

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (1)

INTENT: To ensure consistency between service planning documents and practices in the classroom.

REQUIREMENT

- (1) Personnel shall provide instruction and services that are consistent with gifted students Written Education Plans (WEPs).

TECHNICAL ASSISTANCE

For more information about Written Education Plans, see section (D)(4).

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LEGAL CITATION: OAC 3301-51-15 (E) (2)

INTENT: To ensure that gifted students are served by qualified teachers who understand their needs and to ensure the appropriate assignment of gifted intervention specialists.

REQUIREMENT

- (2) An intervention specialist for gifted education shall provide instruction directly to gifted students for no less than seventy five per cent of the time. For intervention specialists assigned to more than one service setting, the maximum caseload for each setting must be reduced in proportion to the time assigned to each setting. Intervention specialists shall be provided sufficient time for designing their work, evaluating student progress, conferencing, and team planning consistent with paragraph (A)(9) of rule 3301-35-05 of the Administrative Code. The department of education, office for exceptional children, shall establish policies and procedures for granting temporary waivers to districts related to paragraphs (E)(2)(a) through (E)(2)(e) of this rule. An intervention specialist shall provide instruction to gifted students in one or more of the service settings specified in paragraphs (E)(2)(a) through (E)(2)(e):

TECHNICAL ASSISTANCE

This paragraph contains new guidelines defining the role of the gifted intervention specialist (GIS):

- To determine instructional time, begin with the total number of hours that a teacher is assigned as a GIS, then subtract time in the standard district teacher contract for planning and lunch. A GIS must spend at least 75 percent of the time working directly with gifted students, for example, teaching gifted students in a classroom or in an online environment consistent with paragraphs (E)(2)(A) through (E)(2)(E). The remaining 25 percent of the teacher's time may be dedicated to other duties that support gifted education services but do not necessarily entail working directly with students, such as consulting with regular classroom teachers, developing and sharing differentiated instructional resources or advising parents of gifted students.
- Planning time for the GIS is defined according to paragraph 9 of OAC 3301-35-05, which states that all full-time teachers shall have 200 minutes a week for planning:
Teachers shall be provided sufficient time for designing their work, evaluating student progress, conferencing and team planning. The schedule of full-time equivalent classroom teachers assigned to a school with a teacher day of six hours or longer, excluding the lunch period, shall include two hundred minutes per week for these purposes.
- School districts may apply for a waiver to provisions (E)(2)(a) through (E)(2)(e) of this section of the Operating Standards. Districts can obtain a copy of the form, application directions and further technical assistance for this process by searching the term *gifted waiver* on the ODE Web site.
- In cases where intervention specialists are assigned to more than one service setting, the maximum caseload for each setting must be reduced in proportion to the time assigned to each setting.

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LEGAL CITATION: OAC 3301-51-15 (E) (2) (a)

INTENT: To define gifted service in a resource room and to establish minimum contact time for students served in this setting.

REQUIREMENT

An intervention specialist shall provide instruction to gifted students in one or more of the service settings specified in paragraphs (E)(2)(a) through (E)(2)(e):

- (a) In a resource room with a maximum of fifteen gifted students at any one time and a maximum caseload of sixty gifted students. Each student served in this setting shall be provided instruction no less than two hundred twenty-five minutes per week throughout the school year at the elementary level (kindergarten through grade five) and no less than two hundred forty minutes per week throughout the school year at the secondary level (grades six through twelve);

TECHNICAL ASSISTANCE

A resource room is a setting outside a student's regular classroom in which he or she receives advanced or enriched instruction from a gifted intervention specialist related to the area(s) in which the student is identified as gifted.

This paragraph contains new guidelines for the number of minutes a student spends in a resource room setting. Some districts may need to modify their service models to comply with the new guidelines. For assistance in developing a comprehensive continuum of services, search the term *continuum of services* on the ODE Web site.

Any student reported as being served in this setting must receive at least the minimum number of contact minutes specified, even if the teacher providing the service is assigned less than full-time as a GIS.

Students being served in this setting will typically be reported in EMIS using the "206070" program code. For additional information, search the term *Gifted EMIS Data Guide* on the ODE Web site.

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LEGAL CITATION: OAC 3301-51-15 (E) (2) (b)

INTENT: To define parameters for gifted services provided in full-time, self-contained classrooms taught by a GIS.

