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## Call for Articles – Fall 2018 Review

### General Call

Please note that the deadline for articles for the OAGC fall Review is June 15, 2018. We encourage readers to submit any article they believe will be useful to 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.

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 <http://oagc.com/publications.asp>. 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](mailto:anngift@aol.com).



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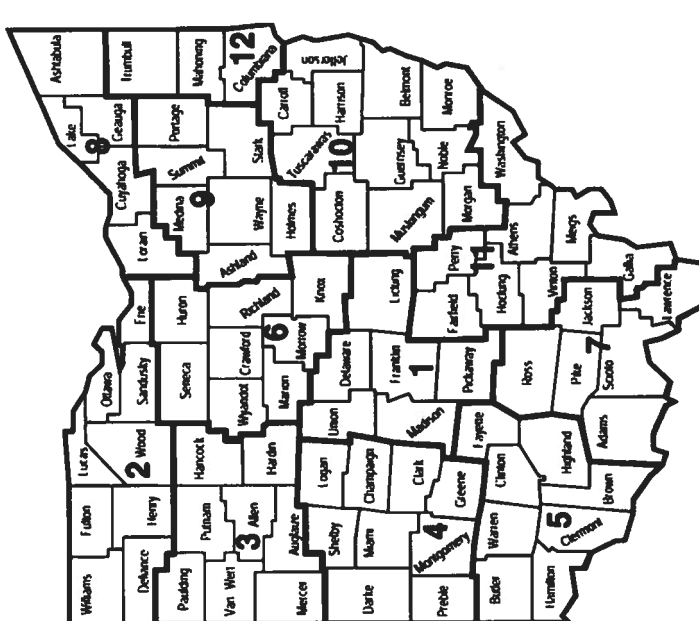
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# MESSAGE FROM THE EXECUTIVE DIRECTOR

THE current school year has brought many changes regarding gifted education. With the adoption of the new gifted operating standards, districts have had to adjust how they screen for and assess gifted students and have had to determine new ways to best serve those students.

While many of the changes are positive, they have not been without difficulties. The biggest challenge is, of course, the new requirement that classroom teachers serving as gifted service providers have minimum levels of gifted professional development. Some districts have tackled this new requirement head on, while others have decided to implement changes in another year. Some have decided to do nothing. How districts have approached the new professional development requirement for classroom teachers has been a function of resources, district type, leadership, and ingenuity. In this edition of the *OAGC Review*, we are highlighting how several districts are implementing the new gifted standards. We have included articles that describe efforts in rural, suburban, and urban settings. Along with the perspectives from these districts, we are publishing articles from an educational service center and a university describing their experiences. Finally, we are sharing the OAGC's High-Quality Professional Development Fidelity Statement to help readers discern what is appropriate gifted professional development.

In addition to professional development articles, this issue also describes changes to

the operating standards as a result of SB 216, the so-called education deregulation bill. While the bill has yet to be passed out of the Senate Education Committee, the State Board of Education is making some proactive changes to the gifted professional development requirement in order to be responsive to feedback from both the gifted field and district superintendents. These changes are described in the Advocacy Corner along with some other major education policy news, including the possible merger of the education department with workforce development and higher education along with a reduced role for the State Board of Education. This change could potentially limit the access that gifted advocates currently have to share their views on gifted education issues. Other policy changes include two potential bills and a State Board of Education committee review of the current state report card system. Gifted advocates will want to be part of this discussion, as the gifted performance indicator could easily become a casualty of a revamped report card. Finally, there is a short discussion of the gifted cost study that is to be finalized by June.

Along with all of the policy and professional development articles, this edition of the *OAGC Review* has information about the summer workshop, the annual fall conference, awards, scholarships, and more.

We hope the spring edition of the *OAGC Review* is helpful. Please feel to reach out to provide us feedback or better yet, consider writing an article for a future *Review*.

# PRESIDENT'S MESSAGE

By Colleen Boyle



In recent weeks, months, even years, much time has been spent advocating for policies to ensure that educational settings meet the needs of gifted learners. The Ohio Association for Gifted Children has tried to be a voice on behalf of students who are gifted, so that their right to an appropriate education is not lost while policy makers and schools focus on the needs of children who have other exceptionalities or who may not be performing at the level of minimum state and national expectations. The purpose isn't to compete for attention but rather to coexist as one of many focal points.

At the heart of every advocacy effort is the need to educate the adults who make the decisions. We educate parents who love their children and seek to understand why these precious beings think and behave in the ways that they do. We educate policy makers who spend their lives outside the field of education and who have no background in the needs of gifted learners. We educate school leaders and classroom teachers who, despite having completed one or more degree programs in education, have had little if any training and experience specific to the nature and needs of children who are gifted. Essentially, advocacy is its own form of education.

In this issue, we focus on the role of teacher professional development as a tool for improving educational opportunities for gifted learners. As districts work to implement new rules from the State Board of Education, more and more general

classroom teachers are learning about developmental differences common among students who are gifted and about the changes to classroom instruction needed to make each learner's seat time in school more valuable. Districts have tackled this task in a variety of ways. It is too early to evaluate the true impact, but initial feedback from many teachers, including some who were resistant to the idea of the required training, has been generally positive. I am eager to see how the professional development requirement influences actual classroom instruction and how that translates to achievement outcomes for our Ohio students identified as gifted.

Professional development should not be limited to classroom teachers, though, nor should it be provided only to those for whom the state mandates it. Rather, we all should be pursuing an ongoing education about the internal workings and associated needs of gifted children. If you are a new educator or the parent of a child identified this year, if you are an educator with a career's worth of experience or the parent of an adult gifted child, or even if you are a grown-up "gifted kid" yourself, continuing education is a valuable tool for personal and professional growth.

Begin your journey by taking stock of what you already know and thinking about those lingering questions that keep you wondering. Have you witnessed some social or emotional characteristic

of the gifted child(ren) in your life that puzzles you? Do you have students who seem to master anything you teach in half the time required by the rest of the class and need ideas keep them engaged? Do you have a gifted child headed into high school or college who needs guidance in planning for his or her future? The list of topics is limitless, and you may be overwhelmed thinking about all that you do not know. So, pick one or two burning questions and then search for resources that will provide you with sound answers.

The resources available to learn about giftedness and gifted education are plentiful. Be sure to turn to those developed by individuals with true expertise in gifted psychology or gifted education, specifically. Many myths circulate about raising and teaching children who are gifted, and you don't want to become distracted by materials that perpetuate those myths. People connected to quality university programs, as well as researchers and individuals with extensive experience working with or living the life of a gifted individual, are often sound sources.

There are many books on gifted-related topics, with new ones published each year by Prufrock Press, Free Spirit Publishing, and Pieces of Learning, to name just a few. You are sure to find something that addresses your specific area of interest and written for your role as parent, teacher, administrator, or other interested adult. Ask others for their favorite titles, check out your public library to see what they may have on hand, or call your district's gifted coordinator to see if they have a lending library where you might find your next good read.

Classes and seminars are available in various lengths and at varying costs. Organizations such as the OAGC hold conferences and workshops with whole-group keynote speakers and small sessions on a variety of topics. Some, such as the National Association for Gifted Children and Supporting

Emotional Needs of Gifted, will even record sessions for later viewing or will develop separate webinars that can be purchased through their Web sites. Many universities offer graduate courses toward a gifted endorsement on a teaching license, and several offer shorter workshops that help address the new state professional development requirements. Other specialty providers offer courses through online programs, such as GT Ignite, or one-day workshops related specifically to this topic. Be it an in-person class or something on the Web, you should be able to find a class near you.

Don't underestimate the value of social media. YouTube has videos developed by experts in the field of gifted education, university students working toward gifted endorsements, and others with specific areas of expertise. The OAGC even has its own videos developed by our Parent Division. Facebook groups for gifted organizations, blogs by parents and educators, and even Twitter can serve as places for interactive professional development and collaboration for parents and teachers alike. For example, the OAGC's Teacher Division holds monthly Twitter chats on a variety of topics. The OAGC also has an e-mail listserv for members to share items of interest and ask questions. And that is just the beginning. Use your social media prowess to find a group or page of interest to you.

Gifted education and the psychology behind giftedness have been researched for more than 100 years. The body of work is enormous, and it would take a lifetime for any of us to take in all that already has been discovered. As education and society evolve, so does our understanding of those who are gifted. Continual learning, whether for professional or personal reasons, is essential to being the best parent, teacher, counselor, or other adult in the life of a gifted child. What will you learn today? Pick a topic, find a reliable resource, and go to it! ~

# ADVOCACY

*Spring Brings New Education Policy Issues*

While the winter of 2018 cannot be considered a dormant season for education policy, it will pale in comparison to the new issues popping up this spring: Although SB 216, the so-called education deregulation bill, has not yet made its way through the Ohio Senate (as of the writing of this column), substitute bills and amendments have been accepted that have helped alleviate a large concern for gifted advocates. One of these amendments has been a catalyst for changes to the new gifted operating standards, which should be complete in July. Not to be outdone by the Ohio Senate, the Ohio House has introduced HB 512, which would bring a major change to education by merging several agencies and limiting the power of the State Board of Education. In addition to these two bills, both the Ohio House and the State Board of Education are looking at ways to revamp the state report card system. So many changes happening at once can make for confusing policy decisions, so gifted advocates will need to be very clear about what is at stake moving forward.

## SB 216 CHANGES

SB 216, which was introduced in fall 2017, has been dubbed the Education Deregulation Bill by its sponsor, Sen. Matt Huffman. Among the more than 100 mandates that were to be repealed by the bill was the training standard for classroom teachers providing gifted services. In a subsequent substitute version of the bill, the training standard was reintroduced, but the gifted performance indicator was removed. Finally, in February, an amendment was added to the bill that restored the gifted performance indicator and directed the State Board of Education to make some changes to the gifted professional development standards. These changes will be described in more detail below. While gifted advocates should be grateful that SB 216 has largely stepped away from eliminating gifted professional development standards, there are still two other major issues of concern in SB 216:

1. **The proposal to maintain the student n-size at 30 is problematic for subgroup accountability.** The n-size must decrease, as indicated in the ESSA plan, so that we can see the impact of education on smaller student populations, including the gifted subgroup. This is particularly true in smaller districts, where gifted minority students or economically disadvantaged students are invisible in the accountability system.
2. **A superintendent may allow anyone to teach a subject or grade level without proper licensure.** We are gravely concerned about this provision. We have seen how untrained administrators who have replaced gifted coordinators in many districts have struggled. The misinformation around standards implementation is an indicator of a lack of training in this area. One cannot wave a wand and confer gifted education knowledge on classroom teachers and administrators who have not undergone appropriate training. Likewise, teachers should not be forced to teach courses with specific content or students with special needs.

Another late amendment to the bill could potentially have some unintended consequences on gifted licensure. The amendment was to clarify grade bands for licensure of intervention specialists for students with disabilities. However, the language could inadvertently move gifted intervention specialist licensure from K-12 to specific grade bands. This would be highly problematic. The Ohio Senate passed this bill in March. It is expected that the House Education Committee will begin hearings in April after the General Assembly returns from its spring break. Superintendents tend to be very supportive of the bill, whereas teachers and others have raised a number of issues, especially regarding licensure changes. It is difficult to know how quickly this bill will move, as there are only a few more months before the Ohio General Assembly will break for summer recess. It is also unclear how supportive the Ohio House is of the bill.

