

Chagrin Falls Exempted Village School District (CFEVSD)
Parent/Guardian's Glossary of Frequently Used Terms in Gifted Education

(Please visit the Gifted Education District Webpage for additional information at: <http://www.chagrinschools.org/GiftedandTalented.aspx>)

Acceleration - Acceleration is an umbrella of services that can provide a gifted student with an environment which allows him/her to access content and/or pacing at a more rigorous pace. It includes, but is not limited to, subject-acceleration (in which a gifted student moves forward in a specific content area), grade acceleration (a.k.a. “grade-skipping” - in which a gifted student moves forward in all content areas and is placed in a setting with peers who are a full grade level or more ahead), gifted early entrance to kindergarten (in which a gifted student who is younger than the typical district-approved early entrance age, turning 5 after December 31 of the school year of admittance is admitted to kindergarten), etc. The district follows an ODE (Ohio Department of Education)-approved Acceleration Policy and articulates the process for Acceleration in a document posted to the district gifted webpage entitled, “CFEVSD Acceleration Guidelines.” A Written Acceleration Plan (WAP) is created for each individual student who is accelerated; all formal accelerations are reported to the ODE to inform state testing and reflect district gifted services. To access a recent compilation of research related to acceleration, please visit: http://www.accelerationinstitute.org/nation_empowered/

Advanced Math 4, Advanced Math Applications 7 – These courses provide accelerated content to gifted and advanced math students. Because students within these two specific courses are not assessed on an above-grade level ODE AIR Math test, they are not formally identified as “accelerated” students. Thus, these students do not have a Written Acceleration Plan (WAP).

Advanced Students (versus Gifted) – Our district administers the iReady assessment in Reading in grades K-8 and in Math in grades K-8th grade Math (not HS credit). This assessment may not be used for gifted screening and/or identification in grades K-2. Our district uses a variety of data points to determine student readiness for Advanced coursework which includes, but is not limited to gifted identification. Thus, a student who is eligible for this programming, but does not yet have a gifted ID in place is referred to as an “advanced” student.

Advanced Placement (A.P.) courses – College-level courses with corresponding examinations in multiple subject areas (e.g. mathematics, art, history). Credit for college may be obtained if a student takes an A.P. exam sponsored by the College Board, given in the spring of each school year, and earns a qualifying score. Students need not be identified as gifted to enroll in these courses. (28 A.P. courses are available at CFHS in 2019-20.) Additional information about AP credit transfer in Ohio is available at: <https://tinyurl.com/OHAPTransfer>

Cluster-Grouping – This is the deliberate placement of a group (typically 4-6 similarly-identified gifted students) in a class with a teacher who is able to differentiate the curriculum and provide appropriate instruction for these clustered students. Clustered students and the classroom teacher are supported by the Gifted Coordinator and/or building Gifted Intervention Specialist(s) and provided with gifted education professional development. In our district, Gifted/Advanced Cluster-Grouping is available in grades 2 and 3 in Reading and/or Math.

College Credit Plus (a.k.a. P.S.E.O.) - Traditional Model – This option invites students to enroll in college-level courses (held on the college/university campus), receive college credit and credit toward graduation from high school at the same time. Gifted identification is not needed to enroll in College Credit Plus, however, it is an option which may be appropriate for gifted students. The most up-to-date information about College Credit Plus is available at: https://www.ohiohighered.org/college_credit_plus

College Credit Plus (a.k.a. P.S.E.O.) - Dual Credit – This option falls under the College Credit Plus umbrella, awarding students the opportunity to enroll in college-level courses (that are taught during the school day within CFHS, and taught by a CFHS who maintains adjunct professor status), receiving both college credit and credit toward graduation from high school. Gifted identification is not needed to enroll in College Credit Plus, however, it is an option which may be appropriate for gifted students. The most up-to-date information about College Credit Plus is available at: https://www.ohiohighered.org/college_credit_plus CFHS offers two English Composition courses for Dual Credit in the 2019-20 school year, yielding HS and college credit (via Cuyahoga Community College).

