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# PRESIDENT'S MESSAGE

*By Sarah Lee, OAGC President*

As I write this article, I have just finished watching some of the virtual sessions from the NAGC Annual Convention. Ohio was represented by many amazing presenters, including some of our own Governing Board members: Aimee Ashcraft and Rebecca Renegar. Watching online makes me ever more grateful for our opportunity to attend the OAGC Annual Fall Conference in person this year. Many thanks go to Ann Sheldon and the conference committee for organizing another outstanding event. Through their efforts, we were able to come together to network, share, catch up, and laugh, things that so many of us have missed in the last year and a half. Although some restrictions were still in place, the normal buzz and excitement were still very present. The inspiration that we received from April Wells and Shelagh Gallagher created an energy in the crowd that helped us all remember our purpose. I heard so many people expressing their feelings of renewal and making plans for the future.

With our purpose renewed, we can return to our positions knowing that we have an obligation to the children we serve to provide them with the best opportunity for a quality education to meet their needs—but also knowing that we don't have to do it alone. During the conference we were reminded that the OAGC's mission is to promote and support the development of gifted children in Ohio through dissemination of information, advocacy on their behalf, encouragement of affiliate organizations, and promotion of research and education for gifted children. Our leaders have contin-



ued to advocate for our gifted children throughout the pandemic and will continue that fight to ensure that Ohio's gifted children are given the opportunities they deserve.

The organization is here to support not only Ohio's children but also their teachers, coordinators, and families. The OAGC Teacher Division provides support, resources, and opportunities for any teacher working with gifted students through its Teacher Academy conference. The Coordinator Division leads many sessions at the Annual Fall Conference for both new and experienced coordinators, organizes the Coordinator Conference each December, and offers training videos to members on its website. The Parent Division supports families with advice, advocacy, and educational opportunities on behalf of their children. As we get ready to embark on the last half of our school year, I remind you that you are not alone: in your frustrations, your successes, or your fight, the OAGC stands with you!

# ADVOCACY CORNER

## EDUCATION IN THE POLITICAL CROSSHAIRS



*By Ann Sheldon*

Educators across Ohio and the nation are still reeling from shutdowns, quarantines, and the overall turmoil and angst due to Covid-19. Nasty school board elections and contentious school meetings about mask wearing and vaccines have contributed to an increasingly hostile work environment for educators. These educators already are burning out from the burden of teaching and supporting children who are academically and socially and emotionally fragile. To add to this mix, education issues have come front and center of growing political and cultural wars. Unfortunately, gifted education is not untouched by these wars. In fact, gifted education is getting hit from two sides.

On one side, in the name of equity, there are calls across the country to end or significantly modify gifted services. Most notably, in New York City, the outgoing mayor, Bill DeBlasio, has called for the elimination of gifted programs, causing a huge uprising among parents and pundits alike. While the newly elected mayor, Eric Adams, has indicated that he wishes to take a different approach, no one quite knows what that approach is. New York City is not alone. California may limit accelerated courses, and Virginia has revamped entry into the selected schools. The latter change may reflect the political turn to the right by suburban voters who elected a Republican governor.

On the other side, there is a new and rather ugly fight about teaching about “divisive issues,” such as racism. While critical race theory (CRT) is not taught in any school the country, it has become a rallying cry against teaching history in a way that might possibly make students feel bad about themselves.

In the middle of all this turmoil, Ohio is required to reform district report cards, including the gifted performance indicator (GPI), where the inequity of gifted identification and services to economically disadvantaged and underrepresented minority students must be addressed. Navigating among the various factions on the Ohio State Board of Education will be a challenge as we try to make meaningful changes to the gifted performance indicator.

This Advocacy Corner will provide additional information about the indicator, the state board of education, the state superintendent search, several bills that we are watching, and some additional items.

### STATE BOARD OF EDUCATION DRAMA

Making national news, two state board of education members were forced to resign in November. The resignations came from governor-appointed members Laura Kohler, who was president of the board, and Eric Poklar. Ohio Senate

president Matt Huffman indicated to Governor Mike DeWine that the Senate would not vote to confirm their appointments, as is required for them to continue to serve. The resignations came after the two appointed members voted against repealing 2019’s Resolution 20, which opposed racism, among other things. Since the Resolution 20 vote, the state board has been embroiled in a debate about equity and so-called critical race theory, which was not part of the resolution and is not taught in any Ohio school district. The dispute has put almost all debate about substantive education policy issues on the back burner.

The governor quickly nominated two more individuals to serve on the board, Richard J. Chernesky and Brandon Kern. Both nominees are known to be associated with Lt. Governor John Husted.

Chernesky is a lawyer with Dinsmore & Shohl in Dayton, concentrating on corporate law. He has previously served on the board of trustees for Sinclair Community College and the Lutheran School of Dayton. He is also a past member of the board of directors for the Miami Valley Hospital Foundation and the Better Business Bureau of Dayton/Miami Valley.

Kern is the senior director for state and national policy with the Ohio Farm Bureau Federation. Prior to that, he served as director of policy and legislative affairs in the office of Ohio treasurer Robert Sprague. He also served in the Ohio Senate as an education policy analyst for a short period and is known by most education lobbyists.

At the November board meeting, Charlotte McGuire, an elected member, was voted in as president of the board, while an appointed member, Steve Dackin, was elected as vice president. McGuire previously had been serving as vice president. She is a well-liked member of the board, with both liberal and conservative factions supporting her nomination. Dackin is the former superintendent of Reynoldsburg City Schools. He recently retired from Columbus State Community College. While he was not as widely supported as McGuire, his deep background in K–14 education was viewed as a positive by the majority of the board.