# CORNER

*By Ann Sheldon*



## GIFTED RULE CHANGE

The Ohio Department of Education has proposed several changes to the gifted operating standards as a result of discussions between the Ohio Association for Gifted Children and several superintendents' groups. The changes are required to provide more time to districts trying to meet the gifted professional development standards. SB 216 was amended to require the State Board of Education to make these changes. The proposed revisions to this rule include the following:

- For general education teachers who are designated providers of gifted services, it decreases professional development clock hours from 60 over two years to 60 over four years, with a focus on the eight gifted education competencies.
- For general education teachers who are designated providers of gifted services and who have 24 hours of certified Advanced Placement and International Baccalaureate training within the preceding five years, it decreases professional development clock hours from 60 over two years to 30 over four years, with a focus on five specified gifted education competencies.
- It adds flexibility for carry over of hours in excess of minimums.

The Ohio Department of Education requested public comment on these rules in February. The timeline for adoption of the changes is as follows:

- March 2018: Approve by Achievement Committee of the State Board of Education
- April 2018: Approval by the full State Board of Education
- May 2018: Chapter 119 hearing
- July 2018: Final adoption after JCARR hearing

## HB 512 AGENCY CONSOLIDATION

A huge new bill was introduced this week that would significantly alter education policy and governance. HB 512, sponsored by Rep. William Reineke, would consolidate the Ohio Department of Higher Education (ODHE), the Governor's Office of Workforce Transformation, and much of the Ohio Department of Education (ODE) and State Board of Education. The agencies would be combined under a new, cabinet-level agency, the Ohio Department of Learning and Achievement. The State Board of Education, which is required under the constitution, would find its responsibilities significantly reduced, as would the state superintendent of public instruction.

The reasoning behind the bill is that the new, merged department would be more efficient, though it is unclear how those efficiencies will be achieved. The bill sponsor indicated that the change was needed to be more responsive to workforce needs in Ohio. In his testimony, Rep. Reineke stated

By right-sizing the way Ohio administers its education and workforce preparedness, HB 512 will:

- Make Ohio's public education system, including workforce preparedness, more responsible for achieving results
- Prepare all students for success in the knowledge economy

- Allow for the development of a coherent, focused education policy that works for all Ohio students
- Ensure accountability and responsiveness from those who decide what and how our students are taught
- Bring order to our current education chaos by creating clear lines of authority and a common mission
- Align Ohio's primary and secondary education structure with the successful model used by our higher education system
- No longer give special interests a second bite of the apple to disrupt education policy implementation
- Strengthen our focus on professional standards and educator conduct in Ohio classrooms.

Again, it is unclear how the combined agency would be more effective in achieving these goals. He also did not address how ordinary citizens would maintain a voice in this new structure.

The OAGC has significant concerns about how responsive this new agency will be to advocates seeking changes that would benefit gifted students. The governing board of the OAGC voted to oppose the bill in February. The Speaker of the House has indicated that this bill is a priority and hopes that it will pass the House before the end of May. This is very little time to spend on a bill that is more than 2,500 pages long and that merges several agencies. The bill is being debated not in the House Education and Career Readiness Committee but rather in the House Government Accountability and Oversight Committee. This bill appears to be based on the wishes of Governor John Kasich, who is term-limited and will be out of office before the bill's provisions would take place. In March, the State Board of Education approved a resolution voicing their opposition to this bill.

While virtually all of the education associations have or will take positions in opposition to this bill, it is by no means certain that the bill will be defeated. It is important that gifted advocates be able to maintain a voice in developing education policy. Please consider writing or e-mailing your representative to voice your opposition to this bill. The main points are these:

- The State Board of Education is the most effective point of access for citizens to voice their opinions on any and all education issues. Severely limiting the board's authority also effectively eliminates the voice of parents. Will a

single, appointed cabinet member who will likely reside on a secured floor of the governor's office be willing to listen to the average parent? It is unlikely.

- Holding the governor accountable on education issues boils down to a vote for his or her reelection. The vote for governor encompasses so much more than just education. It is not reasonable to think that a once-in-four-years vote will address an individual's specific concerns about education issues.
- There is no evidence that merging three agencies will be more effective or more efficient. What is more likely is that a unwieldy department will be created with all the combined and newly created dis-functions of the current agencies.

Here is the contact information for the members of the House Government Accountability and Oversight Committee:

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to support gifted education. It is not clear whether the cost study will include specific recommendations on an appropriate funding mechanism for gifted education. The second funding effort is a joint project with two House representatives, Rep. John Patterson (D) and Rep. Bob Cupp (R). The bipartisan discussions began in late fall. The informal group has broken into subcommittees, one of which is to address funding of student subgroups, which include students with disabilities, English language learners, and gifted students. The subcommittee held discussions about gifted funding at its March meeting. The OAGC provided the subcommittee with a brief history of gifted funding in Ohio, which is printed as a separate article of this issue of the *Review*. The goal of this informal funding group is to develop funding recommendations for the next biennial budget.

#### GIFTED ADVISORY COUNCIL

The gifted advisory council met again in March to approve an application for the new innovative service proposal that is required as part of the new gifted operating standards. All documents from the gifted advisory council will be posted on the OAGC Web site at [www.oagc.com/advocacyupdates.asp](http://www.oagc.com/advocacyupdates.asp) under the Gifted Advisory Council (2017) topic heading. The application will be opened in April and will close at the end of the May. Districts will be notified in mid-June if their applications are approved.

To keep abreast of all advocacy news, please sign up for the OhioGift listserv. Please e-mail [artsnyder44@cs.com](mailto:artsnyder44@cs.com) for directions. You may also e-mail me directly at [anngift@aol.com](mailto:anngift@aol.com), and I will make sure that you are added to the listserv. Please check the OAGC Web site frequently for new policy and advocacy items. Also, if you are a member of an OAGC division and wish to be included on the division listserv, please go the division area after you log in to the OAGC Web site for directions. Don't know your user code/password to log in? Please contact me at [anngift@aol.com](mailto:anngift@aol.com) or [executivedirector@oagc.com](mailto:executivedirector@oagc.com).

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#### STATE REPORT CARD REVISIONS?

At least two Ohio House members are drafting bills that revamp the current state report card for districts. Though these bills have been circulated for private comment and input among various education stakeholder groups, neither bill has been formally introduced. In addition to these two bills, the State Board of Education president, Tess Elshoff, announced the formation of an extended committee to review the report card. The committee would include members of the public, some education stakeholders, and current board members to study the report cards. This committee would meet following the conclusion of usual business at monthly board meetings on Tuesdays. Stakeholders would include a teacher, a local schoolboard member, a principal, a parent, a career technical education leader, and a superintendent. The group will also meet in between the board's monthly meeting. Board Vice-President Nancy Hollister, who chairs the accountability committee, will lead the discussions. Gifted advocates will need to follow the committee closely, especially because the committee reviews the value-added and the gifted performance indicators.

#### GIFTED FUNDING DISCUSSION UPDATE

There are two new developments regarding gifted education funding. The first is the gifted education cost study that the ODE is required to complete by summer. The ODE identified sample districts in which to do a gap analysis. An outside research firm will be working with these districts to determine what costs are sufficient as well as what funding components are necessary

By *Lyrne Johnson,*  
*Coordinator Division Chair*

Professional development has long been an important aspect of the gifted coordinator's role within a school district or at an educational service center. This year, with the new operating standards, that aspect of the position took on new importance. The scope of the new rules encompassed many educators who might not have had much contact with a gifted coordinator in the past.

While this development was exciting, it also came with a lot of questions and concerns from districts already struggling to balance initiatives ranging from test scores to discipline issues and so much in between. I met these new guidelines with both excitement and a bit of fear. I always had wanted some definition and guidance to help me support what I knew in my heart was vital to teachers who work with this population: the training to really comprehend how best to work with and understand gifted learners. As I realized that what I had wanted for years finally was coming to fruition, something else occurred to me. As the new coordinator in my district, I was the one who was going to have to figure out how to make this work and make it work well for a variety of teachers with differing degrees of understanding of the subject. I believe strongly that professional development can help teachers grow in insight and that students will benefit from teachers who have a greater understanding of their needs. My journey has had some complications, but even through those difficulties I have grown, as I believe all coordinators will through the PD implementation.

#### THE PLANNING PROCESS

As I read the OAGC advocacy alerts and closely followed the standards development process, I decided that the first thing I needed to do was look at my audience and determine how to make this new standard work without taking away from other initiatives. I

identified the service providers in our district in need of training, a group that included our 20 high school honors and AP teachers. I looked at the calendar for the upcoming school year (including the summer) and developed some ideas and options for when I might be able to pull out teachers for training. I also suggested gifted conferences as options, as I feel that being exposed to a variety of experts in the field is extremely beneficial. With bated breath, I met with my superintendent as well as the high school principal and curriculum coordinator to explain how I felt we could make this work. My plans and ideas were met with respect and approval. I feel strongly that this early planning and communication helped set me on the road to success.

Next, I set up a meeting with AP and honors teachers to give them a preview of the training to come. My teachers appreciated the forward thinking, and many were eager to begin earning their hours as soon as they could. I was lucky enough to have a budget for some teachers to take part in a summer institute where they could earn all the required hours of PD for the year. Other educators opted to join me for a daylong training session in June to begin earning their hours. I was able to pay them for that training as part of our summer academy funding in the district. I recognize, however, that the planning process might not be as easy for all coordinators.

#### PLANNING FOR A VARIETY OF LEARNERS

As I looked at my meeting dates and the required competencies, as well as my audience, I knew my initial, shorter training had to encompass an overall understanding of giftedness, how it is served in our district, and best practices in writing WEPs. For our mid-fall session, we moved into the characteristics of gifted learners and differentiation concepts to ensure rigor within lessons. I used a variety of resources and created interactive activities allowing for discussion and collaboration. For our winter late-start session, culturally responsive practices for gifted learners were a focus, with special attention to twice-exceptional students, English language learners, and gifted students in poverty. For our spring session, I planned a continuation of our study of differentiation,

# COORDINATOR CORNER

*Making Professional Development Work within a School District: One Coordinator's Story*

including specific strategies and examples for use in secondary classrooms, as well as an introduction to the social-emotional needs of gifted learners. Teachers had the opportunity to work in both content- and interest-based groups during different portions of the training.

#### COMPLICATIONS

While everything began smoothly as a result of my preparation and planning, the process was not without complications. Administrative and teaching changes occurred over the summer, so a whole new set of conversations was needed by fall. I tried to be sensitive to the fact that some of these new teachers didn't know that this requirement would be coming. While some seemed uncertain, others embraced the opportunity to learn about a topic on which they had little training. I explained to my new audience that this training would enhance their knowledge from previous professional development by giving them a greater depth of understanding of their gifted students.

#### THE BEST-LAID PLANS

Our plan called for teachers to spend two waiver days as well as two late starts in gifted training. In addition, teachers needed to attend at least one day of a professional conference and to complete up to eight hours of online training or additional PD sessions with me and our high school specialist. This plan, together with previous training after July 2015, would allow all honors and AP teachers to achieve their required hours. Some teachers elected to use their building's union-negotiated PD funds to pay for an additional conference day as well as some of the online training. Everything was planned, tracked, and in place so that nearly all teachers could complete their hours by early March. Due to unforeseen circumstances, including multiple meetings that overlapped on a late start and a lot of snow on our planned waiver day, a few things changed. I had planned for hours and hours for that last all-day training, and my heart sank. One thing I have learned through this process is that flexibility is key. Through good communication and by offering choices,

we could accomplish our goals and ensure that our teachers had high-quality PD. I communicated with my teachers and offered both in- and out-of-school options. As I collect the responses for what teachers are able to fit into their packed schedules, I am revising my plans. Many teachers don't want to be away from their students, for example, and appreciate online options through GT Ignite or out-of-school presentations.

