

Gifted Advisory Council



December 11, 2019

Call to Order

- Welcome
- Introductions
- Review of Norms

Welcome Gifted Advisory Council Members!

Introductions

❖ Name

❖ Entity

❖ Role

Review of Norms

- Pausing
- Paraphrasing
- Posting Questions
- Putting Ideas on the Table
- Providing Data
- Paying attention to Self and Others
- Presuming Positive Intentions

Review of Today's Agenda

- Our Purpose
- Review of October Exit Survey Results
- Bylaws Update
- Chair Vote, Vice Chair Vote
- Review and Approve October 2019 Minutes
- Gifted Education Updates
- Updates from Council Members
- Discuss Timeline and Next Steps

Gifted Advisory Council Purpose

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

October Exit Survey Results

The meeting purpose and objectives were clearly stated.	100% (9/9) strongly agreed
Our meeting time was convenient for me.	89% (8/9) strongly agreed 11% (1/9) neutral
We shared decision-making at this meeting.	100% (9/9) strongly agreed
All meeting participants were actively involved.	100% (9/9) strongly agreed
We used our meeting time effectively.	89% (8/9) strongly agreed 11% (1/9) disagreed
I am satisfied with this meeting.	67% (6/9) strongly agreed 11% (1/9) agreed 22% (2/9) neutral
I enjoyed this meeting.	89% (8/9) strongly agreed 11% (1/9) neutral

October Exit Survey Results

What aspects of this meeting were particularly good?

- Very inclusive – taking feedback from all members
- Learning everyone's background was very valuable
- Sharing out
- Round table – time limits of meeting so we had to keep moving, but the facilitation was great
- Discussion about the Gifted Advisory Council rules
- The “updates”
- Very good open conversation; all voices heard
- Loved the candor in the discussions, the clear dedication to gifted exhibited by all participants

October Exit Survey Results

What aspects of this meeting need improvement?

- I would like to see this group dig deeper into topics pertaining to our students and teachers. Too much logistics today.
- Could we start at 12:30 and end at 3:00 to get those of us that travel far distances out of Columbus before rush hour?
- All good!
- None – Well prepared and presided-over.
- Oh how I wish we could all spend the whole day together ... but I know a half-day is probably best for everyone's schedule.

October Exit Survey Results

Do you have any suggestions or additional comments about this meeting?

- Truly, thank you for this opportunity.
- Spend minimal time on logistics and spend majority of time on gifted items!
- Traveling here and being out of the district is valuable time. Meetings regarding logistics should/could take place digitally so the important gifted work can take precedence. Roles and responsibilities are important but our gifted topic needs to be priority when we are face-to-face.
- Having the meeting the day after OAGC conference was not ideal. With a three-hour drive home, it required an additional hotel stay.

Bylaws

Chair Vote and Vice Chair Vote

Review and Approve October 2019 Meeting Minutes

Gifted Education Updates

Today's Discussion

- Each Child, Our Future
- Gifted Identification Data Trends in Ohio
- A Look at the Research

#EachChildOurFuture

In Ohio, each child is *challenged*, *prepared* and *empowered*.



Vision

In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

Four Learning Domains



Foundational Knowledge & Skills

Literacy, numeracy and technology



Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.



Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics



Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making



WHOLE CHILD

One Goal



Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles



Equity



Partnerships



Quality Schools

10 Priority Strategies

1

Highly effective teachers & leaders

3

Teacher & instructional support

5

Assessments gauge all learning domains

7

Meet needs of whole child

9

Develop literacy skills

2

Principal support

4

Standards reflect all learning domains

6

Accountability system honors all learning domains

8

Expand quality early learning

10

Transform high school/provide more paths to graduation

Ohio Strategic Plan For Education: 2019-2024



Department of Education



Each **Child** Our **Future**

Each Child, Our Future:

Vision

Ohio's aspirational state-level vision for preK-12 education:

In Ohio, each child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society.

Each Child, Our Future:

Three Core Principles



Equity



Partnerships



Quality Schools



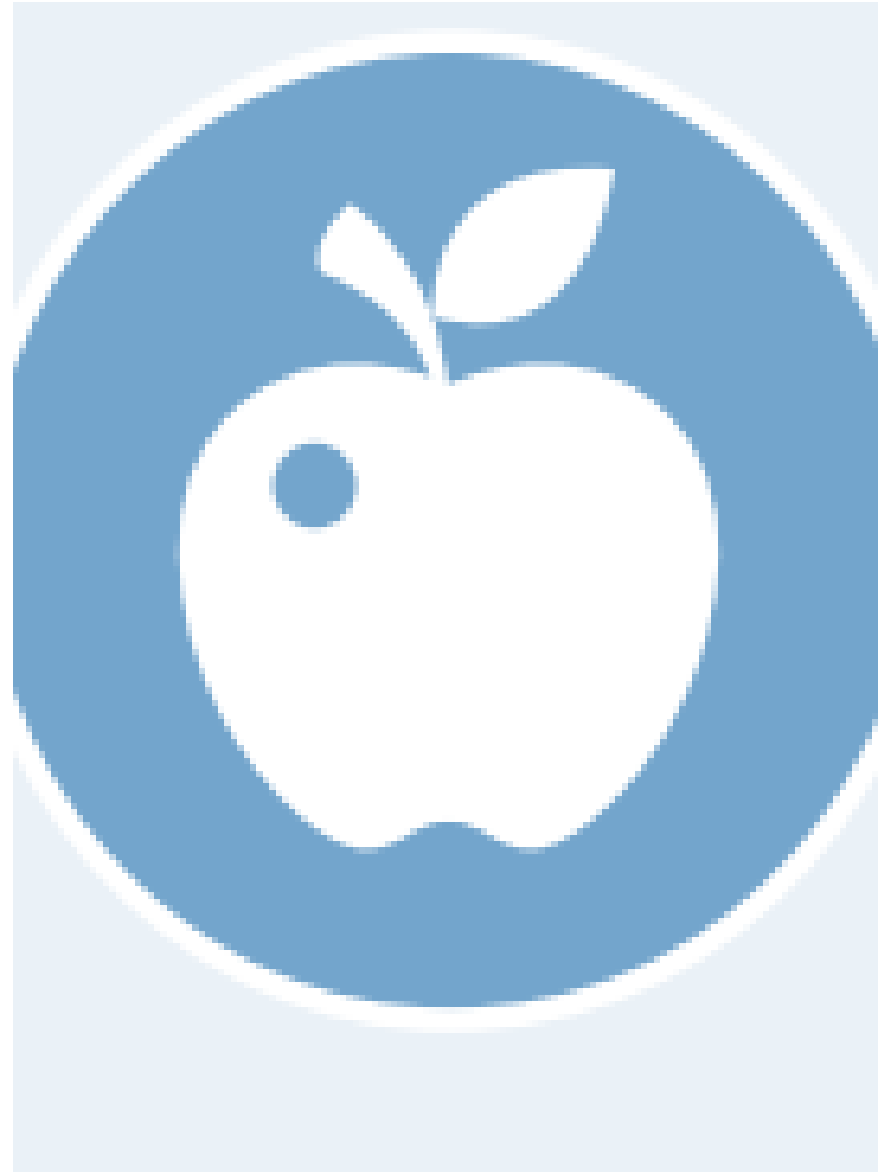
EQUITY: Use of the phrase *each child* is intentional. It emphasizes the importance of equity, which is this plan's greatest imperative and number one principle.

