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PRESIDENT'S MESSAGE

BACK TO SCHOOL

By Sarah Lee, OAGC President



I can't believe that the time has finally come to write my farewell message as president of the OAGC. It truly has been an honor to lead this organization for the last two years. When I accepted the nomination for president-elect, I never anticipated that Covid-19 would change everything just two months later. My entire presidency has been one for the record books, as it was shadowed by so many changes during the pandemic. We were able to come together as an organization to face and overcome many challenges.

Although those challenges were many, there were also many successes to celebrate both at the forefront and behind the scenes. As an organization, we were able to come together and embrace virtual meetings and to host virtual conferences during the pandemic. There were many incredible professional development opportunities as we moved to the virtual conference format. The success of the Teacher Academy as a virtual conference and the ability of more teachers to participate have led us to continue the virtual format in 2022, as well. We were able to move to a hybrid model for the Annual Fall Conference in 2021, and I know that many were relieved to be able to see and connect in person, even with the restrictions in place. Despite all the changes, we still were able to provide access to some of gifted education's most expert presenters and to provide the high-quality professional development that the OAGC is known for.

The organization remains a strong presence on the Ohio Department of Education's Gifted Advisory Council and continues to provide input and feedback to state leaders and to advocate for our gifted learners. The OAGC successfully finished the production and recording of the Responsive Learning (formerly GT Ignite) modules toward the 60-hour professional development guidelines. We have now moved toward new courses for those needing additional maintenance hours. We are excited to continue working with Responsive Learning to provide high-quality gifted PD to educators not only in Ohio but throughout the country.

Of course, the OAGC continues to follow current issues and challenges and to monitor their potential effects on gifted education. The organization also has advocated during State Board of Education meetings to ensure that funding levels and legislation reflect the standards and quality that we expect for gifted education in Ohio. None of our successes would be possible without the collaboration of our board members. Our goals as an organization are accomplished through the teamwork of the Governing Board members, and I would like to express my gratitude to each individual for their commitment to the OAGC.

I would like to express my sincere gratitude to Suzanne Palmer, OAGC past president, for all her support and guidance throughout my presidency. A big thanks as well goes to Ann Sheldon, our executive director, for all her patience and support. It has been a true eye-opening experience working so closely with her to carry out the mission of the organization these last two years. I would be remiss not to mention Kay Tarbutton for all that she does to support the president and the OAGC.

I am honored now to join the past presidents who have served before me and paved the way for gifted learners through their strong advocacy and dedication. I have appreciated their guidance and encouragement, and I hope to set the same example as I hand the presidency to Heather Kardeen. It has been a pleasure to work alongside Heather on the OAGC Governing Board, and I know that the organization is in good hands. Finally, I thank each of you for your confidence in me as your OAGC president the last two years, and I look forward to continuing to serve the organization as past president. I wish all of you a wonderful school year!

COORDINATOR CORNER

By Rebecca Fredmonsky, Coordinator Division Chair

“In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, ‘Oh, I’m going to reveal my weaknesses,’ you say, ‘Wow, here’s a chance to grow.’”

—Carol Dweck

This quote summarizes my state of mind heading into our district’s second gifted services program review in eight years, although that’s not the mindset I started with. When administration suggested going through the process during the 2022–2023 school year, I was nervous. The district had been working hard to build a continuum of services in recent years, and I wanted nothing more than to continue moving forward. I was concerned about weaknesses that the review might reveal.

While gifted service reviews can be nerve wracking, they don’t have to be. Regular and thorough service reviews increase alignment of services to student need and can strengthen connections for stakeholders. Gifted service reviews are a necessary component of a district’s commitment to students with gifts and talents. Preparation and implementation can be overwhelming but can be made less so with thoughtful guidance and solid resources.

The first program review during the 2014–2015 school year was tough, yet oh-so-exciting. I was a first-year coordinator, balancing all the things that come along with the new role. I had been hired to make changes to programming that had been in place for more than 20 years, working with amazing gifted education specialists at the helm. A shift in the district’s approach to giftedness has proven beneficial for most of our students. However, we can’t fall into the habit of thinking that all is well. Sure, we have data that show where our continuum of services could be improved and where students are making growth. But we need to take the time to look closely at the opportunities we are providing for our students. I had to shift my mindset to continue moving forward.

The *Survival Guide for Teachers of Gifted Kids* (Delisle et al., 2003) was a huge support in my work and is a wonderful resource if you are embarking on a review process. What follows is my plan for approaching the review in my district, and it can be easily modified to fit your needs.

Identify your purpose. Program reviews can take place for a number of different reasons. Is it to identify areas of strength and areas to grow? To modify services across the board or within grade bands or subject areas? To realign goals and to include stakeholders in transparency? To create new services? Regardless of the purpose, it is important for the facilitator to keep an open mind, to lead with intention, and to advocate for the needs of students who are gifted in the district.

Plan your timeline. If a final plan for modifications or changes will be shared with the board of education or administration, when would that need to take place in order to affect the following school year? Begin there, and work backward. Schedule committee meetings no more than four weeks apart to remain fresh with important information and data. Two- to three-week intervals bring meetings around quickly but can keep momentum going within the group. We began by planning an initial schedule and stating that additional meetings would be added as needed.

It is important to decide who will represent the committee of stakeholders. Including administration, teachers from various grade bands and subject areas, gifted intervention specialists, a psychologist or school counselor, instructional coaches or specialists, and family representatives will ensure consideration of multiple perspectives. I kept my groupings to about 15 to 20 participants, but this number may vary with the size of your district. Send a formal invitation to participate

in the program review committee, outlining meeting dates and the commitment that it will entail. If someone isn't able to participate, be prepared with alternate options.

Begin gathering data in the background. Quantitative and qualitative data are important, and plans should include both. National assessment data can indicate growth measures and inform comparison data for academic achievement and cognitive ability. ODE report card data can support gap-closing measures, student performance, underrepresented student group identification and service, and a number of other components. The NAGC 2019 Pre-K to Grade 12 Programming Standards can be helpful in identifying where current practices stand in relation to best practices. Surveying parents, teachers, and students gives voice to the experiences of stakeholders within the district. The Survival Guide for Teachers of Gifted Kids includes surveys that can be easily adapted. This step can be a lot of work, before the committee even gets started. However, the more prepared the facilitator is, the more easily participants can make informed recommendations.

It is important to outline terms and definitions to ensure that all participants have the same baseline knowledge. Share the committee's purpose and proposed timeline. Discuss the areas of giftedness in Ohio, current district identification and service practices, and any relevant data. We even viewed a video on the myths of gifted education, focused on underrepresented populations, and had collaborative conversations around specific components within each topic. All these steps helped build community around the purpose and promotes understanding of where we currently stood as a district.

Establish goals for your purpose. We created lists of hopes and dreams and then evaluated how those hopes and dreams connected to the district mission to be sure they were in alignment. Elaborating on service options within Ohio and sharing area district identification and service plans helped bring everything together. It may be helpful to work through pro-and-con lists for service options and what they could look like in your specific district.

That work involves jumping more heavily into the data. Digging into the stakeholder survey responses and additional data previously collected will help support the evaluation process. Do the responses support the thoughts of the

committee thus far? How do students feel about current opportunities? What opportunities are informed by student need? Listen to what has been said, allow the data to speak, and facilitate the collaborative conversations.

Begin working toward a final recommendation. The committee should have a good picture of gifted education in Ohio and in your district and an understanding of the connections to the goals outlined at the beginning of your work. During my first review process, we outlined three diverse plans to present to the board of education. They varied from comprehensive services to a bare-bones model, but each hewed to the goals outlined, the needs presented by the data, and voices heard. When ready, make plans for who will present the recommendation to whom.

While the program review process can be a challenge in a number of ways, we owe it to our students to evaluate the success of current practices and to make changes for improvement and stronger alignment to needs. I'm looking forward to leading this process for a second time. I wouldn't want to miss another chance to grow.

OAGC'S 70TH ANNUAL FALL CONFERENCE

THE HILTON AT EASTON, COLUMBUS, OHIO—OCTOBER 16–18, 2022
3900 Chagrin Drive, Columbus, OH 43219 614-414-5000

Registration: Complete and **mail** this form with your payment or purchase order to:
OAGC, P.O. Box 30801, Gahanna, OH 43230.
Make checks payable to the OAGC.
Complete and **fax** this form and purchase order copy to: Kay Tarbutton, OAGC Registrar
Fax: 614-337-9286; Phone: 614-337-0386
E-mail: oagcregistrar@gmail.com

Membership Rates: *Not a member?* You may join the OAGC at the time you register for the conference and receive member rates. Membership information is located online at www.oagc.com under "Membership."

Cancellation Policy: Cancellations must be received, in writing, by the registrar by **October 3, 2022**, and are subject to a \$50 fee.

NO PREREGISTRATIONS ACCEPTED AFTER 10/3/2022
{Due to mail and fax delivery issues}

Onsite registration will be open if space is available.
Please call registrar at 614-337-0386 for availability.

**NO REFUNDS WILL BE GIVEN FOR
CANCELLATIONS AFTER October 3, 2022.**

Use a separate form for each registrant. Photocopy as needed.

GENERAL INFORMATION

(Please complete all fields.)

Last name / First name / M.I. _____
 District / Organization (if applicable) _____
 Home address _____
 City / State / ZIP _____
 Work address _____
 City / State / ZIP _____
 County of work _____
 Daytime phone (____) _____
 Home phone (____) _____
 Primary e-mail _____
 Secondary e-mail _____

Send mail to Home Work

Please PRINT e-mail clearly. Early registration confirmation will come to primary e-mail address.

PROFESSIONAL INFORMATION

(Select all that apply)

Teacher Parent Coordinator Board member
 Presenter Other

EVENTS

EARLY REGISTRATION

Must be received by September 30, 2022

Please Check Items Below	Member Rate	Nonmember Rate	A _____
A. Sunday Included at no charge with 1- or 2-day registration Please check if attending			
B. One Day Only Continental breakfast & hot lunch provided Please note any food restrictions	____ \$190 <i>Check day attending</i> ____ Monday ____ Tuesday	____ \$235 <i>Check day attending</i> ____ Monday ____ Tuesday	B \$ _____
C. Two Days (Monday and Tuesday) Continental breakfast & hot lunch provided Please note any food restrictions	____ \$275	____ \$325	C \$ _____
D. Late Registration Fee	LATE REGISTRATION FEES APPLY IF postmarked after September 30, 2022 ____ \$50 <i>Treasurers' offices do not always forward registration paperwork to the OAGC. Please mail or fax a copy directly to the OAGC.</i>		D \$ _____
E. OAGC Membership Type <i>Required to receive member rates at fall conference</i>	____ \$40 (Basic) This membership is ____ New This membership is a ____ Renewal		E \$ _____
F. OAGC Division Membership In addition to basic membership ✓ Please check division	____ Coordinator \$15 ____ Teacher \$10 ____ Parent \$5 ____ Higher Education \$10		F \$ _____

Method of Payment

Registration check # _____ \$ _____ PO # _____ Membership check # _____ **Total** \$ _____

Treasurers' offices do not always forward registration paperwork to the OAGC. Please mail or fax a copy directly to the OAGC.

The OAGC may provide mailing labels to organizations or individuals with like interests. Check if you do NOT wish to have your address included.

2022 OAGC ANNUAL FALL CONFERENCE LODGING INFORMATION

We are pleased to announce that the **OAGC 70th Annual Fall Conference** will be held at the Hilton Columbus-Easton.

In order to receive the special conference rate of **\$177.00**, please call and make your reservation directly to the hotel by **September 26, 2022**.