#### WHAT I HAVE LEARNED AND MOVING FORWARD

The planning and implementation process is definitely still a work in progress. I have learned that no matter how well you plan, things can go awry, but that as a coordinator you must learn to move forward. Being a problem solver and strong communicator aided me in attaining success during this implementation process. I learned that many teachers of higher-level courses appreciated the extra support. They found the idea of new strategies and a new understanding of the inner workings of the minds of this population to be refreshing and insightful. With regard to communication, I have learned the importance of forward thinking vis-à-vis building and district administrators alike. The stronger those lines of communication, the more success a coordinator can have with this type of programming.

As I look forward to future planning, I know the strong base will serve our district well. It will not be without hurdles, as there are so many needs for educators today, but as a result of the foundation that has been set I feel we are ready to move forward. I encourage other coordinators who are beginning this process to take the time to set up a plan with multiple options, share that plan with administrators and educators as far in advance as possible, and be somewhat flexible as changes occur. While the task of implementation is complex, it will make a strong impact on the gifted learners throughout a district during the current school year and in years to come.

## Addressing the Professional Development Needs of Districts in Response to the New Operating Standards

By Alison Ciferno, Karen Rohde, and Beth Wilson-Fish

With the approval of the new operating standards, it is probably fair to say that many districts are concerned about the implementation of the new requirement for ongoing high-quality professional development (HQPD) related to gifted education. When staff require HQPD, a district has a variety of choices as to how to address that need. Those choices typically include

- 1) Bringing in an outside consultant to provide the PD
- 2) Asking trained internal staff to develop and lead the PD
- 3) Sending staff members outside the district to local, state, and national conferences
- 4) Seeking online or blended learning opportunities from local ESCs
- 5) Partnering with outside providers of PD, such as GT Ignite

When meeting a PD requirement is approached with integrity and with the mindset that true growth is desired, districts usually select the PD option that will provide the most potential growth for its staff members.

As a response to the new requirement, many Ohio Association of Gifted Children affiliates worked to provide HQPD collaboratively through educational service centers (ESCs) and/or offered consulting services to districts. In Region 8, under the leadership of Beth Wilson-Fish, several gifted coordinators collaborated to develop four HQPD modules to be offered via the Cuyahoga County ESC.

The idea was presented at the monthly Greater Cleveland Coordinators of Gifted meeting (GCCG), and interested coordinators met with Paula Kucinic, director of professional development and technology, to determine each ESC's level of interest in such an endeavor and to seek guidance regarding next steps.

The Cuyahoga County ESC was keenly interested in collaborating with the Region 8 team to provide HQPD to area districts. One of the first steps was to conduct a needs assessment of area districts to inquire not only whether districts would be interested but to also determine what type(s) of HQPD districts might seek.

Collaboratively, the gifted team, known as Gifted Institute for Teachers (GIFT), worked with Kucinic to develop a needs assessment survey, which was then routed to 46 districts in five different counties. Currently, the GIFT team began brainstorming the structure of the HQPD modules, aiming to provide four options aligned closely with both the NAGC/CEC Teacher Preparation Standards (2013) and the ODE Teacher Competencies (2016) and worth 7.5 contact hours each, totaling 30 hours of HQPD.

The survey results directly influenced the delivery method and structure of each module, reflecting the needs of participating districts. GIFT team members shared their expertise in specific areas of strength as well as interest. Multiple meetings were held throughout the late spring and early summer to reach consensus on the key concepts that regular classroom teachers should know about the education of gifted students.

The first modules, Nature and Needs of Gifted Students and Identification and Assessment of Gifted Students, were offered in August and September. Feedback on the sessions was mostly positive and helped inform future needs and what worked and did not work in the presented sessions. The third module, Curriculum and Instruction for High-Ability Students, Part I, was offered in November. The enrollment for that session quickly filled and helped direct the GIFT team in terms of future offerings.

The GIFT team members felt it was important to provide a solid background and understanding in all aspects of gifted education by embedding the competen-

cies set forth in the new ODE gifted HQPD guidelines. As seasoned gifted coordinators, the team recognized the importance of providing educators with a working knowledge of the unique needs of the gifted learner, as well as an overview of new regulations, curriculum needs, and identification and assessment practices. However, it quickly became apparent that educators attending the HQPD sessions were in particular need of and looking for differentiation strategies to use in the classroom immediately; the team quickly developed of a new module, Curriculum and Instruction for High Ability Students, Part II.

From the beginning, the GIFT team designed each module to be interactive by embedding as many strategies as possible, allowing participants to take part in collaborative activities while learning about all things gifted.

Future steps include

- Offering blended learning opportunities via Google Classroom
- Creating and implementing year 2 of HQPD modules offered at the ESC
- Developing HQPD that can accommodate staff onsite during in-district PD days

Current GIFT team members include

- Michelle Buga, gifted coordinator, Elyria
- Beth Burdick, gifted coordinator, North Royalton and Strongsville
- Alison Ciferno, gifted coordinator, Willoughby-Eastlake
- Marian Harmount, GIS and coordinator, Bay Village
- Terri McCreary, retired GIS, Cleveland Heights-University Heights
- Karen Rohde, retired coordinator, formerly with Berea; currently gifted consultant
- Beth Wilson-Fish, gifted consultant and coordinator, including Euclid and Kirtland

*Alison Ciferno is a gifted coordinator and former GIS in Willoughby-Eastlake Schools. She has worked in gifted education for 30 years.*

*Karen Rohde is a retired coordinator from the Berea City Schools. She is the past president of the OAGC Coordinator Division. She also has served as a consultant for the First Ring Superintendent's group in the Cleveland area.*

*Beth Wilson-Fish is a retired gifted coordinator, now serving as a gifted consultant to several school districts, including Euclid and Kirtland. She also serves as vice president of the Orange City School District Board of Education. Beth currently serves 2nd VP of Affiliates for the OAGC.*



## Putting the 2017 Gifted Operating Standards to Work in a Small, Rural District

By Sharon Hager, North Union Local District

THE initial call came last February during parent-teacher conferences, a slow evening for an elementary GIS.

“We’re developing a different model for gifted services next year. You have the opportunity to be a gifted instructional coach for the district and work with all teachers who have gifted students in their classrooms. You’ll help them develop differentiation for their gifted students as a teacher on special assignment.”

I responded as most classroom veterans do when confronted by a sweeping upheaval of their teaching assignment. “I-I-I need to think about it,” I stammered in reply.

By May, after several more conversations, attending an ODE update on the new standards, and receiving professional development on instructional coaching, I signed on to the new job description and embarked on a career path I never had envisioned for myself. I would be coordinating the services for gifted students in our district, providing professional development to meet the new 30-hour requirement in the operating standards, and sharing office space with two other instructional coaches. After more than 30 years as an educator, I was out of my comfortable classroom teacher zone!

This year has been a steep learning curve, and I’m sharing my experience—not because it’s perfect, but because I’ve learned that we all improve when we share openly and give each other feedback.

### IDENTIFICATION RATES STEP UP

One area of concern was our poor showing on the gifted inputs measure of the 2016–2017 State Report Card. As I delved into these data, I saw that it was an issue of inattention to some identification areas, as well as our identification and service policies. Partnering with the Educational Service Center of Central Ohio, our district has nominated several students for assessment in the areas of visual and performing arts. Although it’s too early to know whether any of these students will be identified, I see other positive results from participating in the process. I’ve had great conversations with our arts and music specialists about introducing concepts that further the learning of potentially gifted students while keeping the content accessible for all students. Additionally, our specialists have had the opportunity to consider creative characteristics in the nominated students;

this attention to creativity serves as a gentle reminder and a reinforcement for their classroom practices.

We also have focused on the identification of students gifted in the area of creativity this year. Through the ESC of Central Ohio, we offered professional development opportunities in identifying and serving students who are gifted creatively. Teachers recently completed creativity checklists (per the stipulations in the operating standards), and identification letters are being prepared. Identifying students in the areas of creativity as well as visual and performing arts is a necessary step toward moving our gifted inputs measure in a positive direction.

The next step will be to serve these newly identified students not just to raise our gifted inputs but because these children have a demonstrated need for services. Serving students identified as gifted in visual or performing arts should be straightforward; we already have highly qualified teachers in those areas. A gifted coordinators group that I’m part of has been extremely helpful, holding discussions about how to provide services to students gifted in areas such as creativity or superior cognitive ability, with or without an accompanying specific academic or arts identification. The consensus seems to be that services can be integrated into academic and arts classes, if teachers differentiate already good lessons to reach different levels of learners.

### SERVICE SETTINGS CONSOLIDATE

Prior to this school year, our elementary school provided enrichment, coteaching, or pull-out services; our middle school provided cluster groups and honors classes; and our high school provided honors, Advanced Placement, and College Credit Plus. The system had been in place for many years, and parents had come to expect these services. One of the major challenges for me was stepping out of the elementary GIS role of providing direct service to students and learning to coordinate all services districtwide.

Our main service setting for grades 3 through 8 is now cluster grouping. This change has required us to educate both teachers and parents on making gifted services meaningful, as well as separating the service from the provider. I worked with our chief academic officer to hold parent meetings, and we had good discussions about the standards and about how our implementation will benefit all students in

the district. There is still work to do in this area, and I hope to continue developing a parent group and holding discussions on the unique needs of gifted students in our district.

Our high school continues to offer a variety of service options. Part of communicating with students and parents is making sure that they are aware of these options and have the information that they need to make informed choices. High school teachers are working on differentiated course descriptions and curriculum maps as part of this information sharing.

### MAKING PROFESSIONAL DEVELOPMENT MEANINGFUL

How many of you saw the friendly dinosaur at the ODE updates named P-DINO? Or heard other gifted coordinators talk about FAKE PD? Add to that mix the fact that I had never taught a PD section and that I then found handouts in my files dating from a session on differentiation from 2006. Yikes!

What could I possibly have to tell my colleagues that would be meaningful, not just in name only, and that would be truly relevant to the gifted instruction that they are providing? Oh, and how to fill 30 hours?

It occurred to me when I first spoke to our high school teachers, that for many of them, the gifted professional development requirement is about documenting and giving them credit for what they already are doing. Here is where the training in coaching principles has been very beneficial. Many teachers who work with gifted students at our high school have master’s degrees (or other advanced training) in their subject area, differentiate their instruction on a daily basis, and use data to help their students achieve success. Going in as an instructional coach to work with these professionals is the highlight of my work day. Good instructional coaches ask questions to help teachers focus on specific areas of instruction, in this case, gifted students. With that focus, the teachers themselves can determine why and how to make changes. This model has been quite successful with our high school teachers.

Twenty-six teachers have signed up for the PD cohort this year, and we are using a variety of ways to help them fulfill the 30-hour requirement. I have offered numerous face-to-face PD sessions. After completing sessions on a specific differentiation focus, teachers may create a lesson or unit plan qualifying for independent professional development credit. Teachers tell me when they have something ready; I visit as an instructional coach, and then we reflect and debrief on the unit and how it worked as a differentiation strategy. Our district also offers rotating book studies, a recent one on Richard Cash’s *Differentiation for Gifted*

*Learners* for example. This online discussion forum allows teachers to comment on specific questions, to read what colleagues across the district are saying, and to hold virtual conversations with those colleagues. Coteaching is another method to fulfill some of the 30-hour requirement. I enjoy being part of the planning, instruction, and reflection process, even for just these brief periods. Being an instructional coach is definitely an asset in coteaching, because my role is always collegial and never administrative.

To round out the hours for the cohort this year, I am planning a follow-up to the book study focusing on underachievement. Cash offers some easy checklists to use in analyzing underachievement. Additionally, the gifted coordinators group has suggested online article reflections, movie events (*Gifted* or *2e*), and online course hours. My goal is to get everyone’s 30 hours done by June 30.

