



# Gifted Advisory Council

Office for Exceptional Children

# Welcome!

- Introductions
- Norms
- Purpose
- Agenda

# Gifted Advisory Council

- The superintendent of public instruction shall establish a gifted advisory council. The council shall:
  1. Represent a variety of stakeholders from diverse regions of the state, including parents, general and gifted educators, administrators and others as determined by the superintendent;

# Gifted Advisory Council

2. Assist in the development and updating of a department approved plan for gifted education in Ohio;
3. Advise on policy recommendations;

# Gifted Advisory Council

4. Serve as advisors in establishing criteria for review of proposals to implement innovative gifted services; and
5. Establish criteria for identifying and recognizing schools, districts, and other educational providers

Ohio Administrative Code 3301-51-15(1)

# Overview: 2017 Gifted Operating Standards

# Overview: 2017 Gifted Operating Standards – Key Changes

- Timeline
- Identification
- Services
- Equal Access to Services
- Written Education Plans
- Professional Development

# Timeline: Gifted Rule Continued

**November  
2016:** Draft  
voted out of  
Committee

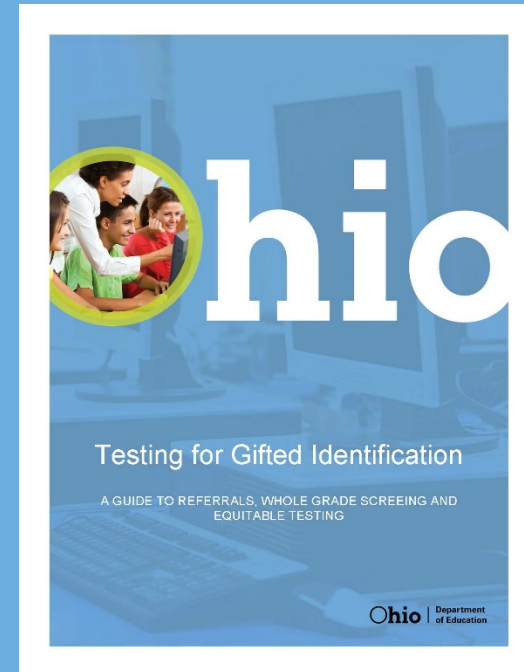
**January – March  
2017:** Draft filed  
with JCARR, Chapter  
119 hearings, and  
JCARR approval

**December  
2016:** Draft  
unanimously  
voted on by  
full Board

**July 1, 2017:**  
*Operating Standards  
for Identifying and  
Serving Students  
Who are Gifted,  
effective*



# Identification



# Summary of Key Requirements

My requirements...	Grades K-2	Grades 3-6	Grades 7-12
<b>Whole grade testing:</b>  <b>Superior Cognitive Creative Thinking Mathematics Reading/Writing</b>	Yes, at least once in this grade band	Yes, at least once in this grade band	Not required
<b>At least two opportunities per year based on referrals:</b>  <b>Any identification area</b>	Yes, at all grade levels	Yes, at all grade levels	Yes, at all grade levels

# Testing for Identification Guidance

## Whole Grade Screening

- Must use a test approved for gifted identification.
- Superior cognitive and creative thinking may use the same assessment.
- For creative thinking, checklists are not required unless a student meets the qualifying cognitive ability score.
- This requirement *cannot* be met by reviewing previous test scores.

