

The Ohio Administrative Code 3301-51-15, Operating Standards for Identifying and Serving Gifted Students, outlines the duties of a gifted coordinator in subsection E, paragraphs 4 – 6. This list is commonly referred to as the “Shalls and Mays.” As a new coordinator, you should be aware of the list of items you are required to perform and to consider the value of these items in helping gifted students perform to their fullest potential. The following lists are taken from the [Gifted Operating Standards](#).

Please note that this document comes from a Web site with active links. Therefore the underlined text indicates an ODE Web page with more information on that topic. You may access this information by using the underlined term in the search box of the ODE Web site, www.education.ohio.gov.

Coordinators SHALL:

1. Assist in the identification of gifted students.

This item assumes that the coordinator knows the identification plan in place for the district and is confident that the plan is sound. We suggest you review the district’s approved Gifted Identification Plan and all related documentation to familiarize yourself with local practices. Here are a few items from our frequently-asked-questions list:

- a. Identification generally begins with a referral. All districts must have a referral process in place. A whole-grade screening is not sufficient to satisfy the referral process; you still have to accommodate individual referrals when a student is not identified during the whole-grade testing opportunity.
- b. While we tend to concentrate on identification, it is important to remember that assessment is a two-step process. All students who take an approved test are considered screened, and students who achieve an appropriate score for identification have completed the process. To complete the assessment process, the students who score somewhere between the screening score and the identification score must be immediately re-assessed. Both the screening score and re-assessment process must be clearly delineated in the identification plan. More information on [gifted identification plans](#) can be found on the ODE Web site.
- c. Identification plans should include provisions for assessing students from underrepresented groups, that is, gifted students who are culturally diverse, have limited English proficiency, are economically disadvantaged or have a learning disability. When choosing a test from the [Chart of Approved Assessments](#), it is important to know the psychometric properties of the test as well as the specific needs of the students with whom the test will be used. Introduce yourself to the district’s school psychologist, she or he will be an important partner in your gifted identification efforts.

2. Assist in the placement of gifted students in appropriate educational services and settings.

Once the students are identified, the coordinator may assist the process by evaluating the district’s available services according to the needs of the students. Find the district service plan and all written communication regarding the criteria used to place students in services. Bear in mind that some districts limit the number of students served by the GIS by having additional criteria that is more restrictive than the state identification system. Evaluate whether the service criteria continue to match the needs of the students and serve students in an equitable manner.

Think in terms of the continuum of services. A review of the [Gifted Service Options](#) brochure may be helpful. ODE's Office for Exceptional Children recommends that, when possible, the coordinator be part of the district team that designs the master schedule. This assures that the continuum of needs of students who are gifted is taken into account.

3. Assist school personnel in the design of gifted education services.

This requirement has recently come to the forefront of duties for coordinators because of changes to Ohio's Operating Standards. It is important to remember that gifted education services are defined along a continuum of options. Students may be served in a variety of settings, some of which include the GIS and some of which do not. The one consideration that cannot be ignored is the extent to which the needs of the individual student are being met during the whole school day. The position of gifted coordinator is one of leadership, and as a leader it is your role to provide support to all school personnel on gifted education issues. You are in the unique position to provide information about student needs to the district, as well as to teachers, in the form of instructional leadership. Again, the [Gifted Services Options](#) brochure may help define the continuum of services to be offered. The continuum also is referenced in the [Operating Standards](#) and [Gifted EMIS Data Guide](#).

4. Consult with school personnel regarding gifted education issues in district strategic planning processes and the development of school improvement plans.

Gifted students are an integral part of the school community; therefore gifted coordinators should be part of the overall school improvement process. Understanding general issues such as continuous improvement and value-added assessment is vital to the work you do for gifted students, because these reforms directly affect all students. The ODE Web site contains information on [Value-Added Reports](#) and the new data on [Ohio Report Cards](#). In addition, you may find information on [school improvement](#) that will be helpful. Ask your administrators about the district strategic plan and evaluate it to see how gifted education fits and whether you can get involved in the procedures for monitoring progress.

5. Assist school personnel in the ongoing evaluation of the effectiveness of gifted education services, including input from parents of students who are gifted.

Advocating for a gifted education program is best accomplished when you have accurate information about effectiveness. Effectiveness measurements can come from data such as grades and tests and from the opinions of the stakeholders, in other words teachers, parents and students. Be specific about the types of data you want and how you use the data to accurately portray the program and identify opportunities for improvement. The ODE [District Self-Evaluation for Gifted Programs](#) provides a detailed view of program evaluation and the application of evaluation on gifted programs in Ohio.

6. Assist school personnel in ensuring that documents regarding gifted identification procedures and written criteria for gift-services placement that are required in this rule are accurate and accessible to parents and other stakeholders.

All information regarding district policies and procedures related to gifted education should be readily available to parents. As a new coordinator, you should be aware of the procedures used to notify parents about identification results and the services provided to identify students. Common outlets for such notification include letters, brochures and Web sites. The ODE Web site contains information about creating [Parent Brochures](#) and [Identification Plans](#).