In a welcome change, there was little public participation at the November meeting. In previous months, there have been hours of testimony debating Resolution 20, CRT, and equity and racism in general.



The state board of education has moved from virtual meetings back to in-person meetings as of the June meeting. While most of the ODE staff continue to work remotely, the board meetings should be in-person moving forward, though parts of the meetings will still be shown on the Ohio Channel at [www.ohiochannel.org](http://www.ohiochannel.org). For more information about the state board of education meetings, please go to <http://education.ohio.gov/State-Board>.

#### STATE SUPERINTENDENT SEARCH

The state board of education does not seem to be in a hurry to replace Paolo DeMaria, who retired as the state superintendent 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. Board member Steve Dackin is in charge of the search committee. He reported this month that the department did not receive any credible proposals from companies to assist in the search. While former president Laura Kohler set an ambitious timeline to select a new superintendent, the current president, Charlotte McGuire, has indicated that she is willing to take more time to select someone.

**Report Card Reform.** With the passage of HB 82, the state board of education has until March 31 to reform district report cards. They also must present the report cards to the Ohio House and Senate in February, which leaves a very condensed timeline for work. At the November Performance and Impact Committee meeting at the state board of education, ODE staff, including Shelby Robertson, Aly DeAngelo, and Chris Woolard, outlined the plan for tackling the work. Part of the plan is to engage a workgroup from the Gifted Advisory Council to work on the gifted performance indicator. The first two meetings of the subgroup took place on November 29 and December 8 (during the regularly scheduled Gifted Advisory Council meeting).

The OAGC's questions and concerns about revamping the new indicator are as follows:

1. Smaller, (mostly) rural districts are unfairly penalized by the current calculation of minority and economically disadvantaged students in the GPI. The current calculation does 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 merely looks at 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 award.

2. Currently, all minority subgroups are included in the GPI, inflating minority numbers in some districts and making it more likely that underrepresented minority students may be overlooked. Minority populations should include only those students who are underrepresented in gifted identification and service numbers.
3. The point system for identification and service may need to be rethought in terms of awarding more points for minority and economically disadvantaged student subgroups. It may be worth discussing whether 100 points is sufficient to differentiate performance of districts. Also, should we include the performance or growth of minority students in the point system?
4. The current passing score for gifted students is 117 on the gifted performance index. We will need to determine if this score is still appropriate. As we will likely have two to three years of Covid-19 regression, do 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. Is it still appropriate to allow districts under 600 ADM to be exempt from the gifted performance indicator?

We will keep OAGC members apprised of the progress of report card reform through our advocacy updates, which we post at the OAGC website at <https://oagc.com/advocacy/advocacy-alerts/>.

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.

#### UPDATE ON GIFTED ACCOUNTABILITY MEASURES

The budget bill contains 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) to also 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:
  - (1) Services offered by districts to students identified as gifted in each of the K–3, 4–8, and 9–12 grade bands; and
  - (2) 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—most notably gifted spending—were to have been posted in October, the ODE has indicated that due to the complexity of implementing the new funding formula, the breakdown of the gifted formula by district will not be available until sometime in December.

**Bills We Are Watching.** Along with several bills prohibiting critical race theory and vaccines, there are a few others that the OAGC will continue to monitor. One bill in particular, 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. This resulted in many worthy students being unable to receive scholarships as a result of unequal treatment of advanced course work. The bill has received spon-

sor testimony as well as proponent testimony in which most support for the bill appears to be based on anecdotes rather than 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/>.

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.

HB 290, the so-called backpack bill, would allow student scholarships for any student to attend a private school.

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.

**Ohio Gifted Advisory Committee.** The Ohio Gifted Advisory Committee met on December 8. 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 of the 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, the state board of education or if necessary, to seek a law change through the Ohio General Assembly.

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 Ohiogift listserv, please e-mail [artsnyder44@cs.com](mailto:artsnyder44@cs.com) for directions. You may also e-mail me directly at [anngift@aol.com](mailto:anngift@aol.com), and I will make sure that you are added to the listserv.

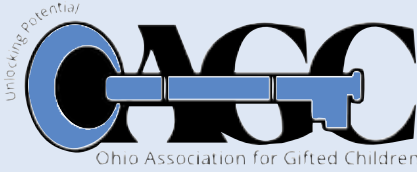
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This article may be reprinted in local OAGC affiliate publications.*

# OAGC VIRTUAL SPRING TEACHER ACADEMY

## February 28 and March 1, 2022



The Ohio Association for Gifted Children is proud to present the 20th Annual OAGC Teacher Academy. The Teacher Academy offers a good blend of practical and research-based sessions for gifted intervention specialists and regular classroom teachers. This year, the OAGC Teacher Academy will be held on February 28 and March 1, 2022. Our keynote speaker will be Lisa Van Gemert. The academy will offer a variety of live and recorded sessions over the two days, featuring national, state, and local experts. A full list of session speakers and descriptions, along with this registration form, will be available at [www.oagc.com](http://www.oagc.com) in January 2022.

The conference will begin at 9:00 a.m. and end at 4:00 p.m. each day, though all sessions will be recorded and available for asynchronous viewing for up to 90 days after the conference. CEU credit certificates for up to 15 contact hours will be issued by the OAGC, based on the participation of attendees. Certificates can be transferred to your local LPDC for proper CEU credit.

