

Unlocking Potential



Ohio Association for Gifted Children

Review

The Journal for the Ohio Association for Gifted Children

Spring 2022



inside this issue

President's Message, by Sarah Lee, 3

Advocacy Corner: New State Report Card and Gifted Performance

Indicator a Win for Gifted Advocates, by Ann Sheldon, 4

Play Attention! A Playful Mindset Meets Academic Content, by Tracy Alley, 12

Essex School @ Ashland University, by Jennifer Groman, 15

How to Offer FREE Professional Development, by Tara Toft, 16

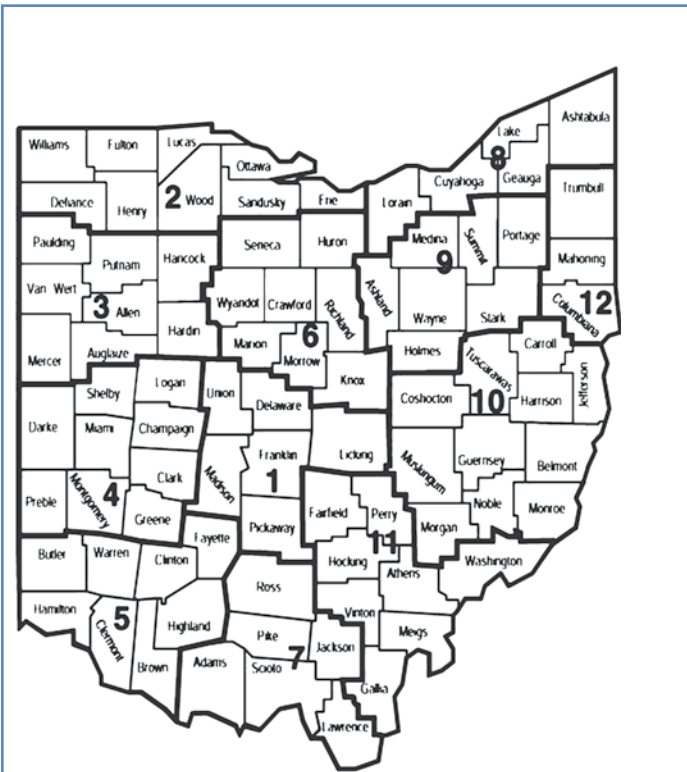
Goal Vaulting and the Happiness Advantage, by Becky Renegar, 20

OAGC Article, by Joseph Petrarca, 21

Coordinator Corner, by Rebecca Fredmonsky, 22

Local Norms as a Strategy for Improving Equity in Gifted Identification, by Sara Watson, 24

8 Reasons You Should Label Kids as Gifted, by Lisa Van Gemert, 36



REGION 1

Heather Clark
hclark@lcesc.org

REGION 2

Tara Toft
21taralynne@gmail.com

REGION 3

Wendi Moorman
wendi.moorman@mercercountyesc.org

REGION 4

Sarah Schleeauf
sschleeauf@gmail.com

REGION 5

Nicole Dietrich
nikidphd@gmail.com

REGION 6

Leanna Ferreira
ferreira.leanna@moesc.net

REGION 7

Jodi Overfield
jodioverfield@gmail.com

REGION 8

David Dewey
216-925-2401
Dav_dewey@yahoo.com

REGION 9

Karen Rumley
rumley.oagc@gmail.com

REGION 10

Rachel Smethers-Winters
rsmethers@neo.rr.com

REGION 11

Denise Toler
dtoler3@gmail.com

REGION 12

Corrie Nelson
c.nelson@esceasternohio.org

EXECUTIVE COMMITTEE

SARAH LEE, President
iteachtag36@gmail.com

HEATHER KARDEEN, President-Elect
937-552-5632
oceanluna@twc.com

1st Vice President — open

LAHEL A SNYDER, 2nd Vice President
1935snyders@gmail.com

SUZANNE PALMER, Past President
614-204-0678
rspalmer@sbcglobal.net

LISA FELLERS, Treasurer
937-832-5900
tolisaf@frontier.com

AIMEE ASHCRAFT, Recording Secretary
aimee-brian@sbcglobal.net

DIVISION CHAIRS

REBECCA FREDMONSKY, Chair, Coordinator Division
rfredmonsky@gmail.com

REBECCA RENEGAR, Chair, Teacher Division
beckyrenegar@gmail.com

SARA WATSON, Chair, Parent Division
watson.sara@gmail.com

JENNIFER GROMAN, Chair, Higher Education Division
jgroman@ashland.edu

STAFF

ANN SHELDON, Executive Director
614-337-0386
anngift@aol.com

KAY TARBUTTON, Executive Secretary
614-337-0386
sktarbutton@sbcglobal.net

OHIO ASSOCIATION FOR GIFTED CHILDREN GOVERNING BOARD MEMBERS

The Review

BARB BODART, Editor
ciao618@yahoo.com

ANN SHELDON, Executive Director
614-337-0386, anngift@aol.com

BETH PRATT, Layout Editor
740-664-1807, prattb@ohio.edu

RICK HUARD, Proofreader
740-589-7079, huard@ohio.edu

THE OAGC REVIEW is published three times each year: spring, fall, and winter. The deadlines for submission of articles and advertisements are February 15, June 15, and November 15, respectively. Permission to reproduce items in the OAGC REVIEW is to be obtained from the authors. Submit articles to executive director Ann Sheldon at anngift@aol.com.

PRESIDENT'S MESSAGE

By Sarah Lee



I cannot believe that we are winding down on the 2021–2022 school year. Changes are on the horizon in education, including for the gifted indicator for the state report card. This is a very welcome change that we in the field of gifted education have been requesting for many years. The call for comments has just closed as I write this article. OAGC executive director Ann Sheldon worked with the state board of education Performance and Impact Committee toward achieving the goal of a measure that meets the report card legislation requirements while also being attainable for all districts, despite pandemic setbacks. The OAGC supported the proposed changes to the performance indicator and requested modifications to the gap-closing measure. Although the request for comments has closed, advocates will continue to be needed to ensure that the committees know that the gifted community is strong and wants what is best for our students. We advocate for our children every day in the classroom, and these laws and policies greatly impact our programs. We must remember to share our experiences to advocate for them when the opportunity is presented. Stakeholders must hear from those who are in the trenches, working in the field, to understand how these changes may or will have an impact on the gifted children of Ohio. They need to hear how these decisions directly affect children's futures. Advocacy can also occur through our parent groups, and their experiences are just as influential to stakeholders. We have to remember that we are only as strong as our testimony, so the more people we can get to advocate for our gifted children, the more our stakeholders will listen. As we move toward the closing of the school year, continue to watch for the advocacy alerts from the OAGC for more opportunities to be involved.

ADVOCACY CORNER

By Ann Sheldon

With the focus on Statehouse and congressional re-districting, the Ohio House and Senate have not been particularly active with regard to the many education bills that have been introduced in the 134th General Assembly. That does not mean that the education policy world has been dull this new year. Most of the OAGC's policy and advocacy efforts have centered on state report card reform and redevelopment of the gifted performance indicator (GPI). No sooner did the ink dry on the report card and gifted indicator rules than the process for reviewing the gifted rule started to gear up. In other words, it has been a busy gifted policy winter, foreshadowing a busy gifted policy year.

REPORT CARD REFORM

After the passage of HB 82, the State Board of Education had until March 31 to reform district report cards. They also were required to present the report cards to the Ohio House and Senate in February, but actually presented them on March 1), leaving a very condensed timeline for work. Part of the plan was to engage a workgroup from the Gifted Advisory Council to work on the gifted performance indicator. To remind everyone, here is the language guiding the development of the gifted performance indicator:

Section 3302.02 (B) (2) A performance indicator that reflects the level of identification and services provided to, and the performance of, students identified as gifted under Chapter 3324. of the Revised Code. The indicator shall be prescribed by rules adopted under Chapter 119 of the Revised Code by the state board. The state board shall consult with the gifted advisory council regarding all rules adopted under this section. Consultation with the state gifted advisory council shall occur not less than every three years.

The gifted performance indicator shall include:

- (a) The performance of students on state assessments, as measured by a performance index score, disaggregated for students identified as gifted;
- (b) Value-added growth measure under section

3302.021 of the Revised Code, disaggregated for students identified as gifted;

- (c) The level of identification as measured by the percentage of students in each grade level identified as gifted and disaggregated by traditionally underrepresented and economically disadvantaged students;
- (d) The level of services as measured by the percentage of students provided services in each grade level and disaggregated by traditionally underrepresented and economically disadvantaged students.

The gifted performance indicator group met several times from November through January and delivered recommendations to the State Board of Education Performance and Impact Committee to discuss in a special meeting on January 25 and 26.

The OAGC's questions and concerns about the indicator currently in place were as follows:

1. Smaller, (mostly) rural districts were unfairly penalized by the calculation of minority and economically disadvantaged students in the GPI. The calculation did not take account of the percentage of minority or economically disadvantaged students in districts or school buildings. The standard for viewing minority or economically disadvantaged students is to use a representation index (RI). The ODE's Office of Exceptional Children is well-versed in how the RI works. The RI can be used to replace the current method, which looks at the percentage of children identified and served, regardless of the overall subgroup populations in the particular district. The decision-making choices should center around (1) what level of representation is acceptable and (2) whether a different number of points is awarded to different levels of representation or whether it is an all-or-nothing level of awarding points.
2. In the gifted indicator to be replaced, all minority subgroups were included in the GPI, inflating minority numbers in some districts and making it more likely that underrepresented minority students could be overlooked. Minority populations should include only those students who are underrepresented in gifted identification and service numbers.

NEW STATE REPORT CARD AND GIFTED PERFORMANCE INDICATOR A WIN FOR GIFTED ADVOCATES



3. The point system for identification and service needed to be rethought in terms of awarding more points for minority and economically disadvantaged student subgroups.
4. The passing score for gifted students was 117 on the gifted performance index. We needed to determine if this score is still appropriate, and as we will likely have two to three years of Covid-19 regression, did we need to scale up from a lower score over the next few years? Are there other measures that should be included in the gifted performance index?
5. Was it still appropriate to allow districts under 600 ADM to be exempt from the gifted performance indicator?

These concerns were all raised and addressed in the new indicator, which is included, as required by the Ohio Revised Code, in a separate rule, 330-28-04. The table below reflects the old and new gifted performance indicator.

Element	Old Rule Scoring	Changes
Gifted Performance Index	117 (out of 120+) and above is required for a "met" status.	Mirroring the general population performance index changes in the revised achievement component, the gifted index will be tied to an average of the top 2% maximum district/building scores. The score required for a met status will fluctuate based on that average. Instead of a hard score of 117, the met score will be based on a percentage of the average maximum score. This component will be phased in over three years with increasing standards, as was done when the indicator was originally introduced in the report card. All content areas tested will be used in this measurement.
Gifted Progress	A grade of A, B, or C is required for a met status.	Met status will change from grades to stars. Three, four, and five stars will be required for a met status.
Gifted Identification and Service	This element measures the level of identification and service across different grade bands, types of gifted categories, and student subgroups (i.e., economically disadvantaged and minority students, which is required by Ohio Revised Code). Each of these areas is assigned a point value. Districts/buildings are measured out of a hard score of 100, regardless of their subgroup student population. A score of 80 is required for a met status.	<p>Changes to this element reflect requirements from Ohio Revised Code and address problems with the point system that unfairly limits the scores of smaller (mostly rural) districts that have small subgroup populations. The workgroup also recommended changes to better match this element to the standards set out in the gifted rule. Nothing new is measured in this element. The changes include:</p> <ul style="list-style-type: none"> • Restructuring the grade levels to K-2, 3-6, 7-8, and 9-12 to have a more discrete look at early identification practices. • Increasing the points from 100 to 140—again to allow a more discrete delineation of scores and to better emphasize some policy goals. • Using the representation index for subgroup populations so that districts are measured only based on the populations that reside in their districts. • Allowing the scores for districts and buildings to fluctuate based on their populations. For example, if District XYZ has no underrepresented minority students, the number of maximum points that the district is rated on drops from 140 to 110. Currently, the district would lose the points for that subgroup population but still be measured on the same scale of 100. <p>As with the gifted performance index score, districts and buildings will be rated not by a hard-and-fast score but by a percentage of their maximum points. This element would also be phased in over three years.</p>

