

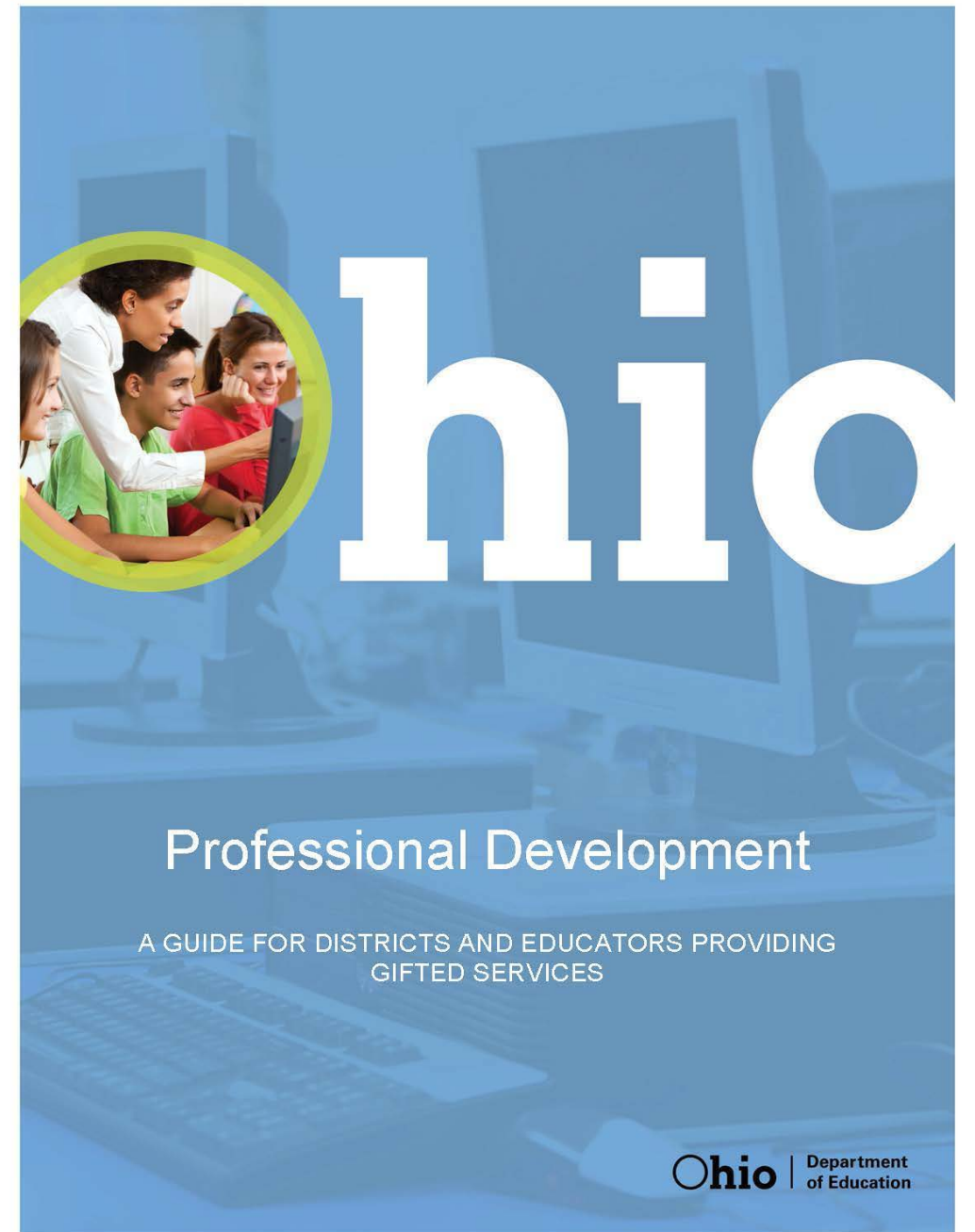


2017 Gifted Operating Standards

Office for Exceptional Children

 Ohio | Department of Education

Professional Development



Summary of Key Requirements

| Gifted Education Assignment | 30 Hours of Professional Development Required During Year One | 30 Hours of Professional Development Required During Year Two | Ongoing Professional Development Required | Ongoing Support Required |
|-------------------------------------|---|---|---|--------------------------|
| Gifted Intervention Specialist | No | No | Yes | No |