7. Assist school personnel in the development, appropriate dissemination, evaluation and revision of written education plans for gifted students.

The written education plans (WEP) requirement is not new, but it has changed recently with the approval of the new Operating Standards. The ODE Web site contains a page devoted to the new [WEP](#) requirements

that includes a suggested model and a checklist to evaluate existing forms. The important consideration to keep in mind is that the WEP that is used should reflect best practice for the district. The model WEP presented on that Web site is a suggestion for best practices in creating individualized learning plans that satisfy Operating Standard requirements. However, it is ultimately up to you, as the coordinator, to decide what format is simultaneously best suited to the needs of the district and meets the requirements of the Operating Standards.

8. Assist school personnel in ensuring district compliance with accountability requirements.

Keeping informed is an important component to assisting districts in maintaining compliant services. There are several avenues to getting information from ODE about gifted education issues. First, check to be sure that your SAFE account is active. Information is available about how to create and update your [SAFE accounts](#) online. Next, the [Ohio Education Directory System \(OEDS\)](#) is the list used by ODE to send official notices to district superintendents and treasurers. It also contains a field for gifted education contacts (coordinators, supervisors or directors). The Office for Exceptional Children encourages all coordinators to be named the official contact for the district and to update their information with the OEDS administrator with whom they work in each district. As the official contact, you will receive a copy of all official correspondence regarding gifted education in your district.

All districts have had an identification plan approved at one time in the past. As a new coordinator, you should acquaint yourself with the district identification plan and determine if it is up to date with current practices and reflects accurate testing data. The [Chart of Approved Instruments](#) is available online for your use in evaluating the testing procedures. If the identification plan requires an update, follow the directions on the [Revising Identification Plans](#) Web site. Likewise, all districts must implement an approved Acceleration Policy. Many gifted students are recommended for acceleration, and your input as the gifted coordinator makes you a potentially valuable member of the district acceleration team. You also may field questions about acceleration in the district, so you should be aware of the policy and procedures in place for evaluating students for acceleration. The ODE Web site contains information on [acceleration for advanced learners](#).

The last items for your consideration are related to direct-reporting requirements. As you consider each of these, bear in mind that the due dates listed here reflect the dates the forms are due to ODE. It is up to you to decide when you will begin to collect and verify information.

The first type of reporting that requires gifted coordinator input is Education Management Information System (EMIS). All districts must report accurate data on identification, services and staff assignments regarding gifted education. Often, the gifted coordinator works directly with the EMIS coordinator in compiling the data required for this report. In some cases, the two coordinators have designed a special form for this purpose. For more information on the types of gifted education data reported in EMIS, see the [Gifted EMIS Data Guide](#) on the ODE Web site. There are two data reporting times for EMIS – October and year-end.

The most direct report that a gift-education coordinator does is the District Self-Report on Identification and Services for Gifted Students. This report is completed each year and is used to collect data not reported in EMIS. The reports are due July 15 each year, and all data is available on the [Self-Report](#) Web page. Gifted coordinators will receive information about completing the form in early spring.

Gifted coordinators MAY:

This list describes many of the ways a coordinator could provide leadership for the program and be an advocate and liaison for gifted students and their families. Keep in mind that while many of these items describe direct

services to gifted students, a full-time, gifted coordinator cannot be assigned regularly scheduled teaching duties.

1. Communicate with parents and others about the characteristics and educational needs of gifted students.
2. Consult with school personnel about ways to develop and adapt curriculum, materials and teaching strategies for gifted learners.
3. 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.
4. Develop curriculum and staff-development activities and provide teaching demonstrations to model appropriate teaching practices or classroom management strategies.
5. Serve as a liaison among gifted students, school personnel, parents, community members, colleges and universities, industry, business and cultural institutions, and other interested publics.

Additional Items of Interest

The items on this list include any technical assistance you provide to parents, teachers, administrators and other school personnel. Included are all written correspondence, brochures, flyers, newsletters, Web pages and resources. Assistance also can include presentations and information nights for parents or school personnel. Information on high quality professional development related to gifted education can be found on the ODE Web site on the [HOPD](#) page and [ODE Javits Project](#) page.

In addition, there are state and national organizations that offer resources for parents and teachers, opportunities for students, and professional development and networking opportunities for educators. The following list is provided for your information only and does not constitute an endorsement of these organizations or the products and services they provide.

Associations and Organizations	Student Related Sites
<p>Ohio Association for Gifted Children National Association for Gifted Children National Research Center on the Gifted & Talented Center for Talent Development Belin Blank Center for Gifted Education & Talent Development Center for Talented Youth</p>	<p>Nicholas Green Scholarships Jack Kent Cooke Foundation Young Scholars Program Midwest Talent Search Women in Science Day – OSU Boys State and Girls State Davidson Institute for Talent Development Hugh O’Brien Youth Leadership Program</p>