## Referrals

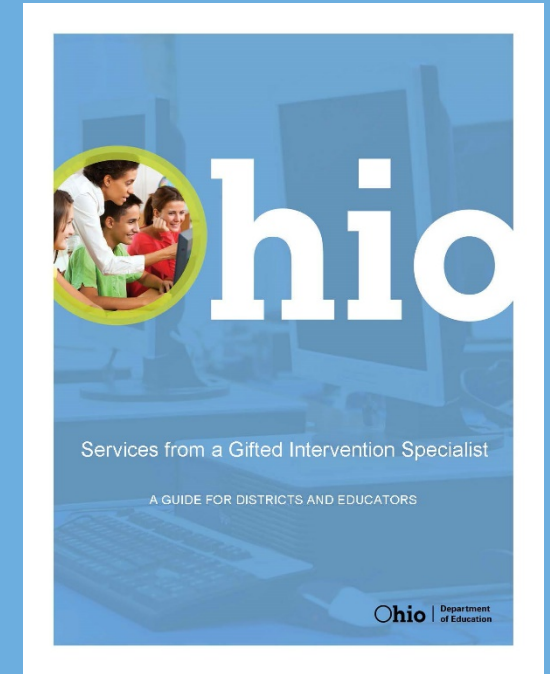
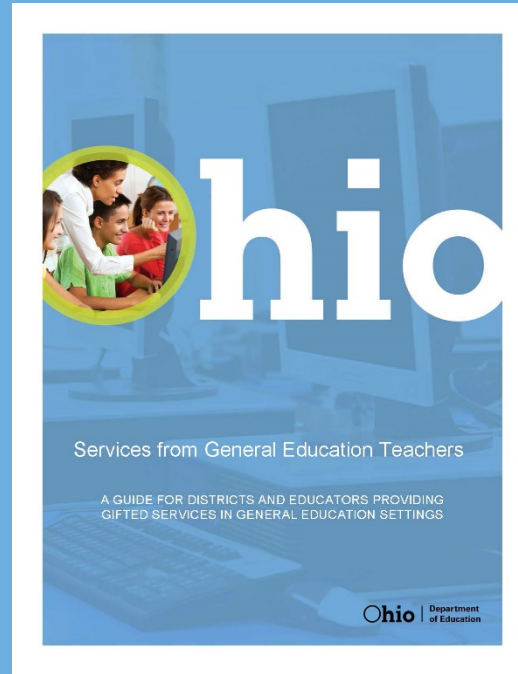
- Must use a test approved for gifted identification.
- Testing must be completed within 90 calendar days of referral.
- Whole grade testing may count as *one* opportunity for that grade level.
- This requirement *cannot* be met by reviewing previous test scores.



## Testing for Identification Guidance Continued

If a parent chooses to opt out of whole-grade testing, the district may follow district procedures. However, subgroups of students should not be removed from whole-grade testing.

# Service Settings



# Summary of Key Requirements

Educator Meets Professional Development Requirements and, for General Educators, Receives On-going Support

Class Size and Caseload Equivalent to District Class Size and Caseload – *except where noted*

Instructional Time Equivalent to District Instructional Time – *except where noted*

Identified Students are Deliberately Placed into Services

Services Guided by Students' Written Education Plans

# Summary of Key Requirements Continued

Maximum class size is twenty students

- Full-time self-contained classroom
- Co-teaching cluster group setting
- Resource room/pull-out setting

Maximum caseload for the gifted intervention specialist is 80 students

- Co-teaching cluster group setting
- Resource room/pull-out setting

Instruction is 15% of the instructional time for a school week OR one core content class period per day

- Cluster group setting in a general education classroom
- Co-teaching cluster group setting
- Resource room/pull-out setting

# Turn and Talk

How are districts in your area providing services to students who are gifted?



# Equal Access to Services



# Summary of Key Requirements

## Service criteria must:

- Not limit equal opportunity for underrepresented populations
- Include an explanation of how service placement methods ensure equal access

## Students cannot be excluded from services due to:

- Reassessment
- Outside scores
- Specific named test
- Specific named grade level
- Other restrictions such as requiring multiple qualifying scores, etc.

## Guidance: No Services Letter

Required by all districts, including those that do not offer gifted education services.

---

Required only when an identified student does not receive any gifted education services.

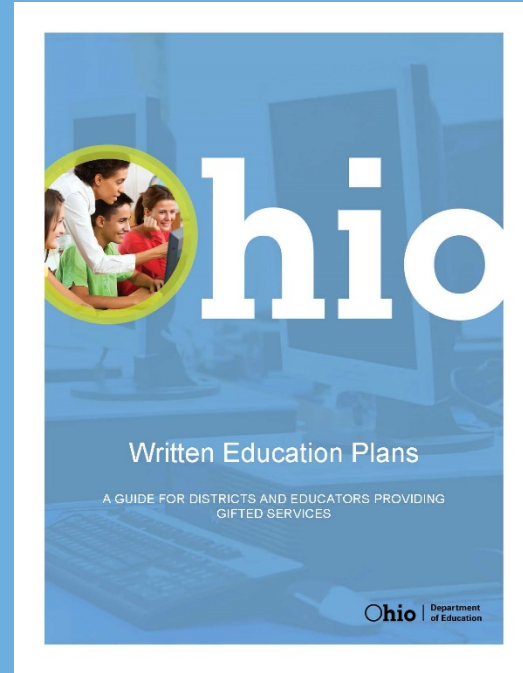
---

Disseminated each year services are not provided.

---

It must be clear that any “enrichment opportunities” detailed in the letter are not gifted services.