### WEPs AND PROGRESS REPORTS BELONG TO EVERYONE

The language for WEP development in the new operating standards is a clear improvement over the prior version. Last fall, I worked with several of our high school teachers to develop new WEP goals for their classes, goals that distinctly relate to the depth and complexity of the individual subject area. Once the plans are developed and signed, we undertake progress reports at regular report card time. Since we’ve implemented an online system, I’ve been able to share the progress reports with classroom teachers, and they are now completing them as they finalize their report card information. Our progress reports are simple by design, but they still help keep us focused on differentiated service. Teacher involvement in the WEP and progress report process will lead to continued improvement in the language and implementation of student goals.

Our theme for success is probably quite obvious by now. I have developed new relationships with my colleagues as a result of becoming an instructional coach and working with teachers across the district. As I find strategies to help my colleagues grow professionally, I too am growing. This different role has also broadened my view, as I see the development of our gifted students across grade levels; I am so impressed by their accomplishments! Our building-level and district administrators continually support and encourage all teachers to meet students where they are and to promote growth. The newly adopted operating standards are reasonable and workable within a small district such as ours. The best way to implement them is to find and build a support group and to garner support within your district. Gifted services have small resources, but those resources can go a very long way toward providing exceptional services. ~





# High-Quality Professional Development

The OAGC has developed a professional development plan for regular classroom teachers as required in the new gifted operating standards. When working with a licensed gifted professional, we believe this plan will provide regular classroom teachers with the understanding and knowledge to effectively meet the needs of gifted students cluster-grouped in their classrooms. This plan is based on research for professional development in general and more specifically, on research targeting professional development for teaching gifted students. It may be that other entities across Ohio will choose to create their own professional development plans to suit their particular culture and needs. In order for any high-quality professional development for regular classroom teachers of gifted students to be effective, it should include the following:

- Professional development must be given adequate time in order to effect change. The 60 hours chosen by the ODE was based on research recommendations.
- Professional development must be sustainable and ongoing.
- Professional development for teachers of gifted students should be specific to gifted children and delivered by a credentialed expert in gifted education.
- Professional development for teachers of gifted students should produce changes in practice that provide gifted children with better access to appropriate curriculum.

The Ohio Department of Education established the following guidelines for high-quality professional development (see the ODE's professional development Web page at <http://education.ohio.gov/Topics/Teaching/Professional-Development> for more details):

- Effective professional development that increases educator effectiveness and student learning:
- Occurs within a collaborative culture in which all share collective responsibility for continuous improvement;
- Is advanced by leaders who prioritize professional learning and develop the capacity and structures to support it;

- Is supported by resources;
- Is data-based and uses data for planning, assessment, and evaluation;
- Represents best-practice models and theories of adult learning and active engagement;
- Is research-based, using what is known about change to sustain implementation; and
- Focuses on specific goals and aligns outcomes with existing educator and student standards.

The table opposite lays out guidelines for what best practice looks like versus practices that do not meet the ODE criteria.

As districts develop their plans for gifted professional development, the OAGC suggests a focus on the following key components of the gifted operating standards:

Section D(4)(e) of the Ohio Operating Standards for Serving and Identifying Students who are Gifted in effect July 1, 2017, provides for

Cluster grouping where a small group of students who are gifted is deliberately placed together in a classroom. Each student served in this setting shall be provided instruction for no less than one core content class period a day or an average of fifteen percent of the school week.

Section (D)(8)(b) specifies that "a general education teacher who is designated as the provider of gifted services shall:

Receive specialized training in gifted education as documented and monitored by the district on the teacher's Individual Professional Development Plan (IPDP) or other methods as determined by the department in order to meet the following competencies:

- Have the ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity and abstractness;
- The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced,

# Development Fidelity Statement

(adopted September 2017)

Best Practice for High-Quality Professional Development	Does Not Meet Criteria for Best Practice for Gifted HQPD
Topics are presented with a clear connection to the competencies and learning outcomes and are primarily focused on gifted students.	District professional development is on a current education topic not primarily focused on gifted students. Nominal references are not sufficient.
The presenter has a license and experience in the area of gifted education and in working with gifted students.	The presenter is not licensed and/or has no experience working with gifted students.
Research in gifted education is shared and supported throughout the presentation.	There is no evidence of research specific to gifted education.
There is an expectation for participants to create an action plan.	There are no follow-up expectations.
Participants who have studied the learning characteristics of gifted students choose resources and activities designed to meet their unique learning needs and track the success of their use.	Participants are provided with resources designed for all students and are told by someone with no experience in the area of gifted education that they can adjust the materials for their gifted students. OR Participants are provided with resources designed for gifted students with no training or evaluation of their use.
Participants are asked to watch a video or to read a book or article. At various and multiple intervals, participants engage with others in discussion of critical-thinking questions to ensure understanding of content and to allow for application to real-world settings.	Participants are asked to watch a video or read a book or articles with no follow-up activities or discussion regarding application to gifted education or gifted students.
Presentation of Javits modules are facilitated by presenters with gifted endorsement using the pre-designed planning guides in the facilitator modules. Throughout the session, participants engage in activities to discuss or apply the content being presented.	Participants sit and read a Javits module independently without content notes, discussion, or application.
Blended learning is presented as an integrated online experience, using both traditional, face-to-face class activities and independent participant experiences, with continued support from a facilitator licensed in gifted education.	Blended learning is not interactive, and no support is provided during or after the professional development experience.
A study of a professional book related to gifted standards is carefully planned ahead of time and led by a facilitator with gifted endorsement, with a focus of the application of the knowledge gained by participants.	Participants read a book or articles on their own time with no guidance, discussion, or application to their own practice.

conceptually challenging, in-depth, distinctive and complex content;

- (f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted;
- (g) The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making; and
- (h) The ability to participate in the development of the Written Education Plan.

Regular classroom teachers receive ongoing support in curriculum development and instruction from an educator who holds licensure or endorsement in gifted education.

#### OAGC TOOLS TO HELP DISTRICTS DELIVER HQPD TO THEIR CLASSROOM TEACHERS

To help districts design HQPD for regular classroom teachers that reflects best practice in gifted education, the OAGC has developed the following tools:

- Research documenting HQPD expectations
  - Professional development must be at least 50 hours to effect change
  - Ongoing support from a gifted education specialist (Van Tassel-Baska/ Stambaugh)
  - Best practice table (see previous page).
  - Correlation to selected teacher preparation standards from NAGC/CEC to clarify the ODE standards (see page 6 in this document)
  - Recommended hours for each topic (see page 6 in this document)
  - Suggested content resources (see page 4 in this document)
  - An ODE-approved HQPD hours and content tracking sheet—Gifted PD Tracker (Available on the OAGC website at [www.oagc.com/hqpd.asp](http://www.oagc.com/hqpd.asp).)
  - A classroom assessment chart that can be used to evaluate the skill level of demonstrated by a teacher and to guide for ongoing support—OAGC Position on Gifted High Quality Professional Development updated 2.2017 appendix C (Available on the OAGC website at [www.oagc.com/hqpd.asp](http://www.oagc.com/hqpd.asp).)
  - ODE technical document on professional development at <http://www.oagc.com/files/ODE%20Gifted-Education-Professional-Development-Resource-Guide.pdf>.

On the basis of our research, the OAGC recommends HQPD for regular classroom teachers be aligned with selected NAGC/CEC Teacher Preparation Standards in order to meet the needs of gifted students in their classrooms. Please review the OAGC Position on Gifted High Quality Professional Development for a five-year outline of the OAGC-recommended gifted professional development plan.

#### POTENTIAL RESOURCES FOR USE WITHIN HQPD

\*\*Also see GT Ignite Alignment Chart at <http://oagc.com/hqpd.asp>.

#### General

- *An Introduction to Gifted Education: The Complete Kit for Facilitators, Coordinators, and In-Service Training Professionals*, Kristie Speits Neumeister and Virginia Hays Burney

#### Identification

- *Ohio Revised Code 3324*
- *2017 Operating Standards for Identifying and Serving Students Who Are Gifted*, Ohio Department of Education
- Javits Training Modules, *Teacher Identification Module*

#### Characteristics

- *Understanding the Social and Emotional Lives of Gifted Students*, Thomas Hebert
- *On the Social and Emotional Lives of Gifted Children*, Tracy Cross
- *When Gifted Kids Don't Have All the Answers*, Jim Delisle and Judy Galbraith
- *Misdiagnosis and Dual Diagnosis of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders*, James Webb et al.
- *Living with Intensity: Understanding the Sensitivity, Excitability, and the Emotional Development of Gifted Children, Adolescents, and Adults*, Susan Daniels and Michael Piechowski
- *Growing Up Gifted*, Barbara Clark
- *Patterns and Profiles of Promising Learners from Poverty*, Joyce Van Tassel-Baska
- Javits Training Modules *Teacher Top 10 Things Module, Teacher Social Emotional Needs Module, Counselor Underrepresented Populations Module, Counselor Underachievement Module*

#### Higher-Order Thinking

- *The Parallel Curriculum*, Carol Ann Tomlinson et al.
- *Rigor for Gifted Learners: Modifying Curriculum with Integrity*, Bertie Kingore

#### Lesson Design

- *Curriculum Development Kit*, Sandra Kaplan and Michael Cannon

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- *Using the Common Core State Standards for English Language Arts with Gifted and Advanced Learners*, Susan Johnson and Linda Sheffield
- *Using the Common Core State Standards for Mathematics with Gifted and Advanced Learners*, Susan Johnson and Linda Sheffield
- *A Teacher's Guide to Using the Next Generation Science Standards with Gifted and Advanced Learners*, Cheryll M. Adams, Alicia Cotabish, and Debbie Dailey
- *Modern Curriculum for Gifted Learners*, Todd Kettler
- *Alternative Assessments with Gifted and Talented Students*, Joyce VanTassel-Baska

#### Differentiation

- *Teaching Gifted Kids in Today's Classroom Professional Development Multimedia Package*, Joyce VanTassel-Baska and Dina Brulles
- *Differentiated Instruction in the Regular Classroom*, Diane Heacox
- *Teaching Gifted Kids in the Regular Classroom*, Susan Winebrenner and Dina Brulles
- *Advancing Differentiation*, Richard Cash
- *Differentiation for Gifted Learners*, Diane Heacox and Richard Cash
- *Making Differentiation Work*, Bertie Kingore
- Javits Training Modules: *Teacher Differentiation Module, Teacher Strategies Module, Teacher Centers Module, Teacher Compacting Module, Teacher Cubing Module, Teacher Choice Module, Teacher Stations Module, Teacher Tic-Tac-Toe Module, Teacher Tiering Module, Teacher Anchor Activities Module*

#### Written Education Plans

- *2017 Operating Standards for Identifying and Serving Students Who Are Gifted*, Ohio Department of Education

#### Acceleration, Independent Study, and Mentorships

- *Model Student Acceleration Policy for Advanced Learners*, Ohio Department of Education
- *A Nation Deceived: How Schools Hold Back America's Brightest Students*, Nicholas Colangelo, Susan G. Assouline, and Miraca Gross, eds.
- *A Nation Empowered*, Nicholas Colangelo, Susan G. Assouline, and Miraca Gross, eds.
- *Acceleration Strategies for Teaching Gifted Learners*, Joyce VanTassel-Baska
- Javits Training Modules: *Teacher Acceleration Module, Teacher Learning Contract Module, Counselor Careers Module*



# History of Gifted Funding in Ohio

(revised 2018)

Gifted education funding in Ohio has gone through multiple revisions in the past decade. After the dismantling of the gifted unit funding system at the end of the 2009–2010 school year, gifted education funding operated under a maintenance-of-effort provision until 2014. This system provided absolute discretion to school districts, with few or no barriers to using state gifted education funds to meet the needs of gifted children. Unfortunately, the approach resulted in staggeringly negative consequences for gifted students across the state. The system introduced in 2014 offers, at least on paper, significant increases in funding through an allocation calculated inside the core funding formula. (In the gifted unit funding system prior to 2009, all gifted funds were allocated *outside* the formula.) Because the accountability provisions are weak and unenforced by the Ohio Department of Education (ODE), the only funds that truly support gifted education are the \$3.8 million allocated to educational service centers (ESCs) for gifted coordinators and intervention specialists.

