Welcome

Thank you for taking time to complete this report. There are three sections that require your attention:

Section A: Professional Development
Section B: Gifted Identification and Services
Section C: Implementation of Acceleration Policy

As you complete each page of this report, your answers are saved to the system. If you wish to interrupt your session, simply click on the SAVE button at the bottom of the page and follow the directions to save the report.

To return to a saved report, use the link provided when you saved. To enter a new report for a different district, enter the system using the link, username and password provided in the initial email correspondence you received for that district.

This report must be submitted by July 15, 2013. Any incomplete reports on the system will be deleted after the deadline.

After completing your survey, click the SUBMIT SURVEY button to submit your responses. A confirmation page will appear that gives you the opportunity to view, print and/or email your responses to your email address. This confirmation page will serve as proof of submission.

If you have questions, please contact the gifted staff by e-mail at: gifted@education.ohio.gov

Please enter the Username and Password for the district for which you wish to enter data (**Note: Your Username and Password is your IRN with the leading zeroes added, i.e., IRN# 43210 is Username 043210**).

Username _____
Password _____

(End of Page 1)

District Information.
Please confirm the district information for which this self-report is being submitted.

District Name* _____

District IRN #* _____

County _____

Gifted District Contact.
Please provide contact information for the Gifted Contact for the 2013-2014 school year.

Name _____

Job Title _____

Phone _____

Email _____

Employer IRN (if different from district IRN) _____

(End of Page 2)

Respondent Information.
Tell us about you.

Name* _____

Job Title _____

Phone _____

Email* _____

Employer IRN (if different from district) _____

Respondent Role.
What is your GIFTED EDUCATION ROLE in the district?

❍ Coordinator, Supervisor, or Director

❍ Gifted Intervention Specialist

❍ Gifted Education Contact

* Required Fields

Section A: Professional Development

ODE Javits Training (Cumulative).
For the following groups below, please estimate the total number of participants who have received ODE Javits I-GET-GTEd professional development **either during the current school year or in previous school years** (combine current school year with all previous school years).

This question requires a response. Enter "0" if there were no participants in a particular category.

Regular Education Teachers _____

School Administrators _____

School Counselors _____

School Psychologists _____

Parents _____

The purpose of the next set of questions is for you to report Professional Development efforts on topics related to gifted education during the 2012-2013 school year. On the pages that follow, there are questions about professional development offered both during the ODE Javits I-GET-GTEd Project and offered outside of this program.

ODE Javits Training.
During the 2012-2013 school year, did the district provide professional development as part of the ODE Javits I-GET-GTEd Project?

This question requires a response.

❍ Yes

❍ No

Destination: **Page 5** (Set in ODE Javits Training (Yes))
Destination: **Page 11** (Set in ODE Javits Training (No))

Destination: **Survey Submitted** (Set in ODE Javits Training)

(End of Page 4)

ODE Javits Regular Education Teachers.
What professional development topics did you provide to this group? Please provide an ESTIMATED NUMBER OF PARTICIPANTS in each category.

Regular Education Teachers

Written Education Plans for Gifted Students	_____
Needs and Characteristics of Gifted Minority Students	_____
Needs and Characteristics of Gifted Students with Limited English Proficiency	_____
Needs and Characteristics of the Twice Exceptional (Gifted Students with Disabilities)	_____
Instructional Strategies Appropriate for Gifted Students	_____
Designing/Selecting Curriculum Appropriate for Gifted Students	_____
Acceleration for Gifted and Advanced Students	_____
Culturally Responsive Instruction in Gifted Education	_____
Social and/or Emotional Needs and Characteristics of Gifted Students	_____
Screening and Identification of Gifted Students	_____
Developing a Comprehensive Continuum of	_____

Gifted Services Incorporating Technology in Gifted Education Services _____

Other Opportunities (describe below) _____

Please describe the "Other Opportunities" indicated above.

_____

_____

_____

Destination: **Page 6** (Set in ODE Javits Regular Education Teachers)

(End of Page 5)

ODE Javits School Administrators.
What professional development topics did you provide to this group? Please provide an ESTIMATED NUMBER OF PARTICIPANTS in each category.