**Please complete and return this registration and a check or purchase order for each person attending the academy to  
OAGC, P.O. BOX 30801, GAHANNA, OHIO 43230 BY FEBRUARY 14, 2022.**

Or e-mail [oagcregistrar@gmail.com](mailto:oagcregistrar@gmail.com)

Faxed registrations will be accepted at 614-337-9286 after February 14 with a \$25 late fee, provided that space is available.  
Late registrations require prior arrangement. **Cancellation fee** is \$50 before February 14, 2022. **No refunds after February 14.**

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

Last name / First name / M.I. \_\_\_\_\_

District / Organization (if applicable) \_\_\_\_\_ Send mail to: \_\_\_\_\_ Home \_\_\_\_\_ Work \_\_\_\_\_

Home address \_\_\_\_\_ Work address \_\_\_\_\_

City / State / Zip \_\_\_\_\_ City / State / Zip \_\_\_\_\_

Home phone ( ) \_\_\_\_\_ Daytime phone ( ) \_\_\_\_\_ County of work \_\_\_\_\_

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

Home e-mail \_\_\_\_\_ Work e-mail \_\_\_\_\_

*Cost includes materials and continental breakfast and lunch each day*

Events	OAGC Member Rate	OAGC & Teacher Division Member Rate	Nonmember Rate	Totals
A. Two days	_____ \$200.00	_____ \$195.00	_____ \$250.00	A.
B. Late registration if received after February 14, 2022			_____ \$ 25.00	B.
C. Not a member? Join now for reduced registration! Please attach separate membership form. available at <a href="http://www.oagc.com/join.asp">http://www.oagc.com/join.asp</a>	_____ \$40 (Basic)	...optional dues in addition to Basic _____ \$15 (Coordinator Division) _____ \$10 (Teacher Division) _____ \$10 (Higher Ed. Division) _____ \$ 5 (Parent Division)		C.
			TOTAL	

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

Registration check # \_\_\_\_\_ \*OAGC membership check # \_\_\_\_\_ \$ \_\_\_\_\_

PO issuer \_\_\_\_\_ PO # \_\_\_\_\_ \$ \_\_\_\_\_

# CALL FOR PROPOSALS FOR SMALL SESSIONS

## Ohio Association for Gifted Children Annual Fall Conference

October 16–18, 2022 Hilton Hotel Easton in Columbus\*

This proposal must include (1) your name(s); (2) the title of the presentation; (3) a brief description of the session (**limit 50 words**); and (4) a detailed description of what the presentation includes, not to exceed three pages. Send one copy of the cover sheet and proposal to the address at the bottom of the page. Do not send vitae, articles, or other materials. *Please read the additional proposal guidelines.*

PLEASE PRINT or TYPE.

Lead presenter name: \_\_\_\_\_ Phone: (h) \_\_\_\_\_ (w) \_\_\_\_\_

### WORK CONTACT INFORMATION

Title: \_\_\_\_\_ School/Business: \_\_\_\_\_

E-mail address: \_\_\_\_\_

**TITLE OF PRESENTATION:** \_\_\_\_\_

**ODE gifted competencies met (if applicable):** \_\_\_\_\_

**PRESENTATION TYPE:** \_\_\_\_\_ dialogue \_\_\_\_\_ hands-on demonstration \_\_\_\_\_ lecture \_\_\_\_\_ panel discussion

**DATE PREFERENCE:** \_\_\_\_\_ Monday, October 17 \_\_\_\_\_ Tuesday, October 18 \_\_\_\_\_ both \_\_\_\_\_ either

**AV NEEDS:** \_\_\_\_\_ no AV needs \_\_\_\_\_ overhead projector \_\_\_\_\_ LCD projector (presenters must supply their own)

#### STRAND (Select the two most appropriate.)

- parents  
 gifted intervention specialists  
 classroom teachers  
 counselors/psychologists  
 gifted coordinators/administrators  
 higher education professionals

#### TARGETED GRADE

- early childhood  
 primary  
 intermediate  
 middle school  
 high school  
 other (please specify) \_\_\_\_\_

Will products be marketed in the session? \_\_\_\_\_ yes \_\_\_\_\_ no

#### PROPOSAL DESCRIPTION

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

- (1) title of presentation, top/center of page, must not exceed **10** words
- (2) description of session must not exceed **50** words
- (3) detailed description of what the actual presentation includes must not exceed three pages  
*Name(s), title/affiliations(s), mailing addresses, phone numbers,  
 and e-mail addresses of copresenters should be listed at the bottom of the proposal description.*

**AUDIOVISUAL EQUIPMENT INFORMATION:** Each room will be equipped with a screen.

*\*Presenters are responsible for making arrangements for any other equipment needs directly with the hotel and will be personally charged.\**

**DEADLINE FOR PROPOSALS:** Postmarked by April 15, 2022.

Submit one copy to Small Sessions Chair, OAGC, P.O. Box 30801, Gahanna, OH 43230 or e-mail to [anngift@aol.com](mailto:anngift@aol.com).

**SEE ADDITIONAL PROPOSAL GUIDELINES**



# PROPOSAL GUIDELINES

Please send one copy of the cover sheet and proposal to  
Small Sessions Chair, OAGC, P.O. Box 30801, Gahanna, OH 43230  
postmarked no later than April 15, 2022. Please keep a copy of your proposal.  
Materials submitted to the OAGC cannot be returned.

