

# DRAFT Operating Standards for Identifying and Serving Students Who Are Gifted (3301-51-15) Comparison Chart

Area	August DRAFT Language	<b>October DRAFT Language</b> Proposed changes based on Public Comment and Achievement Committee Discussion	Page #
<b>Identification: Screening and Assessment</b>	<p><u>(c) The district shall ensure that assessment instruments:</u></p> <p><u>(iv) Are provided and administered in the student's native language or other mode of communication;</u></p>	<p><u>(c) The district shall ensure that assessment instruments:</u></p> <p><u>(iv) Are provided and administered in the student's native language or other mode of communication <b>if English is a barrier to the student's performance or if requested by the parent;</b></u></p>	6
	<p><u>(ii) The provision of at least two whole grade screening opportunities as follows:</u></p> <p><u>(a) For (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (3) creative thinking ability for all students once prior to the end of grade two.</u></p> <p><u>(b) For (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics, (b) reading, writing or a combination of these skills, (c) science, (d) social studies, and (3) creative thinking</u></p>	<p><u>(ii) The provision of at least two whole grade screening opportunities as follows:</u></p> <p><u>(a) For (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (3) creative thinking ability for all students once prior to the end of grade two.</u></p> <p><u>(b) For (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics, (b) reading, writing or a combination of these skills, <b>(e) science, (d) social studies,</b> and (3) creative thinking ability for all students once after the completion of grade two but prior to the end of grade six.</u></p>	10

# DRAFT Operating Standards for Identifying and Serving Students Who Are Gifted (3301-51-15) Comparison Chart

Area	August DRAFT Language	<b>October DRAFT Language</b> Proposed changes based on Public Comment and Achievement Committee Discussion	Page #
	<u>ability for all students once after the completion of grade two but prior to the end of grade six.</u>		
<b>Service Options</b>	Currently no mention of differentiated content requirements.	(1) <u>Gifted services must include instruction that is differentiated from the standard curriculum for that course in depth, breadth, complexity, pace and/or where content is above-grade level.</u>	10
	(2) <u>Instructional time, class size and caseload ratios for all service settings shall be commensurate with districtwide instructional time, class size and caseload ratios for the corresponding subject, grade level and setting under 3301-35-05(3) of the Administrative Code. An exception is noted below only for the resource room/pull-out setting.</u>	(3) <u>Instructional time, class size and caseload ratios for all service settings shall be commensurate with equivalent to districtwide instructional time, class size and caseload ratios for the corresponding subject, grade level and setting under 3301-35-05(3) of the Administrative Code. An exception is noted below only for co-teaching and the resource room/pull-out settings.</u>	10

# DRAFT Operating Standards for Identifying and Serving Students Who Are Gifted (3301-51-15) Comparison Chart

Area	August DRAFT Language	<b>October DRAFT Language</b> Proposed changes based on Public Comment and Achievement Committee Discussion	Page #
<b>Service Options</b>	<p>(3) A continuum of services provided by each district board of education may include, <u>but is not limited to</u>, such options as the following:</p> <p>(a) <u>A full-time self-contained classroom;</u></p> <p>(b) <u>A single subject course;</u></p> <p>(c) <u>Services through co-teaching. The teachers shall be provided with regularly scheduled collaborative planning time;</u></p> <p>(d) <u>A resource room/pull-out where the teacher is not the teacher of record with a maximum of twenty students who are gifted at any one time and a maximum caseload of eighty students who are gifted. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen percent of the school week. The department of education, office for</u></p>	<p>(4) A continuum of services provided by each district board of education, <u>where content is delivered per (D)(1) above</u>, may include <u>but is not limited to</u> such options as the following:</p> <p>(a) <u>A full-time self-contained classroom where the gifted intervention specialist is the teacher of record and all students are identified as gifted;</u></p> <p>(b) <u>A single subject self-contained course where the gifted intervention specialist is the teacher of record and all students are identified as gifted;</u></p> <p>(c) <u>Services through co-teaching in a cluster grouping setting where a group of students who are gifted is deliberately placed together in a classroom where one teacher is a gifted intervention specialist with a maximum of twenty students who are gifted at any one time and a maximum caseload of eighty students who are gifted. The teachers shall be provided with regularly scheduled collaborative planning time. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen percent of the</u></p>	10
			11