School Administrators

Written Education Plans for Gifted Students	_____
Needs and Characteristics of Gifted Minority Students	_____
Needs and Characteristics of Gifted Students with Limited English Proficiency	_____
Needs and Characteristics of the Twice Exceptional (Gifted Students with Disabilities)	_____
Instructional Strategies Appropriate for Gifted Students	_____
Designing/Selecting Curriculum Appropriate for Gifted Students	_____
Acceleration for Gifted and Advanced Students	_____
Culturally Responsive Instruction in Gifted Education	_____
Social and/or Emotional Needs and Characteristics of Gifted Students	_____
Screening and Identification of Gifted Students	_____
Developing a Comprehensive Continuum of	_____

Gifted Services Incorporating Technology in Gifted Education Services _____

Other Opportunities (describe below) _____

Please describe the "Other Opportunities" indicated above.

_____

_____

_____

Destination: **Page 7** (Set in ODE Javits School Administrators)

(End of Page 6)

ODE Javits School Counselors.
What professional development topics did you provide to this group? Please provide an ESTIMATED NUMBER OF PARTICIPANTS in each category.

School Counselors

Written Education Plans for Gifted Students	_____
Needs and Characteristics of Gifted Minority Students	_____
Needs and Characteristics of Gifted Students with Limited English Proficiency	_____
Needs and Characteristics of the Twice Exceptional (Gifted Students with Disabilities)	_____
Instructional Strategies Appropriate for Gifted Students	_____
Designing/Selecting Curriculum Appropriate for Gifted Students	_____
Acceleration for Gifted and Advanced Students	_____
Culturally Responsive Instruction in Gifted Education	_____
Social and/or Emotional Needs and Characteristics of Gifted Students	_____
Screening and Identification of Gifted Students	_____
Developing a Comprehensive Continuum of	_____

Gifted Services Incorporating Technology in Gifted Education Services _____

Other Opportunities (describe below) _____

Please describe the "Other Opportunities" indicated above.

_____

_____

_____

Destination: **Page 8** (Set in ODE Javits School Counselors)

(End of Page 7)

ODE Javits School Psychologists.
What professional development topics did you provide to this group? Please provide an ESTIMATED NUMBER OF PARTICIPANTS in each category.

School Psychologists

Written Education Plans for Gifted Students	_____
Needs and Characteristics of Gifted Minority Students	_____
Needs and Characteristics of Gifted Students with Limited English Proficiency	_____
Needs and Characteristics of the Twice Exceptional (Gifted Students with Disabilities)	_____
Instructional Strategies Appropriate for Gifted Students	_____
Designing/Selecting Curriculum Appropriate for Gifted Students	_____
Acceleration for Gifted and Advanced Students	_____
Culturally Responsive Instruction in Gifted Education	_____
Social and/or Emotional Needs and Characteristics of Gifted Students	_____
Screening and Identification of Gifted Students	_____
Developing a Comprehensive Continuum of	_____

Gifted Services Incorporating Technology in Gifted Education Services _____

Other Opportunities (describe below) _____

Please describe the "Other Opportunities" indicated above.

_____

_____

_____

Destination: **Page 9** (Set in ODE Javits School Psychologists)

ODE Javits Gifted Education Personnel.
What professional development topics did you provide to this group? Please provide an ESTIMATED NUMBER OF PARTICIPANTS in each category.

Gifted Education Personnel

Written Education Plans for Gifted Students	_____
Needs and Characteristics of Gifted Minority Students	_____
Needs and Characteristics of Gifted Students with Limited English Proficiency	_____
Needs and Characteristics of the Twice Exceptional (Gifted Students with Disabilities)	_____
Instructional Strategies Appropriate for Gifted Students	_____
Designing/Selecting Curriculum Appropriate for Gifted Students	_____
Acceleration for Gifted and Advanced Students	_____
Culturally Responsive Instruction in Gifted Education	_____
Social and/or Emotional Needs and Characteristics of Gifted Students	_____
Screening and Identification of Gifted Students	_____
Developing a Comprehensive Continuum of	_____

Gifted Services Incorporating Technology in Gifted Education Services	_____
Other Opportunities (describe below)	_____

Please describe the "Other Opportunities" indicated above.

_____

_____

_____

Destination: **Page 10** (Set in ODE Javits Gifted Education Personnel)

(End of Page 9)

ODE Javits Parents.
What professional development topics did you provide to this group? Please provide an ESTIMATED NUMBER OF PARTICIPANTS in each category.