To guarantee reservations, please call 614-414-5000 to secure your reservation with any major credit card. The group code for the OAGC discount is "OAGC." You may also go directly to the OAGC reservation page on the Hilton website: <https://www.hilton.com/en/attend-my-event/cmhchhf-oagc-8a2abc00-7353-4fee-a71a-4b849bc4c624/>

Hilton Columbus-Easton

3900 Chagrin Drive, Columbus, OH 43219
Phone: 614-414-5000 • Fax: 614-416-8444

Cost: \$177.00 plus 7.5 percent county sales tax & 10 percent city bed tax [If you are tax exempt, the county sales tax will be waived; however, tax-exempt status does not apply to the city bed tax.]

**PHONE IN YOUR
RESERVATION
EARLY!**



FROM THE NORTH: CLEVELAND . . .

Take Interstate 71 South to Interstate 270 East. Take the Easton exit (Exit # 33) onto Easton Way.
Remain on Easton Way through one stoplight, crossing over Stelzer Road.
Make a right on Chagrin Drive into the hotel parking lot.
(The hotel is on the corner of Chagrin Drive & Easton Way.)

FROM THE SOUTHWEST: CINCINNATI . . .

Take Interstate 71 North to Interstate 670 (toward Port Columbus International Airport).
Go past the airport to Interstate 270 North (approximately 1 mile).
Take the Easton exit (Exit # 33) onto Easton Way.
Remain on Easton Way through one stoplight, crossing over Stelzer Road.
Make a right on Chagrin Drive into the hotel parking lot.
(The hotel is on the corner of Chagrin Drive & Easton Way.)

FROM THE EAST: PITTSBURGH . . .

Take Interstate 70 West to Interstate 270 North.
Take the Easton exit (Exit # 33) onto Easton Way.
Remain on Easton Way through one stoplight, crossing over Stelzer Road.
Make a right on Chagrin Drive into the hotel parking lot.
(The hotel is on the corner of Chagrin Drive & Easton Way.)

FROM THE WEST: INDIANAPOLIS . . .

Take Interstate 70 East to Interstate 670 (Airport exit).
Remain on 670 to Interstate 270 North.
Take the Easton exit (Exit # 33) onto Easton Way.
Remain on Easton Way through one stoplight, crossing over Stelzer Road.
Make a right on Chagrin Drive into the hotel parking lot.
(The hotel is on the corner of Chagrin Drive & Easton Way.)

OAGC VIRTUAL Family & Community Day

SUNDAY October 16, 2022

2:00 p.m. to 5:00 p.m.

Featuring Keynote Presenter
Jonathan Plucker

Jon Jonathan Plucker is the Julian C. Stanley Endowed Professor of Talent Development at Johns Hopkins University, where he works in the Center for Talented Youth and School of Education. He graduated with a B.S. in chemistry education and M.A. in educational psychology from the University of Connecticut, and a Ph.D. in educational psychology from the University of Virginia. His research examines education policy, creativity, and talent development, with over 300 publications to his credit. Recent books include Excellence Gaps in Education with Scott Peters and Creativity and Innovation. He is a recipient of the 2012 Arnheim Award for Outstanding Achievement in the Psychology of Creativity from APA and 2013 Distinguished Scholar Award from the National Association for Gifted Children. He is a past-president of the Society for the Psychology of Aesthetics, Creativity, and the Arts and immediate past-president of the National Association for Gifted Children.

Family and Community Panel

Alyssa Louagie - Lakota LEADS President
Maggie Gunnerson - GEAR President
Lauren Webb - Lakota City Schools

Stefanie Hall

Stefanie Hall is the gifted coordinator for the South-Western City School District.



REGISTRATION FREE!

2:00–2:10 PM Welcome

2:10–3:00 PM Keynote by Jonathan Plucker

**3:00–4:10PM How Parent Involvement Increases
Advocacy**

**4:10–5:00 PM Third Session – Helping Children
Dealing with Grief: Bringing Hope**

“Encouraging Creativity” - Jonathan Plucker

Creativity is a highly valued 21st century skill, but what do we know about how to develop it in children? Is it the same in both children and adults? What does the latest research tell us about how to help create cultures of creativity? How can we even define it? We will explore these and other questions, with an emphasis on understanding the nature of creativity and how it manifests itself in the lives of our children, both in and outside of school.

“How Parent Involvement Increases Advocacy”

This session will feature two parent advocate groups: GEAR with Sycamore Schools and LEADS from Lakota Schools with facilitation of the session by Lauren Webb, Lakota Local Schools Assistant Director. Both parent groups will offer how they provide support and enrichment opportunities for families and how their involvement has increased advocacy within their districts. The session will focus on the origins, benefits, and challenges of the two parent advocacy groups as a way to encourage more families to advocate and start a support system locally. Each attendee will leave with an understanding of how school districts can partner with families to increase outcomes for their students. Time will also be allotted for q and a with participants.

“Helping Children Dealing with Grief: Bringing Hope”

Conflicting feelings are normal and natural after a loss (death, divorce, pet loss, moving, or any other loss) and can increase with overexcitabilities. We have been socialized to believe that these feelings are abnormal and unnatural. We will review the myths surrounding grief and identify tools to help children.

OAGC PARENT DAY

Registration Form — FREE

Complete and return this registration form to the address below by October 10, 2022 or fill out the google form. After October 10th, registrations will be accepted via email and fax or by google form.

https://docs.google.com/forms/d/1HAJyndMMBpKMKfCQptNi-0_aN1dBLsWaiOfwzMd0Xsl/edit

Name:	

Street address:	

City, State, ZIP:	

County:	Phone:
_____	_____
E-mail:	

Please return your completed registration form by October 10 to
Parent Day Registration
Ohio Association for Gifted Children
P.O. Box 30801
Gahanna, OH 43230 or
Email: oagcregistrar@gmail.com
Phone: 614.337.0386
Fax: 614.337.9286

Note: If you are already registered for the OAGC conference, your admission to Family and Community Day is included in the fee. Do not complete this form.

For questions or for more information, contact Sara Watson at watson.sara@gmail.com

Ohio Association for Gifted Children is a 501(c)(3) organization
P.O. Box 30801; Gahanna, OH 43230

OAGC ANNUAL AWARDS

NOMINATION FORM

Nominee: _____
 Home address: _____
 City, State, ZIP: _____
 Home phone: _____ E-mail address: _____
 Position/Title: _____ Years in position: _____
 Employer: _____
 Employer address: _____
 City, State, ZIP: _____
 Employer phone: _____
 E-mail address: _____

ANNUAL AWARDS CATEGORIES

See criteria and guidelines below

Choose one:

OAGC STATE AWARDS

- _____ Promising Practice School District
- _____ Civic Leadership
- _____ Distinguished Service

OAGC DIVISION AWARDS

- _____ Parent of the Year
- _____ Teacher of the Year
- _____ Coordinator of the Year
- _____ Higher Education

Nominated by: _____
 OAGC member: Yes _____ No _____
 Position/Title: _____ OAGC Region (if member): _____
 Address: _____
 City, State, ZIP: _____
 E-mail: _____
 Day phone: _____
 Night phone: _____

- Please attach material to support the nomination, which may include contributions, affiliations, leadership positions, publications, qualifications, and pertinent accomplishments of the nominee that demonstrate exemplary service to the field of gifted education.
- Submit three, but no more than five, letters of support
- o E-mail this completed form and supporting materials in PDF format to:

Kay Tarbutton at oagcregistrar@gmail.com
 Questions? Contact Beth Wilson-Fish, bethwilsonfish@gmail.com
 Karen Rumley at rumley.oagc@gmail.com.

NOMINATIONS ARE DUE BY
September 1, 2022

OAGC ANNUAL AWARDS GUIDELINES

GENERAL GUIDELINES AND CRITERIA

- The state and division awards shall be presented at the annual fall conference.
- A nomination form will be printed in the *Review* and online at www.oagc.com prior to the conference.
- All nominations and materials shall be kept confidential among committee members.
- All application materials must be submitted together. **Incomplete applications will not be considered.**
- The following categories shall be used in judging the nominations:

Personal Qualities

Pioneering in Field of Gifted Education

Professional Qualities

Exceptional Performance in the Field

Unusual Leadership in Gifted Education

Award Descriptions

State Awards

Promising Practice School District: The district demonstrates a commitment to providing a comprehensive, appropriate education for gifted students through policy and practice and/or demonstrates a creative approach to gifted education and issues.

Civic Leadership: The person has made a significant civic impact to promote the needs of gifted students through public policy or support.

Distinguished Service: The person has made a significant contribution to gifted education on a local, state, or national level.

Division Awards

The parent, teacher, coordinator, or person involved in higher education has made a significant contribution to gifted education on a local, state, or national level through innovative ideas, public support, advocacy efforts, or exemplary efforts in . . .

Parent of the Year: parent leadership, parent support, parent training, or gifted service.

Teacher of the Year: educational leadership, educational support, gifted best practices implementation, professional development, or gifted service.

Coordinator of the Year: educational policy development, leadership, professional development, gifted curriculum development, gifted program development, or gifted service.

Higher Education: higher education gifted policy development, leadership, professional development, publishing, research, data collection, data analysis, gifted coursework development, or gifted service.



What's in Store for Education Policy as

This is an election year, so the Ohio House and Senate will be on summer break to campaign.

Even after summer break, very little will happen. In fact, the Speaker of the Ohio House, Bobb Cupp, has already stated that there will be no House sessions until after the November elections. This usually means there will be a good deal of legislative activity in November and December as the General Assembly embarks on what is called the “lame-duck” session. This is when education advocates need to pay attention as bills that have languished for the previous 22 or 23 months are revived. Because there are so many controversial bills that have not yet passed, including several bills banning critical race theory and prohibiting the teaching of certain subjects, it is very possible some of these will receive hearings in the lame-duck session. Other bills may surface that are totally out of left field. Even if the lame-duck session is a tame one this year, we still need to gear up for the biennial budget, which must be passed by June 30, 2023. There will likely be tweaks to the education funding formula as well as education policy changes.

We also will be watching the release of the new state report card this fall as it will be the first sign of how the new gifted performance indicator and gap-closing measure are working. In addition, the gifted rule is up for the five-year review, and gifted advocates will be involved in reviewing the Ohio Department of Education's draft changes and working with the State Board of Education and the ODE's staff to implement any needed changes to the rule. This article will review some of the areas that we will be watching over the next few months.

Report Card We are all excited to see what impact the new gifted performance indicator will have on the new report cards. To review, the following reflects the old and new gifted performance indicator.

Gifted Performance Index

Old Rule Scoring: 117 (out of 120+) and above is required for a “met” status.

Changes: Mirroring the general population performance index changes in the revised achievement component, the gifted index will be tied to the average of the top 2 percent maximum district/building scores. The score required for a met status will fluctuate based on that average. Instead of a hard score of 117, the met score will be based on a percentage of the average maximum score. This component will be phased in over three years with increasing standards, as was done when the indicator was originally introduced in the report card. All content areas tested will be used in this measurement.

Gifted Progress

Old Rule Scoring: A grade of A, B, or C is required for a met status.

Changes: Met status will change from grades to stars. Three, four, or five stars will be required for a met status.

Gifted Identification and Service

Old Rule Scoring: This element measures the level of identification and service across different grade bands, types of gifted categories, and student subgroups (i.e., economically disadvantaged and minority students, as required by the Ohio Revised Code). Each of these areas is assigned a point value. Districts/buildings are measured out of a hard score of 100, regardless of their subgroup student population. A score of 80 is required for a met status.

