Gifted Advisory Council

Office for Exceptional Children

Ohio | Department of Education

Welcome!

- Introductions
- Norms
- Purpose
- Review March 6, 2018 minutes

Today’s Agenda

- Gifted Education Updates
- Innovative Gifted Services Discussion
- Council Member Updates
- Next Steps

Gifted Education Updates

Gifted Education Updates

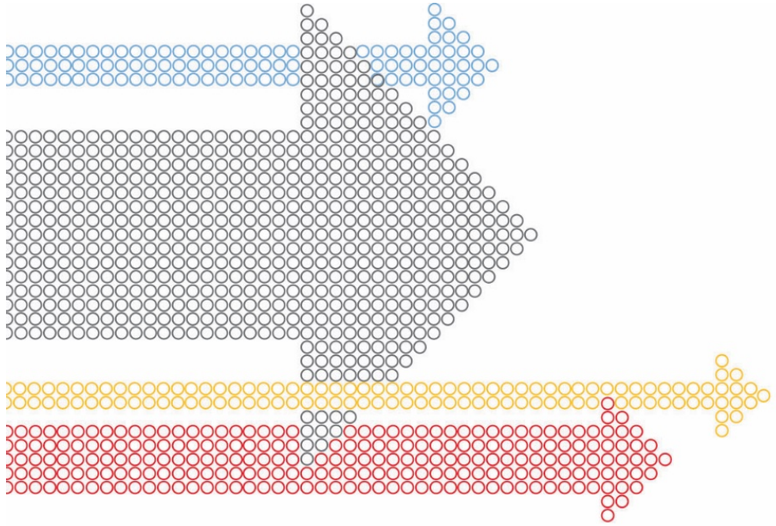
- Ohio’s Strategic Plan for Education
- Ohio State Board of Education and Gifted Operating Standards
- Gifted Cost Study
- Gifted Self-Report

Gifted Education Updates, Continued

- Requirements for Licensure, Endorsement, and Supplemental Licensure in Gifted Education

- Common RFQ Application and Review Process

- Ohio Leadership Advisory Council Gifted Modules and Workgroup



Ohio

Strategic Plan for Education

EachChild=OurFuture

Plan Components

- Eight Guiding Principles
- Vision
- Overarching Goal
- Four Equally-Valued Learning Domains
- 15 Strategies

Eight Guiding Principles

Whole Child:

1. Students are the state's hopes and dreams.

2. Equity is the state's top education imperative.

Eight Guiding Principles

Caring Adults:

3. Parents, caregivers, teachers, school leaders and support personnel are at the heart of the state's education system.

Eight Guiding Principles

Strong System:

4. A student's learning experience—from preschool through postsecondary education—must be seamless.
5. Business, foundation and community partners are essential to helping the state reach its goals.
6. Schools are where it all happens—and a central focus of the work.
7. There is no one-size-fits-all.
8. Evidence, data and clarity on desired outcomes are essential to the work, particularly when it comes to school improvement.