- Proposals postmarked after April 15, 2022, may be considered for the 2022 OAGC Annual Fall Conference but will not get first priority review.
- Proposals will be reviewed by the OAGC Conference Program Subcommittee. Final decisions regarding proposals will be communicated to you by May 16, 2022, via e-mail.
- All sessions will last 50 minutes. Presentations should be structured to allow for audience questions, participation, and discussion as appropriate within this time frame. Requests for double sessions will be considered.
- Presenters may elect to have handouts placed on the OAGC Web site after the conference.
- On the date preference line, mark only the day(s) on which you are willing to present. This will prevent scheduling conflicts and enable the Conference Program Subcommittee to maintain topic diversity.
- Proposal descriptions must be **50 words or less**. The description must be appropriate for inclusion in the conference program. Descriptions that exceed 50 words will not be reviewed.
- The detailed description of the presentation must not exceed three double-spaced typed pages and should give the Conference Program Subcommittee an accurate and detailed understanding of what the actual presentation will involve.
- Expenses for travel, handouts, and attendance at the OAGC Annual Fall Conference are the responsibility of each presenter. All presenters are required to register for the conference. The OAGC will offer a \$50 discount to be shared by all the presenters of each session. No presenter will receive more than a \$50 discount for the conference regardless of the number of sessions presented.
- Information regarding selection of proposals and other information will be sent only to the lead presenter. The lead presenter is responsible for informing copresenters of the date and time of the presentation.

*If you have any questions regarding the proposal form, please  
contact Ann Sheldon at [anngift@aol.com](mailto:anngift@aol.com).*

## PROPOSAL SELECTION CRITERIA

*Proposals will be evaluated on the following criteria:*

- \* significance of the ideas presented
- \* alignment to ODE and OAGC professional development standards
  - \* relevance to gifted education in Ohio
  - \* clarity and organization of the proposal
    - \* appeal to indicated audiences
- \* innovativeness of the topic and/or the approach to the topic

## Attending the NAGC Annual Convention: A Teacher's Perspective

*By Rebecca Renegar, OAGC Teacher Division chair*

This past November, I had the opportunity to travel to Aurora, Colorado, for the National Association for Gifted Children's annual convention. I attended the conference as a presenter, as an attendee, and in a leadership role as the chair-elect for the NAGC Computer and Technology Network, opportunities for which I am grateful to my district, the NAGC, and the members of the Computer and Technology Network. I always embrace opportunities to learn more about the field of gifted education and about strategies to help my gifted students and children learn and grow in light of their potential. This convention did not disappoint in its myriad of offerings and nuggets of information that I can apply to my daily practice.

The primary focus of this year's convention was on equity and featured keynote speaker Jeffrey Blount, author of *The Emancipation of Evan Walls*. The message that no good-will effort is ever wasted and that we all lose when a child withholds his or her gifts permeated his presentation on how we need to examine and improve our practice for underrepresented populations. Many sessions offered advice on how to look at our current practices to see whom we are missing when it comes to identifying and meeting the needs of gifted students: those from diverse backgrounds and with multiple exceptionalities. A session I attended by Fred Bonner focused on the need for developing a sense of belonging and connectedness for those who come from underserved populations. This can be found at the intersection of diversity, inclusion, and equity. Through looking critically at data and using an asset-based model, we can advance diverse populations beyond the "Scratch Line" (Rev. Dr. Samuel Dewitt Proctor).

The convention offered many sessions geared toward parents of gifted children. I enjoyed attending these sessions from the perspectives of both a parent and an educator of gifted children. In my role as a gifted coordinator, I often find myself offering support and resources to parents of gifted children. Attending these sessions helps refresh and add to my toolbox as another way to support the needs of gifted children. I attended a session with Edward Amend of the Amend Group and Emily Kircher-Morris, creator of the Neurodiversity Podcast, on coaching gifted children to success. In this session, they addressed helping children develop skills to support resilience and emotional regulation. They emphasized the importance of helping children see the connection between effort and outcome and the necessity

of challenge to develop of perseverance and to combat unhealthy perfectionism. In terms of challenge, children need to be spending time at the edge of their confidence rather than within their comfort zones all of the time. Additionally, they focused on helping students find motivation in unmotivating tasks and the importance of teaching children communication and self-advocacy skills.

I also attended a session on using Bitmoji classrooms as a virtual poetry café to provide instruction and a place to showcase student work. Lisa Christianson and Patricia Haney from Chicago area school district CUSD 220 shared how they integrated poetry into their cotaught gifted classroom to make cross-curricular connections and to develop their students' ability to read, write, and understand poetry. In this, they demonstrated their instructional processes and showcased how the integration of technology helped their students be more successful and expressive and develop a love for poetry.

In addition to individual presenters, the NAGC networks also hosted events and sessions. The STEM and Computers and Technology Networks teamed up to host a Folding Technology into STEM event, where participants learned about the role of origami in STEM, the benefits of teaching origami to students, and various origami folds and their applications in the technology industry. Participants were treated to a hands-on experience in which they created several different origami pieces (flexagons, shutter folds, muri-ori folds, and so on) that they could take back to their classrooms. On Sunday afternoon, the Computers and Technology Network also hosted a speed geeking event. As in speed dating, participants to the session were given the opportunity to sign up for a five-minute time slot to share a resource that was useful for teachers of gifted children. By the end of the session, attendees left with a Wakelet link to more than 20 different quality resources. Some of the highlights included Anchor, Joomag, and Adobe Spark.

After four very full days in the Colorado Rockies, I came away with new strategies, ideas, questions, and connections. I learned about teaching gifted children in China and other countries, new ways of identifying and serving gifted children, and perspectives of others in the field of gifted education. I was able to connect with gifted greats such as Linda Silverman, Sylvia Rimm, Edward Amend, and Brian Housand and to hear from speakers from around the world. I left tired, inspired, and ready to return to make a difference for the students whom I serve.