Changes: Changes to this element reflect requirements from the Ohio Revised Code and address problems with the point system that unfairly limit the scores of smaller (mostly rural) districts that have small subgroup populations. The workgroup also recommended changes to

ADVOCACY CORNER

We Head to Lame Duck and a New Budget Year?

better match this element to the standards set out in the gifted rule. Nothing new is measured in this element. The changes include:

- Restructuring the grade levels to K–2, 3–6, 7–8, and 9–12 to have a more discrete look at early identification practices.
- Increasing the points from 100 to 140, again to allow a more discrete delineation of scores and to better emphasize some policy goals.
- Using the representation index for subgroup populations so that districts are measured only on the basis of populations that reside in those districts.
- Allowing the scores for districts and buildings to fluctuate, based on their populations. For example, if District XYZ has no underrepresented minority students, the number of maximum points on which

the district is rated drops from 140 to 110. Currently, the district would lose the points for that subgroup population but still would be measured on the same scale of 100.

As with the gifted performance index score, districts and buildings will be rated not by a hard-and-fast score but by a percentage of their maximum points. This element would also be phased in over three years.

The biggest changes are to what was previously called “gifted input points.” This element is now renamed the “gifted identification and service element.” The point scale as increased from 100 to 140 to allocate more points to the identification of underrepresented minority and economically disadvantaged gifted students. The indicator is now included in the gap-closing component and is measured as follows:

Point Assignments for Measures/Indicators		
Measure/Indicator	Details	Possible Points
Gifted Performance Indicator	Gifted Performance Index	5
	Gifted Progress (Growth)	5
	Gifted Identification and Services	5
Chronic Absenteeism Indicator	Meet annual goal or show improvement from prior year	5
English Learner Proficiency Improvement Indicator	Meet annual goal or show improvement from prior year; English learners' performance on Ohio English Language Proficiency Assessment (OELPA)	5
Graduation	Meet annual goal; at individual subgroup level	10
English Language Arts – Achievement	Meet annual goal; at individual subgroup level	10
English Language Arts – Progress (Growth)	Meet annual goal; at individual subgroup level	10
Mathematics – Achievement	Meet annual goal; at individual subgroup level	10
Mathematics – Progress (Growth)	Meet annual goal; at individual subgroup level	10
Total Possible:		75

The gifted performance indicator is broken out into the three elements (performance index, progress, and gifted identification and services), each of which is assigned 5 points. Unlike the previous system, which was all or nothing, districts and buildings can receive points toward a met status for each element of the indicator.

What will we be looking for in the new indicator? First, we will determine whether there has been any progress in identification and service from the dips that we have seen in the last few years. We also will pay attention to the equity gaps in underrepresented student subgroups to see whether these gaps are easier to determine across various district typologies (e.g., rural or large urban). We also will be viewing the performance of smaller, rural districts to determine whether some of the changes in the gifted identification and service sections have made these standards fairer for these districts. Finally, we will be analyzing how the gifted points in the gap-closing measure play out in various district typologies.

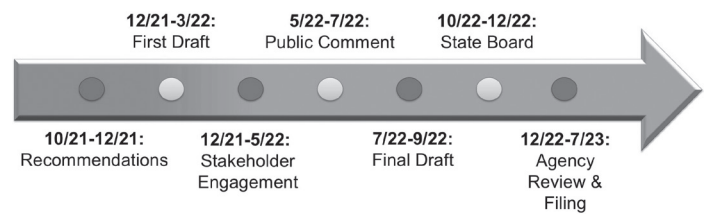
The Performance and Impact Committee of the State Board of Education had many questions about gifted education in general as they discussed the gifted performance indicator. As a follow-up to that discussion, Chairman Paul LaRue scheduled a joint ODE-OAGC presentation. The presentation was to be held in March but was pushed off for various reasons until June. The presentation, which can be accessed at <https://drive.google.com/file/d/1ekhCoS7h8KAex88UQeWiWaHnyQacthXu/view?usp=sharing>, was very well-received and elicited several good questions from board members. The timing for this presentation was ideal, as the state board will be working on the five-year review of the gifted rule soon.

Gifted Rule Revision

Given the tentative revision timeline (see below) that the ODE put forth several months ago, we thought that there would have been more progress by now. Unfortunately, other than input on the current rules, there has been little in the way of stakeholder engagement because of concerns from the ODE legal department on the proposed draft, which stakeholders have yet to see. How will this impact the final timeline? We do not know for sure. What we do know is that the OAGC has concerns about how the last rule has been implemented, especially with regard to classroom teachers providing

gifted services with only 60 hours of high-quality professional development. The OAGC will advocate for tightening some of the rules about who can provide those services and for increasing the level of specificity of what should be covered. There are, of course, other areas that the OAGC would like to see addressed, especially with regard to definitions of service, service time requirements, and support for gifted intervention specialists and coordinators.

Tentative Revision Timeline



Biennial Budget and Other Gifted Policy Issues

As we look toward another biennial budget, the OAGC will work to secure some gains made in the last budget, most particularly the funding accountability measures that

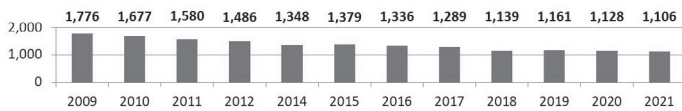
- Require a school district to spend the gifted funds it receives through the school funding formula on the identification of gifted students, gifted coordinator services, gifted intervention specialist services, other service providers approved by the ODE, and gifted professional development.
- Require each district to submit, as part of its annual report to the ODE regarding the identification of gifted students required by current law, the number of students receiving gifted services in each category of giftedness.
- Require the ODE's annual report of each district's expenditures of gifted funding (as required under continuing law) to include the amount of gifted funding received by each district.
- Require the ODE to publish the following by October 31 each year, using data submitted by school districts:
 - Services offered by districts to students identified as gifted in each of the K–3, 4–8, and 9–12 grade bands; and
 - The number of licensed gifted intervention specialists and coordinators employed or contracted by each district.

- Require the ODE to audit each district’s gifted service numbers in the same manner as it audits each district’s gifted identification numbers under current law.
- Require rather than permit, as under current law, the ODE to reduce a district’s foundation funding if the district is not in compliance with existing requirements regarding identification of gifted students and the reporting requirement regarding the services provided to gifted students.

We will also attempt to correct issues with the gifted funding formula, including securing professional development funding at current levels, decreasing gifted intervention specialist-to-student ratios, and decreasing coordinator-to-average daily membership ratios.

In addition to these budget-related items, we will need to address the issue of degraded gifted licensure paths, which have lowered the bar of entry into the profession. In general, the lack of trained gifted staffing in districts is extremely concerning, as one can see by the following graph:

Level of Gifted Staffing Since 2009



The level of staffing versus the level of services provided in the regular classroom, with little gifted staff support, is striking:

Gifted Service Changes from 2014 to 2021 Compared to Gifted Staff Changes									
	2014	2015	2016	2017	2018	2019	2020	2021	
Regular classroom with cluster grouping	21,007	32,624	39,368	52,301	55,710	69,621	76,170	67,678	322%
Resource room/pullout with GIS	14,071	13,855	13,124	13,842	11,288	11,782	12,873	9,548	-32%
Licensed Gifted Staff	1,348	1,379	1,336	1,289	1,149	1,161	1,128	1,106	-18%

If you have other issues that you would like the OAGC to include in our 135th General Assembly Legislative Platform, please e-mail them to anngift@aol.com.

Bills We Are Watching or That Have Passed

Along with several bills prohibiting critical race theory and vaccine requirements, here are a few others that the OAGC will continue to monitor. Some of these bills were slipped into other legislation and passed in late May and early June. HB 322 and

HB 327 both deal with “divisive concepts.” HB 327 has been amended, and hearings continue. Not to be outdone by Florida, the General Assembly has taken up another bill, HB 616, which combines anti-divisive concepts language with a “don’t say gay” component. This bill had an initial hearing at the end of May. HB 529 would require teachers to post their curricula online for parents to view. This bill continues to have hearings.

Another bill that we have been watching, HB 368, would allow districts to determine how to weight College Credit Plus courses. Gifted advocates may remember that when districts previously were allowed to assign disparate weights to College Credit Plus courses vis-à-vis Advanced Placement or Honors courses, students taking College Credit Plus courses were often put at a disadvantage in calculating class standing. Under this process, many worthy students were unable to receive scholarships as a result of unequal treatment of advanced coursework. In sponsor and proponent testimony, Most sponsor and proponent testimony appears to be based on anecdotes rather than on data. To date, there has been no hearing for interested party or opponent testimony. There have been no hearings on this bill in 2022, but it is possible that it could be resurrected in the lame-duck session.

Other bills that we are watching include HB 298, which would return the State Board of Education to an all-elected status based on Ohio’s congressional districts. Like many other bills, HB 298 has not had a hearing in 2022. Because the new state electoral maps have drastically redistricted state board regions to favor Republicans, it will be interesting to see if this bill moves forward.

HB 290, the so-called backpack bill, would allow scholarships for any student to attend a private school. If passed, every school-aged child would be eligible for either a \$5,500 (grades K–8) or a \$7,500 (grades 9–12) voucher. Parents could spend these dollars on private school tuition, homeschool supplies, Advanced Placement testing, or education therapies. The bill had a hearing in February, and the main concern appears to be the cost involved. Some believe that the price tag could approach one billion dollars. There have been no subsequent hearings, so it appears the bill is dead, for now.

HB 61 and SB 132 would prohibit transgender girls from participating in either K–12 or college athletics. The language of these bills was slipped into HB 151, which dealt with teacher residency program revisions and which the Ohio House passed in early June. It is unclear what the full impact of this bill will be if the Ohio Senate passes it in November. However, some of the language is deeply concerning:

(D) If a participant's sex is disputed, the participant shall establish the participant's sex by presenting a signed physician's statement indicating the participant's sex based upon only the following:

- (1) The participant's internal and external reproductive anatomy;
- (2) The participant's normal endogenously produced levels of testosterone;
- (3) An analysis of the participant's genetic makeup.

One can only imagine how this will be implemented across Ohio's districts.

HB 99 (passed in June) changes the training requirements for a school staff member who wants to carry a firearm at a K–12 school. An Ohio Supreme Court ruling essentially made the training on par with what peace officers are currently required to have in order to be certified in the state. The bill drops the requirement down less than 24 hours of training plus an additional two hours of firearms training. Current required training is over 700 hours. The bill passed despite opposition from both education and law enforcement lobbies.

Finally, HB 563, an education catch-all bill, was passed in June. A late amendment in the bill allows for five years of alternative licensure in content areas as well as K–12 licenses, such as those for gifted intervention specialists. The OAGC is still analyzing the impact of this bill.

New State Superintendent Search

In May, the State Board of Education finally selected a new state superintendent of public instruction, Steve Dackin. He previously had been the vice president of the board and was in charge of the superintendent search committee until he resigned and applied for the position himself. This raised a few eyebrows, and an ethics complaint was filed. At end of the day, the ethics complaint was too much to ignore, and Dackin resigned in June. The state board is now back to square one, despite an effort in June by seven board

members to appoint the runner-up candidate, Larry Hook of Springboro Schools, to the position. That effort was defeated, and Stephanie Siddons is once the interim state superintendent. Mr. Hook subsequently was hired as the new superintendent of Forest Hills so it is unlikely that he will continue to be a candidate for the state superintendent. The state board is back up to nineteen members with the appointments of Melissa Bedell and Sue Hackett. The board is now fully back to in-person meetings, though parts of the meetings still will be shown on the Ohio Channel at www.ohiochannel.org. For more information about State Board of Education meetings, please go to <http://education.ohio.gov/State-Board>.

To keep abreast of all advocacy news, please check the OAGC website frequently for new policy and advocacy items. Also, if you wish to sign up for the OhioGift listserv, please e-mail artsnyder44@cs.com for directions. You may also e-mail me directly at anngift@aol.com, and I will make sure that you are added to the listserv.

