

"...the goal of gifted and talented education, Pre-K to 12, [should] be the development of gifted young adults, that is, students who by high school graduation possess the task commitment and creative spirit to complement their high levels of cognitive ability, individuals who have the emotional and vocational maturity and the patience to acquire the necessary expertise to make significant contributions in their chosen careers."

Ernesto Bernal

"Gifted Child Quarterly," Summer, 2003

Gifted Teaching Staff

Self-Contained Classroom Teachers:

Beth Dalin, 3rd grade

Jeff Miltko, 3rd grade

Mara Clark, 4th grade

Kathy Reisterer, 4th grade

Jenny Findell, 5th grade

Kim Demooy, 5th grade



A Great Place to Learn
A Great Place to Live

Vision

Our vision is to be the benchmark of educational excellence.

Mission

Our mission is to prepare students to contribute to the competitive and changing world in which we live.

Values

Driven by a vision to be the benchmark of educational excellence, the Westerville School District strives daily to exemplify the following organizational values:

Respect, Inclusiveness, Community,
Communication, Collaboration, Innovation,
Nurturing, Trust, Accountability

Board of Education

Tracy Davidson, President

Rev. Rick Vilardo, Vice President

Dr. Nancy Nestor-Baker

Rev. Vaughn Bell

Gerrie Cotter

Dr. John R. Kellogg, Ed.D.

Superintendent/CEO

Westerville City Schools

936 Eastwind Drive

Westerville, OH 43081

www.wcsoh.org



Elementary Self- Contained Classrooms

Gifted Education Program

936 Eastwind Drive

Westerville, OH 43081

(614) 797-5887

Caley Nestor Baker

District Gifted Education Coordinator

Department Objectives

To provide classroom instruction which addresses the identified strengths of gifted students.

To provide differentiated activities in the content areas of mathematics, science, language arts and social studies

To provide affective curriculum which supports the social and emotional needs of gifted students.

Service Delivery

Students in grades 3, 4 and 5 who have been identified as gifted in the area of superior cognitive ability and at least the 90th % in either Math or Reading may be qualified to participate in the fulltime, self-contained classroom. They must meet the cut score to enroll in the program.

Gifted Resources

OAGC

Ohio Association for Gifted Children
Ann Sheldon, *Executive Director*
ExecutiveDirector@oagc.com
www.oagc.com

NAGC

National Association for Gifted Children
www.nagc.org

Ohio Department of Education-
Office for Exceptional Children
Gifted Educational Consultants

(614) 466-2650
www.ode.state.oh.us

Search “gifted education”

Frequently Asked Questions

How will my child benefit from attending a self-contained gifted classroom?

The needs of some gifted students whose cognitive abilities set them apart from others their age are best met by full-time grouping with other gifted children. Students of similar ability motivate and challenge each other.

What characteristics are typical of students in the self-contained classroom?

Typically these are children who:

- formulate abstractions
- process information in complex ways
- are observant and inquisitive
- learn rapidly
- employ a large vocabulary
- enjoy hypothesizing
- think in divergent ways

What curricula is used in the self-contained classroom?

Students receive instruction in the district-approved courses in all subject areas and meet mandated state standards. However, instruction is accelerated and more complex. For example, subject matter may be organized by key concepts and principles of a content area. This allows time for students to develop higher level thinking skills to pursue a subject matter in depth.

What are the learning needs of gifted students?

These students often have previously mastered many of the concepts they are expected to learn in a given grade level. They need a consistent opportunity to learn new materials and to develop the behaviors that allow them to cope with the challenge and struggle of new learning.

Isn't gifted education elitist?

Gifted students need to learn at their challenge level, just as all students do. It is inequitable to prevent gifted students from being challenged by applying one level of difficulty in a mixed-ability classroom. Providing opportunities for students to be challenged by a rigorous curriculum is not elitist but appropriate.

About Gifted Education

Under the direction of the **Department of Academic Affairs**, this office is responsible for identifying and working to meet the needs of our gifted students by developing, delivering and encouraging ability-appropriate academic challenges as well as social/emotional support for the student.