# Written Education Plans

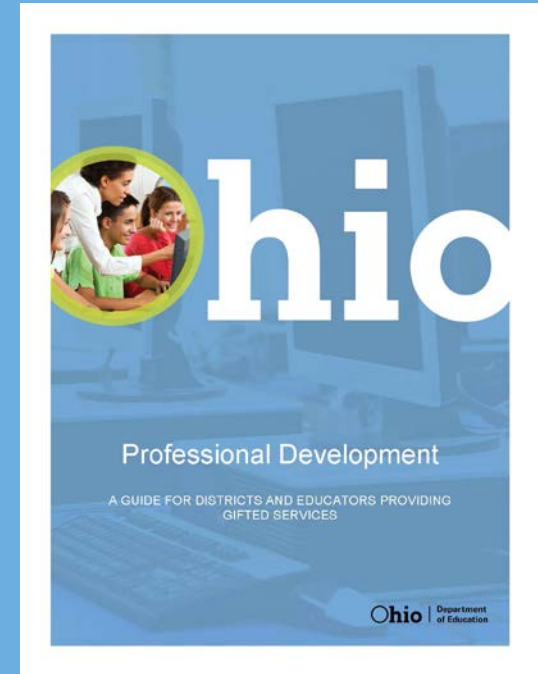




## Written Education Plan Guidance

- WEPs must be developed in collaboration with an educator with gifted licensure or endorsement.
- Provide a copy of the WEP to collaborating educator, service provider, and parents.
- Report progress to parents and students at least twice per year.
- WEPs are for the duration of the course and may cover more than one course
- Reasonable attempt to obtain parent signature must be in writing.
- Students may not be denied services due to a lack of a parent signature on the WEP.

# Professional Development



# Professional Development for General Educators

## Summary of Key Requirements from the Operating Standards

- Must meet eight competencies
  - Provided by an educator who:
    - Holds gifted licensure or endorsement
    - Holds a graduate degree in gifted education
    - Is a state or national presenter in gifted education
- 30 hours during year one, 30 hours during year two, additional hours in year three and beyond.
- Receive on-going support

# Professional Development for General Educators Guidance

Only for those who are designated as providers of gifted education services and do not already hold licensure or endorsement in gifted education.

Occurs before or during provision of services.

Count related clock hours received since July 1, 2015.

Excess hours during year one count toward year two.

Count AP and IB training related to the competencies toward requirement.

Districts convert college or university credit hours to clock hours.



## Turn and Talk

How are districts in your area implementing the professional development requirement?

# Overview: State of the State

# The Gifted Indicator

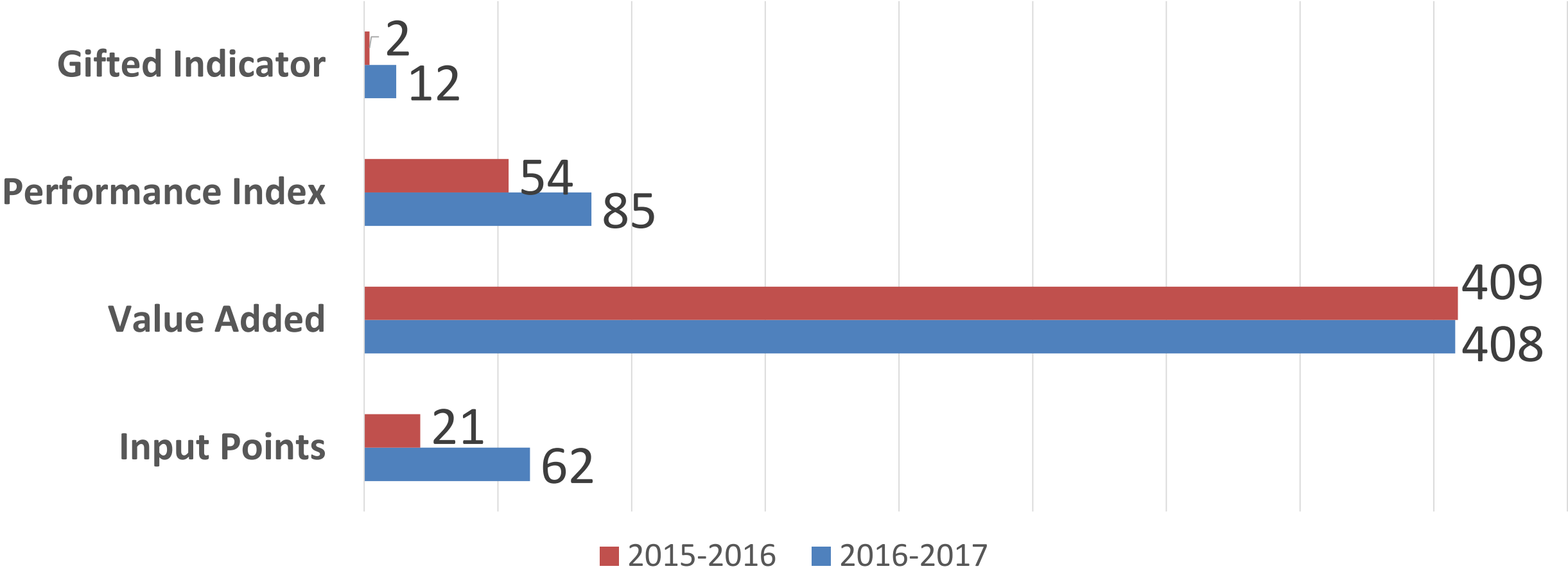
- Created in response to Ohio Revised Code 3302.02.
- Reflects the level of services provided to, and the performance of, students identified as gifted, including value-added growth.
- Included as part of the district's overall graded measure, *Indicators Met*, and carries the same weight as all other indicators in that measure.

