

## **Gifted Advisory Council Meeting**

### **Ohio Department of Education**

### **October 3, 2018**

#### **CALL TO ORDER AND WELCOME**

Kim Monachino welcomed all to the meeting and had everyone introduce themselves. Kim reviewed the meeting norms and purpose of the Council. May 8, 2018 minutes were reviewed and approved with no edits.

#### **OHIO'S STRATEGIC PLAN FOR EDUCATION**

Kim reviewed Ohio's Strategic Plan for Education and asked Council members to spend a few minutes discussing with their neighbor how their work aligns with the Plan.

Feedback:

- This is what gifted education has been doing for ages -The Odyssey of the Mind, Imagination Destination, and other partnerships we have for kids around the social emotional piece.
- Each child is challenged, and that challenge looks different in each case.
- Around the "prepared" piece, we know there are gifted kids who graduate unprepared for life after school because learning has come easy to them and now they're in the unknown.
- Social emotional struggles are different for gifted than for other kids, and we have to make sure our services are in place to support that. We liked that it talks about challenge and we have to be ready to work with kids who are ahead of – and behind – where we expect them to be.
- The ideas on the placemat are great, but what's next? Is there a five-year plan? We've seen ideas come and go, so what is next will be very interesting.
- We know that partnerships and relationships and a caring staff are the number one things that keep kids coming to school.
- This placemat is a nice snapshot, but if you have a superintendent who is gifted minded these things wind up happening anyway. It all comes down to the leadership of the district.
- The state determines what is being administered, and if we're using the traditional assessments that we've always had then this won't be as much on the forefront.
- When I look at number 1, 2 and 3, I think about the good conversations I've been hearing around professional development. has changed conversations.
- Check out the website for Catalina Foothills district in Arizona. They are so ahead of the game on learning proficiencies and they have amazing rubrics and cornerstone tests at every grade level.

Kim thanked them for their thoughtful feedback and said we can talk about Ohio's Strategic Plan strategies at future meetings if they would like.

#### **GIFTED COST STUDY**

Jeff Shoemaker gave an update on the Gifted Cost Study. The Study was included in Ohio's FY2018-2019 main operating budget (HB 49). It required the Department to conduct a study to determine appropriate amounts of funding and appropriate methods of funding, with an emphasis on rural districts. The study was conducted by the Ohio Education Research Center and consulting partners, who used state and district level data, including onsite visits and interviews with districts and ESC partners. The Study is now complete and with the legislature. The executive summary, research brief and the full report are available on the Department's website.

The OAGC distributed hard copies of their response to the study. The electronic version of their response is on their website. Kim said we may want to set aside time at our next meeting to review and discuss the response.

## **COMMON RFQ**

Mike Demczyk provided an update on the Department's Common RFQ. The 2018-19 list of approved assessments is available on the Department's website. Additionally, the 2017-18 lists of approved assessments are available on the website. 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 2017-18 school year through June 30, 2019. Districts can also use the newly approved assessments for the 2018-19 school year. After June 30, 2019, districts can only use the assessments on the new list. Notifications were sent to districts on June 15, 2018.

Timeline:

- Fall 2018 – New Common RFQ application window opens
- Fall/Winter 2018-19 – Assessment applications will be reviewed
- Spring 2019 – District notifications

## Questions and Answers

Q. Do you have more firm dates for this? We've been hearing Fall 2018 for a long time. We need to know for funding deadlines.

A. No, at this time we have nothing more specific. The Department is very mindful of district timelines and budgets, and we are working to get this out in a timely manner.

Q. Has there been more talk about the assessments that are only for gifted? Do they have to go through full RFQ process?

A. Yes, but what vendors see will be different. There will be a document showing all tests in the RFQ and a column for what is required for gifted. There will also be a section of definitions specific to gifted.

Q. If a vendor wants to go on the list for gifted only, can they do that?

A. Yes, they can do that.

Q. Will there be people involved in the review of assessments this year who have a background in the assessment of gifted children?

A. The review team is the same team as before.

Q. Following up on the last question, and with all due respect to the gifted staff, the review team do not have expertise in the psychological assessment in gifted education. In previous years there have been people on the committee who have had that knowledge. That combination of the instrument and the practical use in the field is critical in identifying a child.

A. The process is two tiered – from a program standpoint, the program staff review the program and technical staff do the other piece.

Colleen Boyle asked if the Council is permitted to issue a recommendation. Chair Dwayne Arnold said that is permitted. Colleen motioned that the Council's official statement be one of concern that no one on the assessment review team has experience in both the technical aspects of assessing kids using these types of tests and in psychological testing, and the Council recommends that such an individual be placed on the team. Dwayne seconded the motion, all other Council members voted in agreement and the motion passed.

## **GIFTED MODULES – SUBCOMMITTEE REPORT**

Jeff Shoemaker discussed the OLAC Gifted Education Professional Development Modules, which were released last fall, then revised in partnership with OLAC, ODE and this Council. The modules will soon be available on the OLAC website. The modules are based on 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

The OLAC subcommittee ensured that each of the videos was gifted related. They also made sure that classroom teachers who didn't have a gifted background could understand each one. Suggested clock hours for each module have been proposed, as well.