| General Education Teacher | Yes | Yes | Yes | Yes |
| Honors Teacher | Yes | Yes | Yes | Yes |
| Advanced Placement Teacher | Yes | Yes | Yes | Yes |
| International Baccalaureate Teacher | Yes | Yes | Yes | Yes |
| College Credit Plus Instructor | No | No | No | No |
| Trained Arts Instructor | No | No | No | Yes |
| Gifted Coordinator | No | No | Yes | No |

Professional Development for General Educators

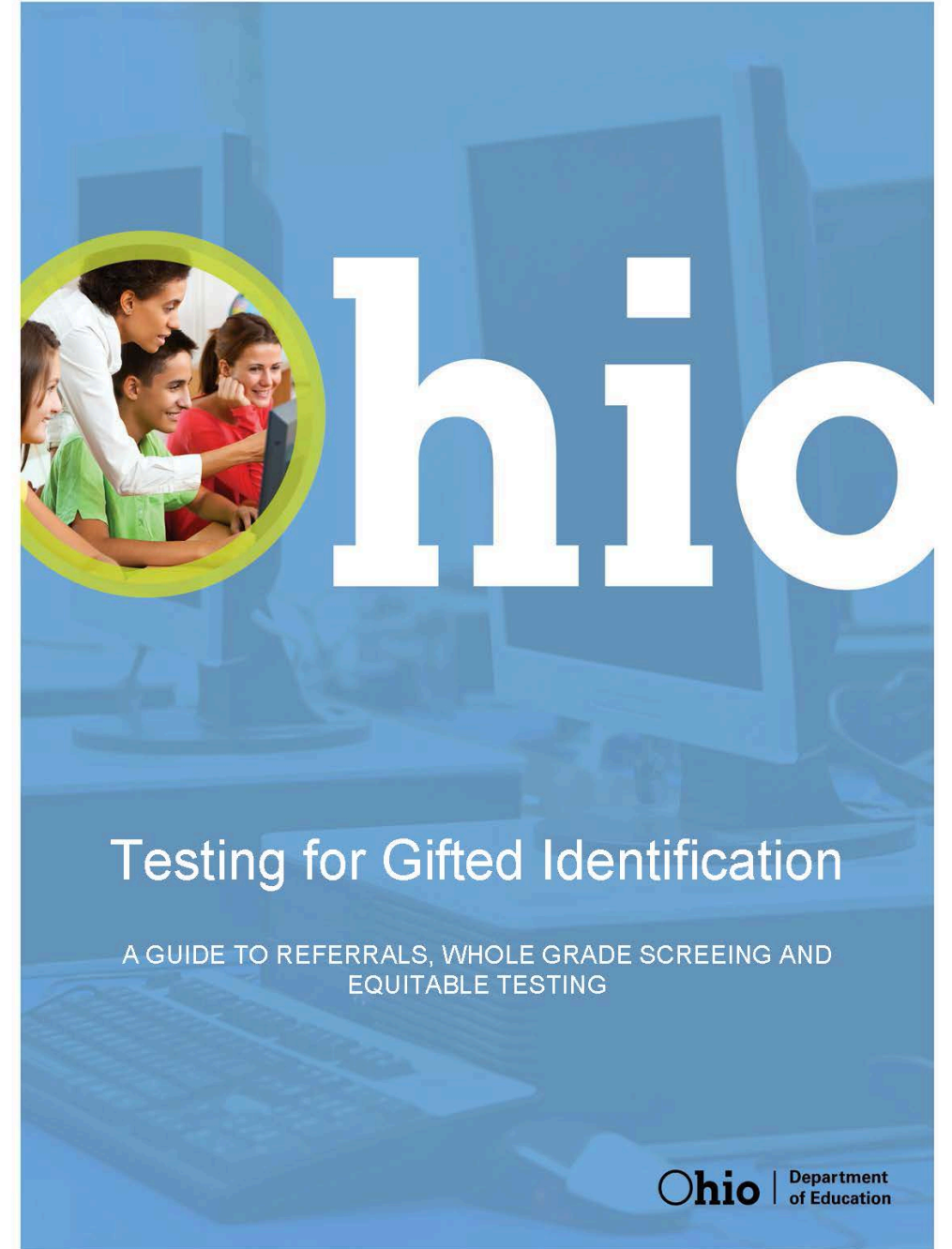
Summary of Key Requirements from the Operating Standards:

- Must meet eight competencies
- From 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

- 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 relevant college or university credit hours to clock hours.

Identification



Summary of Key Requirements: Assessment for Identification

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

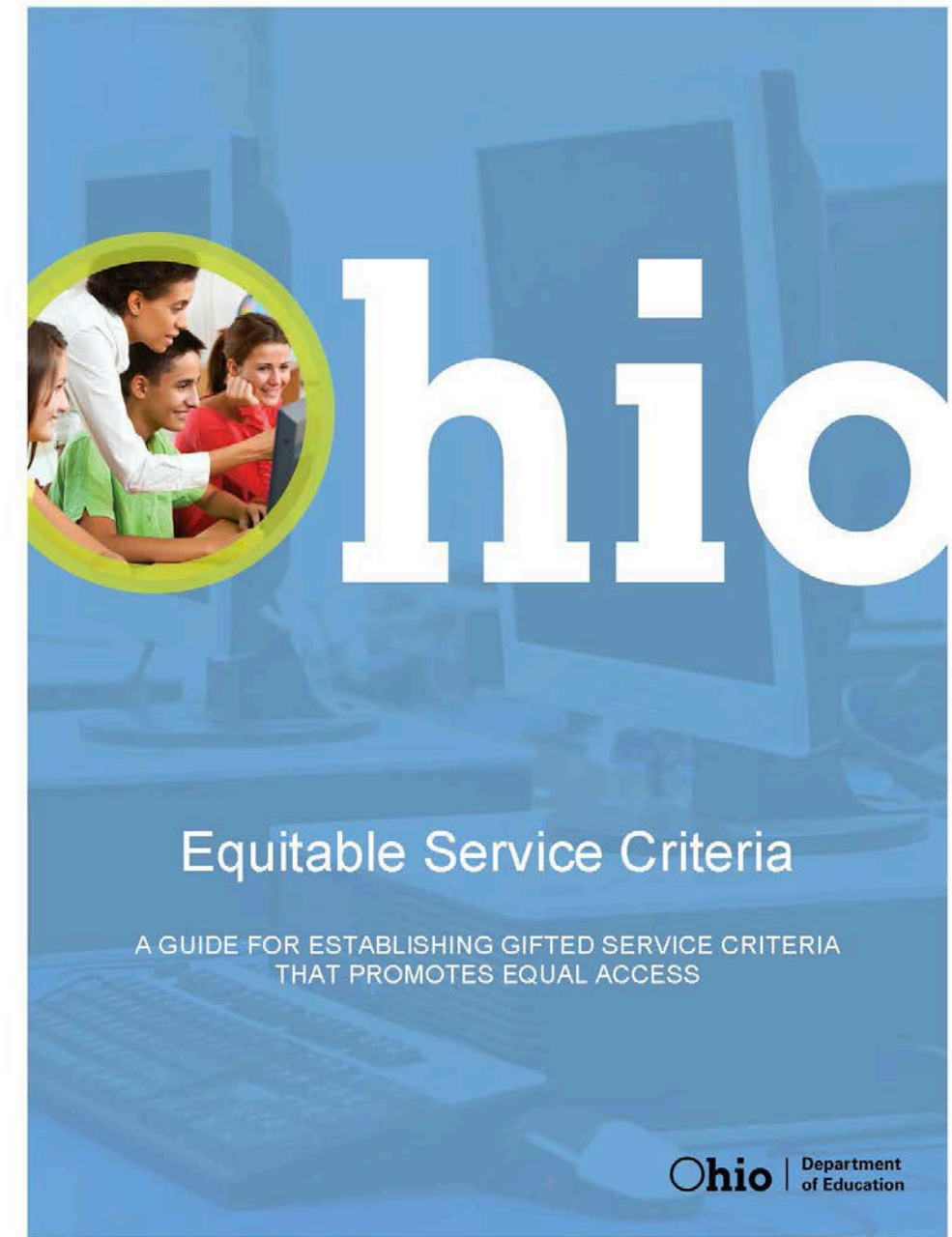
Referrals:

- 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.

Equitable Testing Guidance

- Use allowable student IEP and 504 accommodations. If a particular test does not allow for their use, select a comparable approved test.
- Use or eliminate subtests as specified on the Chart of Approved Assessments and Gifted Identification FAQ.
- Select instruments that allow for equitable identification of underrepresented populations.
- Do not alter identification criteria other than that established in the Ohio Revised Code and Ohio Administrative Code.

Equal Access to Services



Summary of Key Requirements: Equal Access to Services

Students cannot be excluded from services due to:

- Outside scores
- Specific named test
- Specific named grade level
- Most recent test scores

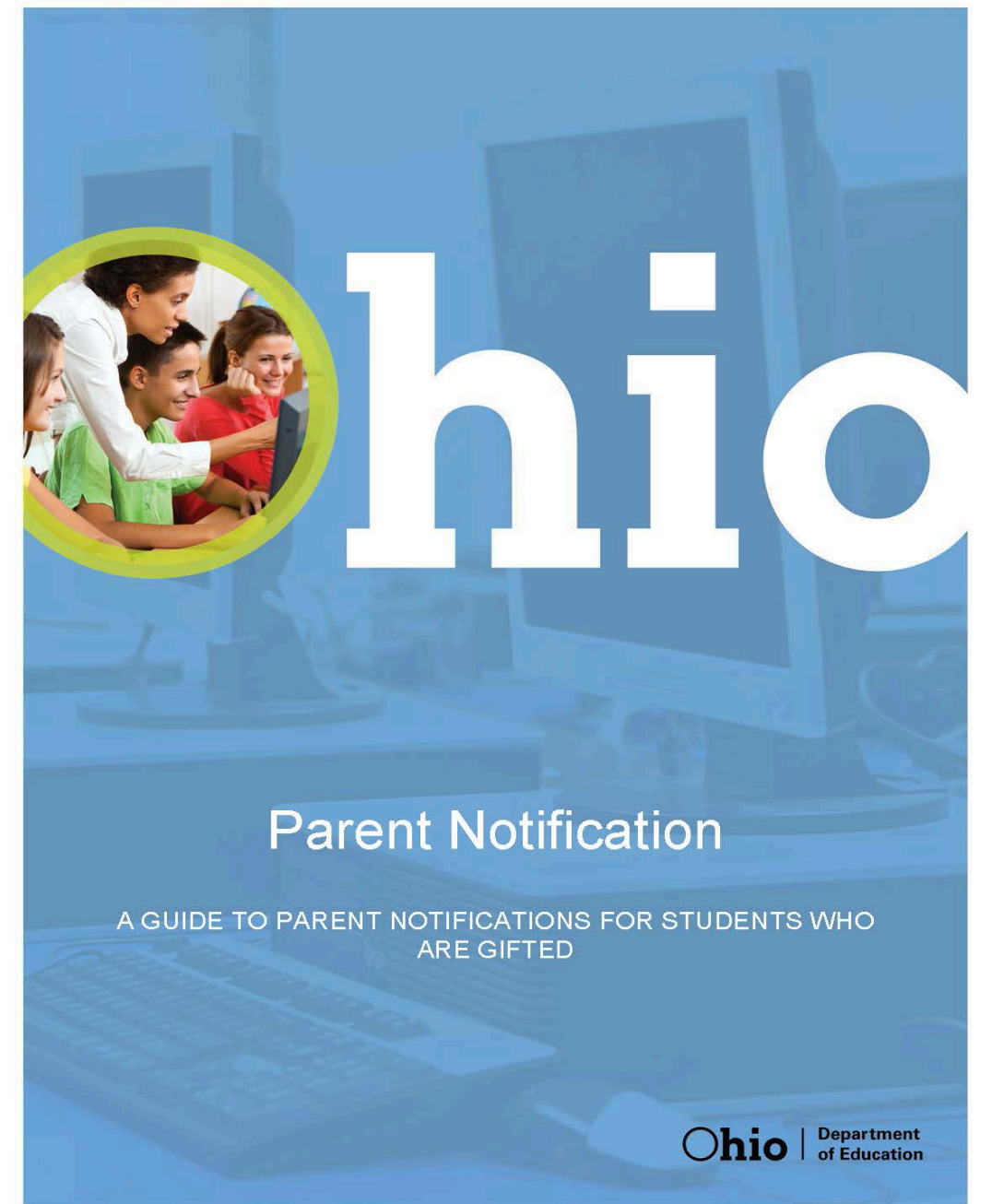
Service criteria must:

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

Examples of Unduly Restrictive Service Criteria

- Only using scores from a particular named test.
- Not using alternate allowable scores for service placement.
- Only using scores obtained at a particular grade level.
- Not allowing the use of scores obtained outside of the district.
- Requiring a student to achieve a score multiple times.
- Using only most recent test scores.

Parent Notification



Summary of Key Requirements: Assessment and Parent Notification

Notify parents regarding:

- Scheduling of assessments, including whole-grade screenings
- Assessment results (within 30 days of receipt)
- Appeals procedures related to assessments and results

Parent Notification Guidance: Assessment

- Permission to test is required if students are referred by someone other than a parent.
- Permission to test is required when students qualify for reassessment.
- Do not single out particular subgroups of students for exemption.

Summary of Key Requirements: Parent Notification and Services

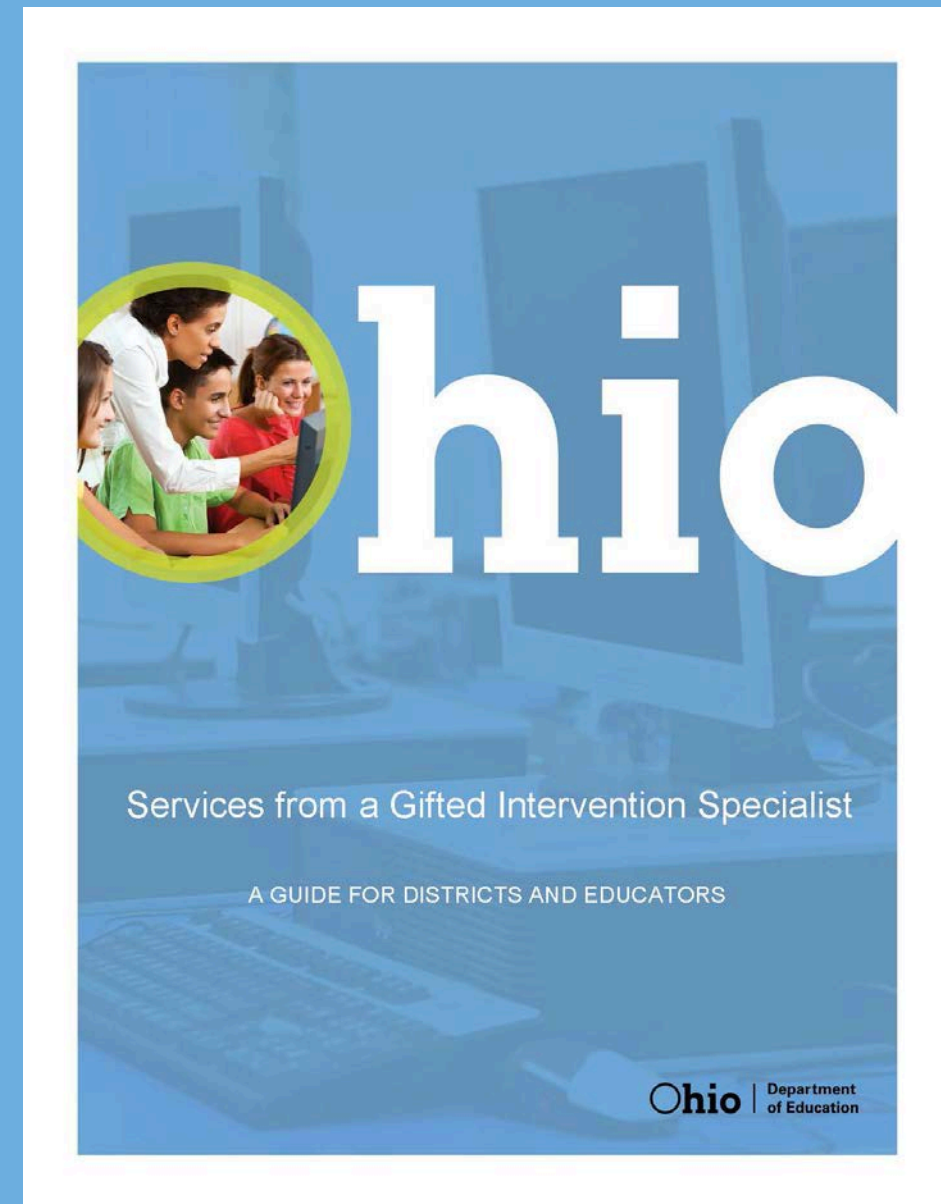
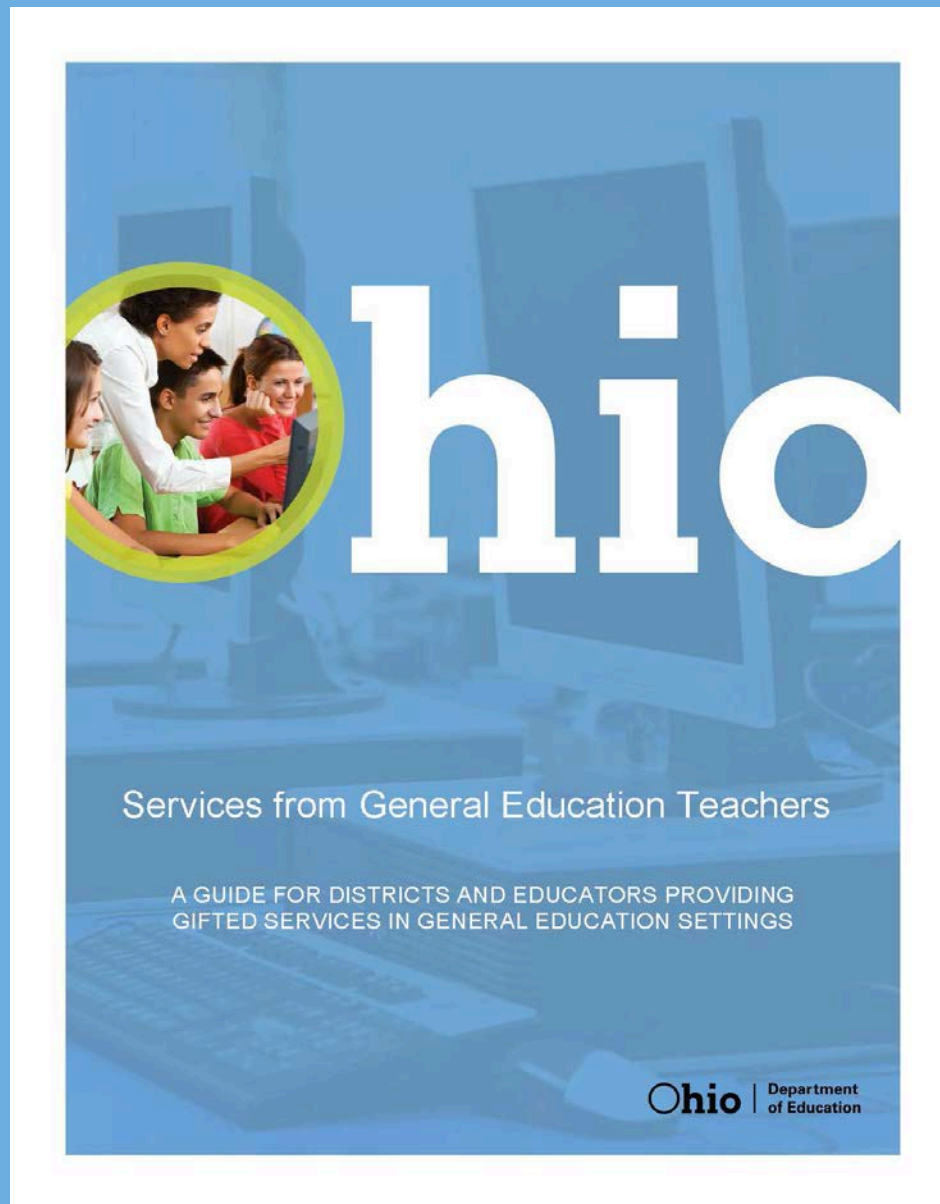
Notify parents regarding:

- Available district services and placement criteria
- Student placement into services
- Appeals procedures related to services and placement
- “No Services Letter”

Parent Notification 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.

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

Services Provided by General Education Teachers: Settings

- Cluster Grouping
- Co-Teaching
- Honors
- Advanced Placement
- International Baccalaureate
- Other

Services Provided by Gifted Intervention Specialist: Settings

- Full-time Self-contained
- Single Subject Self-contained
- Co-Teaching Cluster Group
- Resource Room or Pull Out

Self-contained Classrooms: Key Requirements

Full-time Self-Contained Classroom

- Maximum class size is 20 students
- Instructional time is equivalent to corresponding district settings
- Waiver for class size

Single Subject Self-Contained

- Class size/Caseload is equivalent to corresponding district settings
- Instructional time is equivalent to corresponding district settings
- No waiver for this setting

Cluster Group Settings: Key Requirements

Cluster Group:

- Small group of identified students
- Instructional time is a minimum of one core content class period per day OR an average of 15 percent of the instructional time in a school week
- Provided by general education teacher
- Waivers are not available for this setting

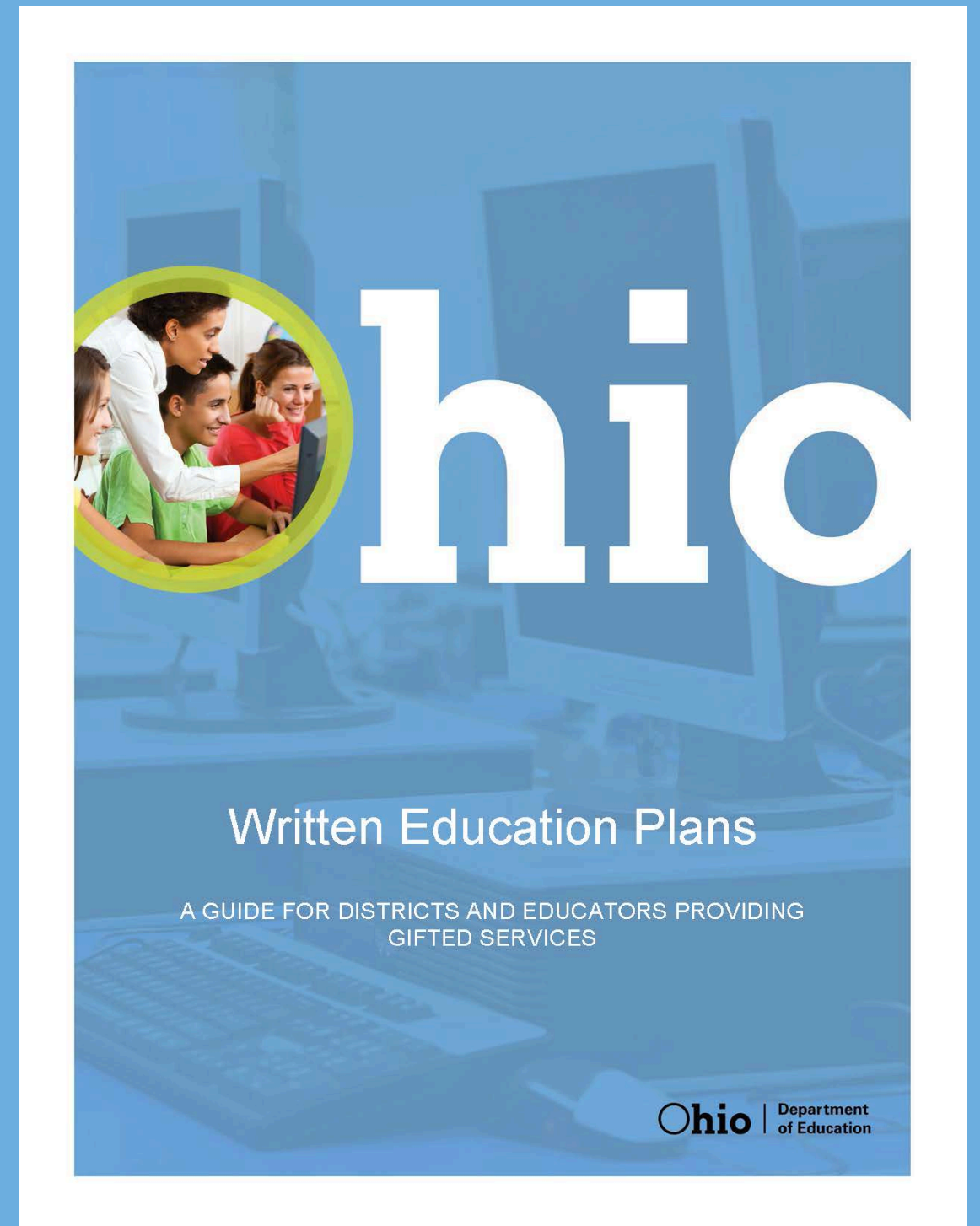
Co-Teaching Cluster:

- Maximum of 20 identified students in the cluster and maximum GIS caseload of 80
- Instructional time is a minimum of one core content class period per day OR an average of 15 percent of the instructional time in a school week
- Provided by GIS and general education teacher; collaborative planning time
- Waiver for class size and caseload

Resource Room/Pull-out Setting: Key Requirements

- Instructional time is a minimum of one core content class period per day OR an average of 15 percent of the instructional time in a school week
- Maximum class size of 20 students
- Maximum caseload of 80 students
- Waiver for class size and caseload

Written Education Plans



Written Education Plans (WEPs) Must Include:

- Names of responsible staff members
- Parent signature line
- Description of service
- Goals for service, including measureable academic goals
- Goals may also include supports for social and emotional needs
- Policies for missed assignments and tests
- Description of evaluation methods
- Methods and schedule for reporting progress to parents and students
- Date for annual revision

Summary of Key Requirements: WEP

- 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 in writing each year to obtain parent signature.
- Students may not be denied services due to a lack of a parent signature on the WEP.

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Presenters

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Join the Conversation



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SIGN UP FOR PARENT TEXT TIPS

**Elementary Students
Text "OHED EL" to 468311**

**Middle and High
School Students
Text "OHED HS" to 468311**