The biggest changes are to gifted input points, now renamed the “gifted identification and service element.” The points were increased from 100 to 140 to provide

more points to the identification of underrepresented minority and economically disadvantaged gifted students. The following is the rubric for these points:

District Scoring: Identification and Service Superior Cognitive and Specific Academic Ability

K-2 Grade Band Superior Cognitive and Specific Academic		3-6 Grade Band Superior Cognitive and Specific Academic		7-8 Grade Band Superior Cognitive and Specific Academic		9-12 Grade Band Superior Cognitive and Specific Academic	
Percent Identified	Points	Percent Identified	Points	Percent Identified	Points	Percent Identified	Points
0%	0 Points	0%	0 Points	0%	0 Points	0%	0 Points
0.1%	1 Points	0.1%	1 Points	0.1%	1 Points	0.1%	1 Points
1.0%	5 Points	3.0%	2 Points	3.0%	2 Points	3.0%	2 Points
2.0%	9 Points	5.0%	3 Points	5.0%	3 Points	5.0%	3 Points
5.0%	12 Points	10.0%	4 Points	10.0%	4 Points	10.0%	4 Points
10.0%	15 Points	15.0%	5 Points	15.0%	5 Points	15.0%	5 Points

K-2 Grade Band Superior Cognitive and Specific Academic		3-6 Grade Band Superior Cognitive and Specific Academic		7-8 Grade Band Superior Cognitive and Specific Academic		9-12 Grade Band Superior Cognitive and Specific Academic	
Percent Served	Points	Percent Served	Points	Percent Served	Points	Percent Served	Points
0%	0 Points	0%	0 Points	0%	0 Points	0%	0 Points
1.0%	2 Points	1.0%	2 Points	1.0%	2 Points	1.0%	2 Points
10.0%	4 Points	20.0%	4 Points	20.0%	4 Points	20.0%	4 Points
40.0%	6 Points	40.0%	6 Points	40.0%	6 Points	40.0%	6 Points
60.0%	8 Points	60.0%	8 Points	60.0%	8 Points	60.0%	8 Points
80.0%	10 Points	80.0%	10 Points	80.0%	10 Points	80.0%	10 Points

District Scoring: Creative Thinking and Visual or Performing Arts

K-12 Grade Band Creative Thinking and Visual or Performing Arts	
Percent Identified	Points
0%	0 Points
0.1%	1 Points
1.0%	2 Points
2.0%	3 Points
5.0%	4 Points
10.0%	5 Points

K-12 Grade Band Creative Thinking and Visual or Performing Arts	
Percent Served	Points
0%	0 Points
1.0%	1 Points
10.0%	2 Points
40.0%	3 Points
60.0%	4 Points
80.0%	5 Points

District Scoring: Representation Identification and Service

Identification: Economic Disadvantage		Service: Economic Disadvantage		Identification: Underrepresented Minority		Service: Underrepresented Minority	
Rep Index	Points	Rep Index	Points	Rep Index	Points	Rep Index	Points
0.0	0 Points	0.0	0 Points	0.0	0 Points	0.0	0 Points
0.40	4 Points	0.40	2 Points	0.40	4 Points	0.40	2 Points
0.50	8 Points	0.50	4 Points	0.50	8 Points	0.50	4 Points
0.60	12 Points	0.60	6 Points	0.60	12 Points	0.60	6 Points
0.70	16 Points	0.70	8 Points	0.70	16 Points	0.70	8 Points
0.80	20 Points	0.80	10 Points	0.80	20 Points	0.80	10 Points

It is important to note two other changes that are not fully reflected in the gifted rule. The first is that the N-size for reporting increases to 15. In the report card system that is being replaced, the N-size for gifted subgroups was 10, and for value-added reporting it was 6. This will likely mean that fewer districts and buildings will have all the subgroups reflected in the gifted identification and service element. The value-added and performance index will also be affected. The other change not reflected in the rule is that there will no longer be a minimum ADM of 600 for the gifted performance indicator to apply to districts. This is no longer needed, as subgroup sizes have been increased. In addition, this minimum ADM requirement has never been required for any other element in the report card, so it did not make sense to apply it to the gifted performance indicator.

GAP-CLOSING MEASURE

The other major change in the report card for gifted is the placement of the gifted performance indicator. Previously, gifted held two places in the report card. The first was as an indicator in the indicators section of the achievement component. The second was in progress as a value-added subgroup measure. The total weight for gifted in the report card in these two areas was about 3 percent. In the new report card, the gifted performance indicator is moved to the gap-closing measure along with the chronic absentee measure. The federally required subgroup measurements were changed to measure both progress and achievement. Finally, the measure contains an ELL progress measure. The new measure is based on a maximum of 75 points and looks like this:

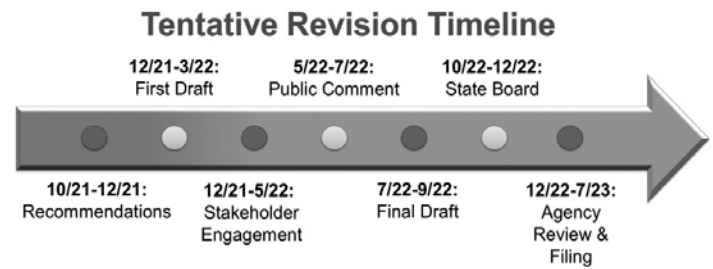
Point Assignments for Measures/Indicators		
Measure/Indicator	Details	Possible Points
Gifted Performance Indicator	Gifted Performance Index	5
	Gifted Progress (Growth)	5
	Gifted Identification and Services	5
Chronic Absenteeism Indicator	Meet annual goal or show improvement from prior year	5
English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

The gifted performance indicator is broken out into the three elements (performance index, progress, and gifted identification and services), each of which is assigned 5 points. Unlike the previous system, which is all or nothing, to receive a met status on the indicator, districts and buildings can receive points for each element of the indicator that they meet. The weight of the gifted performance indicator in the gap-closing measure allows the gifted weight in the report card to remain at approximately 3 percent. Nevertheless, the school administrator associations (BASA for superintendents, OSBA for school boards, OASBO for treasurers, and the two principals' associations) objected to the allocation of 15 points to gifted. These associations traditionally have favored as little accountability as possible for gifted students. The gap-closing measure will be reviewed after one year as it is a newly constructed measure, and the ODE was unable to fully simulate the effects of the measure. The gifted performance indicator will be reviewed every three years, as required by law.

Despite those objections, the Performance and Impact Committee of the State Board of Education voted the rules out at the February board meeting, with one member abstaining. The full board voted on the report card rules package on March 15. The next steps will be for the board hold a Chapter 119 hearing and for the package to go to the Joint Committee on Agency Rule Review (JCARR) for approval. That will happen in April or May, after this column was written. Assuming that the rules package is approved, the new report card will go into effect immediately to provide ratings for the achievement, progress, gap closing, early literacy, and graduation components. A composite rating will be added for the 2022–2023 school year. It is likely that the General Assembly will pass legislation to waive any negative sanctions from poor report card ratings for at least one or two years.

GIFTED RULE REVISION

For some gifted advocates who may still be suffering PTSD from the last gifted rule revision, here is some bad news: we are about to revise the rules again. Look for upcoming stakeholder engagement meetings before the end of the school year. The following is the ODE's timeline for the rule revision process:



GIFTED FUNDING CHANGES

As most gifted coordinators are aware, funding for gifted education looks very different this year because of the incorporation of a new funding formula in the state budget (HB 110). After many delays, the new formula amounts are now available. In addition, the ODE released guidance on the use of gifted education funds last month. The guidance reviews the new gifted funding formula as well as the new accounting codes for gifted funding. Finally, the guidance provides an overview of how gifted funding can be expended. The expenditure rules are quite clear:

1. State gifted funds must be allocated to gifted education.
2. Districts have flexibility on how to spend the funds as long as they are spent on gifted education.
3. Districts may roll over funds from FY 2022 to FY 2023. Guidance for whether funds can be rolled over to FY 2024 is not provided. (The O.R.C. likely prohibits this.)

The guidance also discusses allowable and nonallowable expenditures in each of the function codes. The link to the guidance is <https://education.ohio.gov/getattachment/Topics/Special-Education/Special-Education-Data-and-Funding/Gifted-Education-Expenditures/Gifted-Education-Use-of-Funds-2022.pdf.aspx?lang=en-US>.

How does the new funding system compare to the old? Long story short: for this biennium, gifted funds are decreased by about 1 percent. There are several reasons for this. First, and most significantly, the new funding system applies state share to the gifted funding components. The old system did not. This means that wealthier (type 5 and 6) districts will receive fewer funds in the new system and that less wealthy districts will receive more. Second, the major funding element in the formula for GISs now depends on gifted identification. This means that the fewer gifted

students a district has identified, the fewer funds that district will receive. The old system relied on general student population for all aspects of gifted funding. Because we have seen a significant decrease in gifted identification over the past two years, funding also has decreased overall. Last, the funding formula is not fully funded, and it may never be.

To find your district's gifted funding,

1. Go to <https://education.ohio.gov/Topics/Finance-and-Funding>.
2. Click on School Funding and Payment Reports: <https://education.ohio.gov/Topics/Finance-and-Funding/School-Payment-Reports>.

3. Click on Foundation Funding Reports FY2022 under Traditional Schools: <https://reports.education.ohio.gov/finance/foundation-payment-report>.
4. Select LEA type (e.g., Traditional School District) and Fiscal Year 2022.
5. Click on Payment Date, Specific LEA and select your school district; under Payment Report, select Detailed Payment Report.

Here is an example:

The screenshot shows the Ohio Department of Education website interface for generating School Finance Payment Reports (SFPR). At the top, the Ohio Department of Education logo and a 'Login' button are visible. Below the navigation bar, there are search filters for 'LEA Type' (Traditional School District), 'Fiscal Year' (2022), and 'Payment Date' (04-Feb-2022). A 'Go' button is present next to the filters. The main content area displays the search results for the 'Detailed School Finance Payment Report (SFPR)'. The footer contains contact information for Dr. Stephanie K. Siddens, Interim Superintendent of Public Instruction, and the Ohio Department of Education, along with the State Board of Education of Ohio and Governor Michael DeWine.

GIFTED ACCOUNTABILITY MEASURES

The budget bill contained several gifted accountability provisions. For example, the bill

- Requires a school district to spend the gifted funds it receives through the school funding formula on the identification of gifted students, gifted coordinator services, gifted intervention specialist services, other service providers approved by the ODE, and gifted professional development.
- Requires each district to submit, as part of its annual report to the ODE regarding the identification of gifted students required by current law, the number of students receiving gifted services in each category of gifted student.
- Requires the ODE's annual report of each district's expenditures of gifted funding (as required under continuing law) also to include the amount of gifted funding received by each district.

- Requires the ODE to publish the following by October 31 each year, using data submitted by school districts:
 - Services offered by districts to students identified as gifted in each of the K–3, 4–8, and 9–12 grade bands; and
 - The number of licensed gifted intervention specialists and coordinators employed or contracted by each district.
- Requires the ODE to audit each district’s gifted service numbers in the same manner as it audits each district’s gifted identification numbers under current law.
- Requires rather than permits, as under current law, the ODE to reduce a district’s foundation funding if the district is not in compliance with existing requirements regarding identification of gifted students and the reporting requirement regarding the services provided to gifted students.

While some of these provisions are in place now, don’t expect to see any data changes on the report card or expenditures until next October.

BILLS WE ARE WATCHING

Along with several bills prohibiting critical race theory and vaccine requirements, here are a few others that the OAGC will continue to monitor. HB 322 and HB 327 both deal with “divisive concepts.” HB 327 has been amended, and hearings continue. If any bill on this issue is passed, it will be HB 327. HB 529 would require teachers to post their curricula online for parents to view.