Do you tweet? For breaking news, follow the OAGC at www.twitter.com/oagcgifted.

Are you on Facebook? Please become a fan of the Ohio Association for Gifted Children by going to www.facebook.com/OhioAGC.

This article may be reprinted in local OAGC affiliate publications.

FAMILY & COMMUNITY DIVISION

UPDATES FOR FAMILIES, CAREGIVERS, AND COMMUNITIES

By Sara Watson, Family and Community Division Chair

It has been a rough two and a half years for Ohio families. When schools shut down in March 2020, our children were thrown into remote learning environments for which none of us were prepared. The disruptions to student learning continued into the 2020–2021 academic year, with many districts continuing hybrid and remote formats. Then, in fall 2021, as students returned to buildings five days a week, many of us were hoping for a return to normal—but the omicron variant and subsequent quarantines sent us on another crazy ride.

I hope that the OAGC community has had a chance to take a step back and refresh over the summer. As we look ahead to a new and hopefully calmer school year, the OAGC Parent Division has a few updates to share.

The Parent Division has a new name! Starting this summer, the OAGC Parent Division will be changing its name to the Family and Community Division. Although our mission remains the same, the words that we use matter. This change emerged from a series of conversations about how to improve inclusivity. Although some Ohio students reside with their biological parents, others live with grandparents or other extended family members. Still others, although they may live with family, also rely on the support of community members such as after-school program counselors or pastors. Our name change is an effort to recognize this broader network of student supports and to provide a more welcoming environment. We will be updating our divisional website over the next few months to reflect this name change.

Family and Community Day. Join us for Family and Community Day at the OAGC Annual Fall Conference in October for an exciting slate of speakers. We are continuing our policy of holding the FCD in a hybrid format and making it free. Our keynote speaker this year is Dr. Jonathan Plucker, the Julian C. Stanley Professor of Talent Development at Johns Hopkins University. Dr. Plucker will be speaking on “Encouraging Creativity.” Additionally, we will have a session on increasing community advocacy from two local gifted parent advocate groups and a session on dealing with grief—a theme that surely resonates with many caregivers after the past two years. As in recent years, we will record these sessions and make them available to the public so that

those of you who can’t make it to the live event will have the opportunity to listen later.

The Family and Community Division is here to answer your questions. Do you—or your friends—have questions around early entrance to kindergarten? Gifted assessment and identification? Access to gifted services? The Family and Community Division is here to help you on your journey through the world of gifted education in Ohio. We encourage you to browse our website for resources and to reach out to us directly. If we can’t answer your questions, we will help you find someone who can.

Some of you may not have questions about your child’s current service eligibility or services; instead, you may have ideas for how to improve the existing system. This is wonderful—harness that energy! Remember, however, the old adage that knowledge is power. Before you can advocate for change, you need to know how the system works. This means understanding the ins and outs of both state law and your district’s policies. In my experience, even well-intentioned district officials may lack a clear understanding of best practice and policy requirements, so it’s especially important to educate yourself before talking with them. Again, we are happy to assist.

Power, Knowledge, and Numbers. If knowledge is power, there is also power in numbers. When one family raises a concern, it’s fairly easy for local officials to dismiss it. But when they hear the same message from multiple families, they are much more likely to listen. The OAGC encourages you to connect with other families in your district or school. If possible, join a local support and advocacy group. And if your area doesn’t have such a group, consider forming one. It’s fine to start small—the key thing is to find a like-minded group of parents and other advocates who are interested in building a supportive network and in working together to improve gifted education in your area.

Becoming an OAGC affiliate is easy! Ready to start a parent group? Contact OAGC Family and Community Division Chair, Sara at watson.sara@gmail.com.

To learn more about becoming an affiliate, visit <https://oagc.com/resources/affiliates/>.

GIFTED EDUCATION UPDATES FROM THE OHIO DEPARTMENT OF EDUCATION

*Maria Lohr, Assistant Director, Office for Exceptional Children
Michael Demczyk, Education Program Specialist, Office for Exceptional Children
Jeffrey Shoemaker, Education Program Specialist, Office for Exceptional Children
Megan Vermillion, Education Program Specialist, Office for Exceptional Children*

The gifted team and the Office for Exceptional Children are excited for the opportunity to share updates and connect with educators and families across Ohio through this publication. There are many new and exciting things taking place at the Ohio Department of Education, including Report Card reform impacting the Gifted Performance Indicator, updates to the EMIS Student Acceleration Record and a Gifted Education Study. In addition, exciting work continues on Ohio's plan for gifted education and revisions to the gifted operating standards.

Report Card Reform and the Gifted Performance Indicator

In June 2021, the Ohio General Assembly passed House Bill 82. The key provisions of this bill reform Ohio's school accountability system starting with the 2021-2022 school year. The Ohio legislature passed this reform after years of collaborative research and design by education stakeholders, including the major education associations, business community and General Assembly. The Ohio Department of Education began working to implement these new reforms in October 2021 with the State Board of Education. Beginning in November 2021, the Department convened a workgroup, to recommend changes to the Gifted Performance Indicator. This workgroup included administrators and gifted education personnel, including members of the Gifted Advisory Council.

A summary of key revisions to the Gifted Performance Indicator includes the following:

- Moves the three Gifted Performance Indicator Elements from the Achievement Component to the Gap Closing Component
- Five points are available for each Element of the Gifted Performance Indicator (worth up to a total of 15 points) within the Gap Closing Component calculation
- Updates the Gifted Performance Index Element calculation to align with the overall Performance Index calculation and the new 'max score' approach
- Updates the Gifted Progress Element to align to the new star rating system

- Updates Gifted Identification and Services Element (formerly referred to as Gifted Inputs) in the following ways:
 - Points are calculated based on and adjust to enrollment
 - Use of a Representation Index
 - Points matrix increased to a maximum possible 140 points

Districts and Buildings can earn five points within the Gap Closing Components for meeting any one of the thresholds listed below for the 2021-2022 school year report card, for a total of 15 possible points.

- Earn at least 95% of the possible gifted Performance Index points using the Max Score
- Earn a "3 star" rating or higher on the value-added measure for students identified as gifted
- Earn at least 60% of possible points for gifted identification and services

To keep up to date with report card reform throughout the implementation process, including revised report card resources and more information about reforms specific to the Gifted Performance Indicator, be sure to visit the Ohio Department of Education website, keyword search: report card reform; and keyword search: report card resources.

Updates to the EMIS Student Acceleration Record

Change is coming to the EMIS Student Acceleration Record for Fiscal Year 2023. This change, effective July 26, deletes the Accelerated Assessment Flag and adds the Accelerated Status Flag. This new flag allows districts to report when a student is no longer accelerated. The dates and deadlines for the comment and the review process were as follows:

- Public comment: April 27th, 2022 - May 26th, 2022
- EMIS response to comments: May 27th, 2022- June 25th, 2022
- Public review: June 26th, 2022 - July 25th, 2022
- Change final: July 26th, 2022

Ohio Gifted Study

Senate Bill 310, passed in December 2020, commissioned multiple education cost-related research projects. Responsibility for these research projects falls across multiple offices and Centers at the Ohio Department of Education. One such study requires the Department to develop recommendations for an incentive program for rural school districts to provide services for students identified as gifted. Augenblick, Palaich and Associates (APA), in partnership with a team of university experts, are assisting the Department in conducting the gifted study. The gifted team has been meeting regularly with APA regarding this important work.

The gifted study focuses on Ohio's 231 rural school districts and will identify the barriers to gifted identification and service provision and existing best practices related to identification and service provision. It will also identify possible incentives to support districts in gifted identification and service provision and describe a plan for implementing those incentives, including the costs associated with those incentives. These recommendations are due in December to the Ohio legislature.

The Gifted Operating Standards – Progress Update

As previously shared, Ohio Administrative Code 3301-51-15, the Operating Standards for Identifying and Serving Students Who Are Gifted, also known as the “gifted operating standards” or the “gifted rule,” is up for its five-year review as of July 2023. This rule revision process has eight phases:

- Phase One: Recommendations
- Phase Two: Initial Draft
- Phase Three: Stakeholder Engagement
- Phase Four: Public Comment
- Phase Five: Post Engagement Revision
- Phase Six: Final Draft
- Phase Seven: State Board of Education
- Phase Eight: Agency Review and Filing

The gifted team works closely with the Ohio Department of Education's Legal Counsel and Implementation Team to ensure the gifted rule moves through each of these phases in a seamless manner. Through this past winter and spring, the Department sought initial recommendations from targeted stakeholders regarding possible revisions to the gifted rule. These targeted stakeholder groups included the Gifted Advisory Council, the State Advisory Panel for Exceptional Children (SAPEC) and an internal equity

group. The Department considered the feedback from these groups for inclusion in the initial draft of the rule.

This coming fall, tentatively scheduled for late September through early November, the Department will provide multiple opportunities for stakeholders across Ohio to provide feedback and input on the Draft rule. This will include stakeholders from districts; educational service centers and organizations representing administrators, educators and professionals in gifted education; as well as the Gifted Advisory Council and others. In addition, the draft rule will be posted for public comment during this time, tentatively scheduled for October. The Department will consider this feedback and input from stakeholders and public comment for inclusion in the final draft of the gifted rule. Please know that individuals can participate in both the stakeholder engagement phase and the public comment period. To ensure you receive notification about stakeholder engagement opportunities and public comment periods for the gifted operating standards, be sure to sign up for agency alerts on the Ohio Department of Education website!

The Gifted Advisory Council and Ohio's Plan for Gifted Education – Progress Update

The Development of an Ohio plan for gifted education continues to be an important initiative for the Gifted Advisory Council, the Office for Exceptional Children and the gifted team. As we move forward with this work, we are focusing our attention on stakeholder engagement.

Over the past few years, Department staff and Gifted Advisory Council members analyzed Ohio's data and read through tons of available research on equitable gifted identification practices, high quality supports and services for identified students and high-quality professional development. This important work helped to build a base of understanding for what is happening in Ohio; however, this understanding is incomplete.

As we move forward, it is critically important to make sure we have wide stakeholder input and feedback to clearly identify Ohio's strengths, challenges, and needed improvements. To develop a strong plan that will improve outcomes for students who are gifted in Ohio, we must ensure all stakeholders have an opportunity to provide input and be heard. Over the next year, the Department will provide several opportunities for stakeholders to provide feedback and input on gifted education in Ohio. Be sure to follow the work of the Gifted Advisory Council and be on the lookout for more information about these opportunities as they become available!

TEACHER DIVISION

NEW (SCHOOL) YEAR'S RESOLUTIONS

By Rebecca Renegar, Teacher Division Chair

A new school year is upon us with all the excitement of an unopened box of crayons, a Pinterest-worthy classroom, and the refreshed energy of a much-needed and deserved summer break. This is a time of new beginnings, new relationships with students, and a new journey that will be the 2022–2023 school year. If you are anything like me, you have spent inspired moments daydreaming about the ways in which you will make this school year better than the last and the changes that you will make to your classroom, lesson plans, procedures, and so on. I believe that we all begin each school year with the best of intentions. Some of us, however, find that when reality sets in during the first few weeks or months that we fall back into old patterns of behavior that and our plans to plus up the school year fall back into the hazy realm of summer dreams.

According to research, about 16 percent of people are successful in following their resolutions, but most give up within one to six weeks of starting. So how do we overcome the odds and enact the behavioral changes that will support our and our students' success throughout the school year? The following may help you as you set out to make this school year your best year yet.