While approximately \$73.5 million of state gifted education funding (based on capped amounts) was allocated to districts in FY 2016, almost half of all districts spent less than the amount allocated to them under the state funding formula. The theory was that districts would use formula funds to pay ESCs for services if needed. That theory appears to have failed, however, in smaller districts (in typology groups 1–2) that spend disproportionately less of their gifted formula amounts than do other, larger groups. Gifted students in these smaller districts have been hurt by this formula shift as well as by the cut in ESC gifted funding.

The table below shows a breakdown of the various gifted funding systems for the past decade.

## GIFTED FUNDING BEFORE 2009

Prior to 2009, gifted funding was provided outside the funding formula through a system of identification funds and gifted units.

**Identification Funds.** Districts received approximately \$2.80 per average daily membership (ADM, or simply “student”) for gifted identification, a little less than \$5 million overall. No state share was applied, so the full amount reached the district.

**Gifted Unit Funding.** Districts also received about \$42 million in gifted unit funding. In gifted funding language, a unit is essentially a person. There were gifted coordinator units, and there were gifted intervention specialist units. In 2009, 1,110 total units were allocated. They served about 20 percent of the identified gifted student population. (Local funds supported another 7 percent.) The unit value depended on teacher experience and education level, and it was based on a very old minimum teacher salary schedule—one that districts were no longer allowed to use themselves. The maximum amount of unit funding was about \$39,600. The average unit was funded at a level of about \$37,000. Again, no state share was applied. In other words, even though \$37,000 was and still is a ridiculously low amount of funding for a qualified gifted intervention specialist or

Typology	Number of Districts	Gifted Expenditure to State Funding Allocation*	Districts Spending under the State Gifted Allocation	Districts Spending \$0 on Gifted
1	123	84.77%	80	12
2	106	77.20%	66	12
3	111	100.34%	58	12
4	89	118.53%	49	2
5	77	146.09%	24	4
6	46	295.58%	3	1
7	47	142.66%	19	2
8	8	173.70%	3	0
<b>State Avg.</b>	<b>607</b>	<b>147.77%</b>	<b>302</b>	<b>45</b>

coordinator, at least the entire \$37,000 reached each district or educational service center.

**Educational Service Center Units.** Speaking of educational service centers, approximately 300 of the gifted units (about \$9 million) funded by the state were allocated to ESCs. The gifted units were based on the ADM that districts “gave” to the ESC, so that the ODE could assign full units. This collectivization usually was done for multiple small districts, none of which had the ADM required to qualify for a full unit. Many years ago, the system did not allocate partial units, so this approach allowed smaller districts to receive some gifted services. It is important to know that ESC gifted units served the same role in a district as if the unit had been allocated directly to that district.

In short, prior to 2009 and the advent of Governor Ted Strickland’s Evidence-Based Model (EBM) funding system, \$5 million flowed to districts for gifted identification; \$33 million flowed to districts directly for gifted units; and \$9 million flowed to ESCs to provide services to (mostly) smaller districts. This funding totaled about \$47 million flowing to districts, directly or indirectly, for gifted students. Another \$1 million was provided for the Summer Honors Institutes, including the Martin Essex program.

## GIFTED FUNDING AFTER 2009

**2010–2011.** With the move to the EBM system, gifted funding underwent a dramatic and ultimately destabilizing shift. The gifted unit funding system was dismantled in favor of a formula that resided inside the school funding formula. Components of the gifted formula included identification, gifted coordinators, gifted intervention specialists, and professional development. The formula was to be implemented over the course of several years, and districts could obtain waivers for specific formula spending levels for a limited time but were required to spend at their 2009 gifted funding levels. ESCs were allocated \$8.1 million in gifted units. Funding for the Summer Honors Institutes and the Martin Essex program was eliminated. While the level of funding for 2011 was \$85 million, most districts began to cut gifted staff and services, as the 2009 spending levels were no longer tied to specific gifted units.

**2012–2013.** In Governor John Kasich’s first term, the EBM system was completely dismantled in favor of a placeholder

system that allowed schools to spend their funding formula amounts in any way they chose. The OAGC was able to wrangle a maintenance-of-effort provision for gifted funding, though again, the money was not tied to specific gifted staff levels as it had been prior to 2009. Services and staffing continued to decrease. Allocations for ESCs continued at \$8.1 million.

**2014–present.** In 2014, the current funding formula was introduced. Gifted funding now resides within the school funding formula. The formula allows \$5.05 per ADM for the identification of gifted students. In addition, one gifted coordinator unit is allocated for every 3,300 students in a district’s gifted unit ADM, with a minimum of 0.5 units and a maximum of 8 units allocated for the district. One gifted intervention specialist unit is allocated for every 1,100 students in a district’s gifted unit ADM, with a minimum of 0.3 units for the district. Each unit is valued at \$37,370. The value of each unit is very low, suggesting that the formula does not provide an adequate level of funding. A provision in the House version of the formula required specific spending on gifted staff, as was required in the pre-2009 unit funding system. This provision was vetoed by Governor Kasich. The Ohio House also called for a gifted cost study, an item that was removed in the Ohio Senate. Unfortunately, many school districts report that they are not spending the current allocated amounts of gifted funding on gifted students.

Underspending on gifted education continues to be a particular problem in smaller, rural districts. In part, this is due to the cut in gifted ESC unit funding in 2013 from \$8.1 million to \$3.8 million. Smaller districts depend heavily on ESCs to provide gifted services. As previously mentioned, the theory had been that districts would use gifted funding inside the formula to pay ESCs for needed services. In practice, this has not happened. While the level of funding is technically about \$77 million (including ESC funding), in reality only the \$3.8 million allocated to ESCs is specifically required to be spent on gifted staff and services. Depending on one’s viewpoint, gifted funding either is at the highest level in history, or it has experienced a decrease of almost 95 percent. (See appendix A for historic levels.)

Gifted staffing continues to decline (see the 2018 report on the State of Gifted Education in Ohio), though districts are reporting more services provided. These services, in

many districts, are largely fictional and reported only to secure "points" for the gifted performance indicator. Until districts are accountable for gifted funds and for true service to gifted students, the most vulnerable, particularly those in rural areas, will continue to be underserved.

**GIFTED COST STUDIES**

The problem with studying gifted funding in Ohio is that gifted services are not mandated. Therefore, very few districts actually provide services to all gifted students, and even those districts that report high levels of services may not always be providing those services. Throughout the years, there have been multiple attempts to study the appropriate level of gifted funding as well as the best funding mechanism. The OAGC conducted two cost studies: one in 1999 and a second based

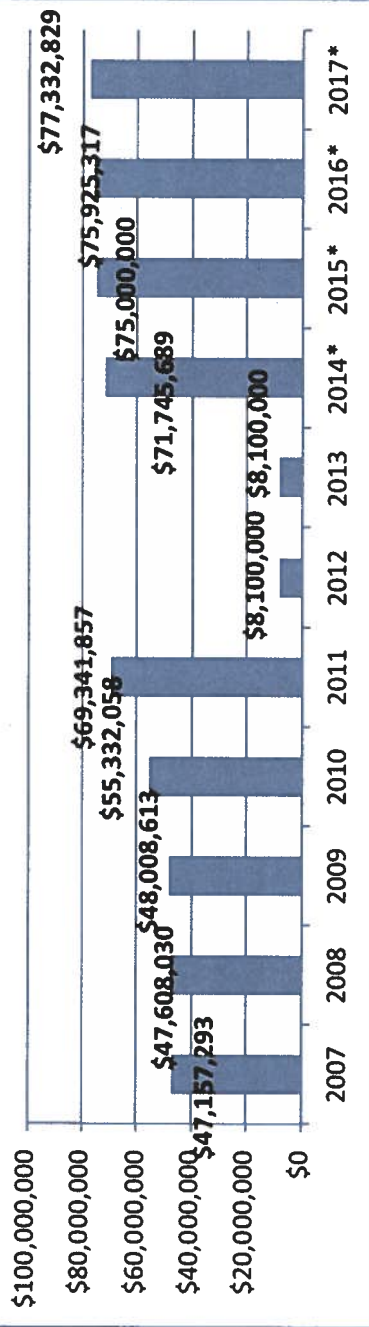
on revised costs in 2002. These studies were based on various district types and service models. In addition, the ODE attempted to quantify an appropriate level of funding for gifted services in 2008. All three studies indicated that significantly more funding was necessary to provide adequate levels of service to gifted students in Ohio. It is also clear that without accountability for how gifted funds are spent, a change in the funding system will not solve the gifted funding and service problem. Finally, without particular attention to the needs of smaller, rural districts in any new funding system, gifted students in these districts will continue to be the least appropriately served students in Ohio.

*For details on this paper and other gifted education issues, please contact Ann Sheldon, OAGC executive director at 614-325-1185 or [anngift@aod.com](mailto:anngift@aod.com).*

**APPENDIX A**

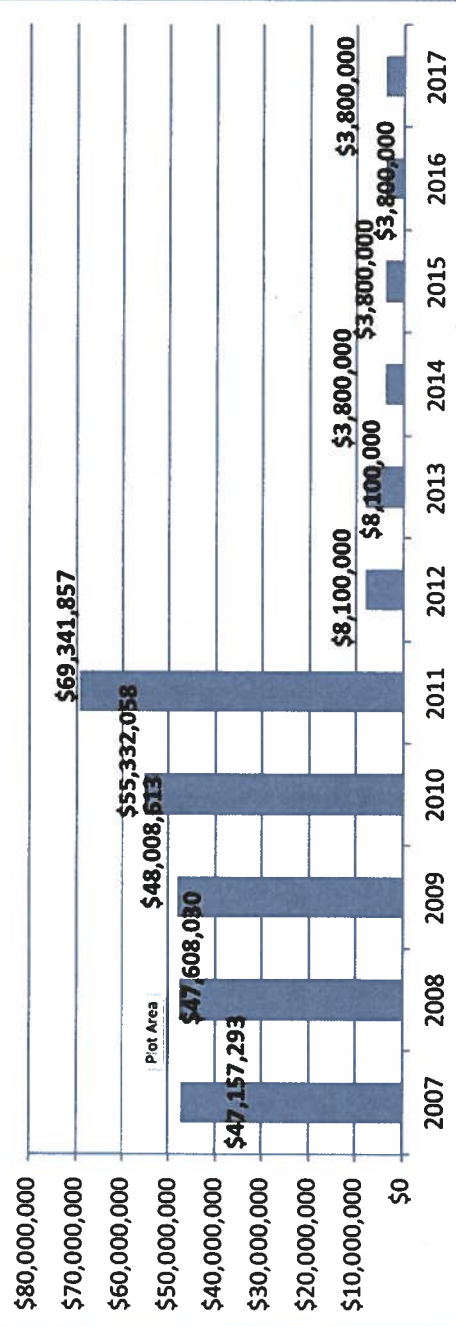
**Gifted Funding Levels from 2007**

\* includes \$3.8 million in ESC gifted unit funding



OR

**Dedicated Gifted Funding Levels from 2007**



# Ashland University and Gifted Professional Development for Our Teachers

WHAT HAS BEEN HAPPENING AND WHAT IS HAPPENING NEXT

By Pat Farrenkopf, Adjunct Professor and Faculty Course Designer, and Jennifer L. Groman, Assistant Professor, Talent Development Program, Ashland University

In late winter 2017, just a year ago, we were learning about the new gifted operating standards in Ohio and the requirement for general education teachers to be offered high-quality professional development in gifted education. Eugene Linton, dean of the Founders School at Ashland University, wanted to ensure that the university was ready to offer teachers two courses to address this new requirement. Those courses, Gifted and the General Education Teacher I and II, were developed and advertised as available for Ashland instructors to provide or for districts or for ESCs to purchase for one of their own qualified staff to teach. Course I, with 30 contact hours attached, focused on introductory concepts in the nature and needs of gifted students as well as appropriate curriculum and instruction to serve them. Course II, with an additional 30 contact hours, represented a deeper dive into the same competencies, addressing all eight listed in the standards. Two hours of Ashland University credit were available, but not mandatory, for taking each of the classes. Those who took the course for college credit were required to complete a capstone assignment.