Differentiated Curriculum – This refers to the process by which learning is developed to meet the individual needs of students, adjusting the rigor, breadth, and/or depth. In Chagrin Falls Exempted Village Schools, classroom teachers regularly differentiate to meet the needs of **all** students, including our identified gifted students. These strategies may include:

- Extension of the Regular Curriculum – This open-ended practice invites students to engage in enrichment and/or challenging activities that further extend learning.
- Broad-based issues, themes or problems – This practice is related to the presentation of learning – either by connecting content area knowledge through a common theme or through the discussion and solution of a problem.
- Multidisciplinary study – This practice encourages the combination of multiple content areas at one time.
- Curriculum compacting – This practice condenses learning by reduced amounts of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Instructional goals are selected on the basis of careful analyses for their roles in the content and hierarchies of curricula.

Distance Learning – This is the “high-tech” alternative to correspondence courses, these classes are offered via satellite, Skype, or other electronic vehicle allowing face to face interaction with a “real teacher”.

Enrichment - This term is used to describe strategies used to extend the scope, depth, breadth, or application of content beyond that which is typically provided relative to the expectations of the ODE standards. Provision of enrichment for gifted students may provide opportunities for students to explore topics more deeply, employ creative and critical thinking skills, and challenge themselves in unique ways.

Gifted – This term refers to 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), or (D) of section 3324.03 of the Ohio Revised Code. The areas of identification are:

- * Superior Cognitive Ability
- * Specific Academic Ability
(Mathematics, Reading, Science and Social Studies)
- * Visual and/or Performing Arts Ability
(Visual Art, Music, Dance, Drama)
- * Creative Thinking Ability

A student is identified as gifted based upon nationally-normed standardized tests which fall on the ODE Approved Assessments for the Purpose of Gifted Screening/Identification List (available at: <http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification/Chart-of-Approved-Assessment-and-Gifted-Education>)

Gifted Intervention Specialist (G.I.S.) – This is a teacher who has earned either an endorsement and/or a degree in gifted education. In the state of Ohio, various colleges/universities offer this endorsement program, which typically includes approximately 18-20 hours of coursework.

Gifted Pull-Out / Resource Room Programming – This refers to the practice of serving identified gifted students with a GIS in which no grade is given by the GIS and instruction provided is equivalent to 15% of the instructional week. In our district, the STRETCH Enrichment program meets these guidelines for cognitively gifted students in grades 4-6.

Gifted Screening/Identification – All districts within the state of Ohio are required to screen and/or identify students as gifted. Screening refers to testing which finds students who may have potential to be identified as gifted. While there is a mandate to identify students as gifted, the ODE does not mandate gifted service. Thus, state funding for gifted services is limited and each district locally identifies service plans, models, etc. The “District Gifted Screening & Identification Overview” available from each school’s Guidance Counselor or on the district’s gifted webpage includes tests administered within our district and/or available to students within the district, as well as the scores used for screening (which we use to guide requests for further assessment for the purpose of gifted identification) and gifted identification (which are established by the ODE). These may be whole-grade scheduled group tests that all students take - i.e. 2nd – 8th grade iReady, the 2nd and 4th grade CogAT, etc. or individually-administered assessments. If a student receives a score \geq 95th percentile or is 2 standard deviations above the mean, minus the standard error of measurement, he/she is identified as gifted in that area. A screening score suggests that further assessment may be necessary. A student may still be referred for additional assessment for the purpose of gifted identification if he/she does not meet our district identified screening score.

It is important for families to determine whether additional assessment for the purpose of gifted screening/identification is appropriate and necessary for each student. Consideration of service options and selection criteria needed for programming eligibility is imperative to ensure that the most appropriate decisions are made. Many enrichment opportunities, arts-related opportunities, Honors courses, AP courses, etc. may not require gifted identification and/or may use other student selection criteria. Assessment is helpful when it is useful and assists a student in attaining the most rigorous and appropriate courses/programs possible. The [2019-20 Chagrin Falls EVS District Gifted ID and Service Plan](#) posted to the district’s Gifted webpage identifies the assessments used in our district and the scores needed for gifted identification.