Start with a clear “why.” Writing down your intentions and the reasoning behind them will help you clarify your purpose. You are 42 percent more likely to achieve goals that you have written as opposed to those that you have not. Take a few moments to clarify your purpose and reasoning, write them down, and place them somewhere that you will see them. Return to that list on a regular basis. For example, I would like to encourage a positive home-school connection with my students' families in order to build relationships that support students in their learning and me in my teaching through regular, positive communication.

Set reasonable expectations and break your goal into the smallest tasks possible. Think specifically about the change that you would like to implement. Is it radically different from what you currently do? Is it a slight tweak or change to your current practice? The key is to set a goal that is neither too difficult nor too easy. The change that you want to make should be something that you are motivated to do, have the capacity to do, and can be prompted to do within the framework of how you currently work. Remember that the achievement of large goals stems from the achievement of a series of smaller goals and the development of smaller habits that support you in meeting those goals. Start with one behavioral change at a time and work throughout the year to make incremental progress toward your goals. Rather

than say, “I will send home X number of positive notes per student per day, week, month, or quarter,” say instead, “I will send home a positive note to the family of a different student each day.”

Set the bar low. I know that this sounds counterintuitive, but according to BJ Fogg, a behavioral scientist and author of *Tiny Habits*, setting a super-low bar for your behavioral change makes it easy to meet and exceed your goal. The example he gives is to floss one tooth. By the time you have gone to the trouble to floss just one tooth, it is a natural extension to floss the rest of them. Setting the bar super low helps you overcome the difficulty of initiating a behavior. My low bar in the current example would be to write “Dear family, I” on a note to send home. It will seem silly at first to stop midsentence with no content, but it is a goal easily obtained and exceeded.

Connect desirable changes to something you already do. It is much easier to attach a new behavior to an already existing pattern of behavior than it is to do something new in isolation. Connecting the new behavior of writing a positive note to send to the family of a student to something that I already do—for example, writing my to-do list for the day—will establish a routine and a time to accomplish the new task.

Set up your environment to support behavioral change. Keep whatever materials you need to accomplish your goal in a convenient location, within easy reach, and in your line of vision. This will provide a prompt to make accomplishing the goal as easy as possible. A colorful pen and a pack of pre-labeled notes in a basket next to your to-do list will help make the task easier to remember and easier to initiate.

Establish accountability. Goals are much easier to achieve when you work with someone else to accomplish them. Find an encouraging partner who can help you persist in meeting your goal. Having someone with whom to discuss your goal and your progress toward meeting that goal will encourage you to stick with it when the going gets tough. Along those lines, set calendar dates and times for check-ins, so that the goal stays on your radar.

With these things in mind, I wish you the greatest of school years and success for you and your students. Remember that Rome was not built in a day and that you need the same patience for yourself that you do for the children you encounter each day. Enjoy each moment and remember that you truly do make a difference in the life of each child in your classroom. Thank you for what you do!

15
HOURS
REQUIRED
TRAINING

1
EASY
SOLUTION

Does meeting Ohio's requirement for 15 hours of GT training leave you feeling sour?

OAGC and Responsive Learning (formerly GT Ignite) have partnered to provide you with a refreshing solution!

The Gifted Training bundle makes it sweet and easy to satisfy your on-demand PD needs.

Register online now for a 10% discount at

<https://www.responsivelearning.com/request-a-quote-options/>



THE OAGC COORDINATOR DIVISION IS PROUD TO PRESENT
**TAKING THE NEXT STEPS IN CLOSING
 THE GIFTED EQUITY GAPS**
 DECEMBER 2, 2022

The OAGC Coordinator Division supports districts in the quest to achieve greater equity in Ohio’s gifted education processes and services. As the data reveals, equity gaps exist across subgroups, including economically disadvantaged, racial and ethnic minorities, twice-exceptional students, and other underrepresented populations. In this workshop, participants will explore practical solutions for closing the gap. Join us as the OAGC Coordinator Division hosts Dr. Joy Lawson-Davis for a very special interactive workshop! Dr. Lawson-Davis, a leader in gifted education equity work and the author of Empowering Underrepresented Gifted, will work with us throughout the day to develop district-specific templates for closing these equity gaps. Participants are encouraged to become familiar with Dr. Lawson-Davis’ book before attending and should plan to bring relevant materials. Please use the discount code EUGS at the following link: <https://www.freespirit.com/teaching-strategies-and-professional-development/empowering-underrepresented-gifted-students-joy-lawson-davis-deb-douglas-educational-inequality>.

WORKSHOP INFORMATION

Location: Quest Conference Center
 9200 Worthington Rd., Westerville, OH

- Who should attend?**
- Gifted coordinators
 - Gifted intervention specialists
 - Administrators
 - District equity staff

Date: Friday, December 2, 2022

Time: Registration from 8:00 a.m. to 8:45 a.m.
Program begins at 9:00 a.m.

Please detach and return this registration form with a check or purchase order, or register online at www.oagc.com no later than November 18, 2022.

Cost: \$170 per person OAGC members: \$140 Coordinator Division members: \$130

RETURN BY MAIL TO: OAGC, P.O. Box 30801, GAHANNA, OH 43230

Faxed registrations will be accepted at 614-337-9286. E-mail registrations may be sent to oagcregistrar@gmail.com.

A \$25 late fee will be charged for registrations received after November 18, if space is available.

Registration will be confirmed by e-mail only. No walk-in registrations without prior arrangement.

Cancellation fee is \$50 before November 18. No refunds after November 18.

PLEASE COMPLETE A SEPARATE REGISTRATION FORM FOR EACH REGISTRANT.

Treasurers’ offices do not always forward registration paperwork to the OAGC. Please mail or fax a copy to the OAGC directly.

[LAST NAME] [FIRST NAME] [HOME PHONE]

[SCHOOL DISTRICT/ORGANIZATION] [SCHOOL PHONE]

[SCHOOL ADDRESS] [CITY] [ZIP]

[E-MAIL ADDRESS] **REQUIRED** Vegetarian meal? ____ (check here)

The OAGC may provide mailing labels to organizations with like interests. Check here if you do NOT wish to have your mailing address included. ____

____ Check Registration check # _____ *OAGC membership check # _____ \$ _____

____ Purchase order PO issuer _____ PO # _____ \$ _____

Contact Hours: CEU credit certificates will be issued by the OAGC. Certificates can be transferred to your local LPDC for proper CEU credit

OAGC COORDINATOR CONFERENCE

Quest Conference Center

9200 Worthington Rd. • Westerville, Ohio 43082

Phone 614-540-5540 • E-mail info@quest-centers.com

DIRECTIONS TO QUEST CONFERENCE CENTER

From Port Columbus Airport (East)

Quest Conference Center is located 12 miles north of downtown Columbus. Follow Interstate 270 North to Interstate 71 North. The first exit on I-71 is Exit 121, Polaris Parkway. Turn right onto Polaris Parkway. Turn right onto Orion which turns into Worthington Road. Quest is on the right-hand side, one building past the Fairfield Inn & Suites. Quest's address is 9200 Worthington Rd.

From Downtown Columbus (South)

Quest Conference Center is located 14 miles from downtown Columbus, Ohio. Follow Interstate 71 North to Exit 121, is Polaris Parkway. Turn right onto Polaris Parkway. Turn right onto Orion which turns into Worthington Road. Quest is on the right-hand side, one building past the Fairfield Inn & Suites. Quest's address is 9200 Worthington Rd.

From Cleveland (North)

Follow Interstate 71 South to Gemini Parkway exit. Turn left onto Gemini Parkway. Turn right onto Orion which turns into Worthington Road. Quest is on the right-hand side, one building past the Fairfield Inn & Suites. Quest's address is 9200 Worthington Rd.

From Dayton (West)

Follow Interstate 70 East to Interstate 270 North/Cleveland (This is a loop around Columbus). Exit onto the 270 loop and follow this to Interstate 71 North. Exit onto I-71 North. The first exit on I-71 is Exit 121, Polaris Parkway. Turn right onto Polaris Parkway. Turn right onto Orion which turns into Worthington Road. Quest is on the right-hand side, one building past the Fairfield Inn & Suites. Quest's address is 9200 Worthington Rd.

From Toledo (Northwest)

Follow Interstate 75 South to Route 15 East to Route 23 South. Turn left onto Powell Road. Follow Powell Road as it becomes Polaris Parkway. Continue on Polaris Parkway past the Polaris Fashion Place and over Interstate 71. Turn right onto Orion which turns into Worthington Road. Quest is on the right-hand side, one building past the Fairfield Inn & Suites. Quest's address is 9200 Worthington Rd.

From I-270 Eastbound

Take Rt. 23 N. {High St North/Delaware Exit} to the first light, which is Campus View Blvd. Turn right onto Campus View and continue on until you come to Worthington Galena Road. Turn left onto Worthington Galena and follow that road through two stoplights (you will pass Park Rd., Grace Brethren Church (on the left) and then you will go underneath I-71). Quest is on the left-hand side. Quest's address is 9200 Worthington Rd.

From I-270 Westbound

Exit at Cleveland Avenue and turn right. Continue on Cleveland Avenue to County Line Road. Turn left onto County Line. County Line dead ends into Worthington Road – turn Left. Quest is on the right-hand side at 9200 Worthington Road.

REGISTER BY FAX OR EMAIL

FAX your registration to the OAGC at 614-337-9286 or oagcregistrar@gmail.com. FAX or email a copy of your check or purchase order then put the check or purchase order in the mail to OAGC, P.O. Box 30801, Gahanna, Ohio 43230. After November 18, please contact the registrar at 614-337-0386 for registration

College Scholarship Winners

OAGC is pleased to announce the disbursement of over \$17,000 in scholarship funds this academic year! The following students have been selected as recipients of the 2022 OAGC College Scholarship.

Each will receive a one-time award of \$500 for undergraduate study.

ALEXANDER "AJ" DEROSA, Springboro High School, with plans to attend University of Chicago to study physics and mathematics.

ANDREA BARNHILL NADOLNY, Thomas Worthington High School, with plans to study International Relations and Political Science.

AUTUMN BROYLES, Dublin Coffman High School, will attend Rochester Institute of Technology Honors Program on a pre-medicine track, majoring in Biomedical Sciences.

AYUMI ENORME, Bethel High School, intends to attend The Ohio State University to study Neuroscience.

GARRETT SMITH, Madeira High School, will major in Biology/Health Sciences with a concentration in pre-medicine at University of Florida.

HOLLY BEASLEY, Covington High School, with plans to attend Miami University to study Music Education.

KATHERINE DIPAOLLO, Walnut Hills High School, with plans to study Computer Science at Princeton University.

KIERRA NICKELSON, Sandusky High School, will attend The University of Toledo to study Biology/Pre-Medicine.

MADELINE MILAS, Sandusky High School, will major in Mechanical Engineering and Theater at Case Western Reserve University.

MADISON (MCALLISTER) THOMAS, Berea-Midpark High School will study Music and Art Education.

MAGGIE SHERIDAN, Lexington High School will be pursuing studies this fall in the area of medical sciences.

MORGAN SHUPERT, North Adams High School, will attend The Ohio State University with a major in Accounting.

MYLA TOOLE, North Adams High School, intends to study Pre-Medicine at Xavier University with a career in orthopedics or chiropractic medicine to follow.

SYDNEY DOWNING, Sandusky High School, to study Pharmacology at the University of Findlay.

TUCKER SLOAN, Marion Harding High School, intends to pursue a S.T.E.M. major at The Ohio State University.

These awards were made possible by your ongoing support of OAGC in a number of ways, including the beloved Scholarship Basket Raffle at our Annual Fall Conference and the 50/50 Raffle at the Coordinator Workshop. The Scholarship and Conference Committees wish to thank all of the OAGC Regional Affiliates who generously donate their time and creativity to design baskets, to those who make monetary donations to the Scholarship Raffle each year, and to the Governing Board volunteers who staff the Raffle.