# Gifted Indicator Thresholds

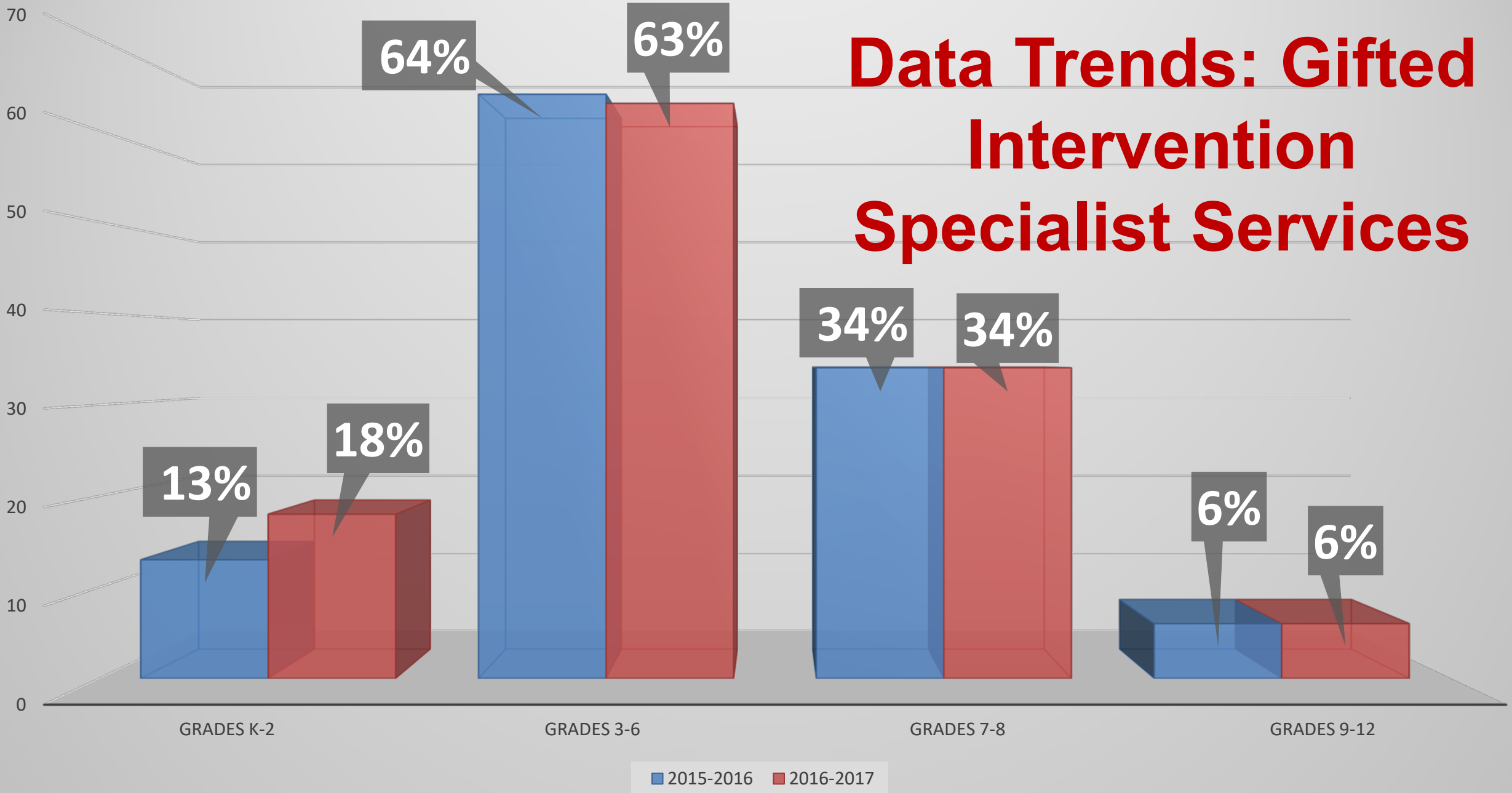
**For the 2016-2017 school year and beyond:**