REQUIREMENT

An intervention specialist shall provide instruction to gifted students in one or more of the service settings specified in paragraphs (E)(2)(a) through (E)(2)(e):

- (b) In a full-time, self-contained classroom where the intervention specialist is the teacher of record with a maximum of twenty gifted students at the elementary level (kindergarten through grade five) or a maximum of twenty five gifted students at the secondary level (grades six through twelve);

TECHNICAL ASSISTANCE

A full-time, self-contained classroom is a classroom comprised entirely of students identified as gifted and in which the primary teacher, also called “teacher of record,” is a gifted intervention specialist.

A maximum of 20 students may be served in kindergarten through grade-five self-contained classrooms, a number unchanged from previous standards.

The maximum number of students who may be served in this setting in grades six through 12 has been increased from 20 to 25.

Students being served in this setting will typically be reported in EMIS using the “G03” course code. For additional information, search the term *Gifted EMIS Data Guide* on the ODE Web site.

For intervention specialists assigned to more than one service setting, the maximum caseload for each setting must be reduced in proportion to the time assigned to each setting.

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LEGAL CITATION: OAC 3301-51-15 (E) (2) (c)

INTENT: To define parameters for single subject classes taught by a gifted intervention specialist.

REQUIREMENT

An intervention specialist shall provide instruction to gifted students in one or more of the service settings specified in paragraphs (E)(2)(a) through (E)(2)(e):

- (c) In a single subject course where the intervention specialist is the teacher of record with a maximum of twenty gifted students at any one time and a maximum caseload of eighty gifted students at the elementary level (kindergarten through grade five) or a maximum of twenty five gifted students at any one time and a maximum caseload of one hundred twenty five gifted students at the secondary level (grades six through twelve). Each student served in this setting shall be provided instruction no less than an average of two hundred twenty five minutes per week throughout the course at the elementary level (kindergarten through grade five) and no less than an average of two hundred forty minutes per week throughout the course at the secondary level (grades six through twelve);

TECHNICAL ASSISTANCE

This requirement contains new provisions to the Operating Standards for single subject classes in which a GIS is the teacher of record.

Requirements at the elementary (kindergarten- through grade-five) level include:

- 20 students
- 80 caseload
- 225 minutes

Requirements at the secondary (grades six through twelve) level include:

- 25 students
- 125 caseload
- 240 minutes

A single-subject, self-contained class is a class comprised entirely of students identified as being gifted in a category relevant to the subject of that class, and in which the teacher of record is a gifted intervention specialist.

When assigning a GIS to this setting, districts should ensure that the GIS meets “Highly Qualified Teacher” requirements for the subject and grade level of the course. For more information, search the term *educator standards* on the ODE Web site.

Any student reported as served in this setting must receive at least the minimum number of contact

minutes specified, even if the teacher providing the service is assigned less than full-time as a GIS.

Students served in this setting will typically be reported in EMIS using the “G03” course code. For additional information, search the term *Gifted EMIS Data Guide* on the ODE Web site.

For intervention specialists assigned to more than one service setting, the maximum caseload for each setting must be reduced in proportion to the time assigned to each setting.

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LEGAL CITATION: OAC 3301-51-15 (E) (2) (d)

INTENT: To define the parameters for services within general education classrooms provided through team teaching by a GIS and regular education teacher.

REQUIREMENT

An intervention specialist shall provide instruction to gifted students in one or more of the service settings specified in paragraphs (E)(2)(a) through (E)(2)(e):

- (d) In a course where the general education teacher is the teacher of record with a maximum of twenty gifted students at any one time and a maximum caseload of eighty gifted students at the elementary level (kindergarten through grade five) or a maximum of twenty five gifted students at any one time and a maximum caseload of one hundred twenty five gifted students at the secondary level (grades six through twelve). Each student served in this setting shall be provided instruction by the intervention specialist no less than an average of two hundred twenty five minutes per week throughout the course at the elementary level (kindergarten through grade five) and no less than an average of two hundred forty minutes per week throughout the course at the secondary level (grades six through twelve). Services are provided through collaboration or team teaching with the general education teacher. Several gifted students are deliberately placed (clustered) with a general education teacher who has received professional development in differentiating instruction for gifted students and is designated as a provider of differentiated instruction on students' WEPS. The gifted intervention specialist and general education teacher shall be provided with regularly scheduled collaborative planning time;

