## Summary of Key Requirements

<table>
<thead>
<tr>
<th>Gifted Education Assignment</th>
<th>30 Hours of Professional Development Required During Year One</th>
<th>30 Hours of Professional Development Required During Year Two</th>
<th>Ongoing Professional Development Required</th>
<th>Ongoing Support Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted Intervention Specialist</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>General Education Teacher</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Honors Teacher</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Placement Teacher</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>International Baccalaureate Teacher</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>College Credit Plus Instructor</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Trained Arts Instructor</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Gifted Coordinator</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Professional Development for General Educators

Summary of Key Requirements from the Operating Standards:

• Must meet eight competencies
• From an educator who:
  ➢ Holds gifted licensure or endorsement
  ➢ Holds a graduate degree in gifted education
  ➢ Is a state or national presenter in gifted education
• 30 hours during year one, 30 hours during year two, additional hours in year three and beyond.
• Receive on-going support
Professional Development for General Educators Guidance

• Occurs before or during provision of services.
• Count related clock hours received since July 1, 2015.
• Excess hours during year one count toward year two.
• Count AP and IB training related to the competencies toward requirement.
• Districts convert relevant college or university credit hours to clock hours.
Identification
# Summary of Key Requirements: Assessment for Identification

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Grades K-2</th>
<th>Grades 3-6</th>
<th>Grades 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole grade testing:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superior Cognitive</td>
<td>Yes, at least once in this grade band</td>
<td>Yes, at least once in this grade band</td>
<td>Not required</td>
</tr>
<tr>
<td>Creative Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least two opportunities per year based on referrals:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any identification area</td>
<td>Yes, at all grade levels</td>
<td>Yes, at all grade levels</td>
<td>Yes, at all grade levels</td>
</tr>
</tbody>
</table>
Testing for Identification Guidance

Whole Grade Screening:

- Must use a test approved for gifted identification.
- Superior cognitive and creative thinking may use the same assessment.
- For creative thinking, checklists are not required unless a student meets the qualifying cognitive ability score.
- This requirement cannot be met by reviewing previous test scores.

Referrals:

- Must use a test approved for gifted identification.
- Testing must be completed within 90 calendar days of referral.
- Whole grade testing may count as one opportunity for that grade level.
- This requirement cannot be met by reviewing previous test scores.
Equitable Testing Guidance

• Use allowable student IEP and 504 accommodations. If a particular test does not allow for their use, select a comparable approved test.
• Use or eliminate subtests as specified on the Chart of Approved Assessments and Gifted Identification FAQ.
• Select instruments that allow for equitable identification of underrepresented populations.
• Do not alter identification criteria other than that established in the Ohio Revised Code and Ohio Administrative Code.
Equal Access to Services
Summary of Key Requirements: Equal Access to Services

Students cannot be excluded from services due to:

- Outside scores
- Specific named test
- Specific named grade level
- Most recent test scores

Service criteria must:

- Not limit equal opportunity for underrepresented populations
- Include an explanation of how service placement methods ensure equal access
Examples of Unduly Restrictive Service Criteria

• Only using scores from a particular named test.
• Not using alternate allowable scores for service placement.
• Only using scores obtained at a particular grade level.
• Not allowing the use of scores obtained outside of the district.
• Requiring a student to achieve a score multiple times.
• Using only most recent test scores.
Summary of Key Requirements: Assessment and Parent Notification

Notify parents regarding:

- Scheduling of assessments, including whole-grade screenings
- Assessment results (within 30 days of receipt)
- Appeals procedures related to assessments and results
Parent Notification Guidance: Assessment

- Permission to test is required if students are referred by someone other than a parent.
- Permission to test is required when students qualify for reassessment.
- Do not single out particular subgroups of students for exemption.
Summary of Key Requirements: Parent Notification and Services

Notify parents regarding:

- Available district services and placement criteria
- Student placement into services
- Appeals procedures related to services and placement
- “No Services Letter”
Parent Notification Guidance: No Services Letter

• Required by all districts, including those that do not offer gifted education services.
• Required only when an identified student does not receive any gifted education services.
• Disseminated each year services are not provided.
• It must be clear that any “enrichment opportunities” detailed in the letter are not gifted services.
Service Settings
Summary of Key Requirements

• Educator Meets Professional Development Requirements and, for General Educators, Receives On-going Support
• Class Size and Caseload Equivalent to District Class Size and Caseload – except where noted
• Instructional Time Equivalent to District Instructional Time – except where noted
• Identified Students are Deliberately Placed into Services
• Services Guided by Students’ Written Education Plans
Services Provided by General Education Teachers: Settings

• Cluster Grouping
• Co-Teaching
• Honors
• Advanced Placement
• International Baccalaureate
• Other
Services Provided by Gifted Intervention Specialist: Settings

- Full-time Self-contained
- Single Subject Self-contained
- Co-Teaching Cluster Group
- Resource Room or Pull Out
Self-contained Classrooms: Key Requirements

Full-time Self-Contained Classroom
• Maximum class size is 20 students
• Instructional time is equivalent to corresponding district settings
• Waiver for class size

Single Subject Self-Contained
• Class size/Caseload is equivalent to corresponding district settings
• Instructional time is equivalent to corresponding district settings
• No waiver for this setting
Cluster Group Settings: Key Requirements

Cluster Group:
- Small group of identified students
- Instructional time is a minimum of one core content class period per day OR an average of 15 percent of the instructional time in a school week
- Provided by general education teacher
- Waivers are not available for this setting

Co-Teaching Cluster:
- Maximum of 20 identified students in the cluster and maximum GIS caseload of 80
- Instructional time is a minimum of one core content class period per day OR an average of 15 percent of the instructional time in a school week
- Provided by GIS and general education teacher; collaborative planning time
- Waiver for class size and caseload
Resource Room/Pull-out Setting: Key Requirements

- Instructional time is a minimum of one core content class period per day OR an average of 15 percent of the instructional time in a school week
- Maximum class size of 20 students
- Maximum caseload of 80 students
- Waiver for class size and caseload
Written Education Plans
Written Education Plans (WEPs) Must Include:

- Names of responsible staff members
- Parent signature line
- Description of service
- Goals for service, including measurable academic goals
- Goals may also include supports for social and emotional needs
- Policies for missed assignments and tests
- Description of evaluation methods
- Methods and schedule for reporting progress to parents and students
- Date for annual revision
Summary of Key Requirements: WEP

• WEPs must be developed in collaboration with an educator with gifted licensure or endorsement.
• Provide a copy of the WEP to collaborating educator, service provider and parents.
• Report progress to parents and students at least twice per year.
• WEPs are for the duration of the course and may cover more than one course.
• Reasonable attempt in writing each year to obtain parent signature.
• Students may not be denied services due to a lack of a parent signature on the WEP.
Presenters

gifted@education.ohio.gov
Michael Demczyk
Maria Lohr
Monica Shaner
Join the Conversation

OHEducation

OH Education

@OHEducation

@OH Education Supt

Ohio Ed Dept
SIGN UP FOR PARENT TEXT TIPS

Elementary Students
Text "OHED EL" to 468311

Middle and High School Students
Text "OHED HS" to 468311