## Coordinator Corner

By Rebecca Fredmonsky

The OAGC Annual Fall Conference made one thing abundantly clear: we need each other. Coordinator to coordinator, it's lonely out here sometimes. We operate in our own waffle squares (as a colleague likes to call it), managing the day-to-day tasks that keep our districts moving forward. Sometimes we hunker down to make it through. But get all those waffle squares together and watch out! Collectively, we are a force. From advocacy to digging into data, we make strides together for the betterment of gifted education.

The OAGC Coordinator Division has been working to support and strengthen collaboration among coordinator colleagues. In fact, it's a yearly goal of the division. Here are a few ways in which we look forward to connecting with you.

The OAGC unveiled a new website late this summer, encouraging development of new content from each division. When viewing the Coordinator Division page, look for the Division Links and New Coordinator Guidance tabs. Each of these options will guide the viewer to relevant information on a variety of topics. As we continue to cultivate content, make sure you check back often for new additions and updates to the site.

Members have access to our newest resources, a series of videos geared toward those new to the world of coordinating. From guidance around Early Entrance to getting buy-in within a district, the videos cover a variety of important topics. Use a video to host a PD event at your next affiliate or area meeting or access them at your leisure. However you choose to view them, we hope that they help support you throughout the year.

The Coordinator Division Workshop is an exciting annual

winter event. This is a time for coordinators to connect with colleagues around specific topics and to learn something new to chew on, in connection to our work. At a recent workshop, Tamra Stambaugh led a session titled "Models and Frameworks for Developing Talent and Expertise." This event not only encouraged us to dig deeper into the achievement of equity within gifted education but also provided valuable time to discuss the issue with colleagues from around Ohio. The division strives to build this less-structured time into each winter workshop.

The Annual Fall Conference allows the Coordinator Division to offer a strand of sessions geared toward your needs. Typically, new coordinator sessions are offered to give participants a crash course in the yearly timeline of our work. Roundtable sessions have been added and expanded to allow for small-group conversations and questions around pertinent topics. We understand the need and value of integrating collaboration and time to connect with colleagues into the session strand, so look for new coordinator opportunities at the 2022 OAGC Annual Fall Conference.

Reaching out to a regional representative is another way to collaborate with colleagues. Whether it is a quick question you need to bounce off someone or whether you are looking to participate in a mentorship, these folks have your back. We are also always on the lookout for the needs of our membership. Feel free to reach out to any members of the Coordinator Division leadership team.

Moving through the 2021–2022 school year and beyond, let's continue to find ways to bring together a whole waffle. We are a strong community, and we are doing amazing things, together.

### 2021–22 COORDINATOR DIVISION LEADERSHIP TEAM

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Leanna Ferreira	<a href="mailto:Ferreira.leanna@moesc.net">Ferreira.leanna@moesc.net</a>	secretary
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# Local Norms as a Strategy for Improving Equity in Gifted Identification

A longstanding concern about gifted education in Ohio and in the United States as a whole is the underrepresentation of minoritized and economically disadvantaged groups. In the last issue of the *OAGC Review*, I discussed recent data from the ODE's Gifted Advisory Council on class and racial disparities in gifted identification in our state. I shared data showing that minoritized racial groups are substantially less likely to be identified as gifted and that class conditions these racial inequities.

These findings, while disheartening, are probably unsurprising to many in the trenches. But they do raise important questions about what can be done to improve the situation. In this article, I explore the potential of an increasingly popular idea in gifted circles—that of local norms—to improve equity. Put simply, local norms represent the idea that in determining which students should be eligible for advanced or gifted coursework, we should not be using a national normative comparison. Instead, we should adopt a local comparison. A local norm approach would identify a student as gifted (or as qualifying for gifted services) if they rank in the top 5 (or 10, or 15) percent of their *local* environment. This local environment could be a student's state, school district, or school building.

In what follows, I consider how a shift to local norms might effect racial equity in the state's largest school district, Columbus City Schools (CCS). Understanding the potential, and the limitations, of adopting local norm strategies in a district like Columbus can give us important insight into the potential of the strategy for moving the needle on race- and class-based excellence gaps more generally. CCS boasts the largest number of black students in the state and is second only to Cleveland in the number of Hispanic students. It is also an "urban, very-high-poverty" district, with approximately 70 percent of students eligible for free or reduced school lunch. Finally, like many other school districts in the state, Columbus suffers from substantial racial disparities in both gifted identification and service.

These disparities are especially dispiriting because the district's current identification strategy follows almost all the equitable best-identification practices advocated by the NAGC and the OAGC. These include the use of talent development programs in Title I schools, annual universal testing in math and ELA, and the use of nonverbal cognitive assessments. Despite these well-intentioned efforts, many of

them implemented in the past six to seven years, the needle on reducing identification gaps has barely budged. This suggests that stakeholders may need to think outside the box and consider new strategies.

In the remainder of this article, I analyze the equity implications of a shift toward one form of local norms—district norms—in a diverse district like CCS. (I will explore a second type—building norms—in a future piece.)<sup>1</sup> To preview, I show that a shift to district norms for identifying students in reading and math would reduce racial disparities in Columbus's gifted population without substantially lowering the academic profile of gifted learners. But I also show that to make a dent in disparities, Columbus would need to expand *dramatically* the pool of service-eligible students. I conclude with some reflections on the promise and limitations of district norms in an environment of scarce resources.