One bill in particular that we are watching, HB 368, would allow districts to determine how to weight College Credit Plus courses. Gifted advocates may remember that when districts were allowed to assign disparate weights to College Credit Plus courses vis-à-vis Advanced Placement or Honors courses, students taking College Credit Plus courses were often put at a disadvantage in calculating class standing. Under this process, many worthy students were unable to receive scholarships as a result of unequal treatment of advanced course work. In sponsor and proponent testimony, most support for the bill appears to be based on anecdotes rather than on data. To date, there has been no hearing for interested party or opponent testimony. For more information on the bill, watch the OAGC’s advocacy updates, which we post at the OAGC website at <https://oagc.com/advocacy/advocacy-alerts/>. There have been no hearings on this bill since the new year, but it is too soon to say that it won’t be revived.

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

HB 290, the so-called backpack bill, would allow student scholarships for any student to attend a private school. If passed, every school-aged child would be eligible for either a \$5,500 (grades K–8) or a \$7,500 (grades 9–12) voucher. Parents could spend these dollars on private school tuition, homeschool supplies, advanced placement testing, or education therapies. The bill had a hearing in February, and the main concern appears to be the cost involved. Some believe the price tag could approach one billion dollars.

HB 61 and SB 132 would prohibit transgender girls from participating in either K–12 or college athletics.

HB 99 would change the requirements for training of a school staff member who wants to carry a firearm at a K–12 school. An Ohio Supreme Court ruling essentially made the training requirement on par with what peace officers are currently required to have in order to be certified in the state. The bill drops the requirement down to about 18 hours of training plus an additional two hours of firearms training. The bill passed the Ohio House, largely along party lines. It has not received a hearing in the Ohio Senate.

STATE BOARD OF EDUCATION AND STATE SUPERINTENDENT SEARCH

The State Board of Education search is reaching a final stretch, and the surprise ending appears to be that the person previously in charge of the search committee will be the desired finalist as state superintendent. As readers may recall, Paolo DeMaria, the former state superintendent, retired as at the end of September. Subsequently, the appointed interim superintendent, John Richards, chose to retire in early October. The state board then appointed Stephanie Siddens as the interim superintendent. The vice president of the board, Steve Dackin, was in charge of the search committee. Dackin was previously the superintendent of Reynoldsburg City Schools and a finalist for state superintendent in 2011. He dropped out as a candidate even though he was reportedly the favored choice of the Kasich administration. Dackin recently retired from Columbus State Community College. On February 28, Dackin abruptly resigned from the board,

and his application was one of 28 received by the state board by the March 1 deadline. It is widely speculated that Dackin is the DeWine administration's favored candidate. The governor will likely need to appoint two new board members, one to replace Dackin and one to fill another seat, in order to have the number of votes he would need to secure this selection. In the meantime, the state board has elected Martha Manchester, an appointed member, to replace Dackin as vice president.

The State Board of Education is now fully back to in-person meetings, though parts of the meetings will still be shown on the Ohio Channel at www.ohiochannel.org. For more information about the State Board of Education meetings, please go to <http://education.ohio.gov/State-Board>.

OHIO GIFTED ADVISORY COMMITTEE

The Ohio Gifted Advisory Committee continues to meet. The focus of the council has sharpened to study the following three areas:

1. Equitable identification of gifted students;
2. Highly effective student supports and services; and
3. Job-embedded professional development.

The council has split into different committees to explore these topics outside regularly scheduled full meetings. The committee's plan is to develop a state strategy around these three areas that can be implemented either through directives from the Ohio Department of Education or the State Board of Education, or if necessary, to seek a statutory change through the Ohio General Assembly. The committees have been concentrating on developing stakeholder surveys regarding various aspects of gifted identification and services.

For more information about the Ohio Gifted Advisory Committee, please go to <http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for-Gifted-Educatio/Gifted-Advisory-Council>.

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

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

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

This article may be reprinted in local OAGC affiliate publications.

ADVERTISE IN THE OAGC REVIEW

For more than 50 years, the OAGC has assisted parents, teachers, coordinators, and administrators of high-ability children. The *Review* reaches thousands of members and affiliates and is posted on our Web site for customers just waiting to learn about your products or services. Ad rates are reasonable, so view other issues of the *Review* at www.oagc.com/publications.asp and advertise today.

<i>Ad Size/Orientation</i>	<i>Size</i>	<i>Cost per Issue</i>
Full page	7¼ x 9¾	\$425
⅔ page	4¾ x 9¾	\$325
½ page vertical	3½ x 9¾	\$225
½ page horizontal	7¼ x 4¾	\$225
⅓ page	2¼ x 9¾	\$175
¼ page	3½ x 4¾	\$150

Advertising requests must be received by the advertising due dates stated in the *Review*. Rates are as listed, but please see complete advertising guidelines at www.oagc.com/publications.asp. Acceptance of advertising does not in any way indicate agreement with or endorsement of opinions, products, or services offered.

PLAY ATTENTION!

By Tracy Alley

During my school district's opening staff ceremony last fall, our superintendent announced that the theme for this school year would be "a year of wonder." As a gifted intervention specialist, I was immediately intrigued. Merriam-Webster gives many definitions of wonder, but I chose this one: "rapt attention or astonishment at something mysterious or new to one's experience." We experienced an inspirational talk and performance from Harris III, an illusionist, motivational speaker, and creative entrepreneur. In my 30 years of teaching, I have never been more excited to begin a new year, even another pandemic year. Harris III filled our souls with joy and inspiration. He explained how his passion changed the course of his schooling and life.

Shortly after the inspiring opening ceremony, I discovered *Play Attention! A Playful Mindset Meets Academic Content* by Stephanie Parsons. I immediately purchased it. At the beginning of the book, Parsons states, "Playful experiences like these create pathways in the brain that enable us to consider more readily unusual, inventive, creative, resourceful ways of doing the things we need to do. These are also the pathways needed to solve problems that haven't been solved before and to create things that didn't exist before. These benefits combine and work together to feed a mindset that is flexible, creative, and courageous" (p. 3). I want my students to be more inventive, creative, and courageous.

Parsons discusses the joy found in play. As students navigate school through the pandemic, they must ad-

dress many social and emotional challenges.

This is equally true for teachers and parents.

We need more infusions of joy and wonder in our daily lives. "The effects of joy on the body, such as dopamine and serotonin release . . . lead to physical and emotional health. Frequent episodes of joy lead to a greater overall sense of well-being or happiness. As a natural antianxiety treatment, joy removes barriers to learning" (p. 18). Students and teachers need more joy!

I have highlighted some key points book and related some teaching ideas that I use in my gifted resource room. I hope that you glean a new teaching idea or a quote to inspire you.

In *Play Attention*, Parsons discusses the seven types of play: making and building, language, exploratory, pretend/fantasy, social, physical, and games with rules. I discuss each of them, except social play, since I believe that is part of all other areas of play.

The first category of play is making and building. My students and I focus heavily on this area. I have found that the majority of students enjoy hands-on projects. Students can be active while using their engineering and artistic skills. In our third-grade Greek mythology unit, we make Grecian vases using papier mâché. We display the vases when we transform our classroom into a Greek restaurant to celebrate the end of the unit. We build a pyramid during our Ancient Egypt unit, and students use imaginative play after the pyramid is built. We build model rockets, Lego creations, cardboard mazes inspired by the documentary film *Caine's Arcade*, K'Nex amusement park rides, and

**"Do not keep
children to their
studies by compulsion
but by play."
—Plato**

A Playful Mindset Meets Academic Content

a variety of bridges. We construct edible icosahedrons out of toothpicks and gumdrops while having engaging discussions on triangles, vertices, and so on. During the reading of *The Phantom Tollbooth*, we create giant dodecahedrons and name the emotions on each side, just like the character in the book. I document the joy of learning through photographs and display them in our classroom. My students are passionate about making and building.

The language area of play is one of my favorites. Parsons states that “language play leads to a deeper understanding of the power of words to change minds, evoke feelings, raise questions, inspire action, or paint vivid images” (p. 73). My third-grade students read David Lubar’s book *Punished*. The protagonist is “punished” by puns. During the reading, we discuss other types of wordplay, such as oxymorons, anagrams, palindromes, idioms, hink pinks, eponyms, and more. Then students create a wordplay game to share with their classmates. In other types of language play, we create Greek mythology stick puppet plays, Leonardo da Vinci radio shows using Garageband, campfire so-emo chats, an *E. coli* rap during a mystery disease problem-based learning project, an order-of-operations play in which students play parts such as Dr. Dee Vision and Dr. Mul T. Ply, and more. “A well-developed sense of humor is important not only for emotional well-being but also for cognitive flexibility, creative problem-solving, and comprehension” (p. 74). During language play, I enjoy listening to the conversations students have with each other in group work. They have an amazing sense of humor. These projects allow students the freedom to understand the power of words.

Exploratory play is intrinsically motivating for most students. Parsons believes “the draw of unfamiliar and



fun materials creates interest in content learning” (p. 24). I wholeheartedly agree! Pentominoes, tangrams, Crayola Model Magic, Legos, and origami are some of the items I use for exploratory play. I like to give students pentominoes while we are reading *Chasing Vermeer* by Blue Balliett. The main character, Calder, keeps pentominoes in his pocket. There are pentominoes and frogs to discover in the illustrations by Brett Helquist. When we study origami, I give students a variety of books, videos, and origami paper in different sizes and textures so that they can experiment. We study tangrams, the ancient Chinese puzzle that explores how shapes fit together to create more than squares, as we read *Grandfather Tang’s Story: A Tale Told with Tangrams* written by Ann Tompert and illustrated by Robert Andrew Parker. When I give my students exploration time, they get lost in the process and never want to leave our classroom.

Pretend or fantasy play is a treasured part of school for my gifted students. We pretend we are in unusual lands for various Interact simulations such as Math Quest, Vocabulary Wizard, Athenian Secret, and Lost Tribe of the Tocowans. Students are introduced to maps, read stories about magical lands, choose destiny cards, create supply lists, obtain gold

coins, and solve challenges. Students look forward to the simulations each week. They crave the sense of adventure and feel transported to a place beyond school.

In the physical realm of play, our school is fortunate to have a butterfly garden, vegetable garden, and wooded area. My students and I enjoy taking walks around the school property. We call the walks “Leo Walks,” since Leonardo da Vinci said he learned best in nature. In the wooded area of our school property, students have an area called “Vine World.” Vine World was so named by students because of the many grapevines. My students gave most of the grapevines names like “Superman,” “Bucking Bronco,” and “Trampoline.” They love to climb the vines and explore the woods. There is an element of risk taking. Parsons discusses risk taking in the first chapter of her book. She states, “In the learning zone, we face some discomfort and challenge in exploring the unknown, but we do so with a growth mindset.” Risk taking can boost self-esteem and decision-making skills.

In the spring, we hunt for macroinvertebrates in the creek and test the water quality as we work on “Mystery River,” a problem-based ecology unit by Mark Bohland. During “Lost Tribe of the Tocowans” (math simulation from Interact), I turn our classroom into a climbing challenge where they learn geography terms. Students must complete the challenge of climbing over buttes and mountains as well as traveling through rivers, deserts, and caves before ending the challenge by jumping over a waterfall. In December, my fifth-graders were working with the order of operations, and we ended our Friday with an order-of-operations snowball battle in which we turned our class tables to create snow fences. There was much giggling and teamwork during the snowball battle. During this challenging pandemic, it made me step back and realize that we can find joy if we only create the opportunity. In spring, we will have an “Under the Sea” party when the second-grade oceanography unit ends. Our class tables will be covered in blue. Students will enter through seaweed and work “under the sea.” They will decorate ocean animal sugar cookies and create their own icing colors with creative names like “sparkling mermaid” (one of the colors last year). As Parsons states, “Purposeful playful experiences can occur within existing curricular and pedagogical mandates” (p. 4).

In the last category, games with rules, I immediately connected our monthly tournaments. Students, in grades 2 through 5, look forward to the last Friday of each month so that they can decompress and play brain games. Some of our favorite games are 24 Game, Qwirkle, Quiddler, Spot It, Blink, WordSpiel, Smart Mouth, and SET. My students also enjoy the online review games Kahoot and Blooket. We play other online games such as Free Rice and the yearly online stock market game. Children are learning social skills during all these gaming sessions. Communication skills, cooperation skills, healthy risk taking, perfectionism, emotional resiliency . . . the list is endless for skill development.

