard and Advanced Form)	K - 12
124	127	Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)	K-12
91%ile - 94%ile	95%ile <	Woodcock-Johnson III (WJIII), Tests of Achievement (including NU edition)	K - 12

### Section II Specific Academic Ability

A child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field, if, within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field.

Screen Score	ID	Name of Instrument	Grade Levels
91% - 94%ile	95%ile<	Iowa Tests of Basic Skills (ITBS), Form A, B, or C	K-9
N/A	127<	Woodcock-Johnson III (WJIII), Tests of Achievement and NU edition	K-12

### Section III: Creative Thinking Ability

A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months; the child scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

1. Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
2. Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

Screen Score	ID Score	Name of Cognitive Tests	Grade Levels
111	127	Cognitive Abilities Test (CogAT), Form 6	2 and 5
Screen Score	ID Score	Name of Tests of Creative Ability	Grade Levels
		Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30; Visual or Performing Arts: Section IV, Items 41-50)	
32	43	Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Creativity: Part II, Musical: Part VI, Dramatic: Part VII, Artistic: Part V)	K-12

### Section IV: Visual or Performing Arts Ability

A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following:

1. Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and
2. Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.

Screen Score	ID	Name of Behavior Checklist	Grade Levels
		Gifted and Talented Evaluation Scales (GATES)	
40	53	Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Musical: Part VI, Dramatic: Part VII, Artistic: Part V)	K-12
Screen Score	ID	Name of Performance Evaluation Instrument	Grade Levels
16-20	20-24	ODE Rubrics for Scoring – <b>Art</b> - Audition / Performance	K-12
14-17	18-21	ODE Rubrics for Scoring - <b>Music</b> - Audition/ Performance	K-12
20-25	26-30	ODE Rubrics for Scoring - <b>Dance</b> - Audition / Performance	K-12
16-19	20-24	ODE Rubrics for Scoring – <b>Drama</b> - Audition/ Performance	K-12

## **INSTRUMENTS USED BY THE DISTRICT FOR SCREENING/IDENTIFICATION OF GIFTED STUDENTS**

**All selections are from the Ohio list of approved instruments:**

### **SUPERIOR COGNITIVE ABILITY**

**Cognitive Abilities Test, Form 5** (given in grades 2 and 5 district wide)

Screening 120 composite

Identification: Grade 2 – 127, Grade 5 - 129 composite

**Raven Progressive Matrices- standard form**

Screening 95<sup>th</sup> percentile

Identification 98<sup>th</sup> percentile

**Wechsler Intelligence Scale for Children, 3<sup>rd</sup> ed. (WISC III)**

Screening 124 composite

Identification 127 composite

**Iowa Test of Basic Skills**

Screening 93<sup>rd</sup> percentile

Identification 95<sup>th</sup> percentile composite

### **SPECIFIC ACADEMIC ABILITY**

**Iowa Test of Basic Skills**

Screening 93<sup>rd</sup> percentile total in an academic area

Identification 95<sup>th</sup> percentile total in an academic area

**Woodcock Johnson Revised Achievement Battery**

Screening 91 - 94 Percentile total in an academic area

Identification 95<sup>th</sup> percentile total in an academic area

### **CREATIVE THINKING ABILITY**

**Cognitive Abilities Test, Form 5**

Screening 111 Non-verbal

Identification 128 Non-verbal

**Gifted and Talented Evaluation Scale (GATES)**

Creative Thinking: Section IV, Items 21-30

Screening 65 - Identification 83

### **VISUAL AND/OR PERFORMING ARTS**

**Display of work in art or music**

Screening - gr.K-4= 13-17, gr. 5-12= 19-25

Identification - gr. K-4=18, gr. 5-12=26

**Scales for Rating the Behavior Characteristics of Superior Students- Art (V), Drama (VII), Music, (VI)**

Screening Art- 40, Music-25

Identification Art -53, Music-34

**Gifted and Talented Evaluation Scale (GATES)**

Visual and Performing Arts: Section IV, Items 41 – 50

Screening 57

Identification 78

The district accepts scores on assessment instruments approved for the use by the state of Ohio Department of Education provided by other school districts and/or trained personnel outside school district.

The district ensures that any child transferring into the district will be assessed within ninety days of the transfer at the request of the parent. Parents should contact the building principal or the Coordinator of Gifted Services for information.

The district ensures an equal opportunity for all district students identified as gifted to receive services offered by the district.

# Referral Forms

## Written Education Plans (WEPS)

All identified gifted students who are receiving services will have a Written Education Plan on file with the Gifted Intervention Specialist, the Coordinator of Gifted Services, and the guardian of the student will have copies.

The Written Education Plan (WEP) includes demographic information, identification information, including areas of identification and the date of identification, student's personal information is including on the cover page to clarify student's personal needs.