Vision for *EachChild*

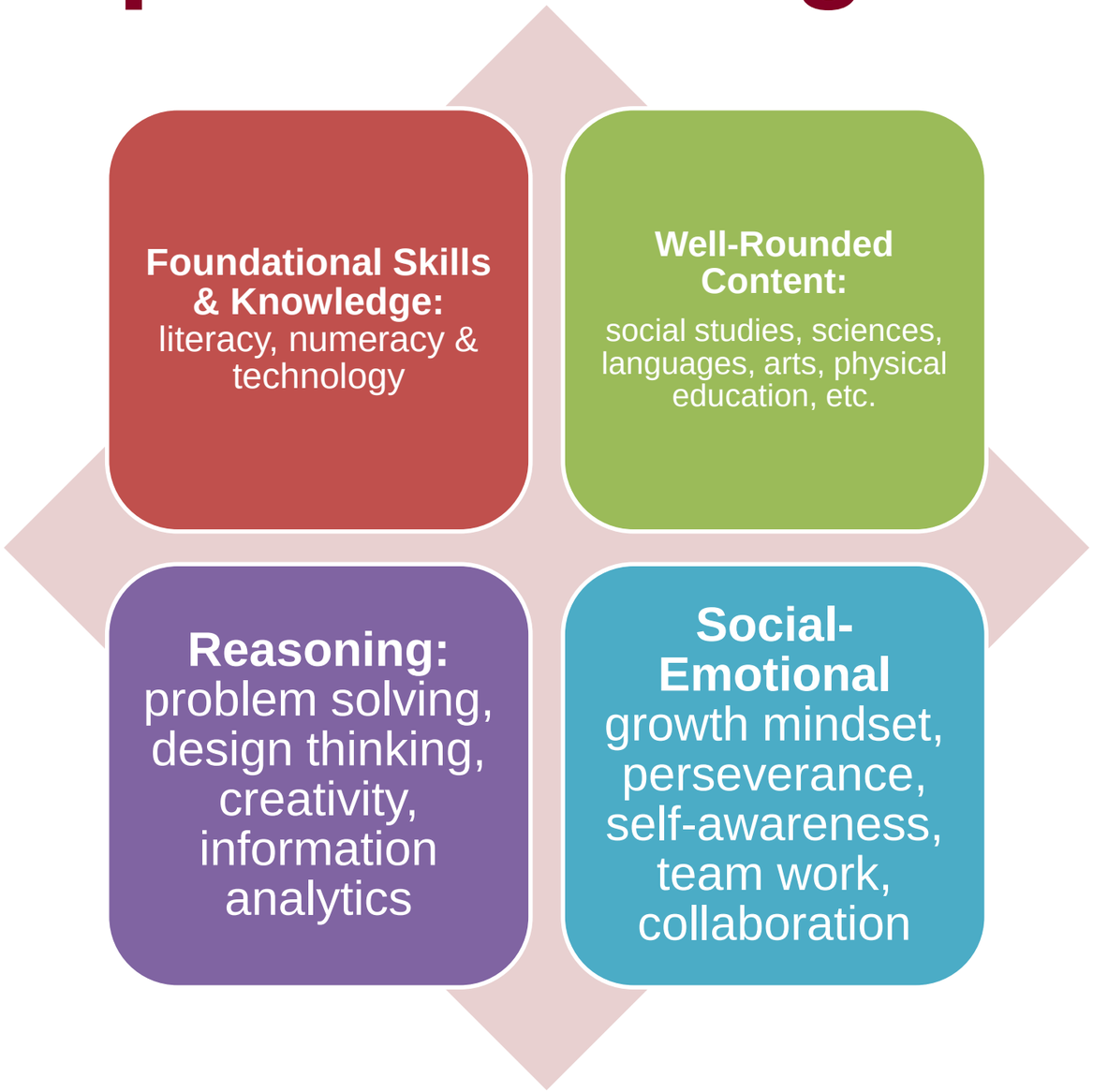
EachChild graduates from high school, and *each* graduate is prepared with the knowledge, skills and disposition to pursue his or her chosen post-high school path and become a lifelong learner who is an engaged, culturally aware and contributing member of society.

Goal for *EachChild*

Annually increase the percentage of Ohio's high school graduates who, within one year of graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program (15 semester hours); or
- Serving in a military branch; or
- Earning a living wage.

Four Equal Learning Domains



15 Strategies

Organized by:

- Early Learning and Literacy
- Standards, Assessment and Accountability
- Student Supports, School Climate and Culture
- High School Success and Postsecondary Connections
- Excellent Educators and Instructional Practices

Innovative Gifted Service Proposals

Debrief from March 6, 2018

Review of Innovative Services discussion:

- Definition
- Application
- Rubric
- Timeline

Tentative Application Timeline

- Fall – Notification and information from the Department regarding Innovative Service Applications
- Winter– Application opens
- Winter– Applications due
- Spring– Districts notified regarding decisions

Innovative Service Definition

A service that is not already defined in the gifted operating standards and offers a sustained and challenging experience, based in evidence or research suggesting that the service is effective or is a promising practice, to meet the unique needs and interests of the district's students. Innovative services shall be for students who are gifted.

Innovative Services Application

- Revised Application included in packet
- Review to inform discussion of draft Rubric

Discussion of Draft Rubric

What is your reaction to the draft rubric?

- In small groups, share a strength and need for improvement.

- Share with the whole group.

Council Member Updates

Next Steps and Closing Comments

Proposed Meeting Dates

- September 18, 2018 – Develop criteria for identifying and recognizing schools, districts, and other educational providers
- November 28, 2018
- February 6, 2019
- April 24, 2019

Closing Comments

- Evaluation
- Once around the room