DEFINING EQUITY IN EDUCATION

Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.

Equity

There are many paths to success, and each child is capable of succeeding on one or more pathways. Appropriate supports must be made available so personal and social circumstances do not prohibit a child from reaching his or her greatest aspiration. The education system and its partners can help each student find the right path to success.

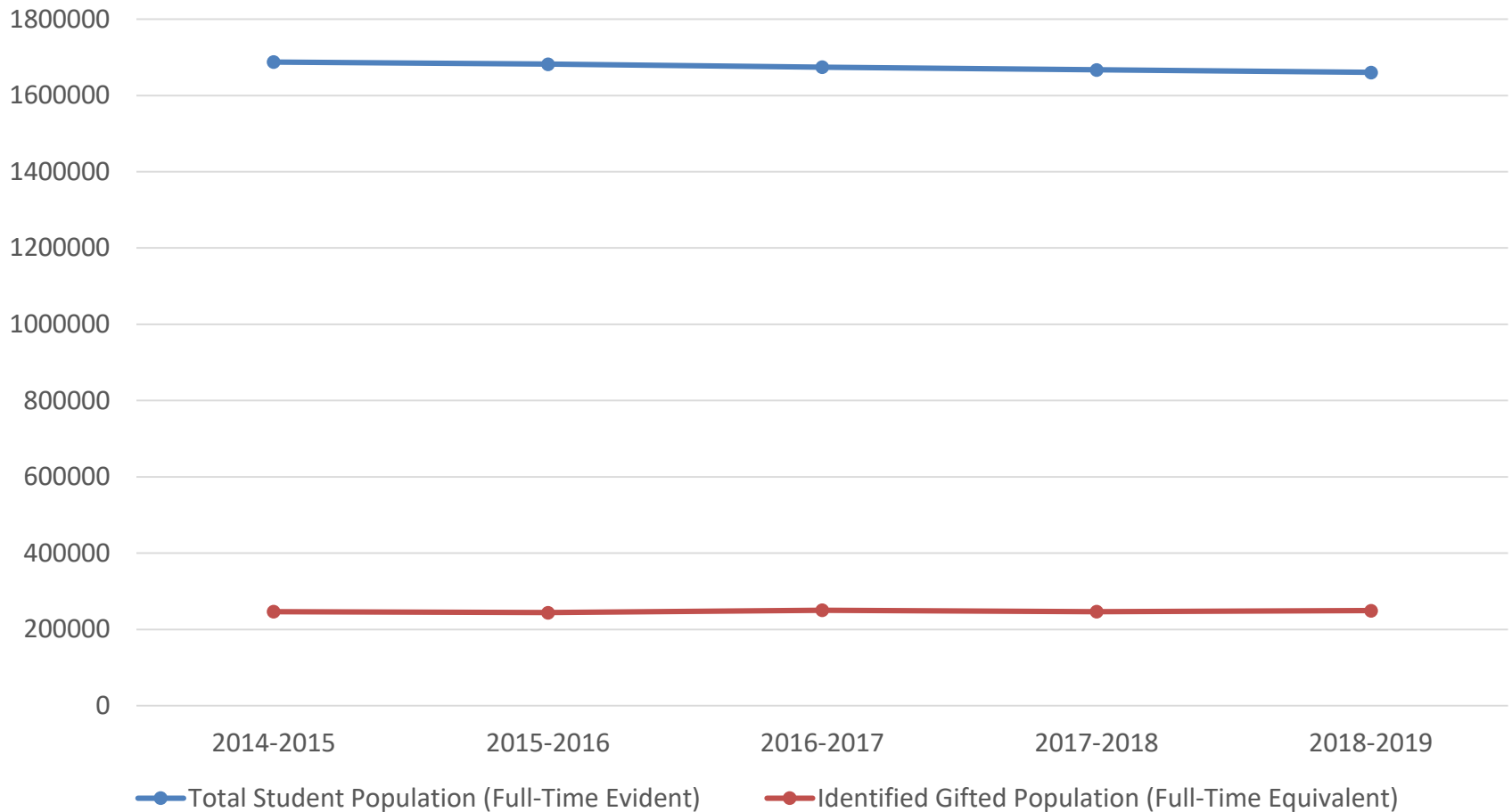


Equity

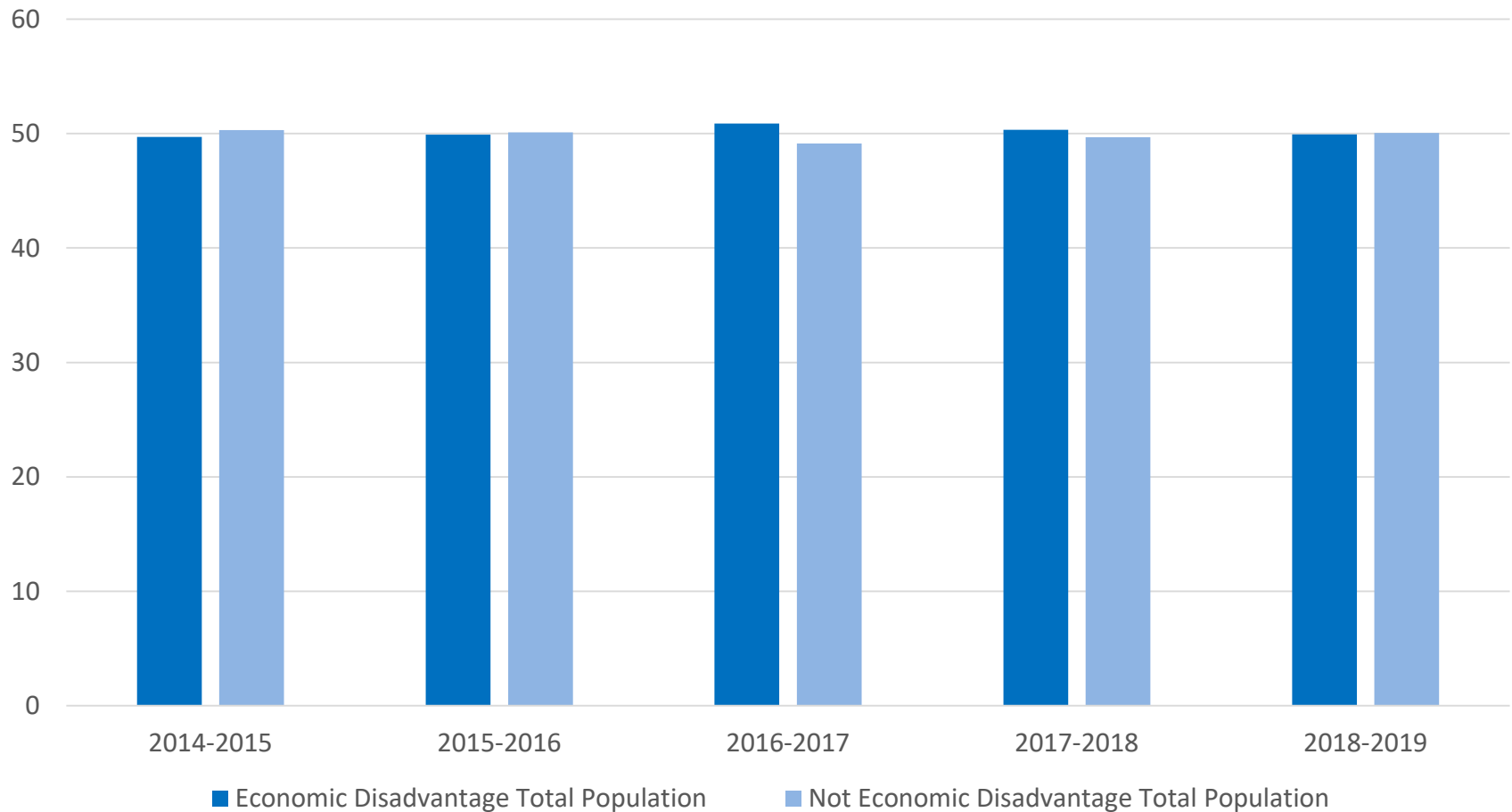