Parents

Written Education Plans for Gifted Students	_____
Needs and Characteristics of Gifted Minority Students	_____
Needs and Characteristics of Gifted Students with Limited English Proficiency	_____
Needs and Characteristics of the Twice Exceptional (Gifted Students with Disabilities)	_____
Instructional Strategies Appropriate for Gifted Students	_____
Designing/Selecting Curriculum Appropriate for Gifted Students	_____
Acceleration for Gifted and Advanced Students	_____
Culturally Responsive Instruction in Gifted Education	_____
Social and/or Emotional Needs and Characteristics of Gifted Students	_____
Screening and Identification of Gifted Students	_____
Developing a Comprehensive Continuum of	_____

Gifted Services Incorporating Technology in Gifted Education Services	_____
Other Opportunities (describe below)	_____

Please describe the "Other Opportunities" indicated above.

_____

_____

_____

(End of Page 10)

NON-Javits Professional Development.
During the 2012-2013 school year, did the district provide professional development in areas related to gifted education that was NOT part of the ODE Javits Project?

This question requires an answer.

❍ Yes

❍ No

Destination: **Page 12** (Set in NON-Javits Professional Development (Yes))
Destination: **Page 13** (Set in NON-Javits Professional Development (No))

(End of Page 11)

What professional development topics did you provide to each group? Please provide an ESTIMATED NUMBER OF PARTICIPANTS in each category.

Regular Education Teachers

Written Education Plans for Gifted Students	_____
Needs and Characteristics of Gifted Minority Students	_____
Needs and Characteristics of Gifted Students with Limited English Proficiency	_____
Needs and Characteristics of the Twice Exceptional (Gifted Students with Disabilities)	_____
Instructional Strategies Appropriate for Gifted Students	_____
Designing/Selecting Curriculum Appropriate for Gifted Students	_____
Acceleration for Gifted and Advanced Students	_____
Culturally Responsive Instruction in Gifted Education	_____
Social and/or Emotional Needs and Characteristics of Gifted Students	_____
Screening and Identification of Gifted Students	_____
Developing a Comprehensive Continuum of	_____

Gifted Services Incorporating Technology in Gifted Education Services	_____
Other Opportunities (describe below)	_____

School Administrators

Written Education Plans for Gifted Students	_____
Needs and Characteristics of Gifted Minority Students	_____
Needs and Characteristics of Gifted Students with Limited English Proficiency	_____
Needs and Characteristics of the Twice Exceptional (Gifted Students with Disabilities)	_____
Instructional Strategies Appropriate for Gifted Students	_____
Designing/Selecting Curriculum Appropriate for Gifted Students	_____
Acceleration for Gifted and Advanced Students	_____
Culturally Responsive Instruction in Gifted Education	_____
Social and/or Emotional Needs and Characteristics of Gifted Students	_____
Screening and Identification of Gifted Students	_____

Developing a Comprehensive Continuum of Gifted Services _____

Incorporating Technology in Gifted Education Services _____

Other Opportunities (describe below) _____

School Counselors

Written Education Plans for Gifted Students _____

Needs and Characteristics of Gifted Minority Students _____

Needs and Characteristics of Gifted Students with Limited English Proficiency _____

Needs and Characteristics of the Twice Exceptional (Gifted Students with Disabilities) _____

Instructional Strategies Appropriate for Gifted Students _____

Designing/Selecting Curriculum Appropriate for Gifted Students _____

Acceleration for Gifted and Advanced Students _____

Culturally Responsive Instruction in Gifted Education _____

Social and/or Emotional Needs and Characteristics of Gifted Students _____

Screening and Identification of Gifted Students	_____
Developing a Comprehensive Continuum of Gifted Services	_____
Incorporating Technology in Gifted Education Services	_____
Other Opportunities (describe below)	_____

School Psychologists

Written Education Plans for Gifted Students	_____
Needs and Characteristics of Gifted Minority Students	_____
Needs and Characteristics of Gifted Students with Limited English Proficiency	_____
Needs and Characteristics of the Twice Exceptional (Gifted Students with Disabilities)	_____
Instructional Strategies Appropriate for Gifted Students	_____
Designing/Selecting Curriculum Appropriate for Gifted Students	_____
Acceleration for Gifted and Advanced Students	_____
Culturally Responsive Instruction in Gifted Education	_____

