**Gifted Advisory Council Meeting Approved Minutes**

**December 7, 2022**

**10:00 a.m. to 2:00 p.m.**

**Welcome and Call to Order**

OEC Associate Director Joseph Petrarca and Chair Jennifer Detmar welcomed all and called the meeting to order. Council members and ODE staff introduced themselves. Meeting norms and September feedback were reviewed. There were no visitors registered for public comment.

**Voting Items**

September 2022 meeting minutes were unanimously approved, with a motion by Denise Cooley and a second from Deborah Glynn.

**Rules Update**

Assistant Director Maria Lohr reviewed the rule revision timeline, noting that we are currently in the stakeholder engagement phase of the process. Our next steps in the timeline are

* December 2022-January 2023 – second draft.
* February-March 2023 – public comment.
* April-May 2023 – final rule revisions; and
* May-July 2023 – State Board of Education.

These dates are subject to change as we move forward. Agency reviews and filings will take place next, with Rule Summary and Fiscal Analysis, Business Impact Analysis, Common Sense Initiative Review and the Joint Committee on Agency Rule Review. We hope to have these reviews completed by Fall 2023.

**Gifted Strategic Plan**

Planning and work continues around the Gifted Strategic Plan. Stakeholder surveys will be distributed, stakeholder focus groups will be brought together, and parent town halls will be held. After we analyze feedback and share it with ODE leadership, we will bring it to the Gifted Advisory Council. The Department will then begin drafting the plan. We hope we are at the drafting stage by December of 2023. We will bring it to you in February 2024 and hope to have the final draft by April 2024.

**Workgroups**

The Gifted Advisory Council serves as the steering committee for three robust workgroups: Equitable Identification Practices, Highly Effective Student Supports and Services, and Job-Embedded Professional Development. OEC Gifted Specialists Megan Vermillion, Mike Demczyk and Jeff Shoemaker gave overviews of the members, progress and goals of each workgroup. More information can be found [here](https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for-Gifted-Educatio/Gifted-Advisory-Council/120722-Gifted-Advisory-Council-1.pdf.aspx?lang=en-US).

**Local Norms for Gifted Identification: What do we know?**

Dr. Scott Peters, NWEA Senior Research Scientist, presented on local norms for gifted identification. Dr. Peters’ presentation is available in the [Gifted Advisory Council SharePoint site](https://ohiodas.sharepoint.com/%3Ab%3A/r/sites/edugiftedadvisorycouncil/Shared%20Documents/December%207%2C%202022%20GAC%20Meeting/NWEA%20ODE%20Local%20Norms.pdf?csf=1&web=1&e=gR61HR), and more information can be reviewed in [this research article](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fjournals.sagepub.com%2Fdoi%2Ffull%2F10.1177%2F2332858419848446&data=05%7C01%7Celizabeth.arledge%40education.ohio.gov%7Ce9787ab9f9954947c18608db0aacc5d6%7C50f8fcc494d84f0784eb36ed57c7c8a2%7C0%7C0%7C638115509395834018%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=HwIBSiOJfghZS7HkSe%2FzSs1CzcpUyHsmK2D1Le%2BtW%2BE%3D&reserved=0).

**Workgroup Breakout and Working Lunch**

Members broke into workgroups to discuss four questions:

Question: Excellence gaps are defined as the differences in assessment scores among various student groups at the advanced level. What is significant about what Dr. Peters shared as it relates to reducing excellence gaps?

Comments:

* The part about identifying students most at risk for being underchallenged and not ignoring any one student’s needs.
* There are so many ways of doing what we do for kids, like an RTI-type structure for enrichment and using those different subgroups to identify who needs to be screened for further enrichment based on their strengths and their needs.
* Does this fit into a static program?

Question: Ohio’s definition for gifted states, “Gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. How do local norms align with Ohio’s definition for gifted?

Comments:

* This definitely encourages local norms. If you look at environment only, those kids locally will have the same types of experiences and outcomes.

Local norms are one best practice strategy that research has shown to be effective in increasing equity for the identification of underrepresented students and also in reducing excellence gaps by improving access to gifted services and advanced learning programs for these underserved students. How do we take what Dr. Peters discussed and build it into our plan for increasing identification and access to gifted services for Ohio’s underrepresented students?

Comments:

* There are similar themes on 1 and 2, built into 3 in talking about what level of needs students have as opposed to just using a template for all students. Local norms and alternate pathways can help those students.

What training or resources would educators need in order to effectively implement alternative pathways to identification, such as local norms?

Comments:

* Leadership really needs to be all on board, they need a focus, more teacher buy in since it’s relevant to what they’re teaching.

**Debrief, Next Steps, Closing Comments**

Beth will send the meeting survey link. You will also receive a survey about workgroup membership.

The next meeting is scheduled for February 22, 2023.

**The meeting was adjourned at 2:00 p.m.**