Ohio's greatest education challenge remains equity in education achievement for each child. The path to equity begins with a deep understanding of the history of discrimination and bias and how it has come to impact current society. This plan renews Ohio's commitment to creating the learning conditions that ensure each child acquires the knowledge and skills across all four equal learning domains to be successful.

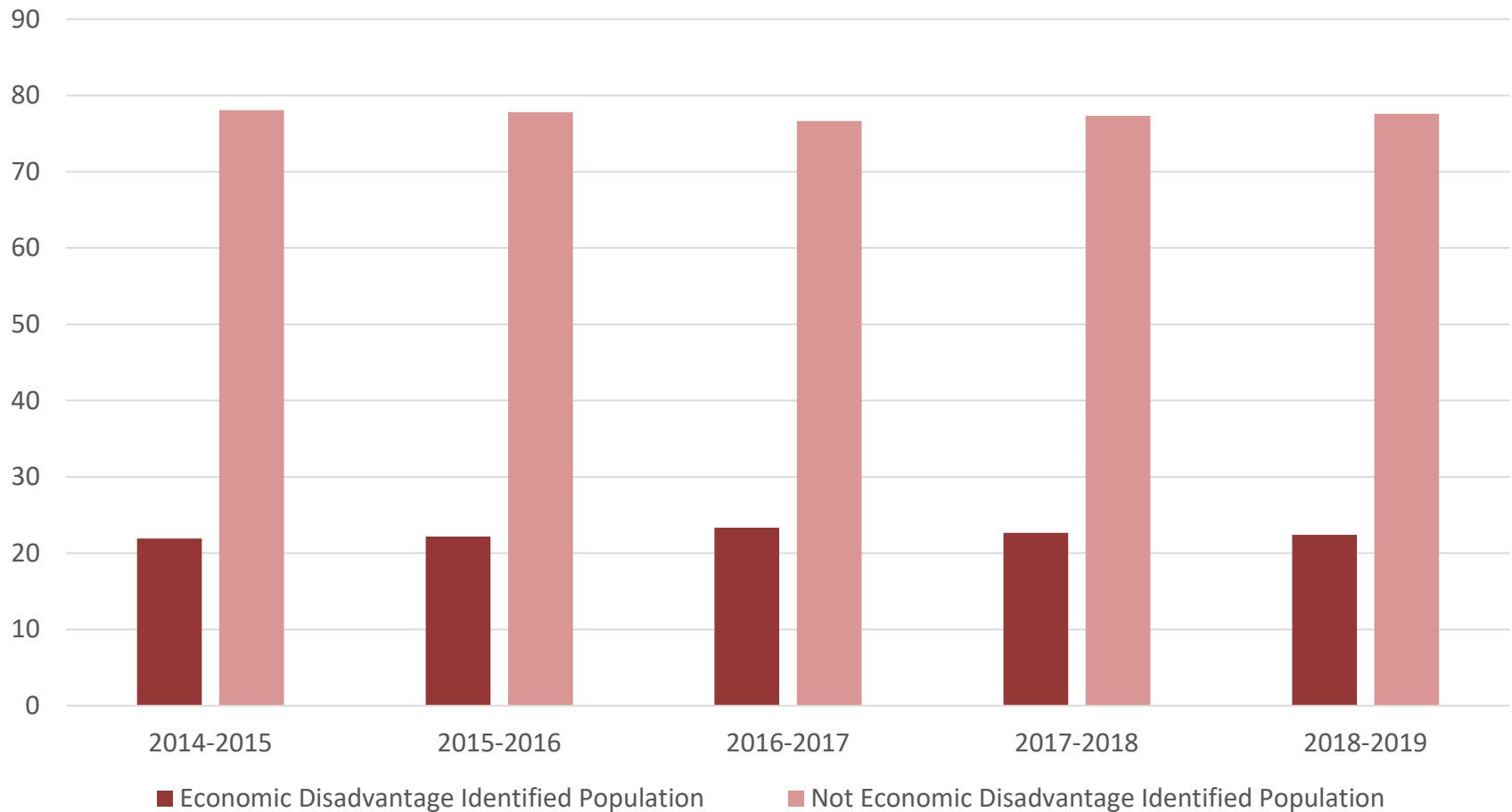
Trend Data: Total Student Population and Gifted