Don’t forget to play alongside your students, to let them see you laugh more and be silly. I have lab coats that I wear when I read chapter books or have a fun math activity. My reading lab coat has signatures and illustrations of famous authors and illustrators that I have met at bookstores or conferences over the last 25 years. Students love when I become “Dr. Mathzgreat” and wear a lab coat during special math projects. The coat is covered with embroidered math vocabulary words and symbols. Students are watching me model play when I become these characters.

Companies want students who are problem solvers and creative thinkers. The more that students are involved in areas of play, the more useful are the skills they will develop for their future careers. As a teacher, I want to create lifelong learners who are creative problem solvers and risk takers prepared for a workforce that changes daily due to technological and global demands.

Students need to remember that learning can be joyful, spontaneous, challenging, and rewarding. As a teacher, I need the reminders as well.

RESOURCES

Parsons, S. (2020). *Play Attention! A Playful Mindset Meets Academic Content*. Portsmouth, NH: Heinemann.

Tracy Alley has been teaching for 30 years. She is the gifted intervention specialist for the Madeira City School District and teaches part time at the University of Cincinnati and Xavier University. If you would like to contact her about resources mentioned in the article and teaching units, please e-mail her at talley@madeiracityschools.org.

Essex School @ Ashland University

By Jennifer Groman

The Martin W. Essex School for the Gifted and Talented™ at Ashland University is reinvesting and reinventing to create an environment for our gifted high school students to do the same.

The Essex School @ Ashland University is for rising sophomores, juniors, and seniors who are identified as gifted in the state of Ohio. It is a virtual summer camp learning experience on the VirBELA platform from Sunday, June 19, at 4:00 p.m. through Friday, June 24, at 7:30 p.m.

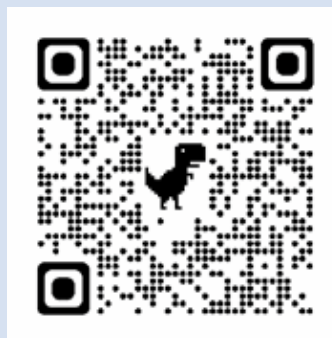
Each morning, a choice of plenary sessions will give students a chance to explore a unique topic or content. These small-group sessions will be led by expert faculty from throughout Ohio. These will include poetry discussions, food science, the irresistible nature of mathematics, chaos theory and fractal geometry, and more.

Daily lunch breaks are taken together in brown-bag social sessions with fellow Essexers, faculty, and staff.

Each afternoon will be devoted to in-depth, small-group intensive courses led by an expert in the field. Students have the same intensive topic each day. There are six intensive courses to choose from: The Stories We Tell, Beyond the March, Singer-Songwriter Circle, No Holds Bard: Full-Throttle Shakespeare, Be the Change: Influential Voices in World Religions, and The Tobacco Wars: Science, Ethics, and Society. See the Essex website at <https://www.ashland.edu/coe/essex-school> for course descriptions and application.

Evening master classes give students the opportunity to explore issues of interest with the whole group. These sessions are optional, to allow students with jobs a chance to work. Friday, June 24, however, is a Parent Night and Talent Share to culminate the week, from 5:30 p.m. to 7:00 p.m.

Dates for the 2022 school are June 19–24, 2022. The cost for Essex @ Ashland will be \$150, with scholarships available. Contact Dr. Jennifer Groman and Dr. Pat Farrenkopf at essex@ashland.edu for more information, visit the website <https://www.ashland.edu/coe/essex-school>, or scan this QR code:



We will begin taking applications December 1, 2021, until the end of April 2022. Materials include the application, eligibility forms signed by the school, student gift and passion share, and choice of intensive. Notification of acceptance will be sent via e-mail by May 1, 2022, with final instructions for payments, choosing plenary sessions, and VirBELA training.

How to Offer FREE*

By Tara Toft

The addition of the gifted indicator on our state report cards and the adoption of the 2017 gifted operating standards have ushered in a new season of awareness of the needs of gifted students. Even though the rules of that indicator likely will be in a forever state of flux, high-quality professional development (HQPD) is both required and potentially expensive for districts choosing to offer gifted services to students. I have offered online book studies and sessions at our district professional learning days in the past, but it has become increasingly clear that my teachers were growing weary of always hearing from just me.

In an effort to find relevant professional development opportunities for my general education teachers who provide gifted services to our students, and knowing that extra funding never magically appears, cheap or free was the only way to go when booking guest speakers. That led to a plea at one of our monthly meetings of coordinators with the Northwest Ohio Consortium for Coordinators of Gifted (NWOCCG), an OAGC affiliate. I offered a little quid pro quo if someone wanted to trade speaking services. Lucky me, Melissa Kuns, gifted coordinator for Margaretta Schools offered up the trade. We both wanted to help teachers increase the rigor in their instructional practice. I offered some training to her teachers, and she did the same for mine. For FREE!

Teaching children who are gifted is hard work, but so is raising them! There are certainly days when we all could use a little help figuring out how

to deal with those precocious and sometimes pesky kids. Parents can benefit from participating in learning opportunities about their gifted children, too.

One such way is hosting events such as talks and workshops. So as part of a family involvement initiative, I instituted gifted family focus events at the Regional Center for Arts and Academic Studies (RCAAS). I typically hold these in conjunction with other annual family-friendly events, such as our Student Art Gallery show openings, Harvest Party, Family Game Night, and Middle School Preview Night. Hosting in tandem with already well-attended events helped us increase attendance while capitalizing on activities and helpers to keep students engaged so that parents could participate in the workshops.

Enlisting help from the gifted intervention specialists who teach at the regional center, we offered parents several topics during gifted family focus events:

- Details about our advanced curriculum, giving parents the chance to learn what and how their children are learning at school.
- Communication tools used at RCAAS, assisting parents who had not yet registered for grade alerts and showing them how to navigate the Google Classroom, where their children could access resources and turn in their work.
- An overview of characteristics of gifted students. A survey was created for use at the winter workshop in order to better plan for the next one.
- Dabrowski's Overexcitabilities

Professional Development

In the 2018–2019 school year, I revisited the talk on curriculum and communication tools to help parents and families new to gifted services for the year. While the event was helpful to some, many parents were ready to hear from people other than the staff at their own children’s school. I suppose it really is true that you cannot be an expert in your own backyard. So back I went, begging for my coordinator friends to help out! This time I wrote a little grant for some extra funds. It wasn’t much (I paid them only \$100 plus travel), but it was enough to compensate them for some of their time and to make me feel better about having one of them schlep all the way to Sandusky in the snow.

As part of that workshop, conversation erupted about students who were, well, organizationally challenged. Other parents expressed frustration with their little procrastinators and precious perfectionists. For the next workshop, Monica Shaner, the OAGC’s Parent Division chair, headed north to talk to a room full of parents about the executive functioning skills (or sometimes lack thereof) of gifted students. In April 2018, I red-rovered Renee Long, gifted coordinator in Defiance, to talk about gifted children, overexcitabilities, and special challenges.

This year, the district social workers and I embarked on a little data dig into the social-emotional needs of our gifted students, after noticing some high levels of need erupting at the middle and high school levels. This led to revival of the Gifted Family Focus Workshops that had been on hiatus in 2020–2021 due to the-virus-that-shall-not-be-named. We

surveyed our students and created a series of workshops for families to support their gifted learners in the areas of perfectionism, pressure, coping skills, relationships, self-awareness, and self-advocacy. You can view a recording from the 2021 OAGC Annual Fall Conference of the reprise of that first session on perfectionism and pressure on the OAGC website. That may not seem like professional development, but keep reading!

Are you ready for the bonus round? Invite your general education teachers to these workshops and offer contact hours toward their gifted HQPD. You already know that the content quality is going to be there because you hand-picked your speakers and helped craft what will be shared. You’ll also be there to watch the teachers engage in learning. Not only do I get to help families learn more about their little learners but I can help ensure that those students will have teachers who understand them better, too. Sounds like a win-win to me!

Tara Toft is the coordinator for advanced academic studies for Sandusky City Schools. She also serves as principal for the Regional Center for Arts and Academic Studies, a full-day gifted service center for students in grades 3 through 6. She is the Region 2 representative for the OAGC, as well as a Conference Committee member and Scholarship Raffle chair.

OAGC'S 70TH ANNUAL FALL CONFERENCE

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

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

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

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

NO PREREGISTRATIONS ACCEPTED AFTER 10/3/2022
{Due to mail and fax delivery issues}
Onsite registration will be open if there is available space. Please call registrar at 614-337-0386 for availability.
NO REFUNDS WILL BE GIVEN FOR CANCELLATIONS AFTER October 3, 2022.
Use a separate form for each registrant. Photocopy as needed.

GENERAL INFORMATION

(Please complete all fields.)

Last name / First name / M.I. _____

District / Organization (if applicable) _____

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

EARLY REGISTRATION
Must be received by September 30, 2022

EVENTS

Please Check Items Below	Member Rate	Nonmember Rate	A
A. Sunday Included at no charge with 1- or 2-day registration Please check if attending			
B. One Day Only Continental breakfast & hot lunch provided Please indicate dietary restrictions Circle: <i>Vegetarian or Regular</i>	___ \$190 <i>Check day attending</i> ___ Monday ___ Tuesday	___ \$235 <i>Check day attending</i> ___ Monday ___ Tuesday	B \$ _____
C. Two Days (Monday and Tuesday) Continental breakfast Please indicate dietary restrictions Circle: <i>Vegetarian or Regular</i>	___ \$275	___ \$325	C \$ _____
D. Late Registration Fee	LATE REGISTRATION FEES APPLY IF postmarked after October 1, 2021 --- \$50 <small>Treasurers' offices do not always forward registration paperwork to the OAGC. Please mail or fax a copy directly to the OAGC.</small>		D \$ _____
E. OAGC Membership Type <i>Required to receive member rates at fall conference</i>	___ \$40 (Basic)		E \$ _____
F. OAGC Division Membership In addition to basic membership <i>Please check division</i>	___ Coordinator \$15 ___ Teacher \$10 ___ Parent \$5 ___ Higher Education \$10		F \$ _____

Method of Payment

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

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

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

2022 OAGC ANNUAL FALL CONFERENCE LODGING INFORMATION

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

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

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

Hilton Columbus-Easton

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

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

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.)

**PHONE IN YOUR
RESERVATION
EARLY!**



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 ...

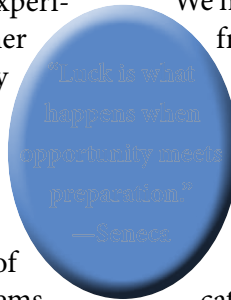
Take Interstate 70 East to Interstate 670 (airport exit).
Remain on Interstate 670 to Interstate 270 North.
Take the Easton exit (**exit # 33**) onto Easton Way.
Remain on Easton Way through one stoplight, crossing over Stelzer Road.
Make a right on Chagrin Drive into the hotel parking lot.
(The hotel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

Goal Vaulting and the Happiness Advantage

By Becky Renegar

Isn't it amazing when the stars align and our experiences and knowledge, old and new, come together in an amalgamation of "aha!" moments? For many of us, that is part of the reason that we went into and remain in education. The look of new understanding lighting up the faces of those we work with sends a wave of stimulation right to the pleasure centers of our brains. For many of us, our devotion to the profession of teaching stems from our love of learning and of fostering that love in others. Recently, some of the multiple and varied professional development opportunities that I've had this year came together for me. I would like to share my "aha!" in hopes that it might resonate with you and lead you to your own "aha!" moments in the classroom.

In November, I was privileged to go to Denver for the National Association of Gifted Children's annual convention. One of the sessions I attended was geared toward parents. Being a parent of gifted children myself and working with the parents of my students, I thought this would be a fabulous opportunity to fill two buckets at once. The session I attended was called *The Parenting Playbook: Coaching Your Child to Success* with Edward Amend and Emily Kercher-Morris of the Neurodiversity Podcast. A portion of the discussion on achievement and perfectionism included the idea of goal vaulting: the tendency we sometimes have of not recognizing our accomplishments along the way, always looking to see the next goal and feeling unsuccessful. I see this tendency in my students as well as in my own life. As a grown-up gifted kid, I have, for as long as I can remember, always looked to the next big thing or accomplishment and have developed a sense of not being or doing enough. As a teacher, I sometimes overlook the small successes I have with my students as I pursue the bigger (and less meaningful) OTES 2.0 designation, the next big idea, the next big opportunity. I think that as teachers, we are frequently guilty of this: missing the forest for the trees and forgetting, in the midst of all the things that we haven't done or accomplished, the tremendous impacts we have made in the lives of our students. We want to be all things to all students. We feel unsuccessful when we are not. We lose sleep over it. We lose time with our loved ones because of it. We become tired, disillusioned, and question why we ever got into education in the first place.