Congratulations to all of our Scholarship recipients! It is our honor and privilege to support you and we look forward to hearing great things about your future endeavors!

OAGC is pleased to announce the disbursement of over \$17,000 in scholarship funds this academic year! The following students have been selected as recipients of the 2022 OAGC Summer Student Scholarship.

Name	Grade	School	Program/University
Juniper Allen	11	Minford Schools	Ohio Leadership Training Conference
Evan Jarrod Barrow	6	Brooklyn School	Case Western Coding and Engineering 101
Breckyn Bivens	6	Wheelerburg Schools	Paramount Arts Center
Amber Blevins	9	Wheelerburg Schools	Cedarville University: Athletic Training Camp
Isabelle Cox	6	Licking Valley Schools	National Youth Leadership Forum Envision
Chase Crabtree	6	Valley Local Schools	Shawnee State University Cub Camp
Paisley French	11	Wheelerburg Schools	Ballet Met Summer Intensive Company
Arden Fujimura	7	Berea City Schools	Above the Barre/Kids Artistic Revue Nationals
Draden Gillotte	9	New Boston Local Schools	Purdue University Python Programming for the Future
Abigail Gullett	7	Valley Local Schools	Shawnee State University Cub Camp
Aurora Haybin	10	Liberty Christian Academy	Cedarville University: Theater Camp
Tehya Hazelbaker	9	Portsmouth West High School	Paula Page, Harpist with Texas Music Festival-Orchestral Institute for Collegiate Level Musicians
Vaishnavi Illindala	8	Olentangy Local Schools	OWJl Ohio Wesleyan University
Phanithan Konda	9	Dublin City Schools	Ohio State University MD Camp
Charlotte Langolf	6	Bexley City Schools	International Gymnastics Camp
Jadelyn Lawson	10	New Boston Local Schools	MD Camp at Ohio State
Allison McCray	10	Minford Schools	Sea Turtle Camp
Maverick Palmer	7	Licking Valley Schools	Yunasa
Aubrey Roberts	5	Valley Local Schools	Shawnee State University Cub Camp
Astrid Rodriguez	7	Mount Healthy Schools	University of Cincinnati DAAP
Laiken Seidel	5	Valley Local Schools	Shawnee State University Cub Camp
Noelle Smith	10	Valley Local Schools	Interlochen Center for the Arts
Tristan Wood	9	Valley Local Schools	Congress of Future Medical Leaders

Congratulations to all of our Scholarship recipients! It is our honor to provide support as you pursue and explore your passion!

Higher Education Division Update

By Jennifer Groman

The Higher Education Division is working on three projects.

1. We are gathering updated information from Ohio universities with talent development MEd or PhD programs and gifted intervention specialist endorsements for the OAGC web page. This will provide Ohio teachers what they need to make an informed choice for PD, endorsement, and degree programs in gifted education and will provide coordinators a way to advocate for PD, endorsement, and degrees in gifted education with their district administrators and teachers. This project is ongoing. If you have information for any programs not listed on the Higher Education Division page of the OAGC website (<https://oagc.com/divisions/higher-education/>), please contact me.

2. We are collecting tips, tools, and suggestions for individuals taking the Ohio Assessments for Educators Gifted Education exam. I know that university programs have been doing this and doing it well, but a

helpful site and archive of ideas from those who have taken the exam (without revealing specific questions, of course) and from those of us who teach and work with individuals preparing for the exam might be a welcome addition and something we can work on as a division. If you have ideas or want to be part of the team putting this together, please contact me.

3. The division will be presenting a session at the OAGC Annual Fall Conference to support participants in planning the implementation of an idea or strategy gained at the conference. If you are interested in helping with this session, please contact me.

My contact information is sacred-la@hotmail.com—please put OAGC in the subject line.

Jennifer Groman, higher education chair, is an assistant professor and directs the graduate program in talent development at Ashland University. She is a visiting lecturer for the talent development program at McNeese State University. She lives in Wooster, Ohio.

MEET THE 2021-2022 OAGC

Heather Kardeen, president, is a GIS for Dayton Public Schools and has worked in the gifted education field since 2003. Prior to becoming president, she served as the OAGC president-elect, secretary, region 4 representative and as the coordinator division region 4 representative. She has presented for several years at the OAGC Annual Fall Conference. Heather earned her B.S. in early childhood and elementary education from Wright State University, her M.S. in educational leadership from the University of Dayton and her gifted endorsement from Miami University. In addition to her passion for gifted education, Heather enjoys running and reading, and she lives in a historic home in downtown Dayton with her gifted fourteen-year-old son and eleven-year-old boy/girl twins.

Caley Nestor Baker, president-elect and technology chair, is the Coordinator of Gifted Education and Professional Development for Westerville City Schools. She previously taught middle school social studies for ten years in Westerville, throughout which she taught advanced coursework to gifted students. Caley also serves as an adjunct instructor for Ashland University, providing continuing education coursework focused on deepening understanding of gifted learners. Caley has a B.A. in Integrated Social Studies and an M.Ed. in Social Studies Education from The Ohio State University, an M.Ed. in Educational Leadership from Ohio Dominican University, and a gifted endorsement from the University of Cincinnati. She loves to spend free time with her husband and daughter and enjoys traveling whenever possible.

Sarah Lee, past president, is currently a gifted intervention specialist and coordinator for Meigs Local Schools. She is beginning her thirteenth year of instructing gifted students. Sarah served in the OAGC Teacher Division and has presented for several years at the OAGC Annual Fall Conference and Teacher Academy.

Holly Hartman, 1st vice president, is a gifted coordinator for the Licking County Educational Service Center, where she provides gifted services to three school districts within the county. Holly has a bachelor's degree in elementary education from the Ohio State University, a master's degree

in educational administration from the University of Akron, and a gifted endorsement from the University of Cincinnati. Holly has taught elementary through high school students in both Ohio and California and has served as an instructional coach. She enjoys spending time with her husband, Leonard, and son, Dylan.

Heather Clark, 1st Vice President, is currently in her sixth year as gifted coordinator for the Licking County Educational Service Center, working for two central Ohio school districts. She has a Masters in STEM education from the University of Maryland and a GIS certification from Ashland University. Heather has also spent time in a variety of educational leadership roles, including K12 math coach, curriculum coordinator, and director of teaching and learning. She is a frequent presenter at OAGC conferences and is a past president of the Gifted Coordinators of Central Ohio group. She lives on the east side of Columbus with her husband, two gifted sons and a wayward chocolate lab.

Erica Baer, 2nd VP-Elect, serves as Director of Student Achievement for the MRESC, working alongside districts, teachers, and families in three fairly rural counties to explore and experience the joys and challenges inherent in gifted education. Before joining OAGC's governing board, Erica served as the Coordinator Division's Region Four representative and – during COVID – worked alongside gifted colleagues to collaboratively navigate the challenges and changes sparked by the pandemic. Erica received the 2022 OAGC Coordinator of the Year award, in part, due to her efforts during the pandemic. Prior to formally joining the work in gifted education, Erica enjoyed 15 years teaching literature and writing at the high school level (grades 9, 11, and 12), creating the coursework for not only her CCP and AP courses, but also her freshman and honors freshman students. Erica graduated from Ohio State University for both undergraduate (B.A., English) and graduate studies (M.Ed, Elementary Education), completing her gifted education classes with Wright State. In addition to passionately pursuing transformative educational practices, Erica enjoys hiking, eating, exploring, singing, playing tennis, and traveling with family and friends in western Ohio.

GOVERNING BOARD MEMBERS

Angie Fugate, secretary, is a GIS for Trotwood Madison City Schools and has worked in the gifted education field since 2016. She is currently serving as the president of WCOAGC. Angie earned her B.A. in music education, M.Ed. in advanced studies in education, and gifted endorsement from Wright State University. In addition to her passion for teaching and gifted education, Angie enjoys traveling, riding her bike, and reading. She just built a new home in Tipp City where she lives with her husband who is an administrator for Bethel Local Schools, her nine-year old boy/girl twins, and her dog.

Lisa Fellers, treasurer, is a gifted intervention specialist at Northmont City Schools in Englewood. An educator for the past 17 years, Lisa found her niche in gifted education 14 years ago. Prior to becoming treasurer, she served the OAGC as 2nd vice president and as the Region 4 representative. She currently chairs the Finance Committee. Lisa attended Wright State University, receiving a B.S. in elementary education followed by an M.S. in geology. She earned her endorsement in gifted education through Bowling Green State University.

Rebecca (Becca) Fredmonsky, Coordinator Division chair, is the coordinator of gifted services for Stow-Munroe Falls City Schools. She is entering her 18th year in education, eleven within gifted education, and her experiences have taken place within private, charter, and public school systems. Becca previously served as the Region 9 representative on the OAGC Coordinator Division and Governing Board, is on the grant evaluation committee for the GAR Foundation, and is cocreator of the STEM afterschool program within her district. She holds a B.A. from Ohio University and an M.Ed. from Cleveland State University. She enjoys keeping up with her two young girls, hiking, and quilting.

Jennifer Groman, Higher Education Division chair, is a teacher, singer, and songwriter who has worked with students from two years old to the graduate level, in general education, talent development education, creativity studies and songwriting, reading, and math intervention. She has worked as a state-level gifted consultant and teacher trainer and at the local level in arts administration. She has four self-produced albums of her own music and big-band

jazz. She is an assistant professor and directs the graduate program in talent development at Ashland University, and she is a visiting lecturer for the talent development program at McNeese State University. She lives in Wooster.

Sarah Watson, Parent Division chair, is a political science professor at the Ohio State University. She has two gifted children enrolled in Columbus City Schools. She is an active parent advocate, having served both as a PTO officer and as the president of her school's advocacy organization. In that latter role, she tracks and educates families on relevant educational initiatives, analyzes data and develops policy documents, and helps parents develop effective advocacy strategies. She is excited to bring these skills to the state level and to help Ohio parents better advocate for the needs of our gifted children.

Katherine Pearson, Teacher Division chair, is a Gifted Supervisor for the Montgomery County ESC. She has worked in education for over 15 years as a classroom teacher working with gifted students.

Alesha Haybin, scholarship chair, is currently a coordinator of gifted services at the Licking County Educational Service Center and recently served as president of Gifted Coordinators of Central Ohio (GCCO). She has been an educator for almost 20 years, 16 of those working directly with gifted students and their families. She has found that the most profound impact can be made as a result of relationships that nurture the social and emotional development of each student while stretching them intellectually. She holds a B.A. in elementary education and an M.S. in educational psychology and gifted instruction. Born and raised in Oregon, Alesha most enjoys going on adventures with her family and visiting the beautiful Northwest.

Barb Bodart, OAGC Review editor, retired after having spent the last 16 of her 30 years in education as a gifted coordinator. She feels fortunate to have worked with the students, parents, teachers, administrators, and her coordinator colleagues at the Licking County Educational Service Center as well as with the representatives on the OAGC Governing Board. She has spent the last few years quilting-by-error, gardening, reading,

and traveling to see her adorable grandchildren. Now she finds herself editing the Review and hopes that OAGC members will continue to share their expertise and contribute articles to support the needs of gifted children.

Sally Roberts, co-historian and parliamentarian, has served on the OAGC governing board in a number of capacities, including Region 4 representative, secretary, president-elect, and president. She has served on the conference committee, finance committee, and the HQPD committee. Sally had over 30 years of experience in public schools, over half of them in gifted education. Although she retired as the gifted services supervisor for Huber Heights City Schools, Sally remains active in advocacy for Ohio's gifted children at the regional and state level.