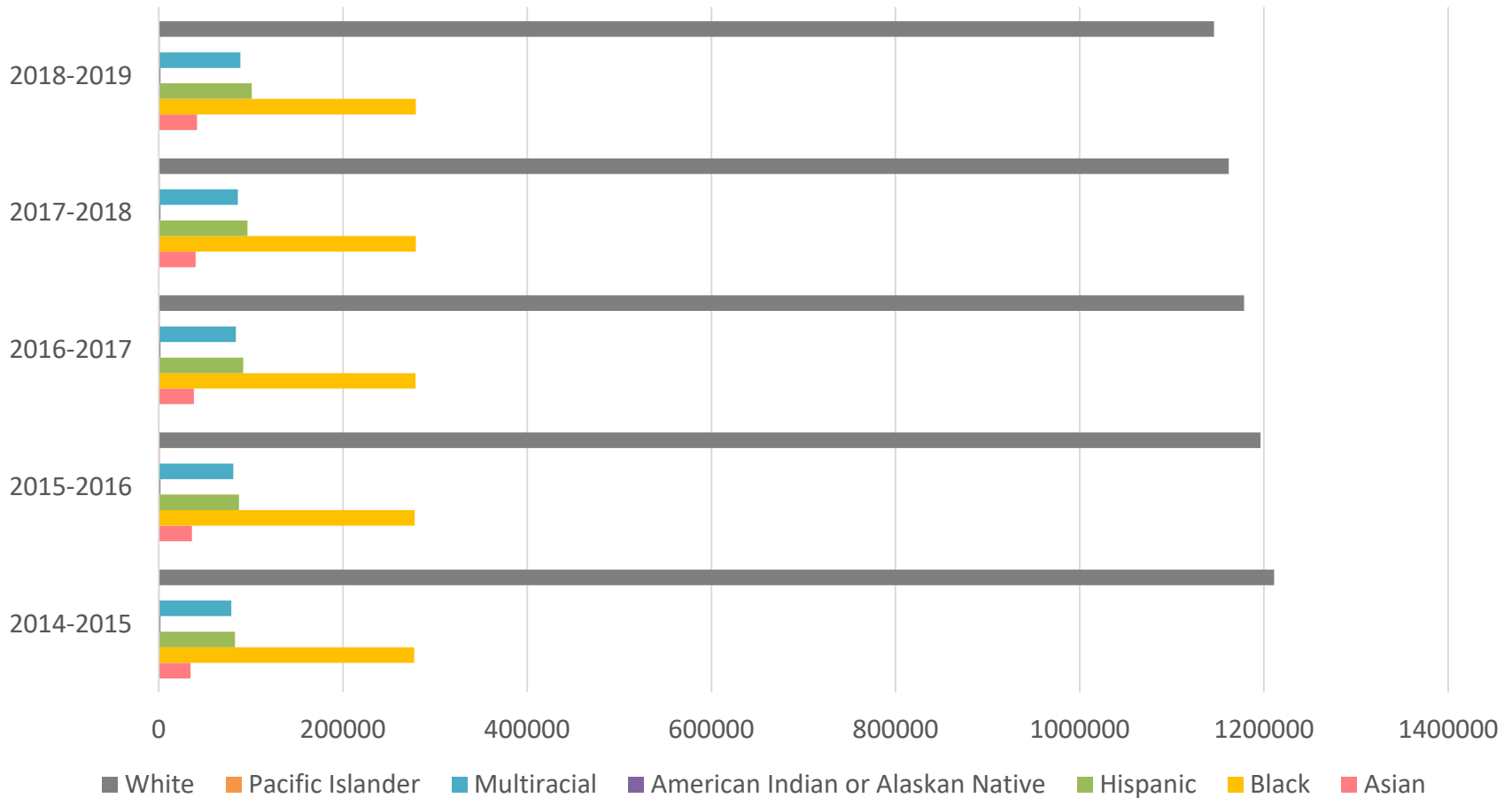
Representation of Students with Economic Disadvantage: Total Population



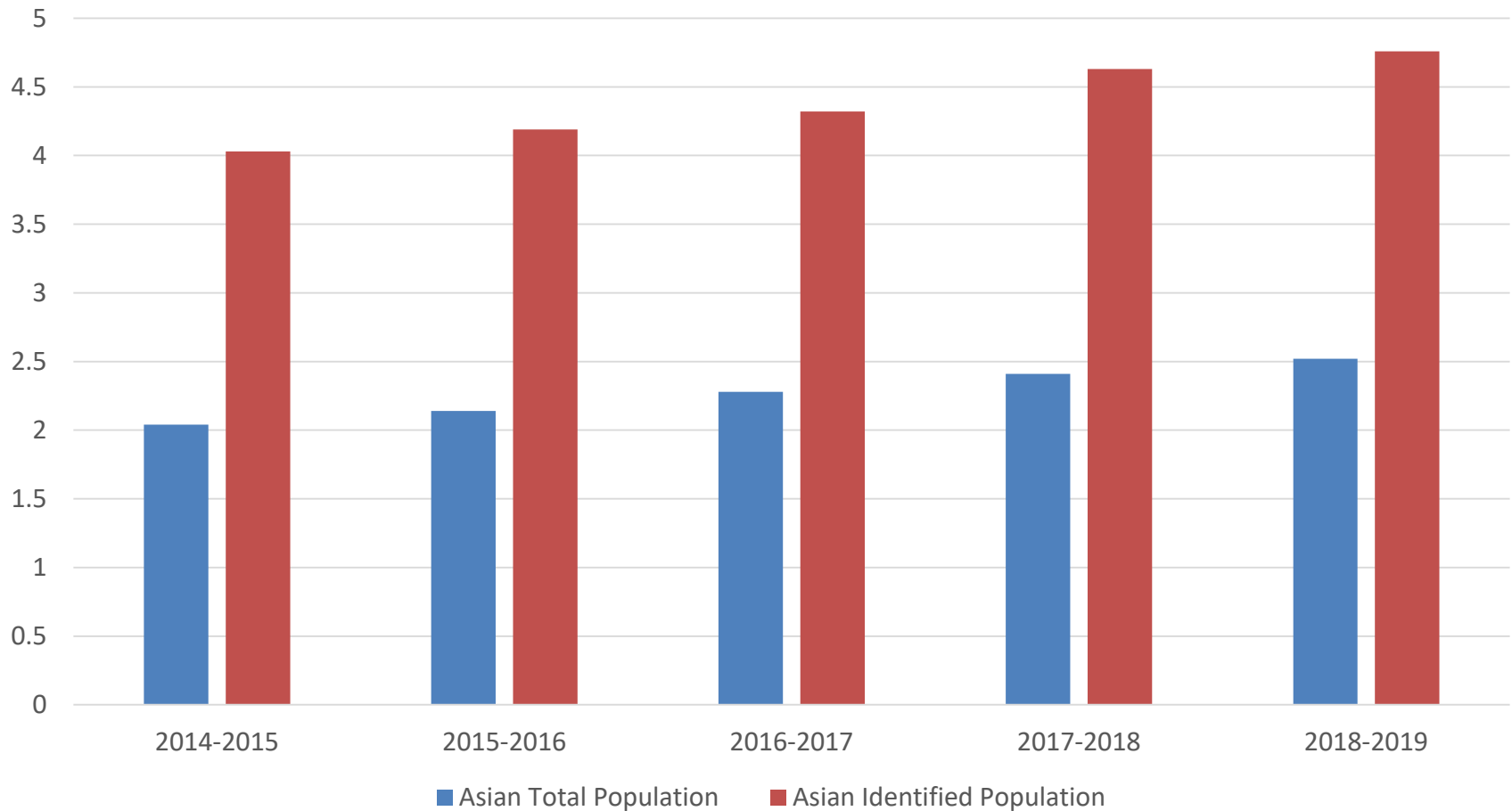
Representation of Students with Economic Disadvantage: Identified Population