We hear the messages on social media, in the news, and from various legislative bodies across the country that we are not enough. We're not doing enough. Our students are suffering because of us. (You see how this quickly spirals out of control, right?) We focus on these messages because our brains are set to filter and internalize them.

In January, I presented at the Future of Education Technology conference. One of the keynote speakers was Harvard professor Shawn Achor, a positive psychology researcher and author of several books, including *The Happiness Advantage*, which I am currently enjoying via audiobook on my commute to work. In his book, Achor presents numerous research findings on the effects of happiness on productivity, creativity, and success. He asserts that we have gotten the happiness equation backward. People have a tendency to believe that happiness will come with the next big success or accomplishment: If I can just pass this class, get this degree, job, promotion, acknowledgment . . . I will then be happy. But it isn't true. We goal vault to the next thing. While we may experience brief pleasure in reaching a goal, it is short-lived, as we bound on to the next big thing. Our gifted and talented students can fall into the same trap. Achor posits that in getting the equation backwards we hinder our ability to expand our potential. He defines happiness as "the joy one feels striving for one's potential." When we can flip the equation, that is, train our brains to find and focus on small bits of happiness throughout our day and bring small bits of happiness to others, the effect becomes exponential. When schools focus on building happiness, it filters not only to staff but also to students and families. He presents research demonstrating that this effect also can be seen in measures of academic performance, such as state test scores. "Neuroscience research reveals that humor systematically activates the brain's dopamine reward system and cognitive studies show that dopamine is important for both goal-oriented motivation and long-term memory, while educational research indicates that correctly-used humor can be an effective intervention to improve retention in students from kindergarten through college." If humor can activate the dopamine reward system and have these effects, other positive emotions can, as well.

OAGC Article

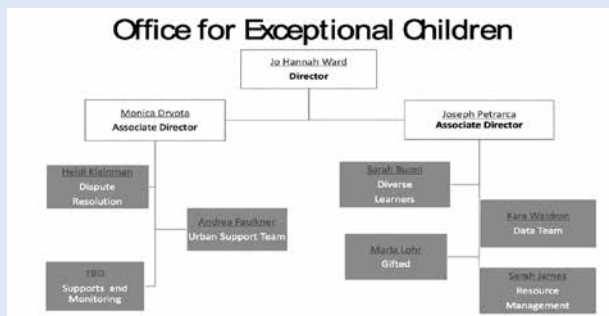
by Joseph Petrarca

Associate Director, Office for Exceptional Children

Greetings!

You are probably wondering, “Who is this guy, and why is he writing in the OAGC Review?” My name is Joe Petrarca, and I am one of the associate directors in the Office for Exceptional Children (OEC) at the Ohio Department of Education. I’ve been with the department for three years and one of my tasks is to support our Gifted Section, one of seven sections in the OEC. Here is a schema of the Office:

Each section is supported by an Assistant Director, and each



Assistant Director and their section is further supported by me and our other Associate Director, Monica Drvota. Jo Hannah Ward is the OEC Director who supports all of the work!

UPCOMING EVENTS: THE RULES

The Operating Standards for Identifying and Serving Students Who Are Gifted (Ohio Administrative Code 3301-51-15), also known as “the rules” are coming up for review. We are putting together a plan to get feedback from stakeholders regarding proposed revisions to the rules, so stay tuned for planned meetings and public comment opportunities in the near future. We will be communicating to get the word out when these meetings and other opportunities will be held. We are tentatively hoping to begin the process of holding these stakeholder feedback meetings in late spring 2022.

While it may seem like a no-brainer that happy people are more successful, the reality is that we sometimes lose sight of this truth. The constant pressure to produce and to succeed often clouds our focus and leads to counterproductive habits: self-isolating, sacrificing the things we enjoy, and burning the candle at both ends. We forget to “sharpen the saw” as Sean Covey would say. But by developing small habits that help us and our students find joy when striving for our potential, we can interrupt the pattern of unhealthy

GIFTED ADVISORY COUNCIL

The Gifted Advisory Council will be accepting applications for new members. Look for the notification to apply to be a member of the council from the Ohio Department of Education later this spring.

One of the many tasks the Gifted Advisory Council has undertaken is to assist the department in developing a plan to strengthen and improve outcomes for our students identified as gifted. Integral to the plan development is broad stakeholder engagement with parents, students, and school and district personnel, including administrators, educators, and others who support or work directly with students who are gifted. The purpose is to identify the successes, challenges, and needed improvements across topics, such as identification, instruction for students who are gifted, acceleration, talent development, professional development, and educator recruitment and retention.

GIFTED EDUCATION USE OF FUNDS DOCUMENT

The Gifted Education Use of Funds document was posted to the department’s website in January 2022. Here is the [link](#) to the web page. The document provides information for city, local, and exempted village school districts in determining gifted funding amounts, the accurate reporting of those funds, and the allowable use of those funds for gifted education.

AND FINALLY...

We want to hear from you! Your feedback is important to us! Let us know how you are doing, what support(s) you need or how we can help!

Michael Demczyk, education program specialist:

Michael.Demczyk@education.ohio.gov

Maria Lohr, assistant director:

Maria.Lohr@education.ohio.gov

Joe Petrarca, associate director:

Joseph.Petrarca@education.ohio.gov

Jeff Shoemaker, education program specialist:

Jeffrey.Shoemaker@education.ohio.gov

Megan Vermillion, education program specialist:

Megan.Vernillion@education.ohio.gov

goal vaulting that can lead to perfectionism, anxiety, and eventually a fear of risk taking and underachievement. Finding moments of gratitude, purposefully performing acts of kindness for others, training our brains to spot moments of opportunity, finding progress in failure, focusing on small, manageable goals to build up to larger ones, and replacing negative thought patterns with positive ones will help us build resilience in the face of challenges and enjoy the successes that happiness more readily brings about.

COORDINATOR

By I

If you haven't applied a representation index to your district yet, do it now. It is essential for gaining a true picture of identification and service practices within underrepresented student groups specific to your district population. To take a deeper look into the inequitable practices within gifted education, let's build an understanding of the representation index, how it is calculated, and how to apply the information.

Many of us first heard of a representation index in fall 2020, when the ODE gifted education staff presented the information at virtual regional meetings. Five-year trend data indicated that across the state of Ohio, our Black, Hispanic, and economically disadvantaged students are severely underrepresented within gifted identification and services. Though we had become accustomed to applying subgroup data to the input points component of the gifted indicator on the ODE report card, these data were much more specific to the populations within Ohio. Educators were encouraged to apply the representation index to their district and buildings.

A representation index compares the percentage of a student group within the gifted population to the percentage of the same student group within the general population. For example, 26.26 percent of a district's population are students who are economically disadvantaged, while 15.38 percent of students who are

economically disadvantaged are identified as gifted. To calculate, divide 15.38 percent by 26.26 percent, which equals 59 percent or 0.59. A 1.0 (100 percent) presents equitable proportionality within that specific student group. Any number at or below 0.8 (80 percent) falls short of the minimum allowance for equitable identification or service numbers. The example reveals an inequity in identification practices for students who are economically disadvantaged.

Coordinators can use this QR code to access a representation index template or visit <https://tinyurl.com/Rltemp>. Just substitute your district or building numbers in the spaces provided or add or subtract student groups as needed.



Once the representation index is calculated for your district or building(s), it is time to continue (or begin) the necessary work of looking for patterns within the data, areas of needed support, and next steps. While certain policies in Ohio may unintentionally create barriers, there are questions we can explore to make strides toward equity. Here is a good place to begin:

- How dynamic is the referral process? If the power falls to classroom teachers alone, it is

CORNER

Rebecca Fredmonsky, OAGC Coordinator Division Chair

not enough. Ensuring that English language tutors, student services, special education departments, and families are aware of referral periods and procedures is especially important. Providing professional development to staff and holding informational meetings for the community will help share pertinent information.

- What assessment instruments are used for whole-grade screening? While the instruments must be listed on the ODE chart of approved assessments, there is flexibility around finding the best fit for specific population needs and student language differences.
- How do services support the needs of your student population? Look for culturally responsive resources and culturally competent educators to effectively support students' academic, social, and emotional growth. Ensure multiple entry points into services and communicate the opportunities to families.

We have a lot of work to do across the state to address the pervasive inequities within gifted identification and services. Getting started with the representation index within your district is a good place to begin, but don't stop there. We must do better, and together, we will.

Higher Education Division Update

By Jennifer Groman,

Higher Education Division Chair

The Higher Education Division is working on two projects.

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

We are collecting tips, tools, and suggestions for individuals taking the Ohio Assessments for Educators gifted education exam. I know that university programs have been doing this, and doing it well, but a helpful site and archive of ideas (without revealing specific questions, of course) from those who have taken the exam and from those of us who teach and work with individuals as they are preparing for the exam might be a welcome addition and something we can work on as a division. If you have ideas or want to be part of the team putting this together, contact me.

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

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

Local Norms as a Strategy for Improving Equity in Gifted Identification

Considerations from a Large, Urban School District (Part II)

By Sara Watson

Ohio's current framework for identifying gifted students is based on what are known as *national norm comparisons*. That is, to receive the label of "gifted" and be eligible for formal gifted service, a student must score in the top 5 percent on an age- or grade-based nationally normed exam. As is now well known, this has resulted in the underrepresentation of economically disadvantaged and racially minoritized students. The Ohio Department of Education's Gifted Advisory Council, of which I am a member, is currently considering how educators might improve the representation of underserved communities in the gifted population.

One increasingly popular idea for improving equity is to use local norms to identify students as gifted. In contrast to national norms, a local norm approach would identify a student as gifted (or qualifying for special services) if he or she ranks in the top X percent of their *local* environment, such as the school building. In so doing, local norms challenge the status quo: that a student scoring high on a nationally normed assessment necessarily merits extra services to thrive academically. Instead, what we need to know is how a given student is performing vis-à-vis his or her district- or building-level peers. The building norms approach, in particular, also focuses on *present* needs: identifying those students who merit intervention in a particular domain in a particular year. It explicitly rejects the idea of a permanent label of giftedness, as is currently the case in Ohio.

The focus on local contexts for identifying learners for gifted services is inspired in part by the federal definition of giftedness: "Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or *environment*."¹ This understanding not only highlights age-based comparisons but also works to situate students' performance vis-à-vis the opportunities that they have been afforded in life. Increasingly high levels of economic segregation in the United States mean that in many instances, such opportunities correlate with a child's neighborhood school building.

In an effort to better understand how local norms might work *in practice* in Ohio's most diverse districts, as well as the local factors that might facilitate or hinder their efficacy, my previous column examined the promise of a strategy of identifying students based on one kind of local norm: *district-based* norms. Using data from Ohio's largest district, Columbus City Schools, I showed that adopting a definition of giftedness based on district versus national norms would substantially increase racial equity in the population eligible for gifted services with-

out large sacrifices in the academic performance of the typical gifted student being served. There would, nevertheless, remain substantial race-based (and likely class-based) disparities.

In this column, I turn to a second version of local norms—what are known as *building norms*. Here, the idea is that eligibility for gifted services should be based on students' performance vis-à-vis their *school peers*. As in my earlier column, here I examine both the equity and academic consequences of a shift to building norms, relying on data Columbus City Schools.² As a large, majority-minority district, Columbus City Schools is an excellent test case for the efficacy of building norms in improving racial equity in gifted services. At the same time, as a low-performing district where most students not only are *not* gifted-identified but are performing below grade level, it also offers insights into some less-discussed regulatory and political issues that would need to be thought through were we to implement them in the Ohio context.