## NATIONAL VERSUS DISTRICT NORMS IN A HIGH-POVERTY, HIGHLY DIVERSE URBAN DISTRICT

To gain insight into how a strategy of district norms might work if applied in Ohio's largest majority-minority district, Columbus City Schools, I analyzed the profiles of five cohorts of CCS 3rd-graders,<sup>2</sup> simulating how the adoption of district-level norms would alter the district's gifted representation index in reading and math.<sup>3</sup> By way of context, a representation index (RI) tells us to what degree students from different racial groups are represented in the gifted population compared to their presence in the general dis-

- 1 Advocates of local norms, such as Scott Peters, tend to prefer building norms, because cross-state studies suggest that they deliver more equitable outcomes. My view is that it's worth thinking through the benefits and tradeoffs of each approach separately.
- 2 This approach follows that of Peters et al. (2019). As Siegle et al. (2018) and Peters et al. (2019) note, 3rd grade is the most common point for students to be screened for gifted services nationally, and until fall 2020, Columbus itself did not provide GT services prior to grade 3. The estimates reported here are based on all CCS 3rd-grade students between 2015 and 2019 who took fall reading and mathematics NWEA MAP assessments.
- 3 Since some 85 percent of students with superior cognitive IDs also have identification in reading and/or math, I focused on these latter two areas.



## Considerations from a Large, Urban School District (Part 1)

By Sara Watson, OAGC Parent Division chair

trict population.<sup>4</sup> An RI of 1.0 reflects perfect proportionality; an RI of .50 means that a given group of students is represented about half as much in the gifted population as it is in the general population.

As an entrée to our investigation, I start with the current status quo, examining the RI for CCS 3rd-graders who were identified as gifted in reading or math based on a *national* norming strategy of performing in the top 5 percent of a national pool of students. The left (darkest) bar in figures 1 and 2 shows the degree to which currently identified students from different demographic groups in the gifted population are over- or underrepresented vis-à-vis their presence in the overall district population. Unsurprisingly, there exist stark disparities in the RI in a gifted identification model based on the status quo of national norms. Relative to their overall population in the district, white and multiracial students within CCS are far more likely to be GT-identified and served, while Hispanic and black students are substantially underidentified. Asians are somewhat overidentified in math and slightly underrepresented in reading.

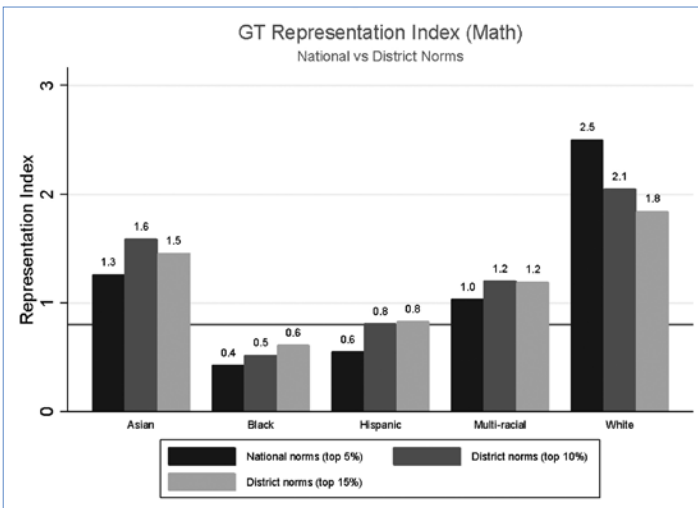


Figure 1. GT representation index in CCS under the national vs. district norms: math. Source: CCS administrative data. Estimates based on CCS 3rd-graders taking the NWEA MAP assessment in fall, 2015–2019

4 Technically, the RI measure is derived by dividing the percentage of the 3rd-grade gifted population that are members of a subgroup by the percentage of the total 3rd-grade district population that are members of that subgroup.

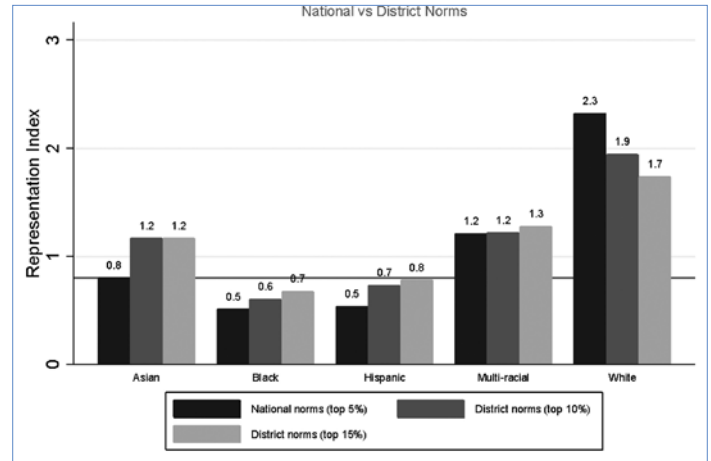


Figure 2. GT representation index in CCS under the national vs. district norms: reading. Source: CCS administrative data. Estimates based on CCS 3rd-graders taking the NWEA MAP assessment in fall, 2015–2019.

The second and third bars in figures 1 and 2 explore what would happen if Columbus were to adopt *district* norms for determining eligibility for gifted coursework. Here I focus on district cut scores of 10 and 15 percent, meaning that gifted service would be provided to the top 10/15 percent of Columbus students.<sup>5</sup> Overall, the findings are heartening. For math, a shift from the status quo for defining giftedness to one based on district norms would bring all subgroups except black students above the 0.8 threshold. Results are similar for reading, except that Hispanic students would also fall slightly under the 0.8 threshold. A district norms strategy would increase the representation of Asian students (leading to a slight overrepresentation) and would somewhat reduce the overrepresentation of white students in GT programs, bringing their RI to less than 2.

