Gifted Advisory Council

December 7, 2022

Welcome

Roll Call

Meeting Norms

Pausing

Paraphrasing

Posting Questions in the Chat Box

Putting Ideas on the Table

Providing Data

Paying Attention to Self and Others

Presuming Positive Intentions

Agenda

- **September 2022 Meeting Feedback**

- **Approve September 2022 Minutes**

- **Public Comment**

- **Rules Update**

- **Workgroup Overview**

- **NWEA Presentation**

- **Breakout / Working Lunch**

- **Next Steps and Closing Comments**

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September Feedback

➢ I enjoyed the collaborative aspect of looking at the draft standards and getting feedback from a variety of stakeholders. It was helpful to see others' points of view.

➢ The guided discussion was excellent. Our leader was able to explain where we had questions and although some opinions differed, we were able to listen, speak and compromise as appropriate.
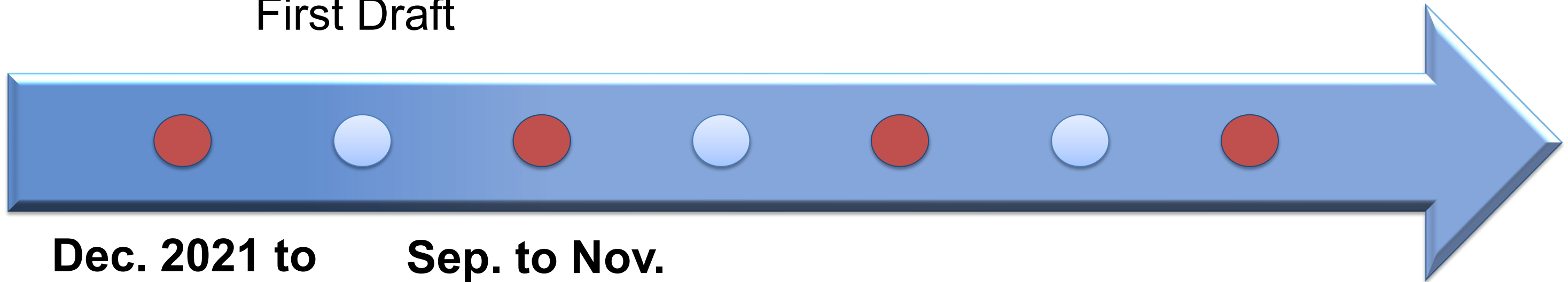
➢ Meeting people from all over the state was so great!

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Approve September 2022 Minutes

Public Comment

Rules Update

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Rule Revision Timeline

May to Aug. 2022
First Draft

Dec. 2021 to April 2022
Recommendations

Sep. to Nov. 2022
Stakeholder Engagement

Current Revision Timeline

May to Aug. 2022
First Draft

Dec. to Jan. 2023
Second Draft

April to May 2023
Final Rule Revisions

Dec. 2021 to April 2022
Recommendations

Sep. to Nov. 2022
Stakeholder Engagement

Feb. to March 2023
Public Comment

May to July 2023
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Agency Review and Filing

June to July 2023	July to August 2023	August to October 2023
• Rule Summary and Fiscal Analysis • Business Impact Analysis	• Common Sense Initiative Review	• Joint Committee on Agency Rule Review

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Workgroups Overview

Plan Development Process: Where are We Headed?

Stakeholder Feedback

Development of Recommendations

Drafting the Plan
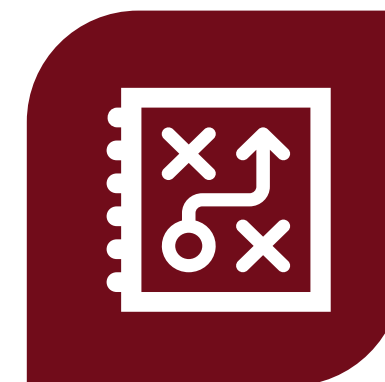
Roll Out and Implementation