These courses, delivered through online Blackboard and blended platforms, began in early June 2017. Ashland was not yet finished with the specifics on these offerings. Conversations with ESCs, district personnel, and individual teachers came around to the question "Will this count toward a gifted endorsement?" Collaboration within Ashland University resulted in an agreement that if an educator is interested in pursuing a gifted endorsement and takes both of the Ashland gifted education PD courses in addition to the general education teacher courses, that the PD courses will count for the first course in the gifted endorsement series. But there were more questions.

The next question was whether the PD courses could be taken for CEU credit. In early fall 2017, two gifted and the general education teacher CEU courses were established. As with the university credit options, the eight competencies in the gifted operating standards were the focus of the work. But there were still more questions.

The next involved when teachers could register and how long they would have to take the online courses. Registra-

tions for both the CEU and the Ashland credit online options were adjusted to allow a start date any time between September 2017 and August 2018. This schedule has worked very well; in fact, most of the teachers in this group finish the course in a shorter period of time than do those on the conventional seven-week—a first-hand example of differentiation for the teachers themselves.

With the recently proposed adjustment to the gifted operating standards timeline for professional development, from 60 contact hours over two years to 60 contact hours over four years, the Ashland University design team is at it once again. We have heard from teachers who want to continue taking advantage of the 30-hour-per-year option for two years. Others prefer switching to 15 hour-per-year for four years. Both will be available, continuing to focus on the eight required competencies.

Altogether, 378 teachers have taken or are currently taking the coursework. So, what happens next? The Talent Development Program at Ashland University, in addition to offering coursework for endorsement at both the main and Columbus campuses, has established cohorts throughout the state. The cohorts are site-based, and the enrolled teachers are building relationships and supporting one another as they move through the courses and try out new ideas and strategies in their classrooms. Cohorts formed by ESCs and districts across the state are now evolving into gifted endorsement groups. Teachers who have taken or who are taking both of the online Ashland courses are transitioning into the endorsement program with credit for the first required course already earned. Others are just starting their first online course or taking their deeper dive experience.

The Gifted and Talent Development Program at Northwestern Local Schools has been supported greatly by the Northwestern Board of Education, the district superintendent, and administrators. From two cohorts at Ashland University we will have added eight additional gifted intervention specialists to our total of 12 over a three-building campus, with the majority at the middle and high schools. Two guidance counselors have also applied their new knowledge and resources to support

academic and career planning. Not only have many of the GISs increased rigor and differentiation within their classrooms, they are more cognizant of individual student learning and emotional needs. Recognition of these needs has even led to additional supports in counseling and mentoring. In addition, teachers continue to give back to their district through professional development, teacher meeting presentations, and informal coaching. Coordinator Chris Sykes (who went through the cohort herself) states, "Developing our gifted and talented program continues to add to our culture of *preparing students today for tomorrow's opportunities*."

Thirty teachers earned GIS endorsement from Bexley City Schools, with representatives in each building and grade level. They are practicing strategies like cross-grade grouping and independent studies as they integrate what they've learned about gifted education with the International Baccalaureate program at Cassingham Road Elementary and Middle School. Maryland and Montrose schools now have multiple GIS-endorsed teachers, including a music teacher and an arts teacher. The high school has 12 GIS-endorsed teachers from advanced math and science to history and English language arts.

Through ODE grant funding, Chagrin Falls Exempted Village School District was able to provide 23 staff members with gifted endorsement coursework via Ashland University. This group included one current principal as well as teachers from grades K through 12, which ranged over content areas including but not limited to math, ELA, world languages, social studies, and science. Through their work, they have learned about the academic, social, and emotional needs of gifted students across grade levels. Their work within and across their grade levels and departments has been incredibly effective in planning units, refining instructional strategies, and identifying supports needed for our gifted students. These staff members have worked closely with their gifted coordinator to provide professional development to other teachers within their departments or schools, to grow gifted programming within their schools, and to identify enrichment opportunities to meet the varying needs of K-12 gifted students.

Ashland's fully online professional development modules allow teachers to "gentle" their way into our hybrid endorsement program. We have cohorts in Butler County Educational Service Center, Lakota Local Schools, and a small (but mighty) cohort in Stow/Monroe Falls City Schools.

# Talks with TED

## A Middle School Approach

By Stacey Jennings, Gifted Intervention Specialist, Berea City Schools

TED Talks are short, yet powerful clips spreading global ideas. Anyone who enjoys listening to innovative ideas will know how exciting this format can be. Why not bring this approach to students?

Like most gifted intervention specialists, I often struggle to see my students on a regular basis. My position requires my being at two buildings in the Berea City School District across grades five through eight. The middle school gifted program is a hybrid model: I pull out students for enrichment, such as Model UN, Book Club, Philosophers Cafe, and Continental Math contests, but I also work with the English language arts teachers to help incorporate rigor and differentiation into advanced classes. I find myself trying creative ways to gain more contact time with all my students.

One of the ways in which I accomplished this was by collaborating with a 6th-grade ELA teacher and the school media specialist to create a career unit. This particular teacher knew that her gifted students needed more challenges than the regular classes could give them. She reached out to the media specialist and to me, and through brainstorming, we created a unit merging the standards of career exploration, presentation skills, and technology.

The classroom teacher explained the ELA standards of research and writing. The media specialist incorporated the technology. She created a LiveBinder in which students completed an online career survey to find fields that might fit them. I stepped in next with ideas specific to my students. In addition to finding a career, students were required to find three universities or postsecondary trade schools that specialized in their field. I created a college survey for which the class had to do a one-day research of the higher education institutions. This component gave many students their first glimpse into the world of higher education. Some did not yet know the difference between two- and four-year degrees. Others learned that certain degrees require graduate-level work.

The next part of our planning revolved around how, in addition to the writing component, the students would exhibit their research. In observing each grade, I noticed that even the brightest students struggled with oral com-

munication. They might be avid readers or fluent writers, but most lacked presentation skills. The media specialist brought up the idea of a TED Talk. I then asked myself and my colleagues, "How can we plan for students to carry this out?" It took a lot of research on my part. Eventually, I decided that I needed to do a TED Talk myself and retrace my path to becoming an educator. It was not easy to put myself in the shoes of a student. Finally, I presented it to the students to model for them what a TED Talk should look and sound like, and we gave each student a guide to help them to map out their own ideas. We also gave them a presentation rubric so they knew what we expected. The largest struggle for them? Not being allowed to do a simple PowerPoint presentation. This had to be a story, making personal connections to what *could* be. Instead of telling the audience what it takes to be a veterinarian, students had to impress upon them the importance of how and why veterinarians can transform people's lives. One student's career choice was to be a videogame designer. She altered our perspective by explaining how she and her family spent time bonding together over games. She wanted to do the same for other families so that they could have a similar, positive experience.

After the unit, the students completed a survey, and many stated that the presentation portion gave them more confidence in speaking. Others stated that they had never really given much thought to a career and now felt they had more resources. Another student mentioned that she could start putting herself on a path to her career by volunteering and job shadowing. As for me, I reflected on the magnitude of collaboration with other educators. I never could have accomplished this unit alone as a GIS, but by building networks with my media specialist and ELA teacher, we were able to reach all of our gifted students. In the face of testing and increasing gifted students' academic scores, we must not forget that our job is also to increase their awareness of what their individual purpose is to make the world a better place.

I must credit Ford Intermediate School (Berea City Schools) media specialist Gayle Schmuhl and Denise White, 6th-grade ELA teacher, for their collaboration and effort in this gifted unit endeavor.

# Online Gifted and Talented Program at Cleveland State

GET YOUR ENDORSEMENT OR MASTERS IN GIFTED EDUCATION  
CLASSES ARE 100% ONLINE  
CONTACT US FOR MORE INFORMATION!



[csuohio.edu/cehs/c\\_online-gifted-education-program](http://csuohio.edu/cehs/c_online-gifted-education-program)

# BIG NEEDS IN

AN URBAN DISTRICT'S APPROACH TO GIFTED PROFESSIONAL DEVELOPMENT

As an advocate for the proper training of teachers who provide services to students who are gifted, I was thrilled when professional development provisions were included in the state gifted operating standards passed in July. As the director of the gifted department in Ohio's largest school district, I was a little overwhelmed, thinking about how to create a professional development plan to meet that requirement in a way that wouldn't tax district resources beyond the breaking point.

Until the standards were passed, my district reported Advanced Placement and International Baccalaureate courses as gifted services in our high schools, along with College Credit Plus offerings. We also reported gifted cluster classes in three of our school choice lottery elementary schools and six middle schools that served as official gifted service sites. Those programs and a few other options, here and there, involved more than 150 classroom teachers who would be required to complete the professional development requirement. So, the very first decision my district had to make was whether to continue counting those classes as gifted services or whether to revise the service plan and no longer report the courses as formal gifted services. The time and expense involved made it tempting simply not to count the courses as a service. The decision would not change the classroom experience or options for students; it would change only the numbers reported to the state and reflected on our state report card on the gifted indicator. Instead, my district saw this as an opportunity to improve instructional settings for our students who are gifted. It was clear that implementing a professional development plan was in the best interest of our students.

One important step was to determine exactly who needed the professional development and how much each of them needed. Our gifted services department had been leading professional development courses

across the district for several years, so we had a track record of teachers attending sessions in the 24 months prior to the rule's adoption. We also had sent teachers to Advanced Placement and International Baccalaureate training and wanted to give teachers partial credit for that time. So, we combed our records to consolidate the information into one database and then created "transcripts" to accompany internal communications about the new rules, so that teachers could plan for the professional development opportunities required by the new operating standards.

Our next major decision was to determine how to provide the professional development. There were a lot of options that technically would comply with the requirements but that were of questionable quality. It was important that any offerings be high in quality, sound in content, and specific to teacher needs. We also felt that a face-to-face component was important for at least part of the training, to ensure that the message about how to appropriately meet the needs of gifted learners was clear. With such a large a group of teachers in need of training, we knew that it was unrealistic to have everyone in one place at the same time and to complete the training all at once. So, we adopted a multifaceted approach to accommodate the needs and availability of our teachers.

We delivered the professional development through a combination of 18 hours of face-to-face training and 12 hours of online classes. The main topics of the in-person sessions were based on the OAGC's teacher training guidance document. Teachers attended sessions for three days over the summer and were paid a small stipend for each day of attendance. Because prior commitments prevented some teachers from attending these three-day experiences, sessions were repeated on Saturdays in the fall and spring, affording everyone ample opportunity to complete their first 18 hours of training.