In sum, although district norms would not move Columbus to parity in terms of gifted representation, it would improve equity outcomes. There would still be substantial work to do, especially for black and Hispanic students, but

5 Because approximately 5 percent of Columbus 3rd-graders were eligible in reading and math based on national norms, examining a district top 5 percent cutoff provides almost no additional information compared to the status quo. That is, the demographic profiles of gifted students are nearly identical when we define giftedness based on the current status quo and on a district top 5 percent approach. I therefore report only the status quo.

in the spirit of “the perfect should not be the enemy of the good,” district norms seem a useful place to start.

**A WATERING DOWN OF SERVICE?**

One response to the idea of local norms that I’ve often heard expressed is that it runs the risk of watering down gifted service. It’s hard to know the degree to which this would be an issue were we to adopt a local norms approach statewide—it would depend on the distribution of student performance within each district—but given the prevalence of the argument, it’s worth considering it in the context of Columbus. At least two observations are in order, one conceptual, the other empirical.

First, it’s worth pointing out that much GT education at the elementary school level in CCS involves enrichment rather than acceleration. My own kids, for example, have been offered chess, debate, spelling bees, and critical thinking skills (logic puzzles) as part of their elementary *and* middle school GT curricula. But, given this emphasis on enrichment over acceleration, it is unclear why only students who scored in the top 5 percent on a nationally normed exam—at some point in their life—should be eligible for these programs. The underlying philosophy seems to be the belief that for regular kids performing at or below grade level, schools can’t risk taking any time away from frontline instruction. An alternative perspective, however, is that such an approach in fact consigns most kids to rote learning, creating a vicious circle of lack of engagement and tired pedagogical strategies. To the extent that GT stakeholders agree that horizontal enrichment, rather than vertical acceleration, is appropriate for academically talented students (an open question to be sure) then the theoretical concern watering down content may be less worrisome, at least for young learners. The watering down of content may still be a valid concern in middle and high school GT courses that focus more on accelerating and deepening in specific areas of academic content.

	National percentile ranking in reading (median student)	National percentile ranking in math (median student)
Status quo (national norms)	88%	85%
District top 10%	87%	80%
District top 15%	83%	73%

Table 1. The academic profile of CCS gifted learners under the status quo versus district norms. *Source:* CCS administrative data and NWEA 2015 MAP norms for student achievement status and growth. Estimates for the status quo based on the performance of Columbus Gifted Academy students on their NWEA MAP assessment in fall, 2015–2020. Estimates for district norms based on the performance of eligible CCS 3rd-graders on the same assessment during the same period.

Second, setting these largely conceptual observations aside, there is little *empirical* evidence that the shift to a district norms approach—at least in a district like Columbus—would result in a dramatic reduction in the academic profile of gifted students. Here, for the sake of a tractable comparison, we use as our status quo measure the performance of 3rd-grade students in Columbus’s gifted magnet school, Columbus Gifted Academy. As shown in the first row of table 1, the median percentile ranking (based on national norms) for this group is the 88th percentile for reading and the 85th percentile for math.<sup>6</sup>

Were CCS to adopt a district top 10 percent approach, the performance of the median gifted reader would drop by only one percentile point; with a top 15 percent approach, the decrease would be four percentile points. In math, the decline in percentile rankings would be somewhat larger, but not substantially so. If anything, the findings for reading suggest that there are a substantial number of nonidentified students whose current academic performance is very similar to that of identified students. It’s hard to see a compelling ethical justification for providing service to the former while excluding the latter, especially when the latter are more likely to have come from disadvantaged backgrounds. The case of math is a little trickier, due to the higher variance in the performance of students under a district norms approach, but some of this arguably could be addressed via judicious use of single-subject acceleration.<sup>7</sup>

Overall, then, I find no overwhelming evidence that a shift to district norms in a highly diverse district like Columbus would necessarily require a watering down of the GT curriculum, especially in reading. In the context of of-

6 These scores are roughly similar to the overall MAP percentiles for all CGA students reported in the school’s 2018–2019 school report card (84% reading, 82% math). Why are scores at the gifted school so relatively low, given its students are supposed to have achieved highly on nationally normed assessments? There are likely at least two reasons. First, recall that Ohio law on giftedness uses a once-identified/always-identified approach. This means that any student who has ever reached the gifted threshold is able to retain that identification status, no matter their subsequent performance. Second, it may be because some students gain admission to the school through superior cognitive ability status (which in theory identifies students based on ability/potential rather than achievement).

7 Above, I provide information on medians; mean scores are similar. One additional data point of interest is the minimum cut-score required to be identified under a district top 10/15 percent model, since this gives insight into the variance of the gifted population under different scenarios. For reading, a CCS student would have to score at the 80th/71st percentile nationally to receive a gifted ID, and for math at the 70th/62nd percentile.

fering access to enriching coursework more equitably, this relatively small drop in the academic performance of gifted peers seems a small sacrifice.

### REFLECTIONS ON THE POLITICS OF RESOURCE CONSTRAINTS

In 2019, some 70 percent of Ohio's black students and 45 percent of its Hispanic students resided in the eight percent of school districts categorized by the ODE as high-poverty or very-high-poverty. If we want to tackle the underrepresentation of these groups in gifted education, understanding how new, outside-the-box ideas might work in these types of districts is crucial. This column took a first step in that direction by exploring the equity and academic consequences of adopting a district norms approach in Ohio's largest and most highly diverse school district, Columbus. It showed that implementing district norms there would *not* achieve parity by any means, but it would move the district in the right direction without substantially sacrificing the quality of service.