- Gifted Performance Index = 117 points
- Gifted Value-Added = Grade of “C” or higher
- Gifted Input Points = 80 points

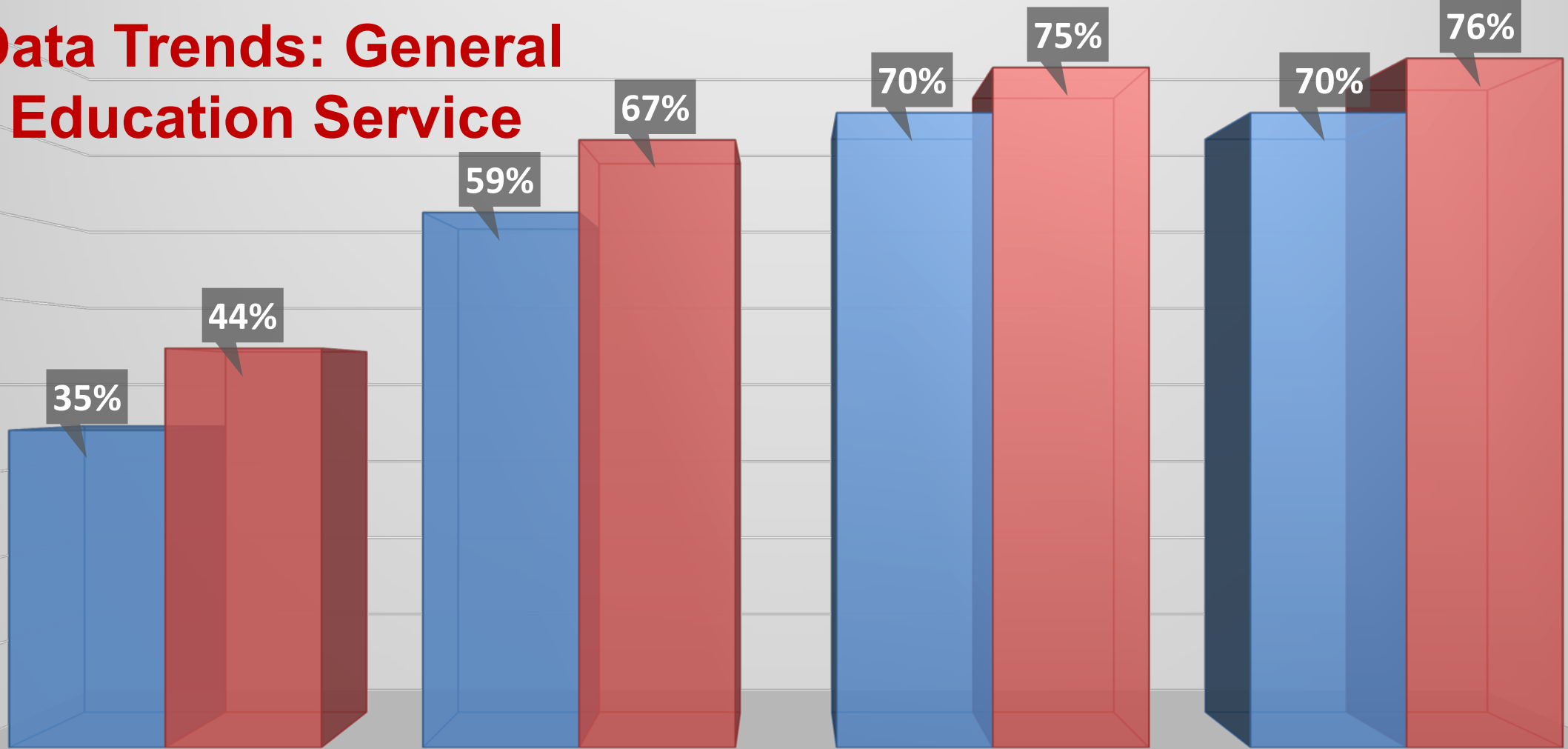
# Data Trends: Gifted Indicator Data Using 2016-2017 Thresholds