The WEP specifies annual goals that describe the knowledge, skills and/or behaviors a student is expected to be able to demonstrate during the time period for which the WEP is in effect.

The WEP should answer the question, "What knowledge and skills will add depth, breadth, and pace to the regular curriculum?"

Goals should be targeted toward specific needs, skills or content in each area of identification that will be served.

The WEP will reflect curriculum options that will be in place to accomplish the goal as written. How the regular curriculum will be differentiated to accommodate the goal and ultimately student needs should be included.

How lessons will be differentiated to meet the student's specific needs are stated in the WEP. The areas include acceleration, complexity, depth, challenge, abstractness, and cognitive creativity.

The students progress is measured in the WEP, this section identifies the larger progress monitoring mechanisms in place to demonstrate student understanding and knowledge of the goal specific content and skills.

The WEP includes the service setting for students. The options include the Gifted Resource Room, the Gifted Self-Contained Class, Regular Education Class with a GIS, and the Regular Education Class where the classroom teacher differentiates instruction.

The final page of the WEP is the signature page; it includes the date of next review, the Reporting periods, and the Parent notice of district service options.

WEPS are revised on a yearly basis with copies provided to the GIS, the Coordinator of Gifted Services, and the guardian of the student.

## **Marietta City School's Gifted Services**

### **Kindergarten – Fifth Grade**

Students in K – 5 who have been identified as gifted are placed in cluster groups within the regular classroom and receive service through their classroom teachers. Teachers differentiate lessons and materials for these students in their strength areas. Teachers provide enrichment opportunities for students with superior cognitive or specific academic abilities in the regular classroom. In addition to differentiated instruction, students may participate in other enrichment opportunities; i.e. Junior Great Books, Future Problem Solving, National Olympiads, or other activities when available. The district encourages participation in school and community events that involve creativity, higher-level thinking, and talent in the visual and performing arts.

### **Marietta Middle School Grades sixth through eighth grades**

Services for identified gifted students at Marietta Middle School include Accelerated Language Arts in all three grades. Accelerated Science is offered in sixth and seventh grade, with Earth Science, normally a ninth grade course, offered in the eighth grade. Accelerated Math is available in sixth and seventh grade, with Algebra I offered in the eighth grade. Students may participate in Future Problem Solving, Power of the Pen, Model UN, Science Olympiad, National Olympiads, History Day, and/or Ohio Mathematics League.

### **Marietta High School Grades ninth through twelfth grades**

Students identified under superior cognitive or specific academic ability guidelines are given opportunities to apply and integrate the high thinking, problem solving, research, and communication skills they have developed with appropriate coursework. Marietta High School provides honors or advanced placement classes in English, Foreign Languages, Science, Mathematics, and Social Studies. Students are encouraged to accept the challenge of Honors Classes, Advanced Placement classes, or Post Secondary Education Options (PSEO). Detailed course descriptions and objectives for these courses may be found in the approved course of study in the appropriate curriculum area.

## SERVICES

The district offers several options to service gifted students. Some services are standard and offered regularly, while others can be scheduled under special circumstances based on need.

### Standard Services

Students in grades K-5 are cluster-grouped with teachers who are trained in differentiated instruction. Classroom teachers offer enrichment activities and higher level thinking activities for students. Through cluster grouping we are addressing the intellectual, social, and emotional needs of the gifted students.

In grades 7-8, approximately 60 identified students are served through our accelerated language arts classes. Students spend each day with the gifted and talented resource room teacher working with other able peers on higher-level curriculum.

Student placement in the 7-8 advanced language arts class program are prioritized in the following manner:

- Students with Superior Cognitive Identification
- Students with multiple Specific Academic Area Identification with Language Arts

Numerous special activities are used in addition to curriculum to enhance the learning of gifted and talented students. Academic competitions, clubs, and student organizations can also meet the needs of gifted students:

Math Counts  
Model United Nations  
Future Problem Solving  
Mid-West Academic Talent Search  
Ohio Math League  
Power of the Pen  
Regional Scholars  
Martin Essex  
Junior National Honor Society  
National Honor Society  
Services by Special Arrangement  
Independent Study  
Mentorship  
Grade or Subject Acceleration

## Characteristics of Gifted Children

Gifted children can often be recognized by certain characteristics and behaviors. Gifted students can be found in all ethnic and racial groups. Let's focus on three ability areas: 1) general intellectual ability, 2) ability in specific academic subject and 3) creative/productive thinking ability. A child who is unusually able in one or more of these three areas often....