Vickie Briercheck, co-historian, had a thirty-three year career in gifted education as a teacher and coordinator, thirty-one of those years being in Ohio. She is a former board member of the COCG and OAGC. After her term Vickie remained on The OAGC conference committee for several years and is currently serving on the finance committee. She retired from Perry Local Schools five years ago and relocated to Pennsylvania where her gifted career began. She still has a vested interest in Ohio Gifted as her granddaughter and grandson live in Pickerington, Ohio.

Carmen Tarbill, Region 1 representative, is the gifted coordinator for Teas Valley Local School District.

Tara Toft, Region 2 representative, is the coordinator for advanced academic studies for Sandusky City Schools. She also functions as the principal for the Regional Center for Arts and Academic Studies (RCAAS), a full-day gifted school serving students in third through sixth grades in areas including all areas of academic and visual and performing arts. RCAAS students benefit from a partnership with local college faculty to deepen and compact instruction through the Dorn Fellowship Series. A classroom teacher for 15 years, Tara is entering her ninth year as an administrator at this innovative school. She is married to Robb and has two adult sons. Her son Nicholas lives in Michigan and her son Michael and his wife, Carlie, live in Sandusky. Tara and her family have also been blessed with two grandsons, Desmond and Mason.

Wendi Moorman, Region 3 representative, is the coordinator of gifted services at the Mercer County Educational Service Center, serving the six districts in Mercer County. She previously was the gifted intervention specialist at Marion

Local Schools. She earned her undergraduate degree in elementary education from Wittenberg University and completed her gifted endorsement at Wright State University. Wendi is the Region 3 representative of the Coordinator Division of the OAGC. Wendi loves to spend her free time with her husband and two boys and enjoys coaching golf.

Sarah Schleeauf, Region 4 representative, is a passionate educator and former gifted intervention specialist. She is currently a gifted supervisor with the Montgomery County Educational Service Center. In addition to her role as Teacher Division chair, Sarah will serve as the president for the West Central Ohio Association for Gifted Children.

Dr. Nicole Dietrich, Region 5 representative, has been an educational consultant and gifted specialist with the Hamilton County Educational Service Center since 2010. In her previous job assignments, she has taught gifted students at grades K-8 and coordinated Gifted Services K-6. In her current capacity at HCESC, Nicole provides professional development for K-12 educators on the academic and social-emotional needs of gifted students, coordinates gifted programs and provides support to multiple school districts in the region, leads HCESC Gifted Educator's Council, and most recently is serving as the president of Southwest Ohio Coordinators of Gifted (SWOCog). Nicole earned her bachelor's from Northern Kentucky University where she received certification in early elementary (K-8) and special education (K-12). Her master's degree was obtained at Xavier University in the area of Special Education with a gifted education endorsement (K-12). Additionally, she holds teaching certification in Teaching English as a Second Language (TESOL K-12) and an Elementary Principal License. In 2015, she completed a PhD in interdisciplinary studies, with an emphasis on ethical and creative leadership, at Union Institute and University. Her dissertation is a grounded theory study on gifted adults and the relinquishing of their dreams.

Leanna Ferrara, Region 6 representative, serves as the gifted educational consultant at Mid-Ohio Educational Service Center, a position she has held for the past eight years. Prior to this, she spent time as a gifted intervention specialist, high school math teacher, and librarian over her 20-plus years in education. She received her degrees from Kent State University and the University of Cincinnati. Besides serving as the regional representative on the OAGC Governing Board, she also serves as the secretary for the Coordinator Division. When she isn't serving students and assisting teachers, she enjoys being a mom, hiking, reading, and cross-stitching.

Jodi Overfield, Region 7 representative, is a grade-5 gifted intervention specialist for the Gateway Program in Pickerington Local Schools. She has served on the OAGC board for five years and is the Publications Chair and is on the membership and audit committees. After graduating from the University of Dayton in 1993, she taught for four years in Lancaster City Schools. Since then, she has earned master's degree and taught gifted students in Pickerington for 25 years, where she lives with her husband and two daughters. Members of district 7, feel free to contact her with questions or concerns that you would like her to address to the board.

Sheli Amato, Region 8 representative, has, for the past 27 years, enjoyed her career in education, including her work in the field of gifted education over the past 13 years. She currently serves as the Director of Curriculum and Gifted Services at Orange Schools in Pepper Pike, a suburb of Cleveland. She earned her B.A. in Elementary Education, her M.Ed. in Curriculum and Instruction and Administrative licensure from Ashland University and her gifted endorsement through Cleveland State University. She has served in various capacities throughout her tenure, including a National Board Certified general education teacher, gifted intervention specialist, gifted coordinator, President of the Greater Cleveland Coordinators of Gifted OAGC affiliate group, member of the OAGC Coordinator Division, adjunct professor for Ashland University and adjunct professor for the gifted endorsement program at Kent State University. Sheli's most recent endeavor is to become the best Gigi ever, as she recently fell in love while welcoming her first grandchild to the world.

Karen Rumley, Region 9 representative and policy and procedures chair, is the director of instruction with Kent City Schools and formerly a consultant with the Summit County Educational Service Center, specializing in gifted services and programming as well as secondary English language arts and social studies. She has coordinated gifted programs for eight years and is the past secretary of the OAGC governing and executive boards. She and her husband, Eric, live near Ravenna and enjoy travel, reading, and training in kung fu.

Rachel Smethers-Winters, Region 10 representative, holds a master's degree in gifted education and an educational specialist degree in educational administration from Kent State University. Rachel has served as a gifted coordinator for nearly 20 years. In a previous professional life, Rachel was a high school English, speech, and theater teacher; she knows the English teacher in her will never die, so she

writes in her spare time. When she isn't thinking of other reasons to avoid weeding the garden, Rachel can be found snuggled up in a comfortable chair reading a book, out in a field painting "plein air" watercolors, or cooing indulgent encouragements to her grand-dog as he races around the backyard. An OAGC past president and former chair of the OAGC Coordinator Division, Rachel is an active member of her regional OAGC affiliates even as she juggles gifted coordinator and teacher duties.

Denise Toler, Region 11 representative, is a gifted intervention specialist and gifted coordinator at the Gallia County Local Schools. She was a gifted student which led to her teaching passion for gifted children. She went to the University of Rio Grande graduating with her degree in Adolescent to Young Adult Social Studies. She went on to earn a second teaching license in Gifted Intervention from Bowling Green State University. After teaching for almost 10 years she completed her Master's Degree in Educational Administration at Ohio University. She also went on to pursue coursework for a Superintendent's license in the future. Denise has taught gifted education for the Gallia County Local schools for 12 years and has helped coordinate for 3 years. Denise is a member of the Ohio Association for Gifted Children as an educator (12 years) and coordinator (2 years) attending OAGC Conferences regularly. She also actively participates in local gifted coordinator groups. She has gifted teaching experience k-12. She is also the mother to 4 gifted children so being an advocate for gifted students is a part of her everyday life.

Corrie Nelson, Region 12 Representative, has experience as a classroom teacher, gifted coordinator and K-8 Literacy coach. She is also the mother of four gifted daughters which led her to become an advocate for gifted children in the state of Ohio. Corrie is currently an Instructional Specialist and Gifted Coordinator at the Educational Service Center of Eastern Ohio. She is also a state trainer for PBIS. (Positive Behavior Interventions and Supports) and advocates and supports districts in educator resilience and mental health. In addition to being dedicated to best practices in Gifted Education, Literacy Instruction and Social and Emotional Learning, Corrie enjoys spending time with her husband and four girls, especially camping and hiking in America's National parks.



MASTER OF EDUCATION CURRICULUM & INSTRUCTION



SCAN TO LEARN MORE

A DEGREE MADE JUST FOR



GIFTED EDUCATION

The gifted education specialization is designed for licensed teachers who are interested in teaching gifted students PreK-12. As a student you will apply theories and methods in the teaching of gifted, talented, or creative students in the classroom setting



STEM EDUCATION

This concentration enhances problem-based and project-based learning activities, mathematics, and science investigation-based learning tasks, and how to use technology effectively in the classroom.



PROGRAM FEATURES

- Top 50 education programs on *US News & World Report*
- Flexible schedule (*Take classes on your schedule & complete your degree as soon as one year*)
- *Guidance from Enrollment Services Advisors*
- *Gain knowledge and skills to enhance your earning potential*
- *Nationally renowned faculty*

ADMISSION REQUIREMENTS

- Bachelor's degree from an accredited college or university
- Minimum GPA 3.0
- Resume/CV
- Goal statement
- 2 letters of recommendation

This program is offered part-time and full-time for working professionals with admissions in Summer, Fall, and Spring.

FREQUENTLY ASKED QUESTIONS

Student Scholarships



AVAILABLE SCHOLARSHIPS & DEADLINES FOR SUBMISSION

All applications are available online at <https://oagc.com/resources/scholarships/>

February 15 Student Scholarship Award for Summer Programs (will vary, up to \$500)

April 15 College Scholarship Award (\$500)

June 1 Distinguished Student Scholarship Award (\$1000)

November 15 Susan Faulkner Memorial Art Scholarship (grade-level tiers: K-4 \$150, 5-8 \$250, 9-12 \$350)

TIMELINE

- Applicants will be notified within 45 days of the scholarship deadline whether or not they were selected to receive a scholarship
- School districts will be notified within 45 days of the scholarship application deadline

SCHOLARSHIP AWARDS

- Scholarship Committee decisions are final
- Not all applicants for OAGC scholarship awards will be selected
- Uncashed scholarship checks will be considered null and void 180 days after the date of issue

Student Scholarship & Susan Faulkner Memorial Art Scholarship

- Award checks will be made out directly to the program or activity, not to the student or their family
- Checks issued to one program are non-transferrable (to a different program)
- Notification of awards may fall AFTER a deadline for registration and/or payment required by a particular program or activity. OAGC will not adjust award notification to meet individual submission deadlines. It is our recommendation that you contact those in charge of registration ahead of their deadline to get further instructions. Most programs will reimburse you for the amount of the awarded scholarship but you will typically have to submit the required payment first to guarantee placement in the program your child wishes to attend.
- OAGC is not responsible for any registration fees submitted and does not guarantee that your child will receive a scholarship
- Scholarship awards may not be used to provide ongoing lessons

College Scholarship & Distinguished Student Award Scholarship

- This is a one-time award, so once a student has received the OAGC College Scholarship or Distinguished Student Award Scholarship they are not eligible to apply again for the same scholarship
- Scholarship awards will be made payable directly to the student

SUBMISSION

- Submit materials to the OAGC Scholarship Chair: Alesha.Haybin.OAGC@gmail.com
- Applications must include ALL of the required materials at the time of submission-- incomplete applications will not be reviewed
- Late applications will not be reviewed
- Materials submitted electronically will receive a confirmation of receipt sent to the email address that submitted materials. Materials mailed will not receive confirmation. If mailing, make a copy of materials to keep for your records. We are not responsible for mail that does not reach the OAGC office.
- Submitted materials will not be returned (including submitted photos, photos of art work, and/or videos of performance pieces)
- Applications will be reviewed by a committee consisting of OAGC's Scholarship Chair, Parent Division Chair, two Governing Board Members, and a current Member of OAGC. One committee member must be the parent of a gifted child.

STUDENT ESSAY

- Essays **must be the original work of the student**. Age appropriate expectations will be considered during essay review. Those reviewing applications are educators or have extensive experience in working with student writing samples.
- Essays should be typed and edited so they do not exceed the maximum word count
- Recommended formatting: single spaced, 12-point font (Calibri, Times New Roman, Arial)

LETTERS OF RECOMMENDATION

- Each applicant must submit two letters of recommendation. Specific applications give additional guidance.
- Letters of recommendation should connect to the individual student's interests and strengths that have been observed by the person of influence. The student's overall score will reflect whether a common thread, expressing individual passion, curiosity, and/or artistic ability, has been woven throughout their application materials.