# Data Trends: Gifted Intervention Specialist Services



# Data Trends: General Education Service



GRADES K-2

GRADES 3-6

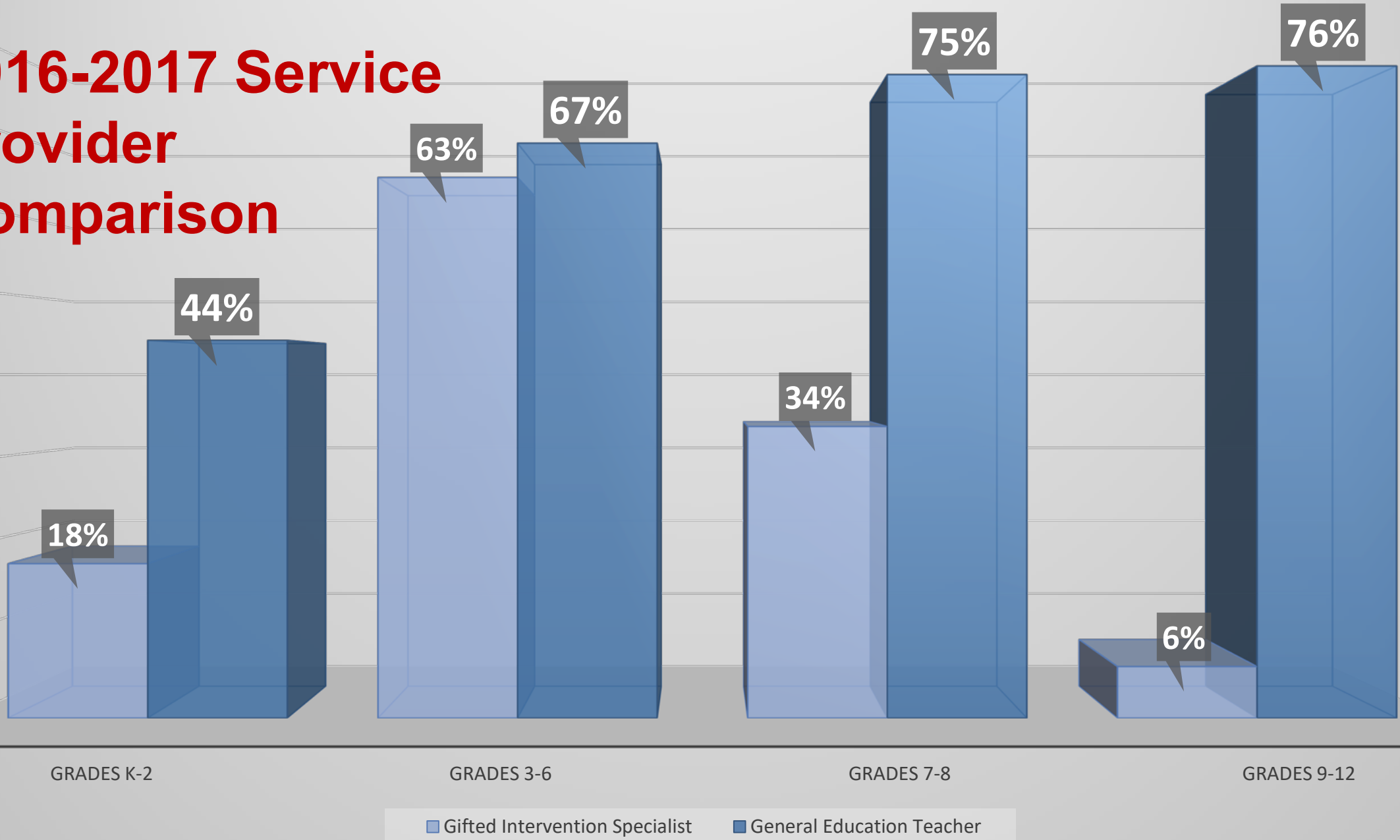
GRADES 7-8

GRADES 9-12

■ 2015-2016

■ 2016-2017

# 2016-2017 Service Provider Comparison





# Data Trends: Services by Identification

Grade Level and Year	Superior Cognitive Ability	Reading and Math	Science and Social Studies	Creative Thinking	Visual and Performing Arts
K-2 2015-2016	25%	28%	8%	8%	3%
K-2 2016-2017	36%	39%	13%	17%	8%
3-6 2015-2016	78%	77%	20%	22%	10%
3-6 2016-2017	79%	77%	28%	28%	12%
7-8 2015-2016	65%	69%	24%	18%	11%
7-8 2016-2017	71%	74%	30%	25%	15%
9-12 2015-2016	57%	60%	48%	19%	16%
9-12 2016-2017	65%	69%	55%	26%	23%

# Turn and Talk

In regards to the data shared, what resonated with you?

# Current Happenings: Guidance

The screenshot shows a website with a dark red navigation bar at the top containing links for Home, Administrators, Teachers, Parents, Topics, How Do I?, About, Media, Blog, and Contact. Below the navigation bar is a breadcrumb trail: Home > Other Resources > Gifted Education > Rules, Regulations and Policies for Gifted Education. The main content area features a 'QUICK LINKS' sidebar on the left with a red header and a list of links: Teaching Gifted Students, For Parents, Gifted Screening and Identification, Data Reporting and Accountability, Rules, Regulations and Policies for Gifted Education, Academic Acceleration for Advanced Learners, Code of Fair Testing Practices in Education, State Board of Education Policy Statement on the Future of Gifted Education in Ohio, and Waiver for Gifted Education Services. The main content area has a large blue heading 'Rules, Regulations and Policies for Gifted Education' followed by a paragraph explaining that on March 6, 2017, the Joint Committee for Agency Rule Review approved revised gifted operating standards (Ohio Administrative Code 3301-51-15). Below this is a sub-heading 'Rules and Regulations' and a paragraph stating that the following documents are provided in Adobe pdf