

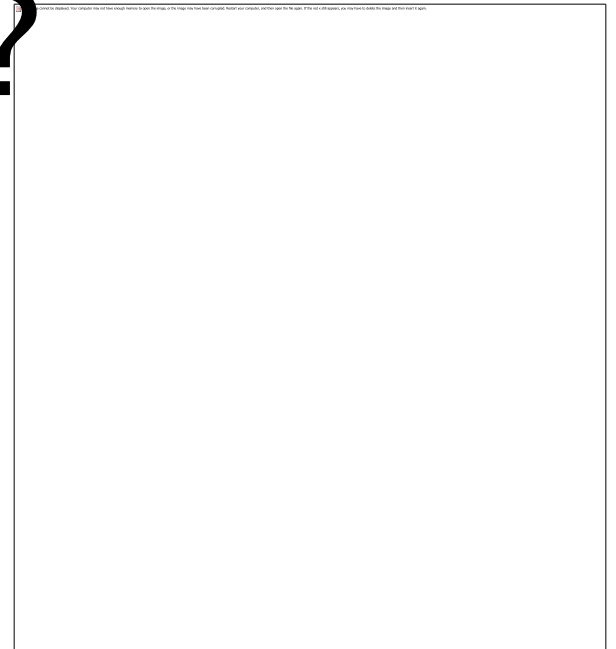
Promising Practices: High-Flying Programming for Gifted Learners

Brought to you by the OAGC Coordinator Division

Presented by
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So, I've Identified My Gifted Students...

Now What?



Could-Should-Would Test

by: Harry Passow

- Always ask yourself:

Does this activity/lesson for gifted learners pass the
Could-Should-Would Test?

Could most other students of this age/grade do it?

Should most other students of this age/grade do it?

Would most other students of this age/grade, if they
knew the expectations, even want to do it?

**If the lesson/unit/activity does not pass the test,
it is not defensible for gifted education!!!**

As You Begin Your Journey...

- ▶ Planning service is a lengthy process involving much research and preparation
- ▶ What works for one district may not work for others; ODE gives variety of options
- ▶ Communication: key to understanding district's needs and the components of the current program from which to build
- ▶ Be an active observer to discover what is working and move forward based on strengths of the system

QUICK LINKS

- » Teaching Gifted Students
- » For Parents
- » Academic Acceleration for Advanced Learners
- » **Gifted Education Fact Sheet**
- » Gifted in the 21st Century
- » The Young Gifted Child
- » Translated Documents in Gifted Education
- » Understanding and Advocating for Your Gifted Child
- » Complaint Procedures for Gifted Education
- » Gifted Screening and Identification

Gifted Education Fact Sheet



In response to frequently asked questions, the consultants in Gifted Services have assembled information regarding gifted education in the form of short factsheets. To access a specific document, click on the link that follows the title.

Gifted Education Factsheets

- » #002 - [Educational Options as a Gifted Service](#) 
- » #004 - [Virtual Learning Environments as a Service Setting](#) 

We will come back to these!

General Factsheets

- » [Parent Factsheet](#)  - Translations of the Parent Factsheet in Arabic, Chinese, Russian, Somali and Spanish can be found [here](#).
- » [Coordinator Factsheet](#) 

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What Are My Priorities in Developing Services as a Coordinator?

SHALL

- ▶ Service Plan, criteria for service
- ▶ Communication
- ▶ Ensure fairness and transparency in placements
- ▶ Differentiated Curriculum a must
- ▶ WEPs
- ▶ Accountability/Compliance

MAY

- ▶ Leadership, Advocacy
- ▶ Help parents understand their gifted student
- ▶ Coordinate w/schools
- ▶ Coordinate “Other” services
- ▶ PD
- ▶ Liaison of gifted

Coordinators SHALL...

From ODE “Gifted Education Coordinator Factsheet”)

Assist in the **placement of gifted students** in appropriate educational services and settings.

Assist school personnel in the **design of gifted education services**.

Consult with school personnel regarding gifted education services, including input from parents of students who are gifted.

Assist school personnel in ensuring that documents regarding gifted **identification procedures and written criteria for gifted services** placement required in the rule are accurate and accessible to parents and other stakeholders.

Assist school personnel in development, appropriate dissemination, **evaluation and revision of WEPs** for gifted students.

Assist school personnel in **ensuring district compliance** with accountability requirements.

