

**GIFTED ADVISORY COUNCIL MEETING**  
**Ohio Department of Education, Room 102**  
**November 28, 2018**

**CALL TO ORDER**

Kim Monachino welcomed all Council members and staff to the meeting and had everyone introduce themselves. Kim reviewed the meeting norms, purpose of the Council and the agenda. Kim introduced ODE's Director of the Office of Assessment, Lisa Chandler.

**REVIEW AND APPROVE OCTOBER 2018 MINUTES**

Minutes from the October 2018 meeting were reviewed and approved with no edits.

**GIFTED UPDATES**

**Common RFQ for the List of Approved Assessments**

Lisa Chandler discussed the common RFQ for the list of approved assessments. ODE had intended to post the RFQ in the fall, but it was delayed due to changes at the Department. Staff are reviewing a draft now. We hope to be able to share the draft RFQ with this group and other members of the gifted community for feedback, then our intent is to post it prior to the Christmas break. Vendors will have approximately four weeks to submit their responses to ODE. We hope to release the approved list in March of 2019. Kim added that staff are cognizant that districts must have time to purchase the assessments.

Comments

- We really must make sure the tests are identifying appropriately, because gifted students cannot exit out like special education students can. It is crucial that the assessments are appropriate.
- As an individual teaching in the classroom, I must reiterate that the identification must be sound. It is frustrating for the students when they have been identified but are not as gifted as originally thought.

Questions and Answers

Q. How was the Council's official statement reviewed, was it addressed, and is there any follow up?  
A. Kim said we looked at it and shared it internally as we looked at our processes. We are looking at your concerns as we move forward.

Q. Is the intent to repeat this process annually?

A. Lisa said that is the plan as of now.

Q. Where are we with Gates and the whole gender piece for scoring? Is there anything new on that?

A. Lisa said our general counsel is looking at that. She will try to get that information and share with the Council.

Q. Where does the RFQ get posted?

A. It will be on the ODE website. We contacted every publisher and every vendor that had an approved assessment last year to let them know. We shared the information in other ways, as well.

**Innovative Gifted Services**

Mike Demczyk asked Council members to review and give last thoughts on Innovative Gifted Services documents. Mike indicated that any appeal decisions as well as other decisions will be announced by March 15<sup>th</sup>. The process document is being reviewed by ODE Legal staff, and we will share that document as soon as possible.

### Questions and Answers

Q. Have you had districts reaching out?

A. Yes, a few have reached out.

Q. Who would review?

A. A subcommittee of this Council and ODE staff will review.

Q. What is the next timeline? What does that look like?

A. We put a note in there saying we intend for the application to be available each school year and we can put the actual dates in there if you want. (All Council members agreed that the dates should be in there.)

Q. Can you look back and count services?

A. No, it's only going forward.

Q. Then why are we rushing it since it's only for next year? Why can't it be stretched into January or February?

A. This is due to funding and hiring concerns, but we could revise.

Q. Is the intent to have two application windows for the following school year?

A. Yes, but we can discuss this further.

After further discussion, Council members agreed to leave it at one window for now and then add the second window in years to come if needed.

### **Gifted Guidance Document**

Maria reviewed and explained the gifted guidance document. The document will include a chart showing a high-level overview and new FAQs. This is with communications for review and will hopefully be available soon.

### **CRITERIA FOR RECOGNIZING SCHOOLS**

Council members broke into small groups to discuss and report out on these two questions:

- What are the features of quality gifted education programming?
- How does the variety of settings (continuum of services, district typology, service provider, etc.) impact the identified features from Question #1?

#### Group 1

- 1. Recognition needs to occur across typographical areas, across the state. We want to ensure it is a program the teachers and students feel good about, meeting all needs, not just academic.
- 2. We discussed recognition as group 1 did. The Department must recognize stakeholders from all areas, look at staffing criteria, and ensure districts is making positive decisions for gifted education. Also pivotal are financial incentives and recognizing individuals, buildings and districts.

#### Group 2

- 1. Continuum of services, quantity vs quality, and realizing if the services aren't quality, the quantity doesn't matter. We also talked about whether general education teachers are able to provide targeted intervention.
- 2. Quality vs quantity, mobility, continuum of services, qualifications for teachers, PD for teachers.

#### Group 3

- 1. We need different criteria based on building or district perspective. Also important is continuum, concern about the child first not the program first, and level of service has to be of the appropriate challenge. We must focus on acceleration issues. The bottom line is there should be no impediment to progress and challenge. What do SAT and ACT tests look like in this

population? Equity of identification services across economic and ethnic groups, parents and guardians need to be educated as well, PD for teachers who do not have gifted licensure.

- 2. Look at equity within similar district profiles.

#### Group 4

- 1. Being responsive to student needs, envision a school day for a gifted child and what a quality program does to impact them and what a good quality program would do with teachers.
- 2. Providers should mirror the demographic of the school, equity in identification, role models.

#### Additional comments

- ODJFS STAR Step Up To Quality program for child care servers is something we could look at as an example, also.
- What does recognition look like? Would we seek out who to recognize or would ESCs nominate or would districts recognize?
- Are there other types of recognition programs that the Department is using with other special populations? Does the Department recognize schools or districts for other programs? (Wendy said yes, tomorrow is the PBIS Showcase, and there are other ways to recognize, and other processes. Districts decide whether or not to participate. We have also looked nationally at what is being done, but there are not a lot of programs that we are aware of in other states.)

#### **COUNCIL MEMBERS' UPDATES**

Tebbe – During a discussion of visual performing arts at NWOCA, it was apparent that folks are frustrated at not being able to provide services. Maybe there should be a refresher on the process, and maybe we need ESCs to be part of the process.

Groman – I am doing a research project on creative thinking, and I want to know how schools are identifying and serving. I want to know how the average teacher serves. Please email [jgroman@ashland.edu](mailto:jgroman@ashland.edu) for the online survey.

The OAGC coordinator division workshop is next week, with Tracy Cross giving the keynote. The focus is on social emotional issues.

#### **NEXT STEPS**

Dwayne said we need to address terms of this Council and how to add new members.

Once around the room:

- Enjoyed the discussion
- Paolo is in our district today because 10 of our 11 schools are silver status PBIS!
- Appreciate small group discussions about inclusion
- Great discussion
- Nice to hear from others, always learn
- Great to be with people fighting for gifted students
- We are really accomplishing things!
- Appreciate small group, appreciate Beth
- Small group
- Nice to be among similar thinking people
- Appreciate focused time to talk about gifted
- Appreciate hard work and investment
- Conversation around innovative services was great

- Good to hear others' thoughts and advice
- Great to see the many possibilities of this group
- Love that this group provides opportunities to look at theory and practice

**CLOSING COMMENTS**

Meeting dates for 2018-19 school year:

- February 6, 2019
- April 24, 2019

Meeting adjourned at 3:30 p.m.