Honors Classes – Specific subject area classes which are differentiated from a regular (same) subject area class in terms of breadth, depth, and complexity. Gifted identification is not always needed for enrollment in these courses, although many students enrolled are identified as gifted. Other data points may be used to determine student eligibility for these courses. At CFHS, Honors courses are weighted on a 4.5 grading scale.

Independent Study – This option invites a student to engage in self-guided learning that is monitored by school personnel.

Mentoring – This option matches a gifted student with a mentor who may have expertise, background, or knowledge relevant to the needs/goals of the student.

NUMATS (Northwestern University’s Midwest Academic Talent Search) – NUMATS is a program provided via the Center for Talent Development at Northwestern, which provides access to above-grade level testing for gifted and advanced students in grades 3-9. Students in grades 3-6 may take the PSAT 8/9 and students in grades 6-9 may take the ACT and/or SAT (college entrance exams). NUMATS provides data which compares each student’s performance to other gifted/advanced students at his/her grade level who took the test across the country and to typical age students taking the test. NUMATS results provide valuable data to guide acceleration. Student participation is optional and testing occurs on weekends. Visit here for more information: <http://www.ctd.northwestern.edu/program/numats>

Referral for Gifted Screening/ID – A child can be referred for testing for possible gifted ID by a peer, parent, teacher, other school personnel, community member, or self in any area at any grade level. This is easily accomplished in writing and/or through completion of the Referral Form available on the district gifted webpage and within each school. Our district accepts these referrals throughout the year and has identified four windows (February 15-March 15, May 15-June 15, August 15-September 15, and November 15-December 15) during which referred students are assessed. All referred students are assessed within 90 days of referral. A student may be assessed for the purpose of gifted screening/assessment up to twice per school year per area. Copies of the Referral Form are available here: <http://www.chagrinschools.org/GiftedandTalented.aspx>

Regular Classroom Grade Level Acceleration – This involves the placement of an identified gifted student in a grade higher than the current grade placement for **all instruction** (grade-skipping). Grade-level accelerated students and their teachers receive support as needed from the Gifted Coordinator and/or the building Gifted Specialist. Accelerative decisions for gifted students are made on an individualized basis. To learn more about the Acceleration Process within our district, please see the CFEVSD Acceleration Guidelines here: <http://www.chagrinschools.org/GiftedandTalented.aspx>

Regular Classroom Subject Acceleration – This involves the placement of an identified gifted student in a grade higher than the current grade placement for **a specific content area subject** (i.e. Math, Reading, etc.). A student must be assessed on an above-grade level ODE test in the subject to be identified as an “accelerated” student. Subject-accelerated students and their teachers receive ongoing support from the Gifted Coordinator and/or building Gifted Specialist. Accelerative decisions for gifted students seeking placement with above-grade level peers are made on an individualized basis, through an Acceleration Committee. To learn more about the Acceleration Process within our district, please see the CFEVSD Acceleration Guidelines here: <http://www.chagrinschools.org/GiftedandTalented.aspx>

Twice-Exceptional (“2E”) – This term refers to a student who is identified as gifted **AND** has learning challenges and/or other disabilities.

Written Acceleration Plan (W.A.P.) – This refers to an ODE-required document for any student who is accelerated. This plan identifies the child’s area(s) of acceleration and an overview of the plan for acceleration. For gifted students who are accelerated to be placed in an above-grade level setting, the WAP also includes gifted ID information, data that supports the accelerative decision (including results of the Iowa Acceleration Scale in the case of full-grade acceleration), and the plan to evaluate the child’s success.

Written Education Plan (W.E.P.) - This refers to an ODE-required document for any child that is identified gifted and receives an ODE-approved gifted service. This plan identifies a child’s area(s) of gifted identification, gifted service(s) provided, and any individualized goals/needs/service(s) which have been implemented for the child. This plan is continually updated to reflect additional area(s) of identification and/or changes in service, goals, needs, etc. W.E.P.’s are mailed to parents/guardians of all identified gifted and served students within our district at least once per school year. (The ODE requires that all students reported to the state as identified as gifted and served have a W.E.P.)