



Gifted Advisory Council

Office for Exceptional Children
October 2018

Welcome!

- Introductions
- Norms
- Purpose
- Review May 8, 2018 minutes

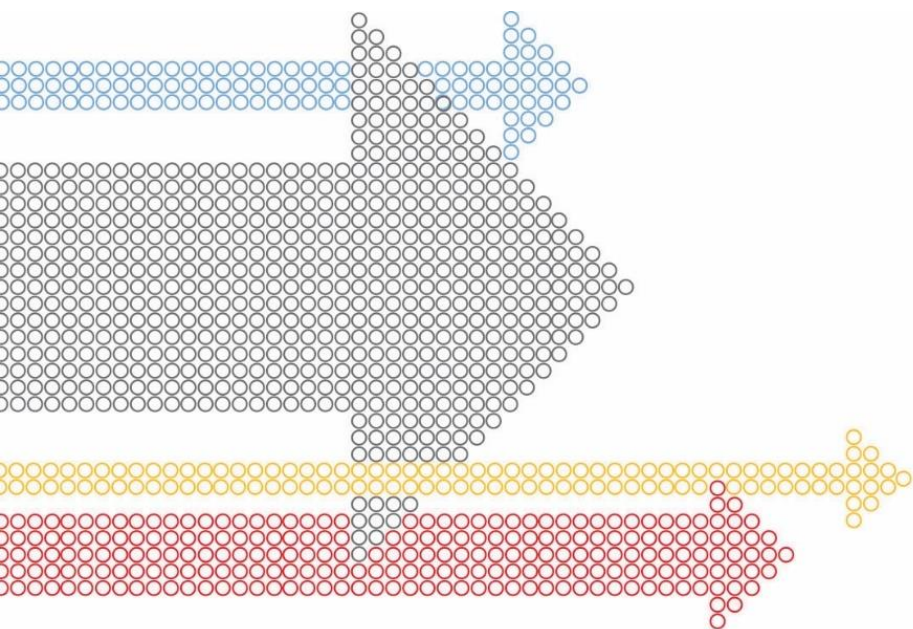
Today's Agenda

- Gifted Education Updates
- Innovative Gifted Services Discussion
- Criteria for Identifying and Recognizing Schools, Districts and Other Educational Providers
- Council Member Updates
- Next Steps

Gifted Education Updates

Gifted Education Updates

- Ohio's Strategic Plan for Education
- Gifted Cost Study
- Common RFQ
- Gifted Modules – Subcommittee Report
- Ohio Assessment for Educators
- Guidance on Professional Development Clock Hours



