

IDENTIFICATION of Gifted Students in Ohio

**Professional Development for Teachers of Gifted
Kent City Schools**

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12-12-17*

Learning Targets

- Understand varied approaches to identification of gifted learners, with specific attention to the four areas of gifted identification as defined by Ohio Revised Code 3324.01
- Review the Ohio Department of Education process for the identification of gifted students.
- Understand the importance of providing equal opportunity in the gifted identification process for all students, including minority, economically disadvantaged, English learners, or students with disabilities.
- Apply learning about attributes of gifted individuals to classroom instruction and management practices.

ODE Competencies & NAGC Standards

ODE Competency (g) The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making;

NAGC Teacher Preparation Standards

4.1 Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.

4.2 Beginning gifted education professionals use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.

4.3 Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.

Federal DEFINITION OF **GIFTED**

Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

-1972 Marland Report to Congress

GIFTED in OHIO

“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 and who are identified under Division (A), (B), (C), or (D) of Section 3324.03 of the Revised Code.

OHIO'S **IDENTIFICATION** Law

- **1999: House Bill 282- Identification became a law**
 - Uniform definition of gifted
 - Districts must identify even if they not serving
 - Districts determine service criteria for **who** and **how** to serve, which **must** align with state definition
- Multiple **areas of identification**: Cognitive, reading/writing, math, science, social studies, visual art, performing arts (music, dance and drama)
- EMIS - Identified students had to documented and parents had to be notified

OHIO: GIFTED IDENTIFICATION

- Once Identified – Always identified
- Identification mandated,
Service is not
- ▶ IDENTIFICATION and SERVICE defined by
- ▶ ORC 3324.01-.07 and OAC 3301-51-15
- **SUPERIOR COGNITIVE Ability**
- **SPECIFIC ACADEMIC Ability**
 - › Reading
 - › Math
 - › Science
 - › Social Studies
- **VISUAL & PERFORMING ARTS Ability**
- **CREATIVE THINKING Ability**