# DRAFT Operating Standards for Identifying and Serving Students Who Are Gifted (3301-51-15) Comparison Chart

Area	August DRAFT Language	<b>October DRAFT Language</b> Proposed changes based on Public Comment and Achievement Committee Discussion	Page #
	<p><u>exceptional children, shall establish policies and procedures for granting temporary waivers related to this setting;</u></p> <p>(e) <u>Cluster grouping where a small group of students who are gifted is deliberately placed together in a classroom;</u></p> <p>(f) <u>An Honors course;</u></p> <p>(g) <u>An International Baccalaureate course;</u></p> <p>(h) <u>An Advanced Placement course;</u></p> <p>(i) <u>Services through a trained Arts instructor;</u></p> <p>(j) <u>Grade acceleration, early entrance to kindergarten or first grade, subject acceleration, or early graduation from high school per district acceleration policy approved under Section 3324.10 of the Revised Code;</u></p>	<p><u>school week. The department of education, office for exceptional children, shall establish policies and procedures for granting temporary waivers related to this setting;</u></p> <p>(d) <u>A resource room/pull-out where the <b>gifted intervention specialist</b> is not the teacher of record with a maximum of twenty students who are gifted at any one time and a maximum caseload of eighty students who are gifted. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen percent of the school week. The department of education, office for exceptional children, shall establish policies and procedures for granting temporary waivers related to this setting;</u></p> <p>(e) <u>Cluster grouping where a small group of students who are gifted is deliberately placed together in a classroom;</u></p> <p>(f) <u>An Honors course;</u></p> <p>(g) <u>An International Baccalaureate course;</u></p> <p>(h) <u>An Advanced Placement course;</u></p>	11

# DRAFT Operating Standards for Identifying and Serving Students Who Are Gifted (3301-51-15) Comparison Chart

Area	August DRAFT Language	<b>October DRAFT Language</b> Proposed changes based on Public Comment and Achievement Committee Discussion	Page #
	<p><u>(k) Dual enrollment opportunities including but not limited to College Credit Plus;</u></p> <p><u>(l) In internships and mentorships; and/or</u></p> <p><u>(m) Educational options including credit flexibility, advanced online courses and programs and other options as defined in rules 3301-35-01 and 3301-51-06 of the Administrative Code.</u></p>	<p><u>(i) Services through a trained Arts instructor;</u></p> <p><u>(j) Grade acceleration, early entrance to kindergarten or first grade, subject acceleration, or early graduation from high school per district acceleration policy approved under Section 3324.10 of the Revised Code;</u></p> <p><u>(k) Dual enrollment opportunities including but not limited to College Credit Plus;</u></p> <p><u>(l) In internships and mentorships; and/or</u></p> <p><u>(m) Educational options including credit flexibility, advanced online courses and programs and other options as defined in rules 3301-35-01 and 3301-51-06 of the Administrative Code.</u></p>	
	<p><u>(b) A general education teacher shall:</u></p> <p><u>(i) Receive specialized training in gifted education as documented and monitored by the district on the teacher's Individual Professional Development Plan (IPDP) in order to meet the following competencies:</u></p>	<p><u>(b) A general education teacher who is designated as the provider of gifted services shall:</u></p> <p><u>(i) Receive specialized training in gifted education as documented and monitored by the district on the teacher's Individual Professional Development Plan (IPDP) or other methods as determined by the department in order to meet the following competencies:</u></p>	12

# DRAFT Operating Standards for Identifying and Serving Students Who Are Gifted (3301-51-15) Comparison Chart

Area	August DRAFT Language	<b>October DRAFT Language</b> Proposed changes based on Public Comment and Achievement Committee Discussion	Page #
<p style="text-align: center;"><b>Teacher Qualifications</b></p>	<p><u>(a) The ability to differentiate instruction based on a student’s readiness, knowledge and skill level, including using accelerated content, complexity, depth challenge, creativity and abstractness;</u></p> <p><u>(b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;</u></p> <p><u>(c) The ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs; and</u></p> <p><u>(d) The ability to understand the social and emotional needs of students who are</u></p>	<p><u>(a) The ability to differentiate instruction based on a student’s readiness, knowledge and skill level, including using accelerated content, complexity, depth challenge, creativity and abstractness;</u></p> <p><u>(b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;</u></p> <p><u>(c) The ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs;</u></p> <p><u>(d) The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;</u></p> <p><u>(e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted; and</u></p> <p><u>(f) The ability to use data from a variety of sources to</u></p>	13
<p style="text-align: center;"><b>Teacher Qualifications</b></p>			