Ohio

Strategic Plan for Education

Each Child, Our Future

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

#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

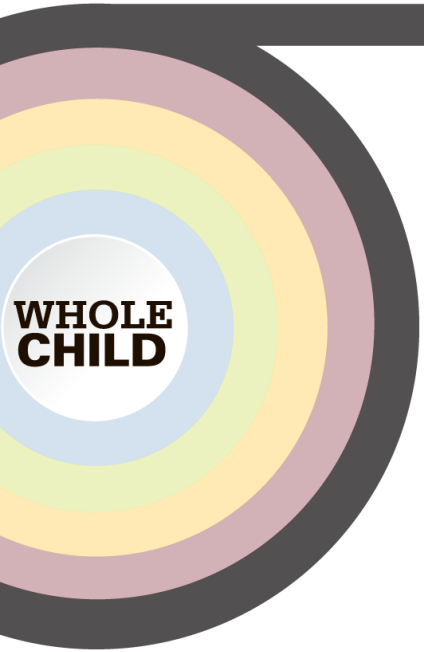
8

Expand quality early learning

10

Transform high school/provide more paths to graduation

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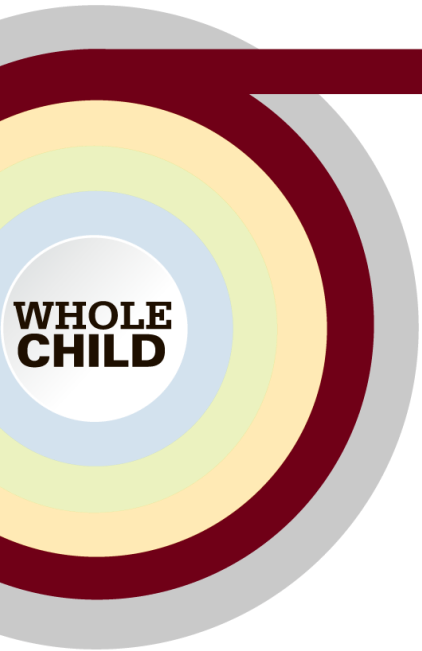


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10 Priority Strategies

- ① Highly effective teachers & leaders
- ② Principal support
- ③ Teacher & instructional support
- ④ Standards reflect all learning domains
- ⑤ Assessments gauge all learning domains

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10 Priority Strategies

- ⑥ Accountability system honors all learning domains
- ⑦ Meet needs of whole child
- ⑧ Expand quality early learning
- ⑨ Develop literacy skills
- ⑩ Transform high school/provide more paths to graduation

Gifted Education Cost Study

- Included in Ohio's FY2018-2019 main operating budget (HB 49).
- Required the Department to conduct a study to determine appropriate amounts of funding and appropriate methods of funding, with an emphasis on rural districts.
- Conducted by the Ohio Education Research Center and consulting partners.

Gifted Education Cost Study, Continued

- Used state and district level data, including onsite visits and interviews with districts and ESC partners.
- Executive Summary, Research Brief, and the Full Report are available on the Ohio Department of Education's [website](#).

Common List of Approved Assessments

**District
notification
sent June 15,
2018**

**Assists
districts in
selecting
tools to
maximize
use of time
and
resources**

**Grace period
until June 30,
2019 for
previously
approved
assessments**

2018-2019 List of Approved Assessments


- Available on the Department [website](#) (search keywords: *list of approved assessments*).

2018-2019 List of Approved Assessments

The Ohio Department of Education reviewed vendor proposals that were submitted in response to the department's Common RFQ for assessments for use by Ohio school districts in the following areas:

- » Comparable Assessments to Ohio's K-3 Diagnostic Assessment for the Third Grade Reading Guarantee
- » Alternative Standardized Assessment for Third Grade Reading
- » Alternative High School Graduation Assessments for Chartered Nonpublic Schools
- » Teacher and Principal Evaluation: Qualifications for Student Assessments to be used by Ohio Districts for a Portion of Teachers' and Principals' Evaluations
- » Student Survey Instruments for Use in Teacher Evaluation
- » Identification Instruments for Students Who are Gifted
- » Prescreening Instruments for Students Who are Gifted

This was not a competitive procurement process. All vendor proposals that met the minimum criteria in the Common RFQ are listed below with the assessments for which they were approved. These can be administered by districts and schools beginning in the 2018-2019 school year.

» [View 2018-2019 Approved Assessment List](#)  (Approved Assessment List has been updated with links to vendor information sheets)







» [Approved Assessments List FAQ](#)

2017-2018 List of Approved Assessments

- Available on the Department [website](#) (search keywords: *list of approved assessments*).

2017-2018 Lists of Approved Assessments

Given the number of concerns raised by districts that already purchased tools for the 2018-2019 school year prior to the release of the new list, the Department will offer a “grace period” for previously approved assessments across all areas covered by the Common RFQ. The Department will allow the use of previously approved assessments for the 2017-2018 school year through June 30, 2019. Districts also can use the newly approved assessments for the 2018-2019 school year. After June 30, 2019, districts can only use the assessments on the new list.