To preview, I show that a shift to local norms for identifying students in reading and math would dramatically reduce racial disparities in Columbus's gifted population, much more so than would the implementation of district norms. I also show that the use of building norms would have somewhat contradictory academic effects (a downward shift in the academic profile of the typical gifted learner but also the extension of gifted services to students arguably in need of intervention). These academic consequences, I argue, are not necessarily a reason to reject the implementation of building norms but ways suggest the need for thoughtful attention to how appropriately to balance various tradeoffs.

SIMULATING BUILDING NORMS IN A LARGE URBAN DISTRICT

To gain insight into how a building-norms strategy might work if applied in Ohio's largest majority-minority district, I follow the extant literature in analyzing the academic and demographic profiles of several cohorts of third-graders using NWEA MAP data. As Siegle and colleagues (2018) note, third grade is the most common point for students to be screened for gifted services nationally.³ Here I ask two questions: how

2 Ideally, we would also simulate how local norms might affect class-based disparities in gifted representation. Unfortunately, data constraints prevent me from exploring how building norms would affect the inclusion of economically disadvantaged students in this column.

3 Specifically, I analyze data from all CCS third-grade students between 2015 and 2019 (pre-COVID years) who took reading and mathematics NWEA MAP assessments, for a total of five cohorts of third-grade students. For each of CCS's 66 elementary schools, I identified the top 5/10 percent of performers in math and reading, respectively. (RIs for the top 15 and 20 percent of building students, not reported, are available from the author).

1 See National Excellence: A Case for Developing America's Talent, 1993.

might the adoption of building norms affect group differences in identification rates, and what would be the academic consequences of moving to a definition of giftedness based on building norms?

In exploring the first question—how the adoption of building norms would influence rates of gifted identification across racial subgroups—in figure 1 I calculate a representation index (RI) for three different scenarios: the status quo (gifted service based on national norms) versus a service model based on students’ ranked performance within buildings. A representation index tells us to what degree students of different subgroups, such as racial groups, are represented in the “gifted” population compared to the general population. An RI of 1 reflects perfect proportionality; an RI of .50 means that a given group of students are represented about half as much in the gifted population as they are in the general population. Small departures from proportionality are to be expected, but according to the ODE, an RI of less than 0.8 suggests inequities in identification. The horizontal line in figure 1 represents this 0.8 threshold.

Figure 1 shows, unsurprisingly, that the use of national

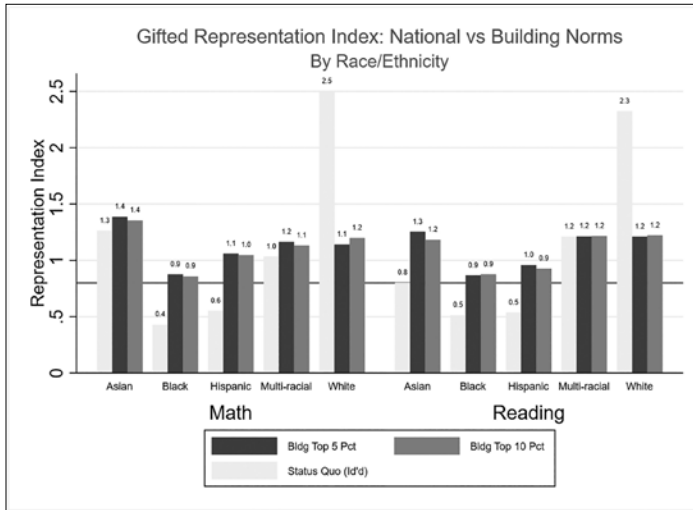


FIGURE 1. GIFTED REPRESENTATION INDEX BY RACE/ETHNICITY FOR NATIONAL VS. BUILDING NORMS

Note: The representation index is the proportion of a group in the gifted population divided by the percentage of that group in the overall population. An RI of 1 indicates proportionality. An RI of less than .8 is considered inequitable. *Source:* Author.

norms is associated with racial disparities in gifted identification rates in Columbus. Some groups, such as Asian and multi-racial students, are close to parity with their presence in the overall population. Other groups are strongly over- or under-represented. White students, for example, are approximately

2.5 times as likely to be represented in Columbus’s gifted population as in the general population. In contrast, African American students are only half as likely to be present in the gifted population, compared to their presence in the broader CCS population.

As a next step, I simulate what would happen if Columbus were to adopt *building* norms for determining eligibility for special coursework. Here I focus on building cut scores of 5 and 10 percent, meaning that gifted service would be provided to the top 5 or 10 percent of *each building’s* students. The simulations suggest that as soon as we switch to a building-based model, we see an identified gifted population closer to proportional representation for all groups. Although there are still some disparities, every subgroup achieves a representation index of at least 0.8, and the highest RI for any subgroup is 1.4 (Asian students in math).

From the standpoint of descriptive representation, a building norms approach would clearly deliver more equitable outcomes than the status quo, at least in highly segregated districts like Columbus. But what would be the academic consequences? Building norms often hit a nerve among gifted stakeholders, because depending on how students in different schools perform, it may involve defining as “gifted” students who are far from current thresholds of giftedness. Advocates of building norms acknowledge that their use will result in different content mastery requirements across schools in defining access to gifted services, but there has been less attention on quantifying the degree of variation.

Figure 2 shows the national percentile ranking cut scores defining eligibility for gifted services across Columbus’s 66 ele-

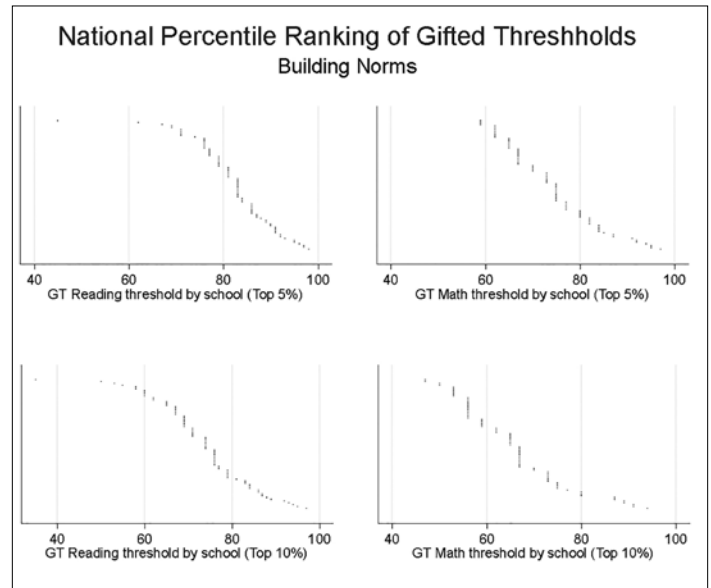


FIGURE 2. THRESHOLDS FOR GIFTED ELIGIBILITY AMONG CCS 3RD-GRADERS BASED ON BUILDING NORMS, BY BUILDING

Note: This figure shows the national percentile ranking for eligibility for gifted services, by elementary school building, based on a building top 5/10 percent approach to gifted identification. *Source:* Author, based on MAP data for five cohorts of CCS third-graders.

In constructing counterfactual comparisons here, I assume that Columbus dismantles its gifted magnet school system and returns all currently GT-identified students back to their neighborhood schools. I also assume that the district shuts down the option of lotterying into neighborhood and regional area schools but maintains citywide lottery schools.

mentary schools for both math and reading, using both a top 5 and a top 10 percent of building definition of giftedness. It shows quite dramatic variation across schools in the overall performance of gifted students. In some of the neighborhood schools in the affluent neighborhoods of northwest Columbus, the cut score for access to gifted services would be set at the top 5 to 10 percent nationally. In other buildings, access to gifted services would require scoring only in the 50th to 60th percentile. In one building, the cut score for access to reading service would be as low as the 38th percentile.

What are we to make of this? Many might be wondering how we can offer gifted services to students

barely at grade level, while potentially denying service to our highest-performing students, Building norms advocates, however, remind us that the fundamental purpose of gifted services should be to challenge bright students whose academic needs are not being met in the regular classroom. Therefore, rather than consider eligibility cut scores in isolation, we should arguably consider them *in relation to* the performance of the typical student in a given school.

Figure 3 visualizes the degree to which a building norm approach might help CCS schools address unmet academic needs by showing the national percentile ranking for two groups of students: the

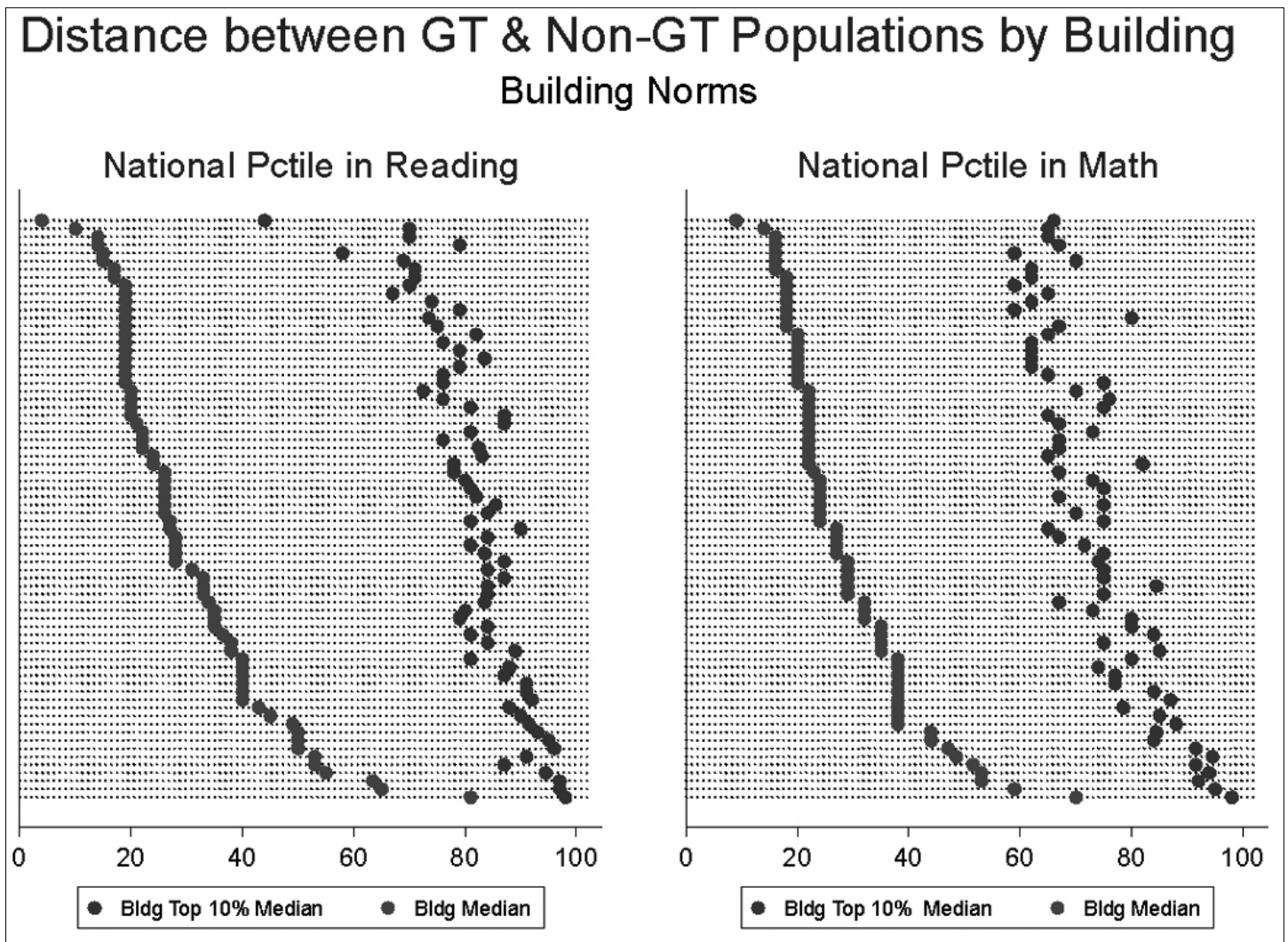


FIGURE 3. THE GAP IN MATH AND READING PERFORMANCE BETWEEN THE TYPICAL AND GIFTED STUDENT, BY SCHOOL

Note: For each CCS elementary school, this figure shows the national percentile ranking in math and reading for (a) the median student in that school and (b) the median gifted student, based on a building top 10 percent definition of giftedness.