OHIO REVISED CODE

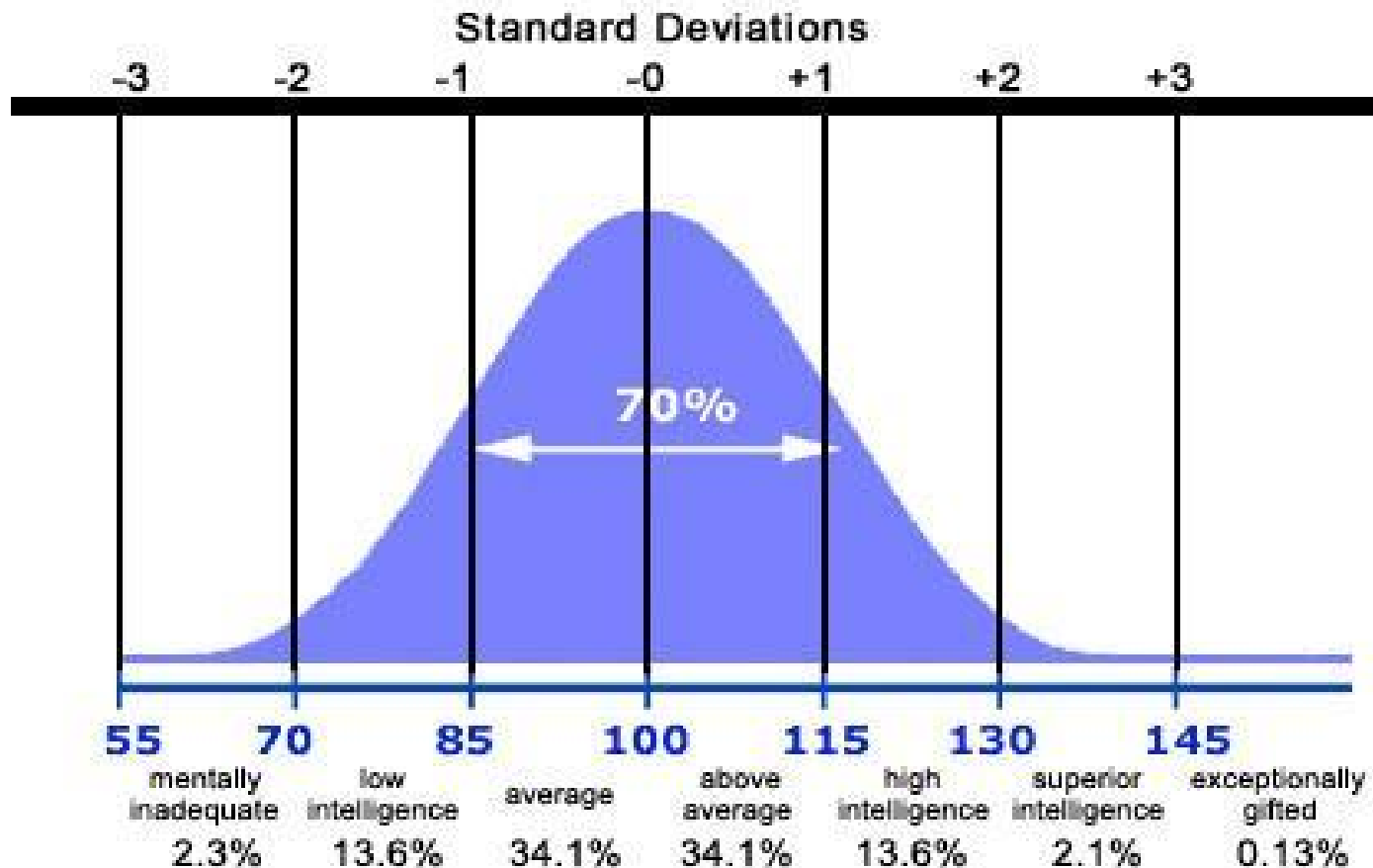
Section 3324.03

Superior Cognitive Ability

- Scored two standard deviations above the mean on an approved standardized intelligence test

“Superior Cognitive Ability” ...

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<http://awayfromtheoven.com/2012/02/03/two-sides-of-the-curve-and-a-lot-in-common/>

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Section 3324.03

Superior Cognitive Ability

- Scored two standard deviations above the mean on an approved standardized intelligence test

Specific Academic Ability

- Performs at or above the 95th percentile at the national level on an approved standardized achievement test of specific academic ability in that field.
- Reading and/or Writing, Mathematics, Science, Social Studies

OHIO REVISED CODE

Section 3324.03

Creative Thinking Ability

- Scored one standard deviation above the mean on an approved intelligence test, and
- Attained a sufficient score on an approved test of creative ability or
- Exhibited sufficient performance on an approved checklist of creative behaviors

Visual and Performing Arts

- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area and
- Exhibited sufficient performance on an approved checklist of behaviors related to a specific arts area

Chart of **APPROVED** TEST INSTRUMENTS

<https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification/Chart-of-Approved-Assessment-and-Gifted-Education/Chart-of-Approved-Assessments.pdf.aspx>

LOTS OF THINGS can THROW US OFF

- Asynchrony (advanced in some areas, on- or below- level in others)
- Dual Exceptionality (gifted with disability)
- Personality - Student display of gifts
- Teacher/ Adult expectations

Knowing that gifted students come from all races, ethnicities and socioeconomic backgrounds, and have varied interests, personalities, intensities, potential disabilities, and attitudes about learning...

How can we ensure that we are “finding” all gifted students?

- Whole Grade Screening
- Selecting appropriate and varied instruments
 - Training educators in what to look for
 - Talent Development Programs

DISCUSSION

OPERATING STANDARDS

See pp 1-5 and Implementation Guide pp 1-3

Requirements	Grades K-2	Grades 3-6	Grades 7-12
Whole grade testing: Superior Cognitive Creative Thinking Mathematics Reading/Writing	Yes, at least once in this grade band	Yes, at least once in this grade band	Not required
At least two opportunities per year based on referrals : Any identification area	Yes, at all grade levels	Yes, at all grade levels	Yes, at all grade levels

REFerrals

- Students may be referred in writing on an ongoing basis:
 - Child request (self-referral)
 - Parent/guardian request
 - Child referral of a peer
 - Other (e.g., psychologist, community member, principal, gifted coordinator, etc.)
- Testing must be completed within 90 calendar days of referral
- Whole grade testing may count as one opportunity for that grade level
- Assessment results must be reported to parents within 30 days of receipt

SO WHAT??? DIFFERENTIATION benefits ALL learners!

- **On the Basis of**
 - › Content Mastery
 - › Skill Mastery
 - › Interest
 - › Learning Styles
- **Add**
 - › Depth
 - › Breadth
- **Eliminate**
 - › Repetition
 - › Already-learned information
 - › Already-mastered skills
- **Tiered Assignments/ Assessments**
- **Choices**
- **Flexible Grouping**
- **Learning Centers**
- **Curriculum Compacting**
 - › Content
 - › Skills
- **Contracts/ Independent Study**