unless otherwise specified. A list of links follows: Ohio Revised Code 3324, NEW 2017 Operating Standards for Identifying and Serving Students Who are Gifted (effective July 1, 2017), and Translations of the Ohio Revised Code can be found here. Another sub-heading 'Guidance Documents' is followed by a list of links: NEW Implementing the Operating Standards for Identifying and Serving Students Who are Gifted: A guide for Ohio school districts and educators, REVISED Presentation on the 2017 gifted operating standards, NEW Implementing Whole-Grade Screening Guide, REVISED Gifted EMIS Data Guide, NEW Professional Development Resource Guide, District Gifted Identification Plan, and District Gifted Education Policy. At the bottom of the main content area is a sub-heading 'Related Background'.

Home > Other Resources > Gifted Education > Rules, Regulations and Policies for Gifted Education

## Rules, Regulations and Policies for Gifted Education

On March 6, 2017, the Joint Committee for Agency Rule Review approved the revised gifted operating standards (Ohio Administrative Code 3301-51-15). These rules provide districts with increased flexibility while also ensuring quality education services for students who are gifted.

### Rules and Regulations

The following documents are provided in Adobe pdf unless otherwise specified.

- » [Ohio Revised Code 3324](#)
- » **NEW** [2017 Operating Standards for Identifying and Serving Students Who are Gifted](#) (effective July 1, 2017)
- » [Translations of the Ohio Revised Code can be found here.](#)

### Guidance Documents

- » **NEW** [Implementing the Operating Standards for Identifying and Serving Students Who are Gifted: A guide for Ohio school districts and educators](#)
- » **REVISED** [Presentation on the 2017 gifted operating standards](#)
- » **NEW** [Implementing Whole-Grade Screening Guide](#)
- » **REVISED** [Gifted EMIS Data Guide](#)
- » **NEW** [Professional Development Resource Guide](#)
- » [District Gifted Identification Plan](#)
- » [District Gifted Education Policy](#)