TECHNICAL ASSISTANCE

In addition to the class size, caseload and minute provisions described in paragraph (c), this section sets forth the following requirements for the GIS to serve gifted students in the regular classroom:

- Gifted students must be deliberately clustered into the classroom where the general education teacher is the “teacher of record.”
- The general education teacher must participate in professional development opportunities in differentiated instruction for gifted students.
- The general education teacher must be reported as the “teacher of record.” Both the regular education teacher and the GIS should be designated as the providers of the differentiated instruction on the students’ WEPS.
- The GIS must have contact and work directly with the gifted students in this setting:
 - Elementary Level – 225 minutes
 - Secondary Level – 240 minutes
 - Any student reported as served in this setting must receive at least the minimum number of contact minutes specified, even if the gifted intervention specialist providing the

service is assigned less than full-time as a GIS.

- The GIS and the general education teacher will collaboratively plan and team-teach to provide service in this setting. It is assumed that common definitions of teaming and collaboration will be used to delineate the activities of the teachers. Consultation provided by a GIS outside this service setting is not considered in this paragraph and should be included in the non-instructional time spent by the GIS.
- For intervention specialists assigned to more than one service setting, the maximum caseload for each setting must be reduced in proportion to the time assigned to each setting.
- Students served in this setting will typically be reported in EMIS using the “206060” program code. For additional information, please search the term *Gifted EMIS Data Guide* on the ODE Web site.

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LEGAL CITATION: OAC 3301-51-15 (E) (2) (e)

INTENT: To establish maximum caseloads for GIS-taught online courses for gifted students.

REQUIREMENT

(e) In virtual learning environments where the total student caseload does not exceed one hundred twenty five gifted students;

TECHNICAL ASSISTANCE

This section describes service when a GIS is the “teacher of record” for an online course.

A GIS who teaches online courses full-time may serve up to 125 students. For intervention specialists assigned to more than one service setting, the maximum caseload for each setting must be reduced in proportion to the time assigned to each setting.

This form of service will typically be reported in EMIS using the “G00” course code.

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LEGAL CITATION: OAC 3301-51-15 (E) (2) (f)

INTENT: To further define educational options and to insure accountability.

REQUIREMENT

- (f) In designing and/or supervising educational options, internships and mentorships specified on gifted students' WEPs where the total student caseload does not exceed one hundred twenty five students.

TECHNICAL ASSISTANCE

This section describes service through the provision of educational options supervised by a GIS.

For more information regarding requirements for educational options, see OAC 3301-35-06(G).

If a GIS supervises educational options in addition to providing one or more other forms of gifted service, the maximum number of educational options the GIS may supervise must be reduced in proportion to the time assigned to each setting.

This form of service will typically be reported in EMIS using the "206080" program code.

Section E: Personnel

LEGAL CITATION: OAC 3301-51-15 (E) (3)

INTENT: To define minimum qualifications for gifted intervention specialists.

REQUIREMENT

- (3) The intervention specialist shall hold an intervention specialist license, valid for teaching gifted students ages five through twenty-one.

TECHNICAL ASSISTANCE

The ODE Office of Educator Licensure maintains a current list of universities that have been approved to offer coursework in gifted education pedagogy.

For additional information and technical assistance, including questions regarding “highly qualified teacher” requirements, search the term *educator licensure* on the ODE Web site or contact the ODE Office of Educator Preparation at (614) 466-2650.

ODE views gifted endorsements and gifted intervention specialist licenses as being equivalent when determining eligibility for gifted unit funding.

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LEGAL CITATION: OAC 3301-51-15 (E) (4) (a-h)

INTENT: To define basic responsibilities of gifted coordinators and establish minimum requirements for determining that “coordinator services” are present to establish eligibility for gifted unit funding.

REQUIREMENT

- (4) Coordinators of gifted education shall provide the following services for school districts:
- (a) Assist in the identification of gifted students;
 - (b) Assist in the placement of gifted students in appropriate educational services and settings
 - (c) Assist school personnel in the design of gifted education services
 - (d) Consult with school personnel regarding gifted education issues in district strategic planning processes and the development of school improvement plans;
 - (e) Assist school personnel in the on-going evaluation of the effectiveness of gifted education services, including input from parents of students who are gifted
 - (f) Assist school personnel in ensuring that documents required in this rule regarding gifted identification procedures and written criteria for placement in gifted services are accurate and accessible to parents and other stakeholders
 - (g) Assist school personnel in the development, appropriate dissemination, evaluation and revision of written education plans for gifted students as required in paragraph (D) of this rule and
 - (h) Assist school personnel in ensuring district compliance with accountability requirements described in paragraph (D) of this rule.