For the 12 hours of online instruction, our district opted to purchase services from Responsive Learning's GT Ignite. We knew that the content was strong, that

# THE BIG CITY

By Colleen Boyle

It aligned with standards set by both the OAGC and the NAGC, and that many of the presenters were prominent in the field. So, we prescribed specific courses to complement the face-to-face sessions, confident the content would be useful to our staff. Teachers could access these courses anytime and anywhere during the 12 months from the time of our purchase. Teachers used evenings, weekends, waiver days, records days, and even snow days to complete these instructional hours. In some cases, principals arranged for coverage during teachers' duty periods in order to complete the courses. Our purchase agreement allowed all district staff to access the system, and we noticed that even teachers who did not have to meet the professional development requirement chose to access the courses online out of their own interest and self-identified areas for professional growth.

Some of our teachers already had credit for hours for professional development attended in the recent past. Furthermore, feedback from teachers indicated that the plan would not be the best fit for everyone required to comply with the rules. Some teachers had scheduling concerns. Others already had covered some of the content that would be presented at the face-to-face sessions. Others didn't want to do online coursework because they were more comfortable in a classroom setting. So, our district came up with additional opportunities to give our teachers more choice and to customize the content as they earned their required hours. These options included holding district-wide gifted professional development during waiver days, offering monthly afterschool training for high school teachers, working with a partner university to offer credit as part of our fee waiver agreement, and helping connect interested teachers with a university for information about earning a gifted endorsement for their license. This variety helped ensure that every teacher had an option that would work for them.

Communication was key. Before we shared the plan, I connected with our district's union president to ensure that we had considered everything necessary for successful implementation. My office began sharing information with affected teachers last spring, as soon as the rule was officially adopted, both via e-mail and by holding a face-to-face question-and-answer session. We also devoted a section of our Web site solely to this topic, including information about the requirements and about upcoming professional development opportunities both within and outside the district. At the beginning of each quarter, we sent principals a list of the hours accumulated and the hours still required of their teachers to comply with the rule, and we also sent teachers a personalized transcript of their credited professional development for each semester. There were e-mails and calls with small groups and individual teachers about specific issues, including the consequences of noncompliance, so there was no reason for anyone not to be in the know.

Reflecting on our efforts of this past year, I am confident that our approach was the best fit for our district. Some components have been more popular than others, and we will make small adjustments moving forward. But overall, we have been successful in making quality professional development available to all our teachers without spending a fortune. As would be expected, some teachers initially resisted the requirement. But as the year has progressed, the feedback has been generally positive. Some teachers have shared that they had not previously considered the unique social or developmental characteristics of their students who are gifted. Others said that they left the training with ideas for adding a new level of critical and creative thinking to their lessons. Those types of comments are evidence that the time and expense has been worth it. We look forward to seeing how this initiative improves classroom instruction for our students into the future.



## THE OHIO ASSOCIATION FOR GIFTED CHILDREN'S 2018 DISTINGUISHED STUDENT AWARD

### AWARD PARAMETERS

- Applicants must be enrolled in grade 3, 4, 5, or 6 during the 2017–2018 school year.
- Applicants may demonstrate excellence in one or more of the following areas: visual or performing arts, academic achievement, or leadership.
- The award consists of a \$500 summer opportunity scholarship and an OAGC certificate of excellence.

### NOMINATION PROCEDURE

1. The OAGC will accept self-nominations and nominations from parents, teachers, students, and community and civic groups.
2. Nomination packets for the 2017–2018 school year must be **postmarked by June 1, 2018**.
3. Incomplete nomination packets, or those postmarked after June 2, will not be considered.

### SUBMISSION TO THE OAGC

All nomination packets must be complete at the time of submission and include the following:

- A composition written by the student nominee, **not to exceed 750 words**. Compositions should describe (a) the activity or interest area for which the student is being nominated; (b) how the student became interested or involved in the activity; (c) what impact the activity has had on the student and on others; and (d) how the student's future plans and goals have been affected by this activity or interest area.
- A completed application form along with gifted identification confirmation form.
- A letter of recommendation from someone other than a nominee's family member, explaining why the nominee is deserving of the award, what sets him or her apart from other students, and how the nominee is affecting others.
- A current photo of the student.
- Completed nomination information, including media release permission.

### SELECTION PROCEDURE

- Upon receipt of the nomination packet, the OAGC will provide e-mail confirmation to the contact on the application form. Please print the e-mail address legibly! Materials submitted in the nomination packet cannot be returned.
- A selection committee will review the applications and make awards based on merit. The selection of award winners will be completed by August 31, 2018.
- The OAGC will send a letter to applicants by September 15, 2018, announcing the Ohio Association for Gifted Children's Distinguished Student Award.
- The award recipient will receive a \$500 scholarship and a certificate of excellence from the OAGC.

OAGC suggests you keep a copy of the submitted paperwork.

**OAGC cannot be responsible for mail that fails to reach our office.**

## THE OHIO ASSOCIATION FOR GIFTED CHILDREN'S 2018 DISTINGUISHED STUDENT AWARD

Awarded in Conjunction with the NAGC in Memory of Nicholas Green

### INDIVIDUAL APPLICATION FORM 2017–2018

#### Student Information

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 Telephone number \_\_\_\_\_ Age \_\_\_\_\_  
 Grade (at time of application) \_\_\_\_\_ Birth date \_\_\_\_\_  
 Name of parent or guardian \_\_\_\_\_  
 Address \_\_\_\_\_  
 Telephone \_\_\_\_\_  
 E-mail \_\_\_\_\_  
 School-name \_\_\_\_\_  
 School address \_\_\_\_\_

Teacher's name \_\_\_\_\_  
 Name of Person Nominating Student  
 (e-mail confirmation of receipt will be sent here)

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 Telephone (day) \_\_\_\_\_  
 E-mail \_\_\_\_\_  
 Relationship to nominee \_\_\_\_\_

#### Other Notification

Is there anyone else that you would like to be notified of this achievement (school principal, teacher)? Please indicate name and address below:

#### Media Release Permission

I hereby give permission for the OAGC to publish photo, video, or other electronic images of my child for purposes of advertising this scholarship and his/her award.

Parent name \_\_\_\_\_  
 Date signed \_\_\_\_\_

## GIFTED IDENTIFICATION FORM

I confirm that

\_\_\_\_\_  
 Student name

has been identified as gifted according to Ohio state law.

Check the area(s)

\_\_\_\_ Cognitive ability

\_\_\_\_ Specific academic ability

\_\_\_\_ Visual or performing arts

\_\_\_\_ Creativity

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Position

#### Checklist for Nomination Packet

- \_\_\_\_ Student composition (no more than 750 words)
- \_\_\_\_ Letter(s) of recommendation (from someone other than nominee's family member)
- \_\_\_\_ Confirmation of gifted identification form
- \_\_\_\_ Current school photo of student (digital or original)
- \_\_\_\_ Signed-media release form
- \_\_\_\_ Nomination packet postmarked by June 1, 2018

Please submit this nomination packet to:

Ohio Association for Gifted Children

Attn: OAGC Distinguished Student Awards

P.O. Box 30801

Gahanna, Ohio 43230

# OAGC'S 66TH ANNUAL FALL CONFERENCE

THE HILTON AT EASTON, COLUMBUS, OHIO—OCTOBER 14-16, 2018  
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: [ktarbutton@sbcglobal.net](mailto:ktarbutton@sbcglobal.net)

**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](http://www.oagc.com) under "memberships."

**Cancellation Policy:** Cancellations must be received, in writing, by the registrar by October 1, 2018, and are subject to a \$50 fee.

**NO PREREGISTRATIONS ACCEPTED AFTER 10/1/2018**

{Due to mail and fax delivery issues} Onsite registration will be open if there is available space. Please call registrar at 614-337-0386 for availability.  
**NO REFUNDS WILL BE GIVEN FOR CANCELLATIONS AFTER OCTOBER 1, 2018.**

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) \_\_\_\_\_  
Send mail to  Home  Work  
Home address \_\_\_\_\_  
City / State / ZIP \_\_\_\_\_  
Work address \_\_\_\_\_  
City / State / ZIP \_\_\_\_\_  
County of work \_\_\_\_\_  
Daytime phone (\_\_\_\_) \_\_\_\_\_  
Home phone (\_\_\_\_) \_\_\_\_\_  
Home e-mail \_\_\_\_\_  
Work e-mail \_\_\_\_\_  
Please PRINT e-mail clearly. Early registration confirmation will come to e-mail address.

## PROFESSIONAL INFORMATION

(Select all that apply)

Teacher  Parent  Coordinator  Board member  
 Presenter  Other \_\_\_\_\_

## EVENTS

	Member Rate	Nonmember Rate	A _____
<b>A. Sunday</b> Included at no charge with 1- or 2-day registration Please check if attending			
<b>B. One Day Only</b> Continental breakfast & hot lunch provided Hot lunch Circle: <i>Vegetarian or Regular</i>	___ \$155 Check day attending Monday ___ Tuesday ___ ___ \$240	___ \$200 Check day attending Monday ___ Tuesday ___ ___ \$290	B \$ _____ C \$ _____
<b>C. Two Days (Monday and Tuesday)</b> Continental breakfast Hot lunch Circle: <i>Vegetarian or Regular</i>			D \$ _____
<b>D. Late Registration Fee</b>	LATE REGISTRATION FEES APPLY IF postmarked after September 24, 2018 Treasurers' offices do not always forward registration paperwork to the OAGC. Please mail or fax a copy directly to the OAGC. ___ \$40 (Basic)		
<b>E. OAGC Membership Type</b> Required to receive member rates at fall conference	This membership is ___ New This membership is a ___ Renewal E \$ _____		
<b>F. OAGC Division Membership</b> In addition to basic membership Please check division	Coordinator \$15 Teacher \$10 Parent \$5 Higher Education \$10 F \$ _____		

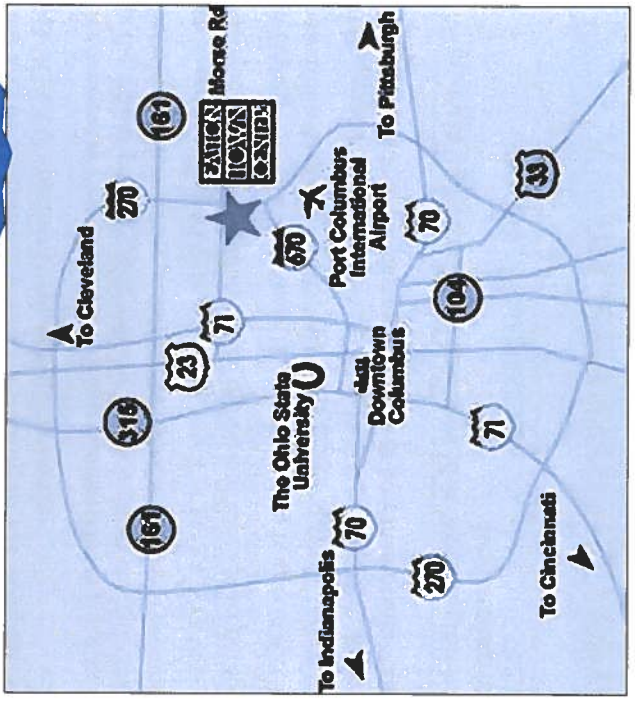
### Method of Payment

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.

# 2018 OAGC ANNUAL FALL CONFERENCE

## LODGING INFORMATION

**PHONE IN YOUR RESERVATION EARLY!**



We are pleased to announce that the OAGC's 65th Annual Fall Conference will be held at the Hilton Columbus-Easton.

In order to receive the special conference rate of \$165.00, please call and make your reservation directly to the hotel by September 21, 2018.

Please call 614-414-5000 to secure your reservation with any major credit card. The group code for the OAGC discount is "GIC." You may also go directly to the OAGC reservation page on the Hilton Web site at [http://www.hilton.com/en/hi/groups/personalized/CMHCHHF-GIC-20181014/index.jhtml?WT.mc\\_id=POG](http://www.hilton.com/en/hi/groups/personalized/CMHCHHF-GIC-20181014/index.jhtml?WT.mc_id=POG).