Whether a district-based version of local norms is *politically* tractable—either statewide or in districts like Columbus—is more debatable. Before local norms could be used to identify students, Ohio would need to change its legal framework, which currently requires that the gifted label be bestowed based on national norming. For the sake of argument, let's assume this legal-regulatory problem away and imagine a world where districts could freely adopt district norms.<sup>8</sup>

My worry is that the crucial barrier to implementing a district norms approach in our most diverse (and highest-poverty) districts is that it would require a very substantial increase in the *resources* allocated to gifted education. In Columbus, for example, the adoption of district norms would require doubling to tripling the number of students identified (depending on the threshold adopted) and quintupling the number served. And let us be clear: to achieve our desired equity outcomes, we would need to *serve* all these students. But Columbus, like many Ohio school districts, has been unable to provide universal service to even the relatively small number of students currently identified based on national norms.<sup>9</sup>

<sup>8</sup> For an in-depth discussion of other the legal, regulatory, and other issues that would need to be considered were Ohio to adopt a version of local norms, see OAGC (2019).

<sup>9</sup> In CCS, for example, although nearly 5 percent of the 3rd-graders analyzed in my sample were identified as gifted in reading and math in the five years of data, only about 2.7 percent were enrolled in gifted programming. This is the case despite the fact that the district *offers* formal service to all eligible 3rd-graders. But because of resource constraints, to receive service, the vast majority of students are asked to leave their home school and attend one of several regional magnet programs, which many are unwilling to do.

My hunch is that the appetite to fund gifted education in diverse, high-poverty districts like Columbus *would* increase if it served a larger and more diverse population. Right now, gifted education is beleaguered on two sides. On the one hand, there is much resentment over a Fortress Gifted service model that due to relatively arbitrary lines drawn with respect to identification and service eligibility, excludes many talented students because they never quite achieved gifted status. On the other hand, as in many other high-poverty districts with large high-needs populations, one also has to contend with the notion that advanced learners don't really need any additional services because they're already above grade level and are doing just fine.

The use of district norms arguably would reduce the resentment factor by making access to gifted services more equitable. But whether district leaders would countenance—or even be able to staff—the necessary three to fivefold increase in students necessary for a district norms model effectively to reduce disparities is unclear. And all this is before we even get to the critical discussion of what should be the goals, content, and format of gifted education, which may also imply the need for greater staffing.

Advocates for equity should therefore be prepared to counter complaints about the costs of *action* with strong arguments about the high costs of *inaction*.

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# THE CREATIVE UNDERACHIEVER

By Jennifer Groman

The creative student: engaging, fun to have in class, insightful, and curious. Right? Many teachers view gifted students who are creative as a fairly easy fit into the traditional classroom. They add depth to class discussions, and they see multiple solutions to problems. But in a seminal study of more than 400 prominent creatives (called the Four Hundred), the authors of *Cradles of Eminence* found that despite their creativity and potential, three out of every five of these individuals had not only school problems, but *serious* school problems.

So, I kept researching. What I found was overwhelming evidence that traditional teachers and traditional schools prefer students who do *not* show behaviors and characteristics of creativity. You can probably guess why: because those behaviors operate against the standardized, routine nature of American school culture. Over time, this environment can drive the creative child into suppressing their creativity and even into rebellion, all of which may lead to underachievement. As far back as 1968, Paul Torrance called highly creative children *creatively handicapped*, because their creativity makes it difficult to achieve in traditional classrooms. Torrance even suggested that a new category be added to special education for this unique group.

Indeed, some researchers found that certain creative personality attributes affect how students moderate their interactions with others in school. In other words, there is a conflict between the students' personalities and the school environment. These attributes include nonconformity, hostility, oversensitivity, problems with authority, and egotism. Gifted dropouts show poor social adjustments, poor peer relationships (both of which relate to asynchrony), and rebellious attitudes toward authority, as well as a sense of resentment toward the school community because of its lack of support or intellectual challenge.

My own research on the perception of Ohio teachers regarding the characteristics of creative students shows that while teachers may use positive characteristics to describe creative children, such as originality, out-of-the-box thinking, fluency, curiosity, and sense of humor, those same teachers also may express deeply negative characteristics, including belligerence, lack of follow-up, clowning, not following directions, and being a troublemaker.

On the other side of the desk, gifted, creative teachers also find it difficult to work within the lock-step classroom, according to the authors of *Cradles of Eminence*. It appears that there is often a mismatch between what creative, innovative teachers believe to be best for the classroom and their students and what the educational establishment and administration want them to do. They do not fit within a system that embraces a more traditional teaching style, and this mismatch becomes an underlying condition of teacher dissatisfaction and stress.

So, what can we do about underachieving gifted students? James Delisle recommends considering underachievers as falling within two groups—underachievers and nonproducers—and suggests different therapeutic approaches for each. Underachievers, often with learning challenges and poor self-concepts, require long-term treatment through a combined effort of family, teachers and administrators, and a licensed counselor. On the other hand, nonproducers are often nonproducing as a choice or out of rebellion. It is important to give these students time and support to pursue topics of strong interest to help them connect with school and their teachers. The classroom environment should stress independence, choice, self-monitoring, and self-exploration and should avoid excessive competition among students, encouraging them to have pride in their work without external rewards. Members of the Four Hundred appreciated teachers who let them advance at their own pace. It is also important that teachers make a conscious effort to create safe, nonthreatening environments where students can pursue diverse creative ideas, explore alternative approaches to problems, and make mistakes in the learning process.

Researchers also propose two longer-term solutions. The first is to teach children self-regulation in the classroom and how to recognize that there are times and places for creative responses. It is important for children to know when creative responses in the classroom might not be well accepted or might even be inappropriate. The second recommendation is to provide teachers with professional development in recognizing and supporting creativity in the classroom and in their own lives. Researchers (myself included) recommend creativity training for all teachers,



because it can influence teacher attitudes toward the highly creative