SHALL...Assist in the Placement of Gifted Students in Appropriate Educational Service and Settings

- ▶ Currently NO MANDATE for service, however if providing services, they must be in accordance with ORC
- ▶ Locate District Service Plan (filed with ODE)
- ▶ Study the criteria used to place students/**cannot** be subjective (including AP courses; CCP has different rules)
- ▶ Criteria for service may be more restrictive than state ID, but must be documented in the plan and made available to ALL stakeholders
- ▶ Equal access to service for all meeting criteria
- ▶ ALL services must take place during the school day
- ▶ Determine if current services are meeting student needs

Assist School Personnel in the Design of Gifted Education Services

- ▶ Some services are with a GIS, some not.
- ▶ Services are defined as a continuum of options
- ▶ One consideration not to be ignored: the extent to which the needs of the student are being met
- ▶ Placement in setting \neq “Service”
- ▶ A change in curriculum, instruction, pace and environment must also take place
- ▶ You cannot report a student served to parents or to ODE unless the service meets the operating standard requirements and Ohio Revised Code

Assist School Personnel in the ongoing Evaluation of the Effectiveness of Gifted Education Services, Including Input from Parents of Students Who are Gifted

- ▶ Ongoing conversations with principals, GISs, parents and teachers about their student needs
- ▶ Use school data, but be specific about the type of data that will help you evaluate effectiveness
- ▶ ODE “District Self-Evaluation for Gifted Programs” (The “Self-Report”) will guide efforts and identify weak areas– **Must be designated as gifted contact in OEDS to view the report.**

Assist School Personnel in Ensuring that Required Documents Regarding Identification Procedures and Written Criteria for Service Placement are Accurate and Accessible

- ▶ As a new coordinator you may need to make sure the district has a document (flier, brochure, letter, etc.) that describes each level of service and the criteria used for eligibility
- ▶ Be aware of the district's practices for notifying parents of ID results
- ▶ ODE will email information in the spring concerning the self report

Assist School Personnel in the Development, Appropriate Dissemination, Evaluation and Revision of Written Education Plans

- ▶ ONLY gifted students receiving service have WEPs
- ▶ If you have GISs, they should facilitate this process for the services they provide
- ▶ If service in regular classroom, the coordinator or GIS can help facilitate
- ▶ ODE page devoted to WEP Requirements and a model WEP, should you desire one
- ▶ The WEP should be a model for best practices in creating individual learning plans for gifted learners

Questions So Far?



Supporting the needs of high potential learners

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Information & Publications

- Resources
 - Glossary of Terms
 - Definitions of Giftedness
 - FAQs about Gifted Education
 - Gifted Education in the U.S.
 - Is My Child Gifted?
 - Myths about Gifted Students
 - National Standards in Gifted and Talented Education
 - Advanced Standards in Gifted and Talented Education

Home » Information & Publications » Resources » National Standards in Gifted and Talented Education » Pre-K to Grade 12

Gifted Programming Standards » Standard 1: Learning and Development

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Standard 1: Learning and Development

To be effective in working with learners with gifts and talents, teachers and other educators in PreK-12 settings must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These elements provide the rationale for differentiation in programs, grouping, and services for this population and are translated into appropriate choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus many of the characteristics addressed in this standard emphasize affective development linked to self-understanding and social awareness.

Ensuring Student Outcomes for Learning and Development with Evidence-based Practices

- Teachers
 - NAGC-CEC Teacher Preparation Standards in Gifted Education
 - Pre-K to Grade 12 Gifted Programming Standards
- Timely Topics
- Key Reports in Gifted Education
- NAGC Publications
 - For Administrators
 - For Educators
 - For Parents
 - For University Professionals
- Gifted Education Practices
- Gifted By State
- NAGC Online Store
- NAGC Gifted & Talented Resources Directory

Standard 1 Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
<p>1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.</p>	<p>1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts.</p> <hr/> <p>1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.</p>
<p>1.2. Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.</p>	<p>1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.</p>
<p>1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect</p>	<p>1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with</p>



ADMINISTRATORS

TEACHERS

PARENTS

COMMUNITY

TOPICS ▼

HOW DO I? ▼

ABOUT

MEDIA

CONTACT

Home > Other Resources > Gifted Education > Data Reporting and Accountability > Gifted EMIS Data Tool

QUICK LINKS

- » Teaching Gifted Students
- » For Parents
- » Gifted Screening and Identification
- » Data Reporting and Accountability
 - 2011-2012 LEA Onsite Review Summary Reports
 - 2012-2013 LEA Onsite Review Summary Reports
 - Gifted EMIS Data Tool**
 - Gifted Indicator
 - School District Self Report on

Gifted EMIS Data Tool

The Gifted EMIS Data Tool contains excerpts from the ODE EMIS Manual addressing how to report gifted identification data, and gifted education services.