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

**Cost: \$165.00 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.]**

### FROM THE NORTH: CLEVELAND ...

Take Interstate 71 South to Interstate 270 East to the Easton exit (exit # 33). Exit 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 and 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 and 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 and Easton Way.)

### FROM THE WEST: INDIANAPOLIS ...

Take Interstate 70 East to Interstate 670 (airport exit). Remain on Interstate 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 and Easton Way.)





## Summer Professional Classroom Teachers

The Ohio Association for Gifted Children is committed to providing High Quality Professional Development (HQPD) for general educators serving gifted children in accordance with the Gifted Operating Standards. The Standards include the expectation that educators providing documented services to gifted children are qualified to do so, either by being credentialed gifted specialists or by receiving appropriate gifted HQPD with ongoing support by a gifted specialist. Attendees will accrue 15 contact hours correlating to the competencies outlined in the Operating Standards, as well as the current NAGC/CEC Teacher Preparation Standards:

**Development of Written Education Plans** (Competencies d, f, g, h; NAGC/CEC 4.3, 4.4, 4.5, 5.3) The written education plan (WEP) serves as the master plan to guide services for each gifted student. Learn how to develop WEP short- and long-range goals; use appropriate assessment information, and evidence-based strategies to promote challenging learning opportunities.

**Acceleration** (Competencies a, c, d, f, g; NAGC/CEC 2.4, 5.1): Research on acceleration shows that it is one of the most effective educational strategies for gifted students. Learn the various types of acceleration and how to successfully implement this practice.

**In-Depth or Independent Study** (Competencies a, b, c; NAGC/CEC 2.4, 5.4): Explore how to use in-depth or independent study as a powerful setting for some gifted students.

**Mentorships** (Competencies a, b, c, d, h; NAGC/CEC 2.4): The use of mentorships can add unique educational experiences for gifted students outside of the classroom. Discover how mentorships can be used for the gifted students in your classroom or district.

The workshop will be held at Worthington Education Center, Rooms 101AB. Directions below.

Registration 8:00 a.m. to 8:30 a.m.

PROGRAM RUNS FROM 8:30 AM – 5:45 PM ON JUNE 21 AND 8:30 AM – 4:45 PM ON JUNE 22

### DIRECTIONS TO THE WORTHINGTON EDUCATION CENTER

200 East Wilson Bridge Rd., Worthington, OH 43085

Expect delays around the I-270/23 interchange due to construction!

From the North 71-S to 270-W, take the Worthington exit (#23) and proceed south on High Street until you come to Wilson Bridge Rd. Turn left and proceed ¼ mile. Building is on the left.

From the South 71-N to 270-W, take the Worthington exit (#23) and proceed south on High Street until you come to Wilson Bridge Rd. Turn left and proceed ¼ mile. Building is on the left. 315-N to 270-E, take the Worthington exit and proceed south on High Street until you come to Wilson Bridge Rd. Turn left and proceed ¼ mile. Building is on the left.

From the East 270-W (or North) to the Worthington exit (#23).

Proceed south on High Street until you come to Wilson Bridge Rd. Turn left and proceed ¼ mile. Building is on the left.

From the West 270-E (or South) to the Worthington exit (#23).

Proceed south on High Street until you come to Wilson Bridge Rd. Turn left and proceed ¼ mile. Building is on the left.



## Development for Working with Gifted Students

June 21 and 22, 2018

Please return this registration form with a check or purchase order no later than June 7, 2018.  
**YOU ARE NOT REGISTERED IF YOU DO NOT RECEIVE A CONFIRMATION!**

Cost: \$180 per person  
OAGC members: \$150

By mail: OAGC  
P.O. Box 30801  
Gahanna, Ohio 43230

By fax: 614.337.9286

By email:

sktarbutton@sbcglobal.net

A \$25 late fee will be charged for registrations received after June 7, if space is available.  
Registration will be confirmed by e-mail only. No walk-in registrations without prior arrangement.  
Cancellation fee is \$25 before June 7. No refunds after June 7.

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 # \$ \_\_\_\_

### REGISTER BY FAX

It's easy . . . Just FAX your registration to the OAGC at 614.337.9286. FAX 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 June 7, please contact the registrar at 614.337.0386 for registration instructions.

# 30 HOURS REQUIRED TRAINING

# 1 EASY SOLUTION

OAGC and GT Ignite have partnered together to bring you the 30-Hour Core Training bundle. We understand that meeting the new requirement of 30 hours of professional development in gifted education may seem like a daunting task. This package is your one stop solution. Register online now for a 10% discount at [gtignite.com/pricing](http://gtignite.com/pricing).



## OAGC SUSAN FAULKNER STUDENT ARTS SCHOLARSHIP AWARD

*Applications Due November 15*

### Who is eligible?

Scholarships will be awarded to students currently in grades K–12 who are applying for a special program or activity to further encourage or nurture an interest or talent in an area of the visual or performing arts. Qualified candidates will demonstrate outstanding participation, dedication, and service to the arts in their application and through submission of original work or performance. To be eligible for this award, students must not have been awarded another OAGC scholarship within the past 12 months.

### How does a student apply for a scholarship?

An application is available online at [www.oagc.com](http://www.oagc.com). Please note **postmark** deadline of November 15.

Each applicant must attach the following completed sections to their application: nominator form (completed by a current OAGC member), parent form, eligibility form, media release form, digital copy of artwork(s) or performance with description, and artist written response sheet. These items are available at [www.oagc.com](http://www.oagc.com).

Students applying in the area of visual arts shall submit digital photos of two pieces of their original artwork from two different mediums. Students applying in an area of the performing arts shall submit a three- to five-minute digital video of the student presentation of a musical piece or a dramatic or dance performance.

Each applicant must also supply a copy of the brochure for the program.

Each applicant also must have **one letter** of recommendation from any of the following sources:

- **Educational/artistic recommendation**—teacher, principal, guidance counselor, or others who know the student in an artistic capacity
- **Personal recommendation**—anyone who has known the student for at least one year and is not a family member

### Scholarship Award Procedures

One scholarship for \$150 will be awarded to a student in grades K–4; one for \$250 for a student in grades 5–8; and one for \$350 for a student in grades 9–12. Additional scholarships may be awarded at the discretion of the review committee.

Applications will be reviewed by a committee consisting of the scholarship chair, an OAGC executive board member, and an expert artist in the field of application.

The award will **NOT** be based on a student's GPA, financial need, or intended college major (where applicable). This scholarship shall not be awarded to provide ongoing lessons.

### Application Deadline

Applications must have a **postmark date** no later than November 15.

### CRITERIA

*Note: While the evaluation criteria are drawn from the ODE criteria of giftedness in the arts, the awarding of a scholarship does not identify the student as gifted. Students who are interested in further understanding gifted identification in the arts are encouraged to consult their district gifted coordinators for more information.*

### Visual Arts

Advanced work for a student of this grade level with regard to craftsmanship, design and composition, technical skills, uniqueness, and creativity.

- All artwork must be a student's original artwork.
- Note also that students should produce individual, original works, and strong preference will be given to students whose pieces are clearly original works, and not reproductions of guided crafts or art projects.

### Performing Arts

Advanced work for a student of this grade level with regard to technical performance, imagination and improvisation, engagement, expressiveness (music), characterization (drama), and/or temporal and body awareness (dance).

# 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 on the following page

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.
- E-mail this completed form and supporting materials in PDF format to Kay Tarbutton at [sktarbutton@sbcglobal.net](mailto:sktarbutton@sbcglobal.net)

Questions? Contact Beth Wilson-Fish, [ewilsonfish@gmail.com](mailto:ewilsonfish@gmail.com)

NOMINATIONS ARE DUE BY

**September 1, 2018**

# 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](http://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*

## 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.



## CALL FOR NOMINATIONS 2018

The following OAGC Governing Board positions will be elected in June to serve a two-year term of office: president-elect, secretary, and second vice president; chair-elects of the Teacher Division and Parent Division; chair of the Parent Division, and regional representatives from Regions 2, 4, 6, 8, 10, and 12. Please nominate yourself or a colleague by completing the nominating form. Nominees for each position must be current OAGC members. Regional representatives must work or reside in the region of representation. Nominees must consent to be nominated. Nominations must be postmarked by May 31, 2018, and may be sent to:

Suzanne Palmer, OAGC Nominating Committee  
7221 Upper Cambridge Way  
Westerville, OH 43082  
E-mail: [rsgmpalmer@sbcglobal.net](mailto:rsgmpalmer@sbcglobal.net)

### Duties of the President-Elect

- Aid the president and first vice president in all executive duties.
- Act in the president's place and with the authority of the president in case of absence or inability to perform prescribed duties.

### Duties of the Secretary

- Keep a complete record of meetings of the OAGC and the Governing Board.
- Have general charge and supervision of the records of the association.
- Serve all notices required by law and by the constitution.
- Make a full report of all matters and business pertaining to the office at the annual meeting.
- Act as secretary of the Executive Committee.
- Upon the election of a successor, turn over all books and other OAGC property to the association.
- Handle all miscellaneous correspondence.
- Provide the president with minutes of the previous meeting for distribution with the agenda for the next scheduled meeting.

### Duties of the Second Vice President

- Oversee divisions.
- Keep an up-to-date listing of the OAGC affiliates.
- Collaborate with the divisions to support the formation and continuing operation of affiliate groups.

### Duties of the Division Chair-Elect/Division Chair

- Become the next division chair.
- Provide leadership for division programming.
- Serve as liaison between the Governing Board and the division members.
- Function as a resource person in disseminating information to the division.

### Duties of the Regional Representatives

- Attend OAGC Governing Board meetings/activities to contribute to board decisions and to gather information to disseminate throughout represented region.
- Serve as liaison to the membership through regular communications.
- Promote membership and support advocacy efforts on behalf of gifted children.
- Assist in forming new and supporting existing affiliate organizations in their region.

Region 2 counties: Defiance, Eric, Fulton, Henry, Lucas, Ottawa, Sandusky, Williams, Wood

Region 4 counties: Champaign, Clark, Darke, Greene, Logan, Miami, Montgomery, Preble, Shelby

Region 6 counties: Crawford, Huron, Knox, Marion, Morrow, Richland, Seneca, Wyandot

Region 8 counties: Cuyahoga, Geauga, Lake, Lorain

Region 10 counties: Belmont, Carroll, Coshocton, Guernsey, Harrison, Jefferson, Monroe, Morgan, Muskingum, Noble, Tuscarawas

Region 12 counties: Columbiana, Mahoning, Trumbull



## NOMINATING FORM 2018

*Nominations must be postmarked, e-mailed, or faxed by May 31, 2018*

I nominate the following OAGC member for the position of \_\_\_\_\_

Nominee's name \_\_\_\_\_ Region \_\_\_\_\_

Mailing address \_\_\_\_\_

City, State, ZIP \_\_\_\_\_

Telephone (\_\_\_\_) \_\_\_\_\_ E-mail \_\_\_\_\_

XX

I agree to accept this nomination to the OAGC Governing Board. I confirm that I am currently a member of the OAGC, am willing to fulfill the duties of the office, and will attend scheduled meetings.

Signature of nominee \_\_\_\_\_

Date \_\_\_\_\_

XX

Return nominating form to Suzanne Palmer, OAGC Nominating Committee  
7221 Upper Cambridge Way  
Westerville, OH 43082

E-mail: [rsgmpalmer@sbcglobal.net](mailto:rsgmpalmer@sbcglobal.net)

Nominator's name \_\_\_\_\_  
(even if nominating self)

Telephone (\_\_\_\_) \_\_\_\_\_ E-mail \_\_\_\_\_