Social and/or Emotional Needs and Characteristics of Gifted Students	_____
Screening and Identification of Gifted Students	_____
Developing a Comprehensive Continuum of Gifted Services	_____
Incorporating Technology in Gifted Education Services	_____
Other Opportunities (describe below)	_____

Gifted Education Personnel

Written Education Plans for Gifted Students	_____
Needs and Characteristics of Gifted Minority Students	_____
Needs and Characteristics of Gifted Students with Limited English Proficiency	_____
Needs and Characteristics of the Twice Exceptional (Gifted Students with Disabilities)	_____
Instructional Strategies Appropriate for Gifted Students	_____
Designing/Selecting Curriculum Appropriate for Gifted Students	_____
Acceleration for Gifted and Advanced Students	_____

Culturally Responsive Instruction in Gifted Education	_____
Social and/or Emotional Needs and Characteristics of Gifted Students	_____
Screening and Identification of Gifted Students	_____
Developing a Comprehensive Continuum of Gifted Services	_____
Incorporating Technology in Gifted Education Services	_____
Other Opportunities (describe below)	_____

Parents

Written Education Plans for Gifted Students	_____
Needs and Characteristics of Gifted Minority Students	_____
Needs and Characteristics of Gifted Students with Limited English Proficiency	_____
Needs and Characteristics of the Twice Exceptional (Gifted Students with Disabilities)	_____
Instructional Strategies Appropriate for Gifted Students	_____
Designing/Selecting Curriculum Appropriate for Gifted Students	_____

Acceleration for Gifted and Advanced Students	_____
Culturally Responsive Instruction in Gifted Education	_____
Social and/or Emotional Needs and Characteristics of Gifted Students	_____
Screening and Identification of Gifted Students	_____
Developing a Comprehensive Continuum of Gifted Services	_____
Incorporating Technology in Gifted Education Services	_____
Other Opportunities (describe below)	_____

Please describe the "Other Opportunities" indicated above.

_____

_____

_____

(End of Page 12)

Section B: Efforts to Promote Equity in Gifted Identification and Services

The following items ask for information regarding strategies employed by your district to promote equity in gifted identification and services. In addition to a general question about referrals, there are questions about the district's efforts to address issues of underrepresentation in gifted identification and services.

Students who are considered underrepresented in gifted programs include those with disabilities (twice-exceptional) or limited English proficiency, and those from diverse cultural groups or economically disadvantaged backgrounds.

Referral for Gifted Screening and Identification.
Which of the following strategies does your district use when students are referred for gifted identification screening? (Choose all that apply.)

- ❑ Provide professional development for teachers on characteristics of gifted students
- ❑ Provide professional development for teachers on how to complete and submit referral forms
- ❑ Conduct information sessions for parents on characteristics of gifted students
- ❑ Conduct information sessions for parents on how to complete referral forms
- ❑ Engage in individual discussions during regularly scheduled parent/teacher conferences
- ❑ Describe the referral process on the district website
- ❑ The referral forms are available from the district website
- ❑ Mail the referral forms home each year
- ❑ Make the referral forms available in the main office

Identification Efforts to Address Disproportionality.
Which (if any) of the following actions did the district take during the 2012-2013

school year as part of efforts to improve identification of gifted students from underrepresented groups?

Student Population

	Culturally Diverse	Twice-Exceptional	Limited English Proficient	Economically Disadvantaged
Revised district gifted identification plan	❑	❑	❑	❑
Expanded "whole grade" screening efforts	❑	❑	❑	❑
Expanded efforts to solicit parent or teacher nominations/referrals	❑	❑	❑	❑
Created or expanded early intervention programs	❑	❑	❑	❑
Created or expanded whole-class interventions (to impact referrals)	❑	❑	❑	❑
Increased level of rigor in the general curriculum	❑	❑	❑	❑
Implemented culturally responsive instructional strategies in the regular class	❑	❑	❑	❑
Implemented school-wide enrichment programs	❑	❑	❑	❑

Strategies to Address Disproportionality.
Which (if any) of the following strategies were implemented during the 2012-2013 school year as part of district efforts to better assure equity in gifted services for students from each of the populations listed? (Please check all that apply.)