#### Questions and Answers

Q. Was the culturally responsive pedagogy video changed?

A. Yes, it was.

Q. Were all module videos changed?

A. Yes, all module videos were changed to gifted specific.

Q. If we're requiring 15 hours a year, we need modules that are 15 hours in length.

A. There isn't one that is 15 hours, but we several will add up to be 15 hours in length.

Q. About the scoring of the projects using rubrics – who is providing the documentation of the work that's been completed?

A. The district will identify a facilitator.

Q. Is this set up to be completed electronically through OLAC, or will they have printed packets?

A. They will be completed through the OLAC website, just like their other modules.

#### **OHIO ASSESSMENT OF EDUCATORS FOR GIFTED CHILDREN**

Wendy Stoica reported that the State Board of Education approved recommended scores at the September 2018 meeting. These scores will be required as of January 1, 2019 for those applying for gifted licensure or endorsement. Concerns were expressed about how the test was normed. Wendy Stoica said ODE's John Soloninka can offer more details. Ann asked that this information be shared with the whole Council when obtained.

#### **GUIDANCE ON PROFESSIONAL DEVELOPMENT CLOCK HOURS**

Maria Lohr presented on required professional development clock hours. The changes were effective as of July 27, 2018. This increases the amount of time allowed to earn professional development clock hours, but reduces the requirement for some teachers. Note that for those under the 60-hour requirement, their professional development should be in the eight competencies, which is not a change for those teachers. The minimum requirement is 15 hours per year. Previously earned (last year) clock hours do count toward the requirement. (More detail on this presentation is available in the Gifted Advisory Council collaboration center.)

#### **INNOVATIVE GIFTED SERVICES**

Wendy and Maria gave an overview of the Innovative Gifted Services application, rubric, timeline and process for review. Council members spent some time reviewing the updated rubric and were asked to offer comments.

#### Questions and Answers

Q. Does any part of this require an attachment? Is that an expectation?

A. That gets more into the process.

Q. Would it be helpful to call this a checklist rather than a scoring rubric? If it is a real rubric it should be framed along a continuum.

A. I would be hesitant to call it a checklist, but maybe it could be called an evaluation tool.

Q. Will this be in the framework of one year or multiple years? For instance, under number eight, the first bullet references “the year.” Can we say, “within the service” instead?

A. That is one of the things we haven’t really nailed down yet, as far as granting something for five years without there being a progress report. Also, we did put on the application a box for length of approval, so it’s inherent.

### Comments

- In section two under the research and evidence, I still have lingering questions about innovative ideas being restricted, because of this being too difficult.
- Potentially one district’s innovative service and plan could become evidence or research for another district. The department should plan to share and highlight these.
- According to section two of this document, does it constitute a study or an analysis?
- This feels narrow in terms of sparking innovation.
- It would be great if there was a repository of some sort for accountability and for studies for future strategic planning, and for transparency (Becky agreed, saying perhaps we could list all of these as innovative strategies on our website.)

Mike reviewed 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

Maria said at the regional meetings we created some awareness of the Innovative Services application, and we are going to rely on Council members to continue to create awareness from the district perspective.

Mike asked how long a district might need in order to fill out a thorough application.

- The people who will apply are the people who are already doing an innovative service.
- It would take no less than two months for them to complete an application
- The appeal window should be a month
- We may want to consider next school year to move the posting to early summer with decisions made by winter time so they can plan for budgeting
- It would be good to frame it in a way that is inspirational and shares a broad vision
- It would be good if there were two times during the year that you could submit

Mike said we hope to have the initial message out by our next meeting, and asked if some of the Council members would consider reviewing the applications. A few Council members indicated interest in reviewing the applications, and proposed developing a small subcommittee for this purpose.

Maria asked what questions may be posed from a district perspective.

- Districts may ask whether the proposed practice must mirror another research study
- Some districts may ask if this would have plus points for the performance indicator
- Under number three about district data, they may ask what kind of data you mean

## **CRITERIA FOR IDENTIFYING AND RECOGNIZING SCHOOLS, DISTRICTS AND OTHER EDUCATIONAL PROVIDERS**

This topic was moved to the next meeting date due to time constraints.

#### **UPDATES FROM COUNCIL MEMBERS**

Brad – Appreciates the review of Ohio’s Strategic Plan for Education

Sarah – Appreciates the receptiveness to feedback

Colleen – With high quality professional development being one of the topics earlier today, check out OAGC website for tools on that!

Curt – Grateful to be here, continuing to think of what role ESCs can play

Tracy – Appreciates that a group of leaders who come together with a shared vision can speak freely

Dwayne – Thanks to everyone for sticking with it

Ann – Continue to delight in hearing various perspectives from around the state, feels like we’ve matured as a group, look forward to subsequent meetings

Susan – As a mother of four gifted children, I appreciate a group that is trying to make it better

Kim Monachino – We appreciate the honest dialogue

Becky Furbay – I appreciate the dialogue and appreciate our three gifted consultants who work harder than anyone in our office

Mike Demczyk – We like the feedback, we hope to be in touch soon with items that reflect feedback

Maria Lohr – It’s important for us to hear from you, because you are the boots on the ground

Jeff Shoemaker – Thank each of you, I didn’t know what to expect today being my first Council meeting

Wendy Stoica – We appreciate your feedback and that you are willing to come together and work with us

#### **NEXT STEPS**

Staff will send an updated copy of the application and rubric for Council members’ review before the next meeting on November 28, 2018.

The meeting adjourned at 3:26 p.m.