TECHNICAL ASSISTANCE

The role of the gifted coordinator is to provide administrative leadership for gifted education programs and services. Gifted coordinators, in contrast to gifted intervention specialists, are not by definition teachers. Gifted coordinator responsibilities may include supervising or evaluating gifted intervention specialists.

To be eligible for gifted unit funding, districts must employ or contract with a gifted coordinator who shall provide the services specified in items (a) through (h) in the preceding Requirements section.

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LEGAL CITATION: OAC 3301-51-15 (E) (5) (a-e)

INTENT: To outline duties related to collaboration and consultation activities that support the gifted program.

REQUIREMENT

- (5) Coordinators of gifted education may provide the following services for school districts:
- (a) Communicate with parents and others about the characteristics and educational needs of gifted students;
 - (b) Consult with school personnel about ways to develop and adapt curriculum, materials, and teaching strategies;
 - (c) Coordinate services such as: mentorship, advanced coursework, special seminars, independent studies, interdisciplinary curricular experiences, internships, career explorations, visual and/or performing arts experiences, distance learning, and supervising and evaluating educational options for gifted students provided in accordance with paragraph (G) of rule 3301-35-06 of the Administrative Code;
 - (d) Develop curriculum and staff development activities and provide teaching demonstrations to model appropriate teaching practices or classroom management strategies. However, coordinators shall not be assigned to regular scheduled teaching duties; and
 - (e) Serve as a liaison among students who are gifted, school personnel, parents, community members, colleges and universities, industry, business and cultural institutions and other interested publics.

TECHNICAL ASSISTANCE

The preceding requirement describes duties related to the design and implementation of curriculum in the program. It outlines duties and activities that support the implementation of services; it also outlines activities that provide staff mentoring and advocate for gifted students with stakeholders. By virtue of training (outlined in Section E (6) (a-d), the gifted education coordinator acts as a mentor to other school personnel regarding issues of gifted education.

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LEGAL CITATION: OAC 3301-51-15 (E) (6) (a-d)

INTENT: To have high quality professionals serving gifted students.

REQUIREMENT

- (6) Coordinators shall meet the following qualifications:
- (a) Evidence of at least three years successful teaching experience;
 - (b) Master's degree;
 - (c) Ohio administrative specialist license, if the coordinator is to supervise teachers; and
 - (d) Ohio intervention specialist license for gifted education.

TECHNICAL ASSISTANCE

The basic qualification for this position is licensure in gifted education, similar to that outlined for the GIS. In addition, a coordinator must show advanced experience and coursework commensurate with the expectation of a gifted-education leader.

One technical point to note is the additional qualification of having an Administrative Specialist license. This is a requirement only if the coordinator evaluates and supervises the GIS staff.

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LEGAL CITATION: OAC 3301-51-15 (E) (7)

INTENT: To protect the professional nature of the work conducted by coordinators.

REQUIREMENT

(7) Coordinators of gifted education services shall be provided with appropriate space when conducting conferences with educators, parents, and students.

TECHNICAL ASSISTANCE

One issue to remember related to this requirement is the definition of appropriate. The space provided to the coordinator should allow for privacy and foster the professionalism of meetings. The coordinator represents the district in meetings with various constituents, the workspace provided for him or her should allow for privacy and foster professionalism.

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LEGAL CITATION: OAC 3301-51-15 (E) (8)

INTENT: To highlight that gifted services may extend beyond the regular classroom to include visual and performing arts. Therefore, this paragraph defines the appropriate caseload of the trained arts instructor to maximize student achievement.

REQUIREMENT

- (8) A trained arts instructor may provide services to a maximum of one hundred twenty-five students who are identified as gifted in the visual/performing arts and who have such services specified on their WEPS.

TECHNICAL ASSISTANCE

In addition to other personnel who work with gifted students, specifically the GIS and coordinator, the district must consider the caseload of the arts instructor. Because of the hands-on nature of arts instruction, the number of students being served greatly influences the quality of instruction and services.