### Related Background

# Required Documentation in SAFE

## District Identification Plan

Assurances

Description of whole-grade screening

Description of tests

Submitted for Approval

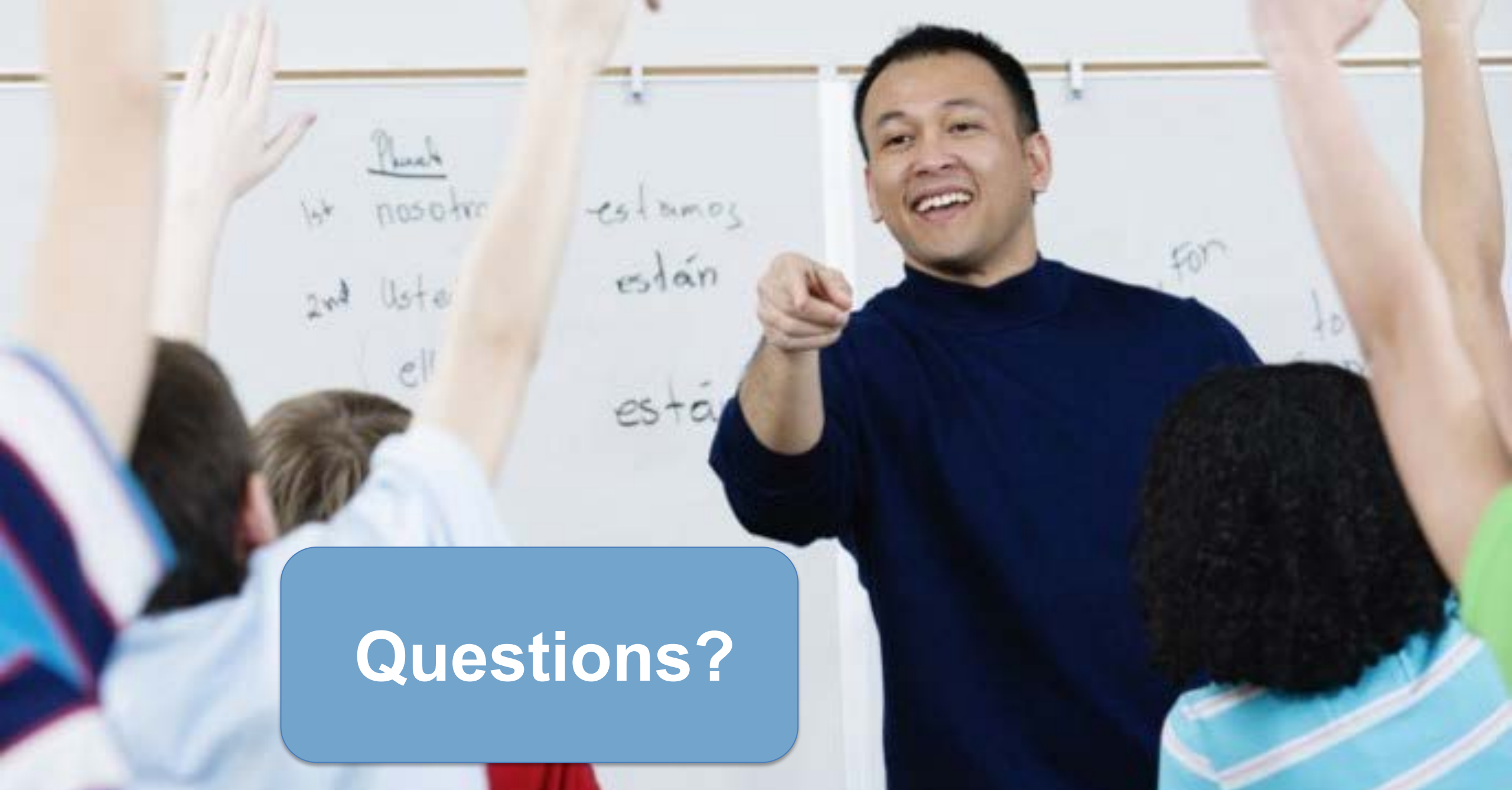
## District Policy for Gifted Education

Description of identification process

Description of services

Available to parents

Submitted, *not* approved



Questions?

# What is the current status of gifted education in your area of the state?

## SWOT Analysis Activity

1. Identify the Strengths, Weaknesses, Opportunities, and Threats
2. Individual, one comment per post it note, write down SWOT (10 minutes)

# What is the current status of gifted education in your area of the state?

## SWOT Analysis Activity

3. With a partner, share post it notes (5 minutes)
4. Put post it notes on chart paper
5. Debrief

# Next Steps for December's Gifted Advisory Council

- Serve as advisors in establishing criteria for review of proposal to implement innovative gifted services:
- Homework:
  - How does your district or region define an innovative service?
  - Based on the information we shared today, what additional data should we identify to assist in the development of an application process for innovative services?



# Closing Comments

- Once around the table
- Future meeting schedule:
  - December 5, 2017 – 1:00-3:30
  - March 6, 2018 – 1:00-3:30
  - May 8, 2018 – 1:00-3:30