2013-2014 Self-Report on Identification and Services for Students Who Are

1. Welcome

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

Section A: Professional Development
Section B: Gifted Identification and Services
Section C: Implementation of Acceleration Policy
Section D: Pilot Program Evaluation Survey
Section E: Pilot Customer Service Questionnaire
Section F: Pilot District Policy and Plan for the Identification and Service of Children Who Are Gifted

As you complete each page of this report, your answers are saved to the system. After completing the survey, click the DONE button. A thank you message will appear indicating that the survey has been received by the Ohio Department of Education. Click DONE at the bottom of the thank you message and you will be redirected to the Ohio Department of Education, Gifted Education website so that you can access and complete the District Policy and Plan for the Identification and Service of Children Who Are Gifted form. Instructions will be posted on the website for completing and returning this form.

This annual Self Report on Identification and Services for Students Who Are Gifted survey must be submitted by July 15, 2014.

If you have any questions, please contact the gifted staff by email at gifted@education.ohio.gov.

2. Contact Information

*1. Please confirm the district information for which this self-report is being submitted.

District Name

District IRN#

County

*2. 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#)

*3. Tell us about you.

Name

Job Title

Phone

Email

Employer IRN# (if different from district IRN#)

*4. What is your Gifted Education Role in the district?

- [ ] Coordinator, Supervisor, or Director
- [ ] Gifted Intervention Specialist
- [ ] Gifted Education Contact

3. Section A: Professional Development

5. The purpose of the next set of questions is for you to report Professional Development efforts on topics related to gifted education during the 2013-2014 school year.

During the 2013-2014 school year, did the district provide professional development related to gifted education?

- ◯ Yes
- ◯ No

4. Professional Development

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

	General Education Teachers	Administrators	Counselors	Psychologists	Gifted Education Personnel	Parents
Written Education Plans for Gifted Students						
Incorporating Talent Development Strategies						
Needs and Characteristics of Gifted Minority Students with Limited English Proficiency						
Needs and Characteristics of 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 for 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						
Other Opportunities (Describe below)						

Other (please specify)

5. Professional Development

7. What professional development strategies did you use for each group? Please provide an ESTIMATED NUMBER OF PARTICIPANTS in each category.

	General Education Teachers	Administrators	Counselors	Psychologists	Gifted Education Personnel	Parents
ODE Website						
ODE Javits, I-GET-GTed Online Modules						
Webinar						
Other Online Opportunities						
District or ESC Personnel Trained in Gifted Education						
Conference or Workshops						
Book Study						
College Coursework						
Other Opportunities (Describe below)						

Other (please specify)

6. 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 under-representation in gifted identification and services.

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

7. Referral for Gifted Screening and Identification

8. 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 talent development strategies
- [ ] 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

8. Identification Efforts to Address Disproportionality

9. Which (if any) of the following actions did the district take during the 2013-2014 school year as part of the efforts to improve identification of gifted students from under-represented groups?

	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 or rigor in the general curriculum	☐	☐	☐	☐
Implemented culturally responsive instructional strategies in the regular class	☐	☐	☐	☐
Implemented school-wide enrichment programs or talent development strategies	☐	☐	☐	☐

9. Strategies to Address Disproportionality in Gifted Services

10. Which (if any) of the following strategies were implemented during the 2013-2014 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.)

	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	☐	☐	☐	☐

10. Section C: Implementation of Acceleration Policy for Advanced Students

11. In each of the following types of acceleration, for each role please indicate the number of students referred in 2013-2014 and the number of students admitted in 2013-2014.

How many students were referred for early entrance by each group below?

Parents	
Administrators	
Students	
Gifted Coordinators	
Gifted Intervention Specialists	
General Education Teachers	
Psychologists/Counselors	
Preschool Educators	
Doctors/Pediatricians	

12. How many of the students referred for early entrance were subsequently admitted?

Parents	
Administrators	
Students	
Gifted Coordinators	
Gifted Intervention Specialists	
General Education Teachers	
Psychologists/Counselors	
Preschool Educators	
Doctors/Pediatricians	

11. Implementation of Acceleration Policy for Advanced Students

13. How many students were referred for whole grade acceleration by each group below?

Parents	
Administrators	
Students	
Gifted Coordinators	
Gifted Intervention Specialists	
General Education Teachers	
Psychologists/Counselors	
Preschool Educators	
Doctors/Pediatricians	

14. How many of the students referred were whole grade accelerated?

Parents	
Administrators	
Students	
Gifted Coordinators	
Gifted Intervention Specialists	
General Education Teachers	
Psychologists/Counselors	
Preschool Educators	
Doctors/Pediatricians	

12. Implementation of Acceleration Policy for Advanced Students

15. How many students were referred for subject acceleration by each group below?

Parents	
Administrators	
Students	
Gifted Coordinators	
Gifted Intervention Specialists	
General Education Teachers	
Psychologists/Counselors	
Preschool Educators	
Doctors/Pediatricians	

16. How many of the students referred were subject accelerated?

Parents	
Administrators	
Students	
Gifted Coordinators	
Gifted Intervention Specialists	
General Education Teachers	
Psychologists/Counselors	
Preschool Educators	
Doctors/Pediatricians	

13. Implementation of Acceleration Policy for Advanced Students

17. How many students were referred for early graduation by each group below?

Parents	
Administrators	
Students	
Gifted Coordinators	
Gifted Intervention Specialists	
General Education Teachers	
Psychologists/Counselors	
Preschool Educators	
Doctors/Pediatricians	

18. How many of the students referred graduated early?

Parents	
Administrators	
Students	
Gifted Coordinators	
Gifted Intervention Specialists	
General Education Teachers	
Psychologists/Counselors	
Preschool Educators	
Doctors/Pediatricians	

14. Implementation of Acceleration Policy for Advanced Students

19. Section 3324.10 of Ohio Revised Code requires districts to implement their acceleration policy. If you have no nominations in an acceleration area, please check all appropriate boxes below to indicate ways you have implemented the policy.