- » Approved 2017-2018 Comparable Assessments to Ohio’s K-3 Diagnostic Assessment for the Third Grade Reading Guarantee 
- » Approved 2017-2018 Alternative Standardized Assessment for Third Grade Reading 
- » Approved 2017-2018 Alternative High School Graduation Assessments for Chartered Nonpublic Schools 
- » Approved 2017-2018 Assessments for Teacher and Principal Evaluation: Qualifications for Student Assessments to be used by Ohio Districts for a Portion of Teachers’ and Principals’ Evaluations 
- » Approved 2017-2018 Student Survey Instruments for Use in Teacher Evaluation 
- » Approved 2017-2018 Assessments for Students Who are Gifted 

Next Steps

Fall 2018:
New Common RFQ
Application Window
Opens

Spring 2019:
District
Notification

**Fall/Winter
2018/9:**
Assessment
Applications
Reviewed

Revised Ohio Leadership Advisory Council (OLAC) Gifted Education Professional Development Modules Subcommittee Report

- Revised in partnership with the Ohio Leadership Advisory Council (OLAC), the Gifted Advisory Council and the Ohio Department of Education
- Available soon through the OLAC website
- Consists of 7 Foundational Concepts and 7 related Projects

Subcommittee Report, continued

- Seven Foundational Concepts:
 - Social Emotional Needs of the Gifted
 - Culturally Responsive Pedagogy
 - Differentiated Instruction for Advanced Learners
 - Measuring Growth for Advanced Learners
 - Written Education Plans
 - Access to Advanced Curriculum
 - Acceleration

Ohio Assessment for Educators for Gifted Education

- State Board approved recommended scores (September 2018).
- Will be required as of January 1, 2019 for those applying for gifted licensure or endorsement.

Guidance on Professional Development Clock Hours

Effective:
July 27, 2018

Increases
amount of
time to earn
PD clock
hours.

Reduces the
requirement
for some
teachers.

Home >

State Board District Teachers of the Year Announced

Eleven teachers now bear the title of 2019 Teacher of the Year for their State Board of Education districts

[Read More...](#)



Required Professional Development (60 clock hours)

- **For general education teachers who are:**
 - Designated providers of gifted services.
 - ***Not*** certified Advanced Placement or International Baccalaureate teachers who have earned at least 24 hours of certified AP or IB training within the past 5 years.
- Receive gifted professional development in **eight** competencies (a-h).
- Receive **15 clock hours** of gifted professional development each year over four years.

Required Professional Development (30 clock hours)

For general education teachers who are:

- Designated providers of gifted services.
- Certified Advanced Placement or International Baccalaureate teachers who have earned at least 24 hours of certified AP or IB training within the past 5 years.
- Receive gifted professional development in **five** competencies (a, b, d, e, and h).
- Receive **7.5 clock hours** of gifted professional development each year over four years.

Guidance: Gifted Education Professional Development

- A teacher is considered a gifted service provider unless the teacher fails to meet the required clock hours by the end of the school year.
- Count any clock hours in excess of the minimum toward the requirement.
- Count documented clock hours of gifted professional development received in the previous 24 months.

Documented hours



Previously earned clock hours
**count toward the
requirement.**

Scenario

Third grade teacher



Provides services in a cluster group setting

2017-2018 school year



Documented
30 clock hours of
qualifying professional
development

Scenario

Third grade teacher



Remainder of 30 clock
hours of qualifying
gifted professional
development

2018-2019 school year



No additional clock
hours required for
2018-2019

Innovative Gifted Services

Innovative Gifted Services

- Application and Rubric
- Timeline and Process for review

Innovative Service Application *Tentative* Timeline

- **Fall 2018:** Notification and information from the Department regarding Innovative Service Applications
- **Winter 2018/2019:** Application opens
- **Winter 2019:** Applications due
- **Spring 2019:** Districts notified regarding decisions

Criteria for Identifying and Recognizing Schools, Districts and Other Educational Providers

Council Member Updates

Next Steps and Closing Comments

Meeting Dates for 2018-19 School Year

- November 28, 2018
- February 6, 2019
- April 24, 2019

Closing Comments

- Evaluation
- Once around the room