Source: Author, based on MAP data for five cohorts of CCS third-graders.

typical (median) student in that building and the typical gifted student in that building (where we define “gifted” as being among the top 10 percent of performers in each school for reading and math, respectively). Here, the logic for transitioning from national to building norms becomes clearer. Indeed, in Columbus, despite the overall low achievement in many buildings, there are nevertheless clusters of students achieving at 40 to 50 points higher in the national percentile rankings than the median student in their building. Under current Ohio law, because most of these students do not meet the nationally normed gifted threshold, their academic needs may go unmet. It is precisely this scenario that a building norms approach is designed to address.

REFLECTIONS ON BUILDING NORMS: SCHOOL SEGREGATION, REGULATORY FRAMEWORKS AND POLITICS

Given the evidence that so much of current gifted education is inequitable (Card & Giuliani, 2016), stakeholders should be open to new ideas about how to improve program access.⁴ The analysis above suggests that the adoption of building norms in diverse, residentially segregated districts such as Columbus would dramatically reduce racial disparities in its gifted population, much more so than the implementation of district norms.⁵ It also suggests that the use of building norms would have somewhat contradictory academic effects, resulting in a substantial downward shift in the academic profile of the typical gifted learner while also extending academic support to many deserving students currently ineligible for targeted interventions.

Although building norms hold promise for improving equitable access to gifted programming, they also raise some thorny issues that stakeholders will want to think through before making a move toward implementation. In this section, I focus on three issues. One is how the use of building norms in the post–No Child Left Behind (NCLB) era might intersect with

efforts to promote integrated schools, something that may be especially relevant in urban districts. The other two issues are more general: (1) how the regulatory apparatus around gifted education in Ohio might need to be rethought and (2) the broader politics of mobilizing support for any transition from national to building norms.

OPEN ENROLLMENT, BUILDING NORMS, AND SCHOOL SEGREGATION

One issue that I’ve not seen discussed in conversations about building norms is how they might operate in districts where intradistrict open enrollment plays a prominent role. In *No Child Left Behind*, the federal government required that districts provide students in poorly performing schools the opportunity to transfer to other schools (Kim and Sunderland, 2004). Urban districts, in particular, required a disproportionately large number of schools to offer transfers. Columbus is a good example of this dynamic in action. In 2020, nearly 50 percent of Columbus students used the intradistrict school choice system to attend a school that was *not* their neighborhood school. I don’t know how extensive school choice is in Ohio’s other urban districts, but it’s unlikely to be negligible.

The popularity of open enrollment in many urban settings, however, raises important questions about how best to identify the relevant “building” context in a building-norms model of gifted education. Should it be the neighborhood school or the school of attendance? To the degree that the federal definition of giftedness is about benchmarking academic performance to the opportunities that students have been afforded, the appropriate local context is, arguably, the *neighborhood* that a student comes from (not the school that they lottery into).

This is a sensible strategy in the abstract, but it raises some issues in practice, especially in districts highly segregated by race and poverty, where within-district school choice arguably facilitates access to better and less-segregated schools for many students. In implementing building norms, would we expect these districts to return all students to their neighborhood schools, potentially increasing overall patterns of racial and economic school-based segregation, so that we can improve equity in gifted populations? Would we require that only gifted students be required to return to their home schools? How do we balance the desire to include more historically minoritized students in

4 We also need more attention to what high-quality gifted programs look like, but that is a separate conversation.

5 It’s important to note that building norms are unlikely to have similar effects in all districts. Districts with little residential segregation, where different groups of students are equally distributed across schools, are likely to reap fewer equity benefits from the implementation of building norms. But insofar as a majority of Ohio’s Black and Hispanic students currently reside in a relatively small number of high-poverty urban districts, building norms should improve overall representational equity.

gifted services with a model that could lead to more segregated schools?

These are not purely theoretical questions. Since the NCLB Act was replaced with the Every Student Succeeds Act in 2015, Ohio districts are no longer required to provide transfers out for students in low-performing schools.⁶ In the name of providing equitable access to facilities and programming, for example, Columbus is currently considering plans that would effectively force most students back into neighborhood schools. I'm not sure where such plans will end up, let alone what the right answer is. But gifted stakeholders should be ready to have serious, evidence-based conversations about how the implementation of locally normed identification strategies might influence (and be influenced by) the broader dynamics of school segregation.

REGULATORY ISSUES: TEACHER TRAINING AND ACCOUNTABILITY SYSTEMS

Another area that deserves more attention is how a shift to building norms might relate to state-level regulatory concerns, such as appropriate teacher training and accountability. Ohio's gifted operating standards require that gifted teachers hold gifted endorsements and receive regular professional development. Most current academic theories of giftedness define it in terms of age-related performance and highlight accompanying social-emotional issues such as asynchronous development, overexcitability, and so on. But are these understandings of giftedness and its corollaries—many of which emerge from the psychological study of so-called highly gifted individuals—still relevant when the profile of a gifted student ranges anywhere from below-grade-level to several grade levels above? Are the academic and social-emotional challenges the same? What does that mean for how we prepare teachers to support students? More concretely, how should districts design gifted services when, as the evidence from Columbus shows, gifted learners even in the same district might vary tremendously in their achievement levels?

Another important question for Ohio stakeholders relates to how we hold schools and districts accountable for supporting gifted students. Our current accountability system evaluates support for gifted students on three dimensions: gifted

identification and service, academic achievement, and value added. The achievement component, in particular, would need to be rethought were we to implement any form of local norms (building or district). The data shown in this column suggest that the top performers in many districts and/or individual schools (who would be identified as gifted under a local-norms approach) will be achieving at a far lower level than is currently expected. Thus, one important task for stakeholders to brainstorm is how we can acknowledge the wildly varying performance level of gifted students under a local-norms approach while still holding schools accountable for providing high-quality service that maximizes student learning?

THE POLITICS OF SHIFTING TO BUILDING NORMS.

Finally, we turn to politics. I am a political scientist by profession, so I am naturally inclined to think about the politics of any policy reform. In the empirical analysis above, I assumed that only the top 5 or 10 percent of students in a building would qualify for gifted services, irrespective of their performance on nationally normed assessments. But a shift to building norms would mean that some currently identified as gifted would no longer receive that label. This would affect in particular students in Ohio's affluent suburban districts, where it is not uncommon for some 50 percent of students to have formal gifted identification. In these districts with relatively few underrepresented groups, the benefits of improved diversity would likely be far less visible than the fact that students are suddenly being denied the label of gifted.

Is this a problem? My take is that it depends on whether we think about it through an educational or through a political lens. From an educational perspective, there are arguments to be made that not all high flyers need supplemental academic interventions. In districts with high proportions of gifted students, possessing a gifted label is not a clear marker of exceptionalism—in some places, it *is* the norm. In these districts, it's not unreasonable to argue that teachers should be adjusting their pedagogical strategies, moving beyond grade-level content standards, and embedding complexity and depth (for instance) into their regular curriculum.

Some parents of currently gifted students may nevertheless worry that their districts or schools would *not* compensate appropriately—especially since in so many districts, current GT services already leave much

⁶ According to Klein (2018), Ohio was not among the states that chose in its ESSA plan to continue the NCLB provisions for allowing students in struggling schools to transfer out.

to be desired. If too many families view the transition to building norms as a zero-sum game, we should expect significant political resistance to building norms. As Scott Peters and colleagues have argued, one way to reduce the likelihood of political backlash would be to expand the pie, defining giftedness as meeting either a national *or* building-based threshold. Politically, such a building + national norms approach would surely make the adoption of building norms more palatable. But it would not be costless.

First, in some districts it would require an even larger increase in the staff allocated to gifted education. It would also contribute to the high variance in the academic profile of the typical gifted students even within the same district (see discussion above), while attenuating the equity-enhancing effects that are in part motivating the adoption of building norms in the first place.⁷ At the end of the day, however, a buildings + national norms approach could still offer more equitable representation of minoritized groups than the status quo. In the spirit of the perfect not being the enemy of the good, it deserves serious consideration as a political strategy, even if it adds another layer of complexity on the implementation side.

* * *

What's the bottom line for gifted stakeholders who might be interested in pursuing local norms—be they district- or building-based? From talking to educators in the Gifted Advisory Council, I know that there is a lot of interest. Put simply, it will require serious policy *and* advocacy work. At the state level, advocates will have to convince lawmakers to change our legal framework to permit the use of local norms. This will, in turn, require thinking through a series of philosophical, regulatory, and policy questions. Then, given the chronic underfunding of gifted services at the state level, it will require convincing *local* leadership that the additional resources required to effectively implement a local-norms strategy are a worthwhile invest-

ment. After all, local norms will improve equity and maximize learning only if they are designed with both goals in mind and are implemented with fidelity. In many cases, that will require a substantial increase in staffing.

Like many conversations worth having, these may be difficult at first. But with hard work, creativity, and recognition that we all share the goal of improving equitable access to advanced academic services across the lines of race and class, I'm hopeful that we can move forward to a better future.

REFERENCES

- Card, D., and Giuliano, L. (2016). "Universal screening increases the representation of low-income and minority students in gifted education." *Proceedings of the National Academy of Sciences of the United States of America*, 113(48): 13678–13683.
- Kim, J., and Sunderman, G. (2004). *Does NCLB Provide Good Choices for Students in Low-Performing Schools?* Cambridge, MA: Civil Rights Project at Harvard University.
- Klein, A. (2018). "States Give Short Shrift to School Choice Options in ESSA Plans." *Education Week*. April 24, 2018.
- Peters, S. (2022). "The challenges of achieving equity within public school gifted and talented programs." *Gifted Child Quarterly* 66(2): 82–94.
- Peters, S., Rambo-Hernandez, K., Makel, M. C., Matthews, M. S., and Plucker, J. (2019). "Effects of Local Norms on Racial and Ethnic Representation in Gifted Education." *AERA Open* 5(20): 1–18.
- Siegle, D., McCoach, D. B., Gubbins, E. J., Long, D., & Hamilton, R. (2018, January). *Gifted identification gap: When just as good is not good enough*. Report presented at the Institute of Educational Sciences Annual Principal Investigators Meeting, Arlington, VA.

⁷ My simulations suggest that in Columbus, including currently identified students would result in a higher RI for whites (1.4 in English; 1.4–1.5 in math) and would reduce the RI for Black, Hispanic, and multiracial students by 0.1 to 0.2. In other districts, where more than 10 percent of students are identified based on national norms, the adoption of building + national approach would likely involve few changes to profiles of gifted populations and hence no necessary increase in services.



CALL FOR NOMINATIONS 2022

The following OAGC Governing Board positions will be elected in May to serve a two-year term of office: president-elect, secretary, and second vice president; chair-elects of the Teacher Division and 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 **April 30, 2022**, and may be sent to:

Heather Kardeen, OAGC Nominating Committee
 PO Box 2333 Dayton OH 45401
 E-mail: oceanluna@twc.com

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

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.

Questions? Contact Beth Wilson-Fish, ewilsonfish@gmail.com or Karen Rumley at rumley.oagc@gmail.com

NOMINATIONS ARE DUE BY
September 1, 2022

OAGC ANNUAL AWARDS GUIDELINES

GENERAL GUIDELINES AND CRITERIA

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

Personal Qualities

Pioneering in Field of Gifted Education

Professional Qualities

Exceptional Performance in the Field

Unusual Leadership in Gifted

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.

COLLEGE SCHOLARSHIP AWARD For Undergraduate Students

DUE APRIL 15



WHO IS ELIGIBLE?

- Ohio students in grades K-12 who are identified as gifted or talented according to OAC 3301-51-15 in one or more areas: Cognitive Ability, Specific Academic Ability, Visual/Performing Arts, Creative Thinking
- Students who are about to enroll **fulltime** in his/her first year of college and/or a student currently enrolled **fulltime** in an undergraduate program of an accredited college or university
- Students who have received an ACT composite score of 27 or higher -OR- Students who have received an SAT composite score of 1200 or higher (1600 scale)

HOW DOES A STUDENT APPLY FOR A SCHOLARSHIP?