	Early Entrance	Whole Grade Acceleration	Subject Acceleration	Early Graduation
District Brochure	☐	☐	☐	☐
Staff Memo or Email	☐	☐	☐	☐
Meeting Agenda	☐	☐	☐	☐
Communication to Parents	☐	☐	☐	☐
Referral Form	☐	☐	☐	☐
Website Information	☐	☐	☐	☐
Other Opportunities	☐	☐	☐	☐

Other (please specify)

15. Section D: Pilot Program Evaluation Survey

For this section, please complete the following pilot program evaluation questions. Responses can be used by districts and the department to identify areas of technical assistance and improve strategic efforts.

Reference:

Lord, E.W. & Cotabish, A. (2010). Snapshot Survey of Gifted Programming Effectiveness Factors. In Using the National Gifted Teacher Preparation Standards and NAGC Program Standards to Inform Practice. Session presented at the 2010 Annual Meeting of the National Association for Gifted Children, Atlanta, GA.

16. Snapshot Survey of Gifted Programming Effectiveness

Gifted Education Program Standard 1: Learning and Development

20. 1.7.1 Teachers enable students to identify their preferred approaches to learning, accommodate these preferences and expand them.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access of the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

17. Gifted Education Program Standard 2: Assessment

21. 2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents and strengths that are based on current theories, models and research.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

22. 2.2.4 Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's development level and aptitude for learning.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

23. 2.4.1 Educators use differentiated pre- and post-performance-based assessments to measure the progress of students with gifts and talents.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

24. 2.5.3 Educators assess the quantity, quality and appropriateness of the programming and services provided for students with gifts and talents by dis-aggregating assessment data and yearly progress data and making the results public.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

25. 2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

18. Gifted Education Program Standard 3: Curriculum Planning and Instruction

26. 3.1.3. Educators adapt, modify or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted and English language learners.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

27. 3.1.5. Educators use a balanced assessment system including pre-assessment and formative assessment to identify students' needs, develop differentiated education plans and adjust plans based on continual progress monitoring.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

28. 3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

29. 3.3.1. Educators select, adapt and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to their diversity.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

19. Gifted Education Program Standard 4: Learning Environments

30. 4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

20. Gifted Education Program Standard 5: Programming

31. 5.1.1. Educators regularly use multiple alternative approaches to accelerated learning.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

32. 5.1.3. Educators regularly use multiple forms of grouping including clusters, resource rooms, special classes or special schools.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

33. 5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

34. 5.2.1. Educators in gifted, general and special education programs, as well as those in specialized areas, collaboratively plan, develop and implement services for learners with gifts and talents.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

35. 5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

21. Gifted Education Program Standard 6: Professional Development

36. 6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

37. 6.3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up and seeks evidence of impact on teacher practice and on student learning.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

38. 6.3.4. Educators identify and address areas for personnel growth for teaching students with gifts and talents in their professional development plans.

	Ranking
To what extent do we engage in this behavior or address this issue?	
How much will a change in our practices on this item increase access or the academic achievement of our students?	
To what extent should this be a priority requiring immediate action steps?	

22. Section E: Pilot Customer Service Questionnaire

For this section, please complete the following pilot customer service questions. Answers can be used by districts and the department to identify areas of technical assistance and improve strategic planning efforts.

39. Did your district contact the Ohio Department of Education during the 2013-2014 school year for technical assistance regarding gifted education issues (examples including, but not limited to, gifted operating standards, gifted value-added, gifted EMIS reporting?)

- ◯ Yes
- ◯ No

40. If yes to the question above, please indicate which office at the Ohio Department of Education you contacted? (Check all that apply.)

- ☐ Exceptional Children
- ☐ Accountability
- ☐ Assessment
- ☐ Curriculum and Instruction
- ☐ EMIS
- ☐ Licensure
- ☐ HQT
- ☐ School Finance
- ☐ Other

Other (please specify)

41. Please indicate the technical assistance tools related to gifted education available on the Ohio Department of Education's website used by your district during the 2013-2014 school year?

- [ ] Sample Early Entrance Referral Form
- [ ] OAA Testing Rules for Subject Acceleration Students
- [ ] Chart of Approved Assessments for Gifted Identification
- [ ] Gifted Education Factsheets
- [ ] ODE Javits, I-GET-GTed
- [ ] Strategies for Diverse Learners Using the Universal Design for Learning Model
- [ ] Gifted Operating Standards
- [ ] Written Education Plan Requirements
- [ ] Gifted Identification FAQ
- [ ] Other

Other (please specify)

42. For the upcoming school year, what technical assistance tools related to gifted education would you like to see on the Ohio Department of Education's website?

23. Section F: District Policy and Plan for the Identification and Service of C...

At the end of this section, you will be redirected to another website to complete a new form for your District Policy and Plan for the Identification and Service of Students Who Are Gifted.

You will enter your plan into a Word document. Upon completion of the form, please save the file as follows - DistrictName.DistrictIRN. Email the completed form to gifted@education.ohio.gov with the email subject as follows - DistrictName.DistrictIRN.

Note: If you have already submitted an updated plan during the 2013-2014 school year, please email gifted@education.ohio.gov with the DistrictName.DistrictIRN in the subject line and "Already Completed" in the message text - there is no need to complete the form.

To assist in completing the form, we have created a new combined factsheet on Identification Requirements for Students Who Are Gifted.

If you are not redirected by your Internet browser to the new forms after completing your self-report, please visit www.education.ohio.gov and search "gifted self report."