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Target Deadlines

February 2023:
Survey Release

March 2023:
Stakeholder Townhalls

April 2023:
Review Stakeholder Feedback

September 2023:
Draft Workgroup Recommendations

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Target Deadlines

September 2023:
Finalize Recommendations

December 2023:
Department Begins Drafting Plan

February 2024:
Council Review and Feedback

April 2024:
Final Draft

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Structure of the Work

Gifted Advisory Council

Equitable Identification Practices

Highly Effective Student Supports and Services

Job Embedded Professional Development

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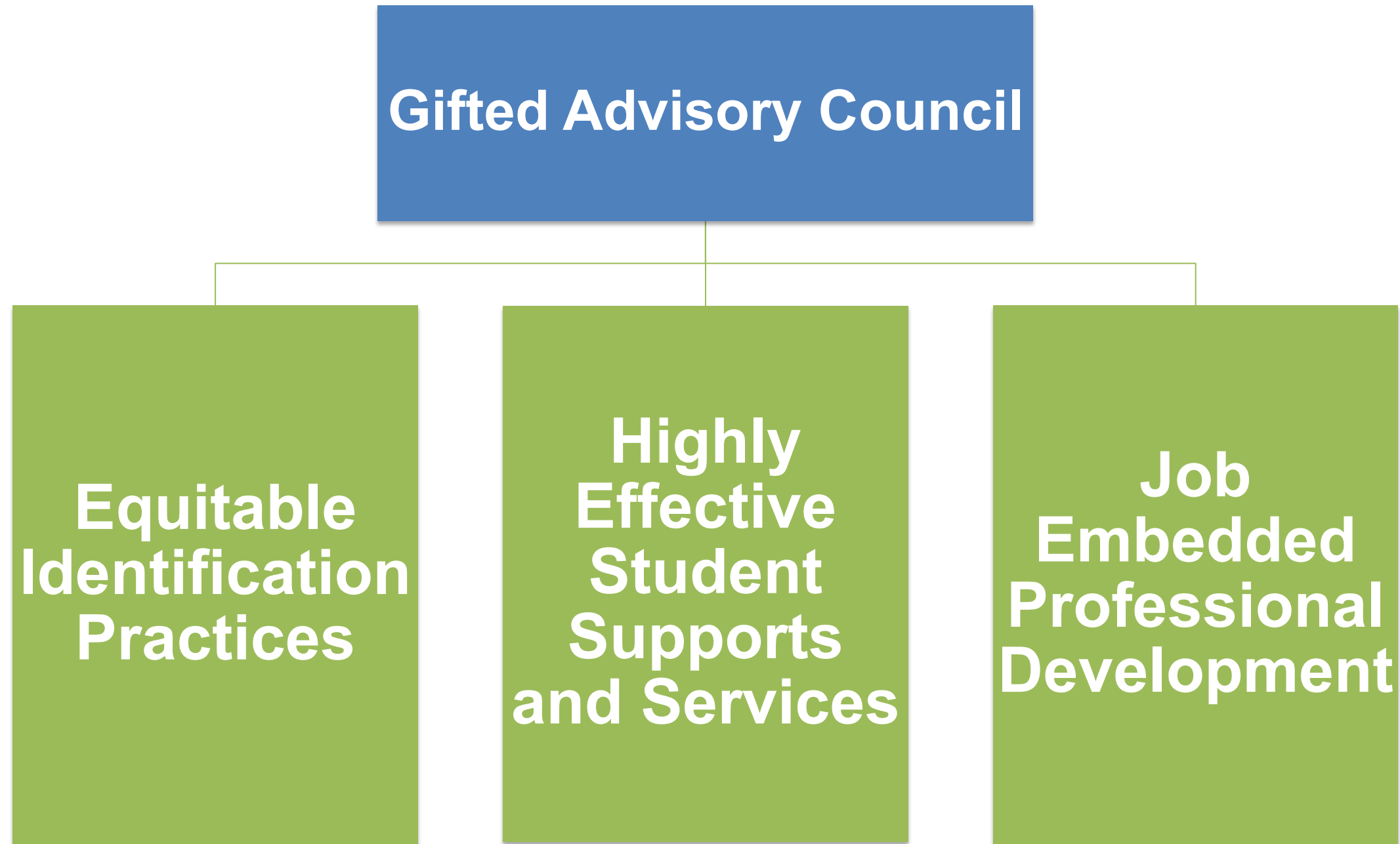
Equitable Identification Practices

Current Members
Curt Bradshaw
Donna Ford
Christina Gulley
Jackie Rausch
Sylvia Rimm
Amy Rossler
Ann Sheldon
Carissa Spitzer

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Equitable Identification Practices: Logic Model Impact Goal

Ohio will have a population of students who are gifted that is more equitably reflective of Ohio's total student population as a result of change in policy and practice regarding gifted identification that is reflective of the idea that students who are gifted are present in all student groups regardless of racial, ethnic or cultural backgrounds, gender, economic status, disability or English language proficiency.

Equitable Identification Practices: Activities and Outputs

- Stakeholder engagement (focus groups and surveys)
- Analyze research
- Identify effective practices
- Pilot "alternative pathways"
- Identify opportunities for change
- Develop recommendations
- Assist in development of resources with suggestions for practitioners to bring about change

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High Quality Student Supports and Services

Current Members
Brad Brunswick
Jennifer Detmar
Jenny Kilgore
TK Kuykendall
Jeanne Osterfeld
Sara Watson

High Quality Student Supports and Services: Logic Model Impact Goals

- Services will be required and documented for students who are gifted.

- Highly effective strategies will be used by individual teachers to best meet the needs of gifted students in their individual settings.

- Supports for affective and social emotional needs of students will be embedded in district practices.

High Quality Student Supports and Services: Activities and Outputs

- Stakeholder engagement (focus groups and surveys)
- Analyze research
- Identify effective practices
- Identify opportunities for change
- Develop recommendations
- Assist in development of resources with suggestions for practitioners to bring about change

Job Embedded Professional Development

Current Members
Aireane Curtis
Maggie Gunnerson
Dianna Jones Manley
David Moss
Kathleen Poe
Carrie Sanchez

Job Embedded Professional Development: Logic Model Impact Goals

- Increase the number of educators with the required training to support the academic and social and emotional needs of students who are gifted.