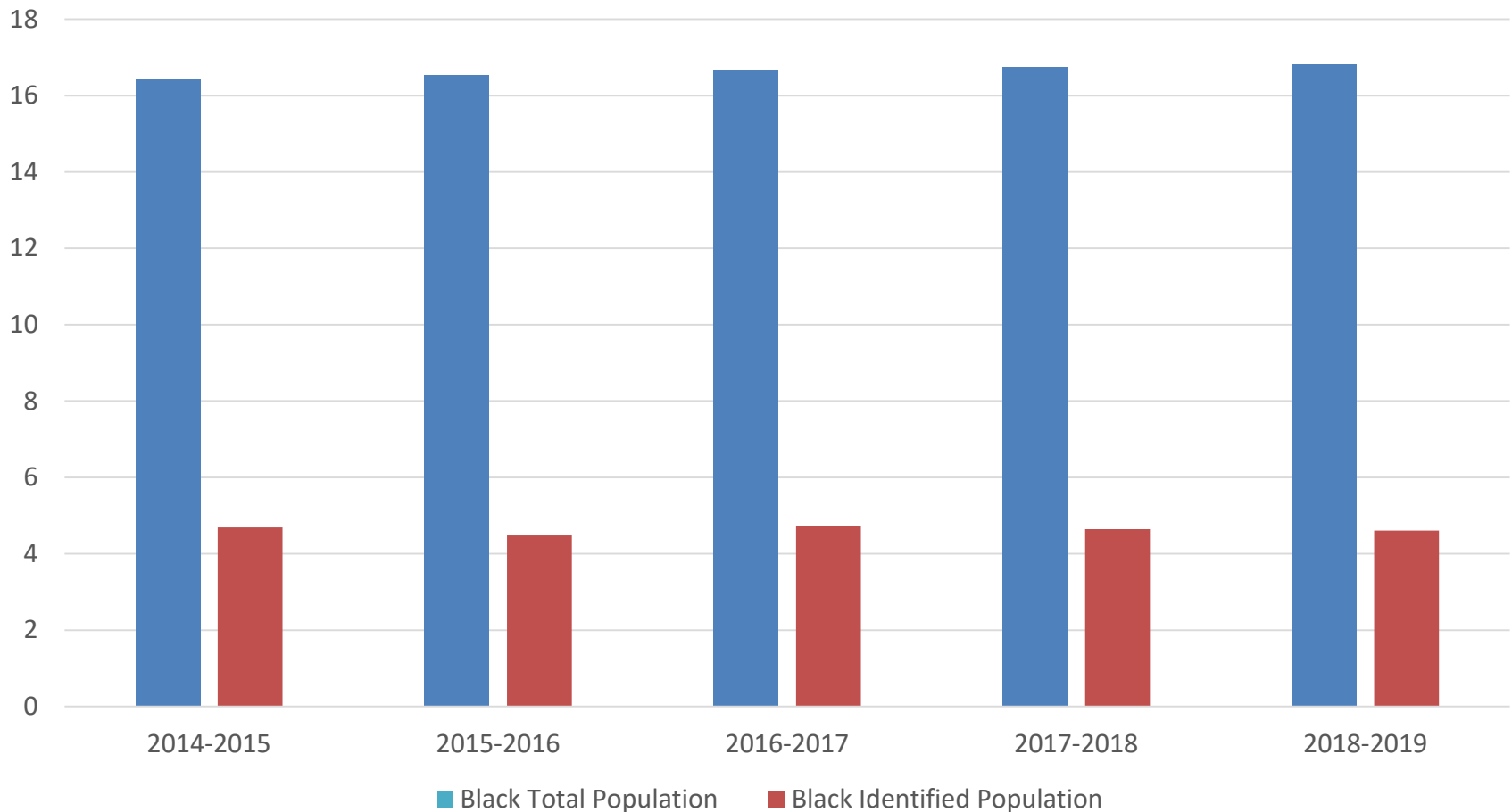
Total Student Population by Race and Ethnicity



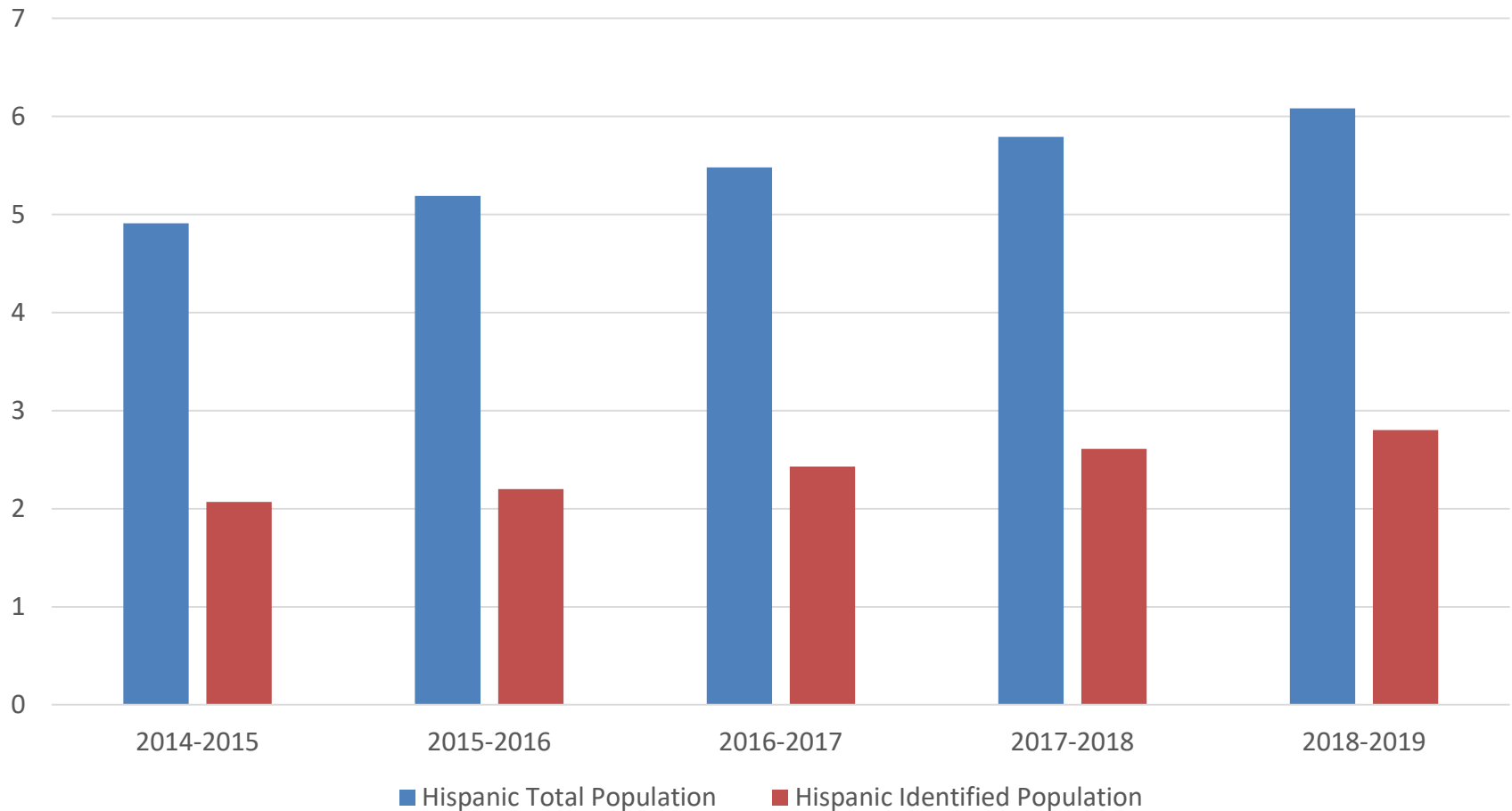
Representation of Students by Race and Ethnicity: Asian



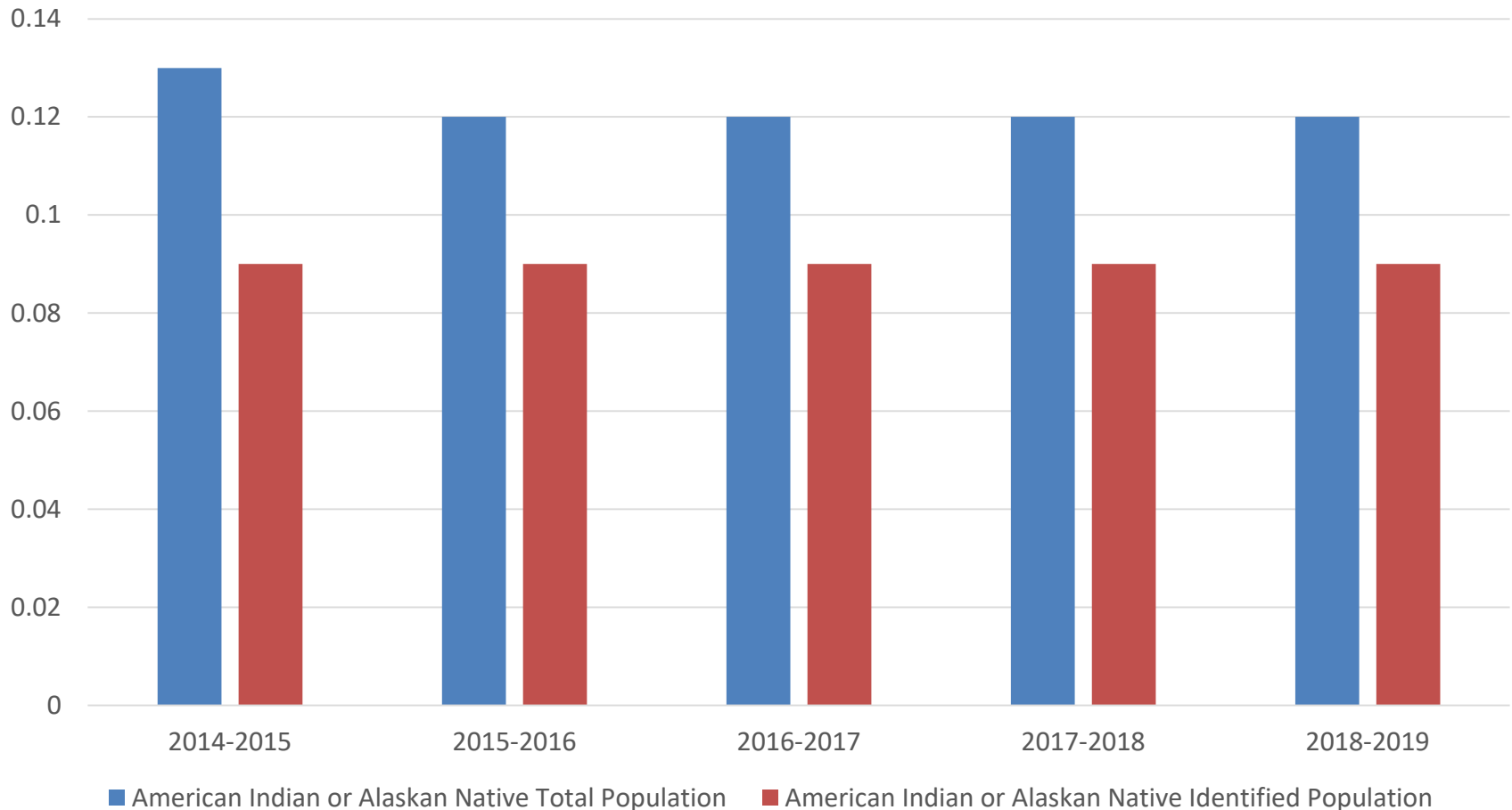
Representation of Students by Race and Ethnicity: Black



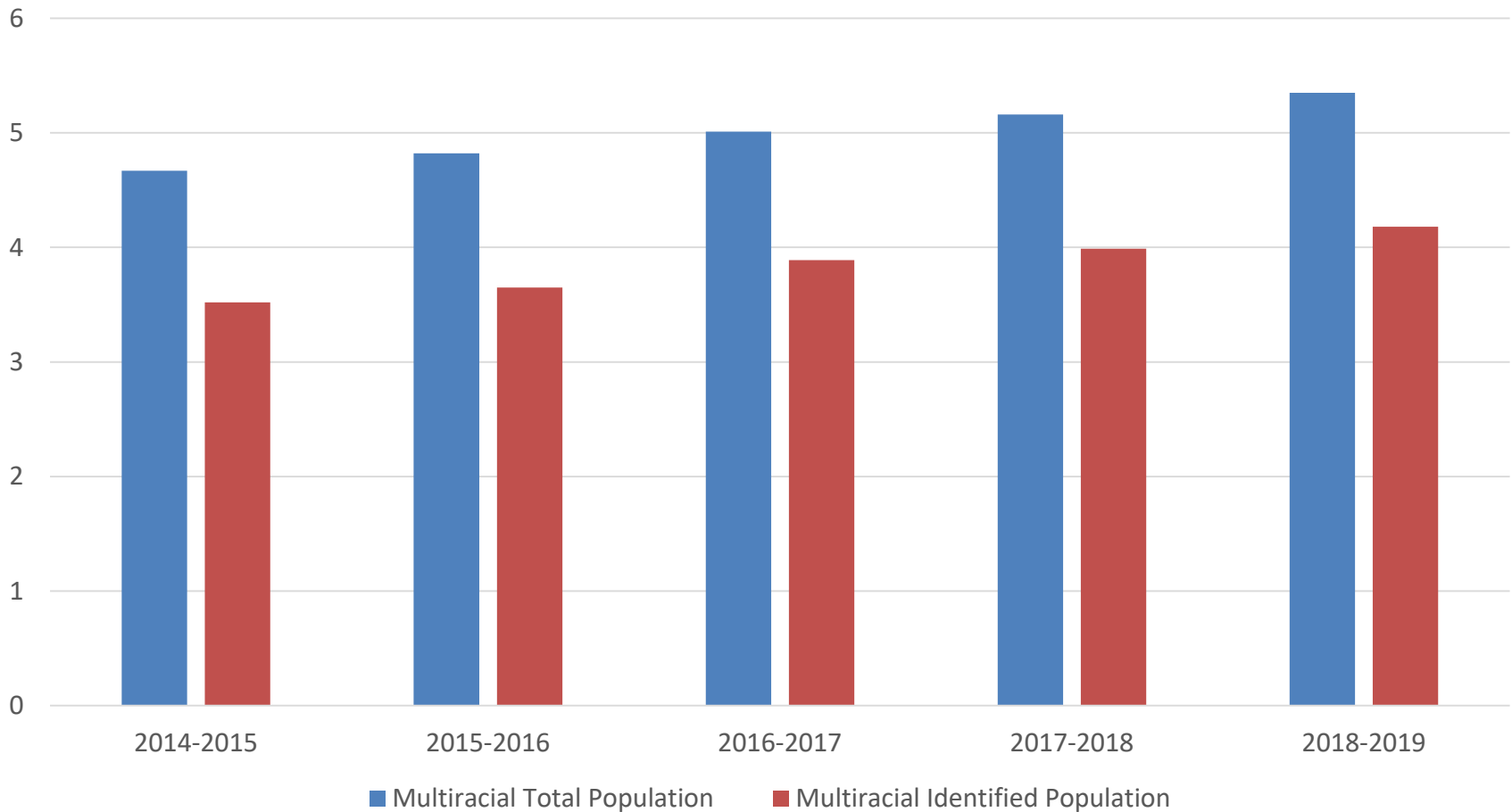
Representation of Students by Race and Ethnicity: Hispanic



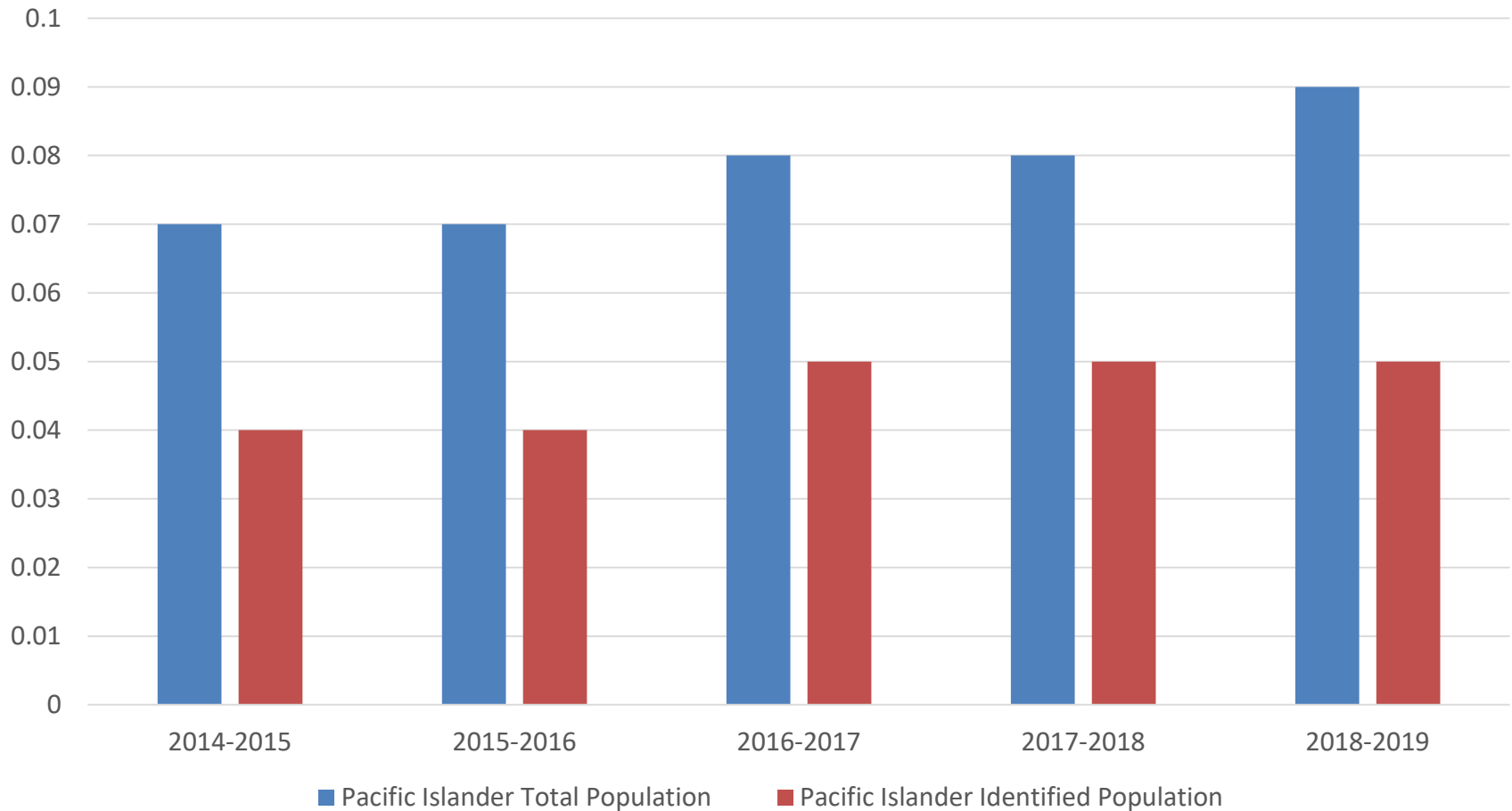
Representation of Students by Race and Ethnicity: American Indian or Alaskan Native