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

APPLICATION SUBMISSION/POSTMARK DEADLINE: APRIL 15

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

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

- | | |
|-------------------------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Applicant Information Form | <input type="checkbox"/> Letter of Recommendation and Form #2 |
| <input type="checkbox"/> OAGC Member Nominator Form | <input type="checkbox"/> Activities/Leadership/Awards Form |
| <input type="checkbox"/> District Contact & Eligibility Form | <input type="checkbox"/> Student Essay Form |
| <input type="checkbox"/> High School Transcript (& College if enrolled) | <input type="checkbox"/> Student Essay |
| <input type="checkbox"/> Letter of Recommendation and Form #1 | |

SCHOLARSHIP AWARD PROCEDURE

- Applications will be reviewed by a committee consisting of OAGC’s Scholarship Chair, Parent Division Chair, two Governing Board Members, and a current Member of OAGC. One committee member must be the parent of a gifted child.
- This is a one-time award of \$500. Students may apply each year of fulltime undergraduate studies. However, recipients of the OAGC College Scholarship are not eligible to apply again.
- Applicants will be notified whether or not they were selected to receive a scholarship within 45 days of the submission deadline
- Scholarship awards will be made payable directly to the student

QUESTIONS?

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

Updated: 7/5/21

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

DISTINGUISHED STUDENT Student Scholarship

DUE JUNE 1



WHO IS ELIGIBLE?

- Ohio students who are finishing up the current school-year in grades 3, 4, 5, or 6 and have been identified as gifted or talented according to OAC 3301-51-15 in one or more areas: Cognitive Ability, Specific Academic Ability, Visual/Performing Arts, Creative Thinking
- Applicants must demonstrate excellence in one or more of the following areas: visual or performing arts, academic achievement, or leadership
- Furthermore, the distinguished student will show evidence of using their exceptional talent in order to **positively impact others** in the community or communities that surrounds them.
- The OAGC will accept nominations from a parent, teacher, community/civic groups, or the student

HOW DOES A STUDENT APPLY FOR A SCHOLARSHIP?

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

APPLICATION SUBMISSION/POSTMARK DEADLINE: JUNE 1

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

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

- | | |
|---------------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Applicant Information Form | <input type="checkbox"/> Letter of Recommendation and Form #2 |
| <input type="checkbox"/> Current Photo of the Student | <input type="checkbox"/> Activities/Awards Form |
| <input type="checkbox"/> OAGC Member Nominator Form | <input type="checkbox"/> Student Essay Form |
| <input type="checkbox"/> District Contact & Eligibility Form | <input type="checkbox"/> Student Essay |
| <input type="checkbox"/> Letter of Recommendation and Form #1 | |

SCHOLARSHIP AWARD PROCEDURE

- Applications will be reviewed by a committee consisting of OAGC's Scholarship Chair, Parent Division Chair, two Governing Board Members, and a current Member of OAGC. One committee member must be the parent of a gifted child.
- The award recipient will receive a \$1000 scholarship and Certificate of Excellence from the OAGC
- Applicants will be notified whether or not they were selected to receive a scholarship within 45 days of the submission deadline
- Scholarship awards will be made payable directly to the student

QUESTIONS?

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

Updated: 7/5/21

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

8 REASONS YOU SHOULD

By Lisa Van Gemert

You should label kids as gifted if the label fits.

This is a shockingly controversial statement, and I think it is because of three reasons:

1. Bias against giftedness.
2. The ambiguity of identification.
3. Misunderstanding of or bias against the idea of “labels.”

I don't find these reasons compelling, and I will share eight reasons why (in no particular order).

WHY I THINK YOU SHOULD LABEL KIDS AS GIFTED

REASON 1: IT ALLOWS THEM TO RECEIVE ACADEMIC SUPPORT AND SERVICES.

In most cases, it is school systems that label kids as gifted, and they do so to be able to serve kids with different needs from typical learners.

In schools, “gifted” is a service model, not an identity. You can be “gifted” in one district and not another because the criteria for receiving that service varies.

This ambiguity disturbs some people who want to see their child as either gifted or not, yet this isn't how it works in schools.

If we don't allow the student to be identified for the services that the school offers for them, we deny the child appropriate educational placement. To me, it is no different than denying a child with dyslexia (who may also be gifted, of course) the “label” dyslexia. You're cutting off your nose to spite your face.

Refusal of the label denies services.

REASON 2: SAYING YOU DON'T WANT A CHILD “LABELED” IS LIKE SAYING YOU DON'T WANT A CHILD TO HAVE A HAIR COLOR.

Everyone is labeled. The only choice is whether we want more formal labels as opposed to only the informal labels applied to us every single day.

“Labeled” is a loaded term that at its heart means “recognized as.”

You can be labeled as tall, short, fat, thin, belonging to a certain ethnic or racial group, having a particular facial structure or feature, or a wide variety of other physical attributes. You can also be labeled as a reader, an artist, an athlete, a parent, a sibling, a grandchild, a Christian, and on and on.

Labels are unavoidable, and I'm not sure why we're so against them. Perhaps it's because we think it will narrow the way the person sees him- or herself or the way others will see him/her.

I have read many opinion pieces that advocate not labeling people, yet I think that is silly. You can't *help* but label people. It's in our DNA. You can't not notice someone behaving rudely. You can't not notice that someone is 7'4" tall. The “label” is simply the reticular activating system sending you a message: tall person at three o'clock. Labels are how we make sense of our world.

Obviously, you don't want the child seen as *only* any one label, but rather as a whole person. That doesn't apply to just the label of “gifted,” however, and we will not prevent a child's being labeled as anything because we don't allow them to be labeled as this one thing.

REASON 3: THE KIDS DIDN'T CHOOSE THE NAME.

Some people argue against the term “gifted,” believing it implies superiority or arrogance.

I believe the opposite. To me, the word “gifted” as it applies to cognition is a constant reminder that this was a gift, not earned.

I think it's humility inducing, not arrogance producing.

No matter which way you look at it, however, the child did not choose that term, and it seems patently unfair to say that children are responsible for the distaste of a word they didn't have any voice in choosing.

Additionally, it doesn't really matter what word you use—because of anti-intellectualism bias, any word used to indicate cognitive ability would take on these same connotations.

LABEL KIDS AS GIFTED

REASON 4: GIFTEDNESS IS NO GUARANTEE. IT'S POTENTIAL, NOT PROMISE.

I read a horrible article about why elementary school children shouldn't be labeled as gifted (I'm not linking to it because it was so wrong, so offensively wrong and ignorant), wherein the author wrote that when her son was identified as gifted, she was sure that it meant he "was surely destined for great things."

Um, no.

You misunderstood, and in your misunderstanding, you harmed your child. I know you didn't mean to, but you did.

Giftedness means that you have ability. Like a seed, it is a potential, but it must be nourished, cared for, fertilized, and have sun in order to grow.

It is the responsibility of parents and educators of gifted kids to explain that being identified as gifted is not a "get out of working hard free" card.

We must teach them the mundanity of excellence.

We must teach that "smart" does not equal "never study" or "it will always come easy."

The label is not to blame: we are.

REASON 5: GIFTED KIDS HAVE SOCIAL AND EMOTIONAL NEEDS AS WELL AS COGNITIVE NEEDS.

Even a quick perusal through NAGC's [list of common traits of gifted kids](#) will reveal that only a fraction of them are cognitive.

These kids feel differently, as well as think differently. If they don't get labeled as gifted, they may not get the understanding they need.

Of course, being identified as gifted is certainly no guarantee that they *will* get the understanding they need because the same ignorance that says gifted kids don't need different educational resources leads to believing they don't have different social/emotional needs as well.

REASON 6: GIFTED DOESN'T JUST MEAN THINKING BETTER; IT MEANS THINKING DIFFERENTLY.

To me, this is the number-one biggest misconception about gifted kids. People as a whole seem to think that gifted just means "smart"—like you think better than other people.

The danger of this thinking leads to things like Ian Byrd wrote so eloquently of on his website.

It also leads to the idea that they will make really good tutors to other kids because they are like Dr. Pepper with extra caffeine.

Yeah, no.

Gifted kids think qualitatively differently from the norm. They tend to be divergent thinkers, finding the showing of work to be nearly impossible, the explaining of reasoning overly burdensome, and the working within a group virtually unbearable.

All of these dynamics can (and should) be addressed, yet at their heart lies this truth: when you are gifted, it's not just that your brain is efficient. Your brain is divergent.

They need challenge in school in a way that is very, very different from just more work.

REASON 7: GIFTED KIDS DESERVE ALL THE INFORMATION ABOUT THEMSELVES.

My mother was adopted, but never told until she found out herself as an adult. This withholding of information from her was excessively and unnecessarily painful. Children deserve the truth about themselves.

Would you not tell a child he/she had Rh- blood? Would you not tell a child he/she was Italian? It's part of identity construction to know who you are, your strengths and weaknesses, your challenges and opportunities. Parents then provide context for these aspects of identity so that they do not become all-defining.

When you get a name for the apartness so many gifted children feel, you can make more sense of those feelings.

REASON 8: IT ALLOWS PARENTS TO GET SUPPORT, TOO.

Parenting gifted children is not for the faint of heart. This game is not for amateurs. Don't try this at home, folks.

When a child is labeled as gifted, at least you have something to Google. Maybe you'll get lucky and you'll find NAGC or your state gifted organization or a parenting Facebook group or some other resource that will help you navigate Giftedland.

Parents of gifted children can feel isolated and even attacked. It is not uncommon to find defensive parents of GT kids—that's a natural response to being marginalized for long periods of time.

When we label a child as gifted, we actually identify an entire family as needing support, encouragement, understanding, and resources. When we refuse to identify a kid as gifted, we deny not only the child but also the parents of the services and support they might otherwise receive.

MY GIFTED STORY.

When I was in elementary school, I was identified as gifted using a Stanford-Binet LM. The day of that test was the best day of school I'd ever had. The experience alone was powerful.

I remember the dawning realization in the evaluator's eyes that I was thinking differently from others. For the very, very first time, I felt that my brain was an asset.

I was put in a special class with others who thought like me. It was the school equivalent of coming home.

I was also a candy-striper, volunteering hundreds of hours at a local hospital. I also played soccer. I also babysat and earned money for the things I wanted. I was not *just* gifted, but it was a part of who I was.

I had to study for the grades I earned. I worked hard. I know how hard you have to work to do well, even if you are gifted. The grade in AP English did not fall from the sky. My successes did not spring fully formed like the goddess Athena.

I've struggled with many of the social and emotional traits of gifted people (Unfortunately, they forgot to "ungift" me when I graduated from high school, so I'm still struggling). I've lost friends because of undesirable traits I didn't work hard enough to adjust.

I've left jobs because I still struggle to work in groups with people who don't care about their work or won't pull their weight (there's a special place in you-know-where).

Adding the idea that I shouldn't have even had the small consolation of knowing where all of this comes from is insult to injury, and that's what the anti-labelers are saying. They're saying that kids don't deserve to know who they are.

AND THAT'S WHY YOU SHOULD LABEL KIDS AS GIFTED.

Gifted is different, not better.

Labeling is identification and information, not destiny.

The name implies unmerited, not arrogance.

The knowledge of it is power, not an easy path.

Using a combination of neuropsychology, pedagogy, experience, humor, technology, and sheer fun, Lisa Van Gemert shares best practices in education with audiences around the world. She is an expert consult to television shows including Lifetime's Child Genius, and a writer of award-winning lesson plans, as well as numerous published articles on social psychology and pedagogy and the book Perfectionism: Practical Strategies for Managing Never Good Enough. A former teacher, school administrator, and youth & education ambassador for Mensa, she shares resources for educators and parents on her website giftedguru.com and is cofounder of the Gifted Guild, a professional community for educators of the gifted. Lisa and her husband Steve are the parents of three sons and live in Arlington, Texas.

15

HOURS REQUIRED TRAINING

1

EASY SOLUTION

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

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

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

Register online now for a 10% discount at

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



Ohio Association for Gifted Children

P.O. Box 30801
Gahanna, Ohio 43230

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

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

Call for Articles – Fall 2022 Review

General Call

Please note that the deadline for articles for the OAGC fall *Review* is **June 15, 2022**. 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.