- Increase the accessibility of professional development for educators and administrators while providing examples of alignment to other professional development and processes in districts.

Job Embedded Professional Development: Activities and Outputs

- Stakeholder engagement (focus groups and surveys)
- Analyze research
- Identify effective practices
- Identify opportunities for change
- Develop recommendations
- Assist in development of resources with suggestions for practitioners to bring about change

Workgroup Pillars

Current Research

Best Practices

Opportunities for Change

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Workgroup Next Steps

- Document key research
- Identify key themes from research
- Identify best practices
- Develop best practice recommendations

- New members – workgroup selection

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NWEA Presentation

"Local Norms for Gifted Education: What do we know?"

Break

Breakouts
and
Working Lunch

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Breakout Discussion Questions – Pt. 1

1. Excellence gaps are defined as the differences in assessment scores among various student groups at the advanced level. What is significant about what Dr. Peters shared as it relates to reducing excellence gaps?

2. Ohio's definition for gifted states, "Gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. How do local norms align with Ohio's definition for gifted?

Breakout Discussion Questions – Pt. 2

3. Local norms are one best practice strategy that research has shown to be effective in increasing equity for the identification of underrepresented students and also in reducing excellence gaps by improving access to gifted services and advanced learning programs for these underserved students. How do we take what Dr. Peters discussed and build it into our plan for increasing identification and access to gifted services for Ohio's underrepresented students?

4. What training or resources would educators need in order to effectively implement alternative pathways to identification, such as local norms?
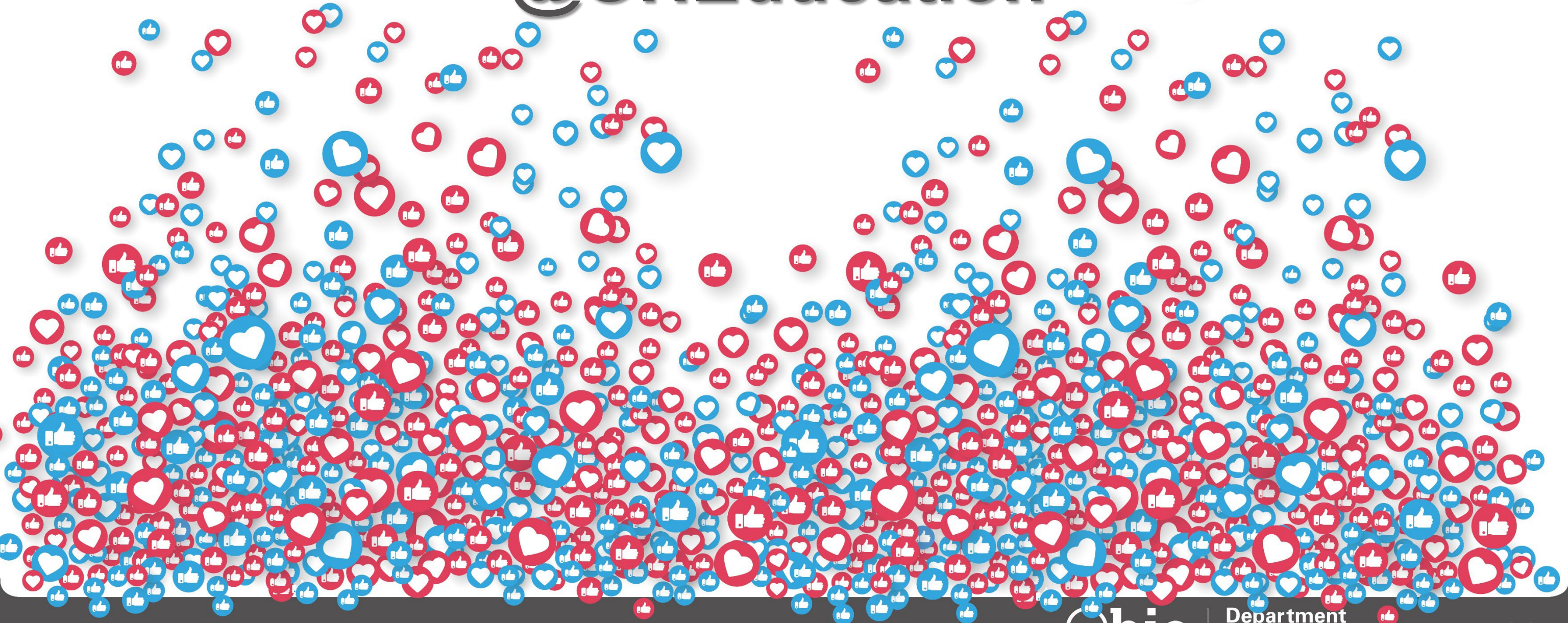
Debrief

Next Steps

Closing Comments

Next Meeting – February 23, 2023

Adjourn

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Share your learning community with us!
#MyOhioClassroom

Celebrate educators!
#OhioLovesTeachers

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