QUESTIONS?

Contact Alesha Haybin - OAGC Scholarship Committee Chair
Alesha.Haybin.OAGC@gmail.com

UPDATED: 7/5/21

All materials available on our website:
<https://oagc.com/resources/scholarships/>



SUSAN FAULKNER MEMORIAL Art Scholarship



DUE NOVEMBER 15

WHO IS ELIGIBLE?

- Scholarships will be awarded to Ohio student currently in grades K-12 who are applying for a special program/activity intending to nurture an interest or talent in an area of the visual or performing arts
- Ohio Students who have been identified as gifted or talented according to OAC 3301-51-15 in one or more areas: Cognitive Ability, Specific Academic Ability, Visual/Performing Arts, Creative Thinking
- Qualified candidates will demonstrate outstanding participation, dedication, and service to the arts throughout their application materials and through the submission of original art work or a performance
- Students who have received another OAGC scholarship within the past twelve months are **not** eligible

HOW DOES A STUDENT APPLY FOR A SCHOLARSHIP?

- An application is available online at <https://oagc.com/resources/scholarships/>.
- Applications must include ALL of the required materials. Incomplete applications will not be reviewed.
- Each applicant must submit **two letters of recommendation** from any of the following:
 - Educational/Artistic Recommendation – teacher, principal, guidance counselor, or other who knows the student in an artistic capacity
 - Civic Recommendation – Church leader, 4-H leader, leader of a group in which the student actively volunteers, or other community member who has worked directly with the student
 - Personal Recommendation – has known the student for at least one year and is **not** a family member

APPLICATION SUBMISSION/POSTMARK DEADLINE: NOVEMBER 15

Submit materials electronically to: Alesha.Haybin.OAGC@gmail.com	*You will receive confirmation of materials received as a reply to the email address that submitted materials
Mail a paper copy of materials to: Ohio Association for Gifted Children - Scholarships PO Box 30801 Gahanna, Ohio 43230	*You will NOT receive confirmation of receipt unless you include a self-addressed, stamped envelope *Do not send materials via registered or certified mail

REQUIRED MATERIALS: Applications Must Include ALL of the Following at the Time of Submission

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Applicant Information Form <input type="checkbox"/> Program Brochure <input type="checkbox"/> OAGC Member Nominator Form <input type="checkbox"/> District Contact & Eligibility Form <input type="checkbox"/> Letter of Recommendation and Form #1 <input type="checkbox"/> Letter of Recommendation and Form #2 <input type="checkbox"/> Student Essay Form <input type="checkbox"/> Student Essay: Description of Art Entry | <ul style="list-style-type: none"> <input type="checkbox"/> Visual Arts Applicants: Submit digital photos of two pieces of original artwork from two different mediums <input type="checkbox"/> Performing Arts Applicants: Submit a three to five-minute digital video of the student performing (musical, drama, or dance) <input checked="" type="checkbox"/> Submitted materials, photos, and/or recordings will NOT be returned |
|--|---|

SCHOLARSHIP AWARD PROCEDURE

- Applications will be reviewed by a committee consisting of OAGC’s Scholarship Chair, two Governing Board Members, and a current Member of OAGC with specialized experience in the arts
- One scholarships shall be awarded at each grade-level tiers: K-4 = \$150, 5-8 = \$250, 9-12 = \$350
- Applicants will be notified whether or not they were selected to receive a scholarship within 45 days of the submission deadline

QUESTIONS?

Contact Alesha Haybin - OAGC Scholarship Committee Chair
Alesha.Haybin.OAGC@gmail.com

Updated: 7/5/21

All materials available in PDF on our website:
<https://oagc.com/resources/scholarships/>

CALL FOR PROPOSALS

OHIO ASSOCIATION FOR GIFTED CHILDREN VIRTUAL TEACHER ACADEMY

February 27-28, 2023

This proposal must include (1) your name(s); (2) the title of the presentation; (3) a description of the session (**limit 75 words**); and (4) a reference from one of your presentations (if available). Send one copy of the cover sheet and proposal to the address at the bottom of the page. Do not send vitae, articles, or other materials. *Please read the additional guidelines on the back of this form.* Proposals that do not comply with the guidelines may not be considered. **PLEASE PRINT OR TYPE.**

Lead presenter name: _____ Phone (h): _____ (w): _____

Work Contact Information (if applicable)

Title: _____

School/Business: _____

E-mail address: _____

TITLE OF PRESENTATION: _____

ODE gifted competencies met (if applicable): _____

Session preference: _____ live streamed _____ taped _____ either

Please note we have limited available of live-streamed sessions.

<u>DIFFERENTIATION STRATEGY</u>	<u>TARGET AUDIENCE</u>	<u>GRADE</u>
<input type="checkbox"/> Classroom management	<input type="checkbox"/> Regular classroom teachers	<input type="checkbox"/> K-2
<input type="checkbox"/> Curriculum compacting	<input type="checkbox"/> Intervention specialists working with regular classrooms	<input type="checkbox"/> 3-4
<input type="checkbox"/> Learning contracts		<input type="checkbox"/> 5-6
<input type="checkbox"/> Tiered lessons	<input type="checkbox"/> Other: _____	<input type="checkbox"/> 7-8
<input type="checkbox"/> Tiered learning centers		<input type="checkbox"/> K-8
<input type="checkbox"/> Independent study		<input type="checkbox"/> 9-12
<input type="checkbox"/> Grouping and management		
<input type="checkbox"/> Pre- and postassessment		
<input type="checkbox"/> Social-emotional issues		
<input type="checkbox"/> Other: _____		

PROPOSAL DESCRIPTION: Please staple this cover sheet to the upper left-hand corner of the proposal. Each proposal must meet the following requirements:

- (1) title of presentation, top/center of page, not to exceed 10 words; (2) description of session, not to exceed 75 words; and
- (2) name(s), title(s)/affiliations(s), and address(es) of copresenter(s) should be listed at the bottom of the proposal description.

DEADLINE FOR PROPOSALS: December 16, 2022. Please e-mail if an extension is needed.

Submit one copy to
Ann Sheldon
OAGC, P.O. Box 30801, Gahanna, OH 43230
or e-mail the completed form to anngift@aol.com.

PROPOSAL GUIDELINES

Please send one copy of the cover sheet and proposal to
Ann Sheldon, OAGC, P.O. Box 30801, Gahanna, OH 43230
no later than December 16, 2022. Please keep a copy of your proposal.

- Proposals received after December 16, 2022, may not be considered if an extension has not been requested.
- Proposals will be reviewed by an OAGC conference subcommittee. Notification of the final decision regarding proposals will be communicated by e-mail by January 15, 2023.
- All sessions will last fifty (50) minutes with the option of a double session. Presentations should be structured to allow for audience questions, participation, hands-on practice, and discussion as appropriate within this time frame.
- Proposals should relate to regular classroom teachers or intervention specialists working within classrooms **and ideally be tied to the ODE and/or the OAGC gifted professional standards.**
- Proposal descriptions must be **75 words or less.** The description must be appropriate for inclusion in the academy information. Descriptions exceeding 75 words will not be reviewed.
- A \$50 discount for sessions presented will be provided to session presenters. Multiple session presenters may share the \$50 discount.
- Information regarding selection of proposals and academy information will be sent to only the lead presenter. The lead presenter is responsible for informing copresenters of the date and time of presentation.

If you have any questions, please contact Ann Sheldon, anngift@aol.com.

SELECTION CRITERIA

Proposals will be evaluated on the following criteria:

Significance of the ideas presented

Relevance and practical uses applied in the session

Clarity and organization of the proposal

Appeal to the indicated audiences

Innovativeness of the topic and/or the approach to the topic

Incorporation of ODE and/or OAGC gifted professional development standards, benchmarks, and indicators in the session

ADVERTISE IN THE OAGC REVIEW

almost 70 years, the OAGC has assisted parents, teachers, coordinators, and administrators of high-ability children. The *Review* reaches thousands of members and affiliates and is posted on our Web site for customers just waiting to learn about your products or services. Ad rates are reasonable, so view other issues of the *Review* at <https://oagc.com/publications/> and advertise today.

<i>Ad Size/Orientation</i>	<i>Size</i>	<i>Cost per Issue</i>	
Full page	7¼ x 9¾	\$425	Advertising requests must be received by the advertising due dates stated in the <i>Review</i> . Rates are above, but please see complete advertising guidelines at https://oagc.com/publications/ . Acceptance of advertising does not in any way indicate agreement with or endorsement of opinions, products, or services offered.
¾ page	4¾ x 9¾	\$325	
½ page vertical	3½ x 9¾	\$225	
½ page horizontal	7¼ x 4¾	\$225	
⅓ page	2¼ x 9¾	\$175	
¼ page	3½ x 4¾	\$150	

SCHOLARSHIP RAFFLE, OAGC CONFERENCE OCTOBER 16-18, 2022

It is time to prepare for the OAGC Scholarship Raffle to be held at the annual conference with proceeds providing support for the OAGC Student Scholarships and OAGC College Scholarships. With your support, the raffle has grown bigger and better each year, and is highly anticipated by many conference attendees. The current economic distress makes the scholarships OAGC provides even more important to students and families in every region across the state.

Each OAGC Region and Affiliate Group is asked to donate a “basket” for inclusion in the raffle. These baskets need not be expensive—recent donations included gasoline cards and lottery tickets—and you may solicit donations from individuals, businesses, museums, artists and organizations in your region. Containers may be baskets, tubs, boxes, etc.; whatever will catch the eye of conference participants. Baskets could be centered on a theme such as holidays, hobbies, collectibles, basic food groups (chocolate), an age group, or whatever your creativity can conjure! Please remember to wrap the entire basket in clear cellophane, and, please, no unwrapped food items.

Please help us ensure that all those who contribute to the basket are acknowledged by completing the Scholarship Raffle Donor list. Return the list to either of the Scholarship Raffle co-chairs via email by October 10th and attach a copy to the basket. This list is your insurance in case a basket item is lost or broken and is required for tax purposes.

Tara Toft, Co-Chair • Phone: 419-656-6474 • Email: ttoft@scs-k12.net

Please arrange for the basket to be delivered to the conference headquarters at the Hilton on Sunday afternoon/evening, October 16th, before 6:00 PM.

Questions? Please contact the Chair by phone or e-mail anytime.

Thanks for your help!



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Ohio Association for Gifted Children

P.O. Box 30801
Gahanna, Ohio 43230

Once you've read this issue, why not pass it along?

- | | | |
|---|---|--|
| <input type="checkbox"/> Principal | <input type="checkbox"/> Counseling Department | <input type="checkbox"/> Math Department |
| <input type="checkbox"/> Science Department | <input type="checkbox"/> Language Arts Department | <input type="checkbox"/> Social Studies Department |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Parent-Teacher Association | <input type="checkbox"/> Library/Media Center |
| <input type="checkbox"/> Gifted Education | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Call for Articles—Winter OAGC 2022 Review

General Call

Please note that the deadline for articles for the winter issue of the OAGC Review is **November 15, 2022**. We encourage readers to submit any article they believe will be useful to the OAGC membership.

In addition, we will be accepting the following articles from all regions: teacher features, spotlight on student talent, and other regional articles of interest from their areas.

If you would like to submit an article relating to a gifted education topic or an article featuring a teacher, coordinator, program, or student in your region, please review the article submission guidelines on <https://oagc.com/publications/>. All student submissions must have a student permission form completed by a parent or guardian. The form is also available at the above link.

If you have questions, please contact Ann Sheldon at anngift@aol.com.