# DRAFT Operating Standards for Identifying and Serving Students Who Are Gifted (3301-51-15) Comparison Chart

Area	August DRAFT Language	<b>October DRAFT Language</b> Proposed changes based on Public Comment and Achievement Committee Discussion	Page #
	<p><u>gifted and to address the impact of those needs on student learning.</u></p> <p><u>(ii) Participate in ongoing professional development related to gifted education as documented on the Individual Professional Development Plan (IPDP); and</u></p> <p><u>(iii) Receive ongoing support in curriculum development and instruction from 1) an educator who holds licensure or endorsement in gifted education or 2) an educator with previous experience and professional development in teaching students who are gifted as documented on the educator's Individual Professional Development Plan (IPDP).</u></p>	<p><u>measure and monitor the growth of students who are gifted.</u></p> <p><u>(ii) Participate in ongoing professional development related to gifted education as documented on the Individual Professional Development Plan (IPDP), or other methods as determined by the department, from an educator who holds licensure or endorsement in gifted education, a graduate degree in gifted education, or is a state or national presenter in gifted education. Professional development must include at least 30 clock hours during the first year, at least 30 clock hours during the second year, and additional clock hours each year thereafter as determined by the district. Any documented clock hours earned in the 24 months prior to the adoption of this rule shall count toward this requirement; and</u></p> <p><u>(iii) Receive ongoing support in curriculum development and instruction from <del>1)</del> an educator who holds licensure or endorsement in gifted education <del>or 2)</del> an educator with previous experience and professional development in teaching students who are gifted as documented on the educator's Individual Professional Development Plan (IPDP).</u></p>	13

# DRAFT Operating Standards for Identifying and Serving Students Who Are Gifted (3301-51-15) Comparison Chart

Area	August DRAFT Language	<b>October DRAFT Language</b> Proposed changes based on Public Comment and Achievement Committee Discussion	Page #
<b>Written Education Plans (WEPs)</b>	<p><u>(1a) The WEP shall be developed in collaboration with 1) an educator who holds licensure or endorsement in gifted education or 2) an educator with previous experience in writing WEPs and professional development in teaching students who are gifted as documented on the educator’s Individual Professional Development Plan (IPDP). The WEP shall:</u></p>	<p><u>(1a) The WEP shall be developed in collaboration with <del>1) an educator who holds licensure or endorsement in gifted education or</del> 2) an educator with previous experience in writing WEPs and professional development in teaching students who are gifted as documented on the educator’s Individual Professional Development Plan (IPDP). The WEP shall:</u></p>	16
<b>Written Education Plans (WEPs)</b>	<p><u>(c) Districts shall make a reasonable attempt, at the commencement of services and each year thereafter in which a student receives gifted services, to obtain a parent or guardian signature on the WEP. Students shall not be denied</u></p>	<p><u>(c) Districts shall make a reasonable attempt <b>in writing, electronic or otherwise,</b> at the commencement of services and each year thereafter in which a student receives gifted services, to obtain a parent or guardian signature on the WEP. Students shall not be denied services due to the lack of a parent or guardian</u></p>	17



# DRAFT Operating Standards for Identifying and Serving Students Who Are Gifted (3301-51-15) Comparison Chart

Area	August DRAFT Language	<b>October DRAFT Language</b> Proposed changes based on Public Comment and Achievement Committee Discussion	Page #
	<u>services due to the lack of a parent or guardian signature.</u>	<u>signature.</u>	
<b>Accountability</b>	(2) Each district shall participate in <del>an audit of the district's gifted education data (including numbers screened, assessed, identified and served by grade, gender, race, disability, economic disadvantage and English language proficiency and appropriate assignment of gifted staff) at least once every three years or more frequently if randomly selected, or based on complaints, or suspicion of non-compliance by the department of education. onsite reviews, desk reviews and/or self-reviews of gifted education policies, practices and procedures based on criteria as determined by the department. Results of the reviews may require corrective action and/or the implementation of a district improvement plan.</del>	(2) Each district shall participate <b>in an audit</b> <del>of the district's gifted education data (including numbers screened, assessed, identified and served by grade, gender, race, disability, economic disadvantage and English language proficiency and appropriate assignment of gifted staff) based on risk assessment criteria as determined by the department. Districts may be selected for audit more frequently based on complaints or suspicion of non-compliance. Audits may be differentiated and may include</del> <u>onsite reviews, desk reviews and/or self-reviews of gifted education data, policies, practices and procedures. Results of the audit may require corrective action and/or the implementation of a district improvement plan.</u>	22

# DRAFT Operating Standards for Identifying and Serving Students Who Are Gifted (3301-51-15) Comparison Chart

Area	August DRAFT Language	<b>October DRAFT Language</b> Proposed changes based on Public Comment and Achievement Committee Discussion	Page #
<b>Gifted Advisory Council</b>	<u>(1) Represent a variety of stakeholders as determined by the superintendent;</u>	<u>(1) Represent a variety of stakeholders <b>from diverse regions of the state, including parents, general and gifted educators, administrators, and others</b> as determined by the superintendent;</u>	23