» Gifted EMIS Data Tool

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Code	Setting	Reminders/ Limitations/ Requirements
205040	Guidance	No GIS, can be with counselor or work through specific counseling program designed for soc./emot./career dev. of gifted
205047	Regular Classroom Svc	No GIS, Teacher must have HQPD, support. WEP
205050	Reg. Classroom w/Grade Accel.	Grade Skipped, no GIS, only coded for first year of accel. Must also enter code for “1 yr. Accel in <u>all</u> subjects” in enrollment area of SIS. WAP required. <i>Student should have an associated Student Acceleration Record (FB) for each subject area in which the student is accelerated</i>
205052	Reg. Classroom w/Subject Accel.	Single Subject accelerated, no GIS, only used 1 st yr. of accel. After that “on grade level.” WAP required. <i>Student should have an associated Student Acceleration Record (FB) for each subject area in which the student is accelerated</i>
205055	Reg. Classroom w/ Early Entrance	Must also code student as “1 yr. accelerated” in all subjects in the enrollment area of your SIS. WAP Req. <i>Student should have an associated Student Acceleration Record (FB) for each subject area in which the student is accelerated</i>

Code	Setting	Reminders/Limitations/Requirements
205065	Advanced Placement	No GIS, No HQPD due to AP training. AP course must match ID area. Cog ID can count for any AP. WEP req.
205070	PSEO (College Credit Plus)	Must match area of identification, Cog ID can match any course, WEP required, No support or HQPD required due to AP training
205075	Honors Classes	No GIS, HQPD required of classroom teacher, ongoing support, above grade level material (IB or other advanced courses that are above grade level from typical peer) can use as service after 1 st year of acceleration...
205080	Educational Options/Mentoring	See Gifted Education Factsheet #002, link on the Coordinator Factsheet from ODE listed
205085	Other Service	Rarely used – most other options have specific codes. When in doubt, check with ODE

Code	Setting	Reminders/Limitations/Requirements (ALL GIS Settings have time and caseload limitations. Info on this to follow)
206040	Guidance w/GIS	Can be with consultation with counselor or work through specific counseling program designed for soc./emot./career dev. of gifted. GIS provides svc. GIS w/counseling degree would be a good fit.
206045	Regular Classroom Svc w/GIS	Must be with GIS, WEP. Ex: Cluster grouping, self-contained, magnet schools, co-teaching models, GIS MUST provide service minutes, team teaching most likely.
206050	Reg. Classroom w/Grade Accel. w/GIS	Grade Skipped, only coded for first year of accel. Must also enter code for “1 yr. Accel in <u>all</u> subjects of acceleration” in enrollment area of SIS. When in doubt, ask your EMIS coord. WAP required. GIS must provide direct svc. <i>Student should have an associated Student Acceleration Record (FB) for each subject area in which the student is accelerated</i>
206052	Reg. Classroom w/Subject Accel.	Single Subject accelerated, no GIS, only used 1 st yr. of accel.” Must also mark as accelerated 1-Yr in the single subject in student enrollment area. When in doubt, ask your EMIS Coord. WAP required. GIS MUST provide the direct svc. <i>Student should have an associated Student Acceleration Record (FB) for each subject area in which the student is accelerated</i>
206055	Reg. Classroom w/ Early Entrance	Must also code student as “1 yr. accelerated” in all subjects in the FB record . WAP Req. GIS MUST provide direct service w/ minutes. <i>Student should have an associated Student Acceleration Record (FB) for each subject area.</i>
206060	Reg. Classroom w/cluster Grouping	GIS MUST provide service w/required minutes. Cluster sizes vary. WEP Required. Co-Teaching environment. Regular classroom teacher is teacher of record, even if GIS is serving.

Code	Setting	Reminders/Limitations/Requirements (ALL GIS Settings have time and caseload limitations. Info on this to follow)
206065	Advanced Placement w/GIS	AP course must match ID area. Cog ID can count for any AP course. WEP req. GIS must deliver service minutes either alone, or in a co-teaching environment in the AP class (if reg. ed. teacher is alone, then it is a 205065 code!) No HQPD required for classroom teacher due to AP training. May need support for WEP writing and review.
206070	Resource Pull-Out w/GIS	Must match area of identification, Cog ID can match any content, WEP required. Note about Cog ID/service: if using as cog service, the WEP must be for cog service, not “math” or “reading” unless the student is identified in those areas. WEP must match area of ID, even if the service is through another subject area.
206075	Honors Classes	GIS must provide service/minutes, could be team teaching with regular teacher, HQPD required of classroom teacher, ongoing support, above grade level material (IB or other advanced courses) can use as service after 1 st year of acceleration, or for courses where students are working above their aged peers.
206080	Educational Options/ Mentoring w/GIS	See Gifted Coordination Factsheet, first link on last page of PowerPoint
206085	Other Service w/GIS	Rarely used – most other options have specific codes. When in doubt, check with ODE. Appropriate for courses such as dual enrollment where it is not officially CC+

Self-Contained Classrooms

Student Population Element Code Definitions

GE	Gifted Education K-12	Course specifically for students identified as gifted and with a gifted intervention specialist as the teacher of record.
GA	Gifted Education in Arts Delivered by Trained Arts Instructor K-12	Course specifically for students identified as gifted and related to the gifted identification arts areas of dance, visual arts, drama/theater and/or music.
RG	Regular/General Students K-12	No specific student attributes reflected in the other options for this element apply to the group of students intended to take this course.