- Has an unusually good vocabulary
- Has quick mastery and recall of factual information
- Has lots of information on a variety of topics
- Is alert and observant (usually sees more or gets more out of a story, film, etc. than others.
- Reads a great deal on his/her own.
- Reasons things out, recognizes relationships, comprehends meanings and makes logical associations.
- Works persistently on things that interest him/her.
- Is easily bored with routine tasks.
- Prefers to work independently; requires little direction from teachers.
- Strives for perfection; is self-critical.
- Often is self-assertive, may be stubborn in his/her beliefs.
- Is curious about many things, asks questions about anything and everything
- Reveals originality in written, oral, artistic expression.
- Offers unusual, unique or clever answers.
- Is uninhibited in giving opinions.
- Is often concerned with different ways of doing "things" (will modify, improve or adapt).
- Displays a keen sense of humor.
- Is nonconforming; accepts disorder, does not fear being different.

Joseph S. Renzulli, Professor  
University of Connecticut

The behaviors cited are general characteristics. Individual gifted children may not possess all the characteristics. In a supportive home/school environment, certain characteristics (such as those associated with creativity and risk taking) may be much more pronounced.

Superior ability may be found in specific academic areas such as math, social studies, science or language arts. Students with specific academic aptitude may reveal this ability through high performance on standardized tests, high achievement in school subjects, and interest in learning more about topics in that area. These students appear to see relationships and grasp principles more quickly than others. They are able to generalize and synthesize in the content.

Those individuals who are exceptionally creative may or may not be the same students who are academically gifted. The creative student is one who has an adventurous mind,

who comes up with many ideas, alternatives, and questions. This student is an original thinker, one whose ideas are unique in comparison with the peer group. The creative thinker generally exhibits a sense of humor and is a risk taker. Creative thinkers are sometimes seen as disruptive or as discipline problems because of their uninhibited behavior, their impulsive reactions and their non-conformist tendencies.

The purpose of identifying gifted students is to provide differentiated experiences commensurate with their needs. Most of these students are capable of mastering the curriculum more quickly than other students. They benefit from greater breadth in their educational experiences and delight in the opportunity to explore a wide variety of enrichment topics outside the scope of the regular curriculum. In addition, they are able to go much deeper into their areas of special ability and interest than other students. Their needs are such that, when motivated and guided, they can pursue learning on their own.

The gifted student needs to be permitted to demonstrate the basic learning has been mastered and go beyond this basic learning. These students need to be encouraged to select alternate learning activities at a higher level or a faster pace. The gifted student needs to be challenged with activities requiring higher level thinking skills and sustained persistence. They need to develop the skills and knowledge to proceed independently in special learning activities. Most important, the gifted student needs the opportunity to work with and interact with other gifted students.

## **RESOURCES AVAILABLE IN THE INSTRUCTIONAL MEDIA CENTER**

Many resources are available through the instructional materials center. There are books available for differentiation ideas, independent studies, in-depth studies, and enrichment ideas in all subject areas. Many resources are available to help create learning centers.

Differentiating in the Regular Classroom by Diane Heacox, Ed. D.

Differentiated Instruction Strategies, by Gregory and Chapman

Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented, by [Susan Winebrenner](#) and [Pamela Espeland](#)

Best Practices in Gifted Education, By Robinson, Shore, and Enersen

Gifted Books, Gifted Readers, by Polette

Projects with Pizzazz; Creative, Curriculum Based Student Projects, MailBox

Challenge Math, Zaccaro

Teaching Thinking Skills: Book 1; Book 2; and Book 3, by Don Barnes and Wyman Fischer

Light Bright, Martin

When Gifted Kids Don't Have all the Answers, Delisle and Galbraith

The Survival Guide for Teachers of Gifted Kids, Delisle and Lewis

Hands on Thinking, by Nancy Johnson

Thinking Quests, Book 2, by Redmond

Guiding the Gifted Child, by Webb, Meckstroth, and Tolan

How to Help Your Gifted Child, Ginsberg and Harrison

Exploring Book with Gifted Children, Polette and Hamlin

A Parent's Guide to Gifted Children, Webb, Gore, Amend, and DeVries

Parenting Gifted Kids, by Delisle

Primary Education Skills. Pieces of Learning

Are They Thinking? Pieces of Learning

Teaching Young Gifted Children in the Classroom, by Smutny, Walker and Meckstroth

This is just a few of the books available in the Instructional Media Center.

## OTHER RESOURCES

**The Gifted Kids Survival Guide** by Judy Galbraith  
Free Spirit Publishing, Minneapolis MN  
1983

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

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

**Parenting for High Potential magazine**  
Published by NAGC subscription available online

**Understanding the Gifted Adolescent**  
Edited by Marlene Bireley and Judy Genshaft  
Teachers College Press, New York, NY  
1991

**What to Expect When You're Raising a Gifted Child**  
Published by OAGC available online

**SENG: Supporting Emotional Needs of Gifted Children**  
[www.sengifted.org](http://www.sengifted.org)

**Gifted Child Society**  
[www.gifted.org](http://www.gifted.org)

**American Association for Gifted Students (Duke University)**  
[www.aagc.org](http://www.aagc.org)

**Hoagies' Gifted Education Page**  
<http://www.hoagiesgifted.org>