Student Population

	Culturally Diverse	Twice-Exceptional	Limited English Proficient	Economically Disadvantaged
Implemented "culturally responsive instruction" in gifted education service settings	❑	❑	❑	❑
Created additional gifted service options	❑	❑	❑	❑
Increased use of academic acceleration	❑	❑	❑	❑
Modified criteria for placement in one or more gifted services	❑	❑	❑	❑
Provided access to gifted service(s) through distance learning	❑	❑	❑	❑

(End of Page 13)

Section C: Implementation of Acceleration Policy for Advanced Students

In each of the following types of acceleration, please indicate the number of students referred/nominated for the type of acceleration indicated by individuals in each role. In the right hand column of each item, please indicate the number of referred students in 2012-2013 who were then placed/admitted in that acceleration category by individuals in each role.

Early Entrance Implementation.
How many students were referred by each group and, of those referred, who were subsequently admitted early to kindergarten?

Referred in 2012-2013

Parents	_____
Administrators	_____
Students	_____
Gifted Coordinators	_____
Gifted Intervention Specialists	_____
Regular Education Teachers	_____
Non-district Preschool Educators	_____
Doctors/Pediatricians	_____

Admitted in 2012-2013

Parents _____

Administrators _____

Students _____

Gifted Coordinators _____

Gifted Intervention Specialists _____

Regular Education Teachers _____

Non-district Preschool Educators _____

Doctors/Pediatricians _____

Section 3324.10 of HB 79 requires districts to implement their acceleration policy. If you have no nominations for early entrance to kindergarten, please check all appropriate boxes below which indicate ways you have implemented the policy.

- ❑ District brochure
- ❑ Staff Memo
- ❑ Meeting Agenda
- ❑ Communications to parents
- ❑ Referral form
- ❑ Website information
- ❑ Other _____

Whole Grade Acceleration.
How many students were referred and subsequently accelerated one whole grade by individuals in each of the following roles during the 2012-2013 school year?

Referred in 2012-2013

Parents _____

Administrators _____

Students _____

Gifted Coordinators _____

Gifted Intervention Specialists _____

Regular Education Teachers _____

Accelerated in 2012-2013

Parents _____

Administrators _____

Students _____

Gifted Coordinators _____

Gifted Intervention Specialists _____

Regular Education Teachers _____

Section 3324.10 of Ohio Revised Code requires districts to implement their acceleration policy. If you had no nominations for whole grade acceleration, please check all appropriate boxes below which indicate ways you have implemented the policy.

- ❑ District brochure
- ❑ Staff Memo
- ❑ Meeting Agenda
- ❑ Communications to parents
- ❑ Referral form
- ❑ Website information
- ❑ Other _____

Single Subject Acceleration.
How many students were referred and subsequently accelerated in a single subject by individuals in each of the following roles during the 2012-2013 school year?

Referred in 2012-2013

Parents _____

Administrators _____

Students _____

Gifted Coordinators _____

Gifted Intervention Specialists _____

Regular Education Teachers _____

Accelerated in 2012-2013

Parents _____

Administrators _____

Students _____

Gifted Coordinators _____

Gifted Intervention Specialists _____

Regular Education Teachers _____

Section 3324.10 of Ohio Revised Code requires districts to implement their acceleration policy. If you had no nominations for single subject acceleration, please check all appropriate boxes below which indicate ways you have implemented the policy.

- ❑ District brochure
- ❑ Staff Memo

- ❑ Meeting Agenda
- ❑ Communications to parents
- ❑ Referral form
- ❑ Website information
- ❑ Other _____

Early Graduation.
How many students were referred by each group and of those referred, who subsequently graduated early?

Referred in 2012-2013

Parents _____

Administrators _____

Students _____

Gifted Coordinators _____

Gifted Intervention Specialists _____

Regular Education Teachers _____

Graduated in 2012-2013

Parents _____

Administrators _____

Students _____

Gifted Coordinators _____

Gifted Intervention Specialists _____

Regular Education Teachers _____

Section 3324.10 of Ohio Revised Code requires districts to implement their acceleration policy. If you had no nominations for early graduation, please check all appropriate boxes below which indicate ways you have implemented the policy.

- ❑ District brochure
- ❑ Staff Memo
- ❑ Meeting Agenda
- ❑ Communications to parents
- ❑ Referral form
- ❑ Website information
- ❑ Other _____

Please click the "Submit Survey" button to submit your responses. A confirmation page will appear that gives you the opportunity to view, print and/or email your responses.

*Note: If you select the email option, please enter **your** email address when prompted to enter an email address. You will not need to email your responses to ODE because they will be automatically submitted through the survey instrument.*

(End of Page 15)