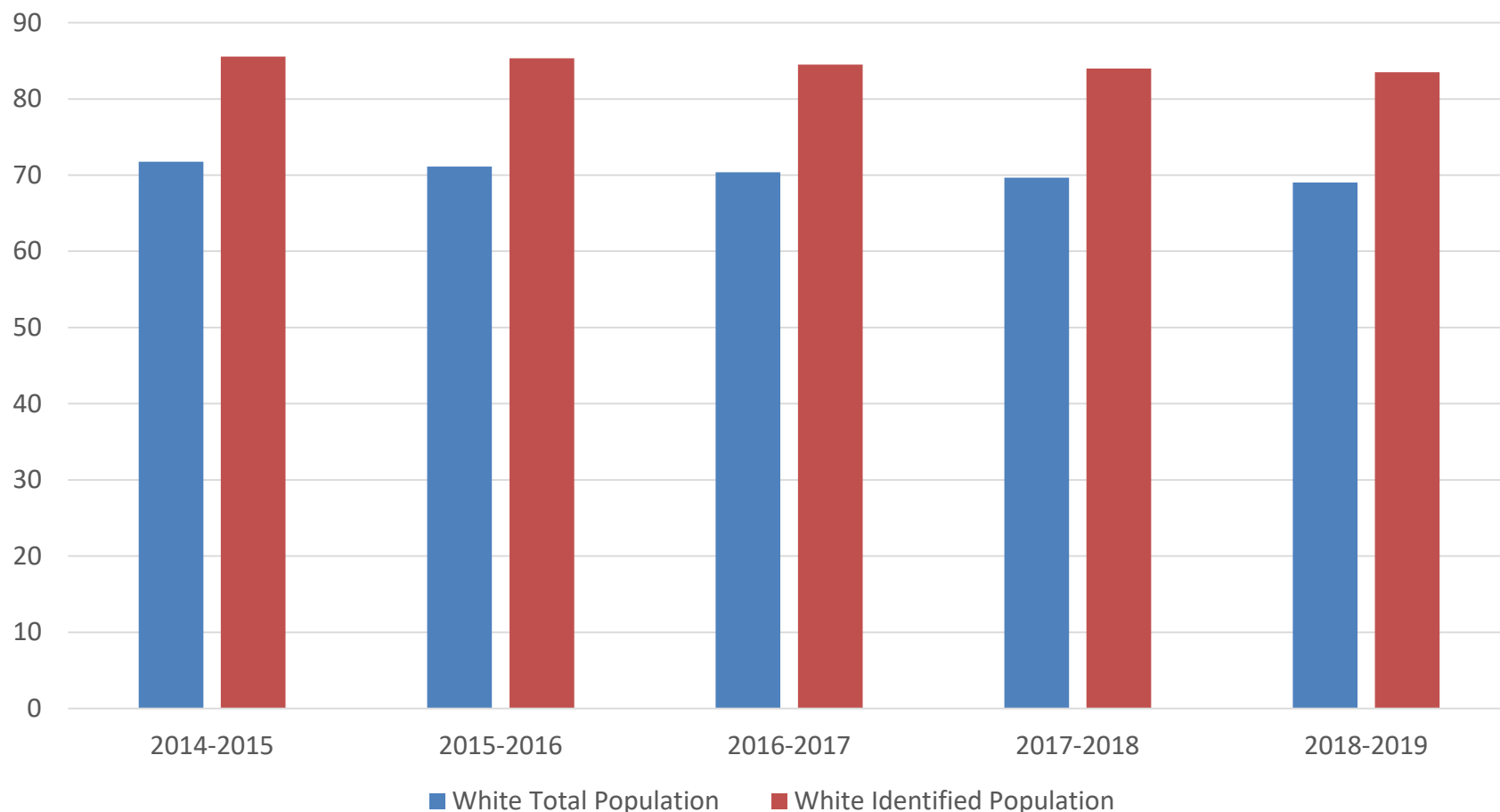
Representation of Students by Race and Ethnicity: Multiracial



Representation of Students by Race and Ethnicity: Pacific Islander



Representation of Students by Race and Ethnicity: White



What does the research say?

- Economic status and race are predictors for identification
- Reflection of historic and systemic racism, discrimination, and bias in the United States
- Opportunity to learn is significantly reduced for students who are economically disadvantaged
- Differences in performance on standardized assessments among subgroups of students

What does the research say about impact on gifted identification?

- Assessment choice, whole-grade testing, and talent development – still considered good practices in general – are not sufficient to address systemic and persistent underrepresentation

What *is* required?

- Re-think the identification process to allow for additional pathways to identification

Small Group Discussion

- What are your reactions to the data?
- What suggestions do you have to close the identification gap?
- What additional data points should we consider?

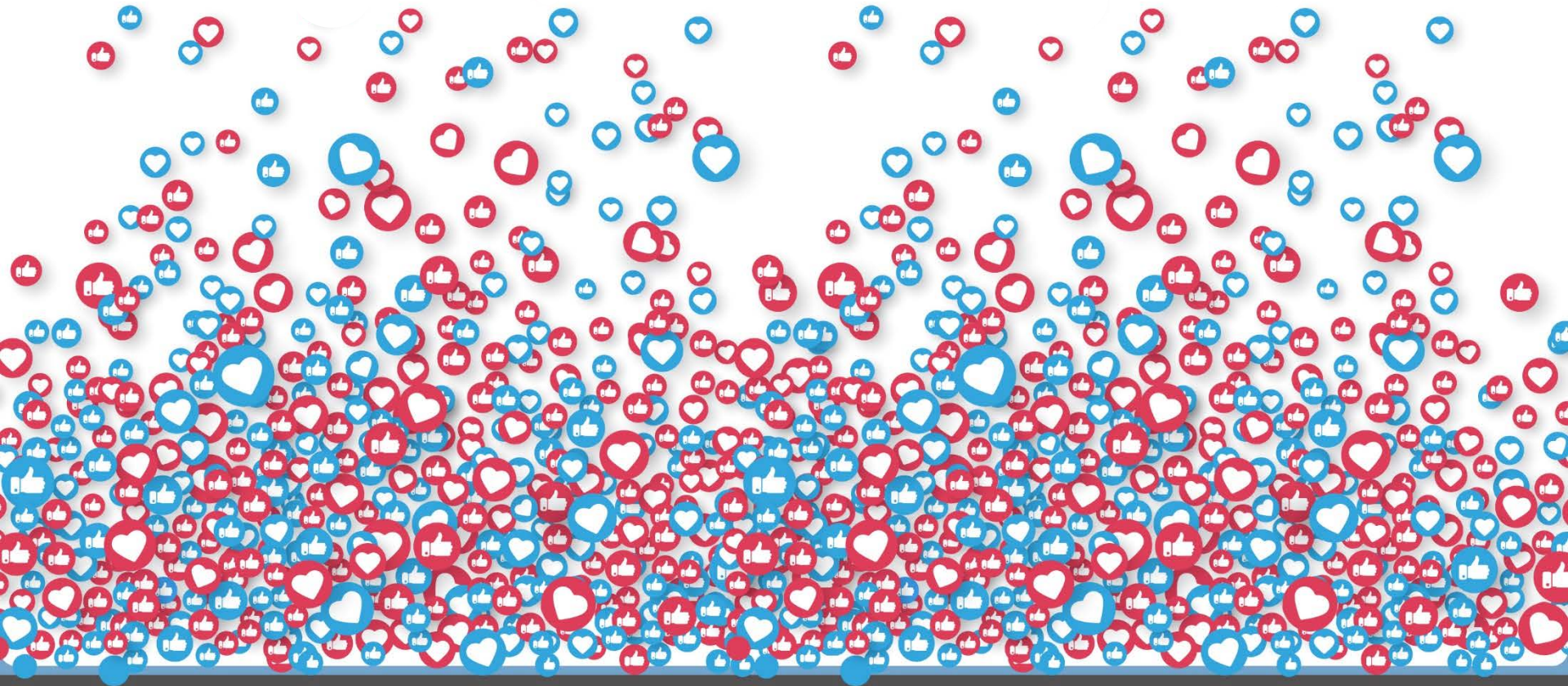
Updates from Council Members

Next Steps and Closing Comments

- Next meeting dates
 - February 12, 2020
 - April 29, 2020
- Complete evaluation



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Ohio

Department
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**Share your learning
community with us!**

#MyOhioClassroom



Celebrate educators!

#OhioLovesTeachers