Service w/ GIS Requirement: Must provide instruction directly to GT students no less than 75% of the time

GIS Time Requirements

- ▶ ***Grades K–5:***
225 minutes/week
minimum direct contact
- ▶ ***Grades 6–12:***
240 minutes/week
minimum direct contact

Maximum Caseloads

- ▶ ***Resource Rm:***
Max 15 at a time
Max Caseload 60
- ▶ ***Full-Time Self Contained***
Max 20 (K–5), 25 (6–12)
- ▶ ***Single Subject***
(K–5) Max 20, Caseload 80
(6–12) Max 25, Caseload 125
- ▶ ***Gen. Ed. “TOR” w/GIS***
(K–5) Max 20, Case 80
(6–12) Max 25, Case 125

“MAY” We Move On?

- ▶ Then we shall visit those extras on our plates: the roles we MAY have time to add to our already packed schedules!



Coordinators May...

(From ODE “Gifted Education Coordinator Factsheet”)

Evaluate the district’s available service options according to the needs of the students.

Evaluate whether service criteria match the needs of students and serve students in an equitable manner.

Consult with school personnel about ways to develop and adapt curriculum, materials, and teaching strategies.

Coordinate services such as advanced coursework, independent studies, mentorships, internships, career explorations, visual and performing arts experiences, distance learning, and supervising and evaluating educational options for gifted learners

Develop curriculum and staff development activities and provide teaching demonstrations to model appropriate teaching practices or classroom management strategies.

Serve as a liaison among gifted students, school personnel, parents, community members, colleges, and university and business partners.



Communicate with Parents and Others about the Characteristics and Educational Needs of Gifted Students

- ▶ Attend P/T conferences when appropriate
- ▶ Provide PD (Go to the PD Session tomorrow to learn more!)
- ▶ Plan Parent Meeting
- ▶ Distribute information about conferences and organizations that support gifted

OAGC.com
NAGC.org

Consult with school personnel about ways to develop and adapt curriculum, materials, and teaching strategies.

- ▶ Work with GIS's to determine current curriculum used, success of students, and modifications needed, especially to increase rigor
- ▶ Develop a plan for potential changes with gifted staff AND school staff input
- ▶ Gifted staff should listen to school needs, use data to support their own suggestions, and above all, advocate for gifted student needs
- ▶ Relationship with school personnel important for open communication and sharing of ideas

Coordinate services such as advanced coursework, independent studies, mentorships, internships, career explorations, visual and performing arts experiences, distance learning, and supervising and evaluating educational options for gifted learners.



Early Stages:

- ▶ Choose one or two of these to focus on in the first year. Start small, contact others who do it well. **SEEK AFFILIATE/MENTOR HELP!!**
- ▶ Give yourself some time to learn about these options from experts rather than trying to re-invent the wheel

Develop curriculum and staff development activities and provide teaching demonstrations to model appropriate teaching practices or classroom management strategies.

- ▶ Talk to administrators and Gifted Specialists to assess professional development needs (they often don't know what they don't know)
- ▶ Set up a schedule of ongoing professional development which fits into the schedule of the district (waiver days, late starts, early releases, after school, ½ day release w/sub, or team times)
- ▶ Come to **Session 3 on Tuesday to learn how to implement PD** for all staff through prepared, on-line modules through ODE, Javits Modules are available to anyone and are very flexible
- ▶ If you have GIS's, they should be providing PD as well

Serve as a liaison among gifted students, school personnel, parents, community members, colleges, and university and business partners.

- ▶ Set up a system of communication regarding curricular decisions for Gifted Students. (GIS? School Counselor involved? Principal Support?) Get on meeting agendas in schools and central office.
- ▶ Parent Newsletters or space in a school newsletter for gifted and talented parent updates, upcoming events, deadlines
- ▶ Get involved in your regional affiliate. If you don't have one, find the next closest one. This is your mentor group who have developed effective avenues for communication and advocacy
- ▶ Put OAGC.com as a resource on every letter, flier, or notification you send home, post, or put in a news update!

OAGC Affiliate Map:

Go to OAGC.com
“Resources” then “Affiliates.”



Websites We have Mentioned

Gifted Education Coordinator Factsheet/Ed. Options Service, Virtual Learning Service

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/Gifted-Education-Fact-Sheet>

Operating Standards Technical Manual (Service Section)

<http://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for-Gifted-Educatio/SectionD.pdf.aspx>

Written Education Facts Page with all Links

<https://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Teaching-Gifted-Students-in-Ohio/Written-Education-Plans-WEPs-for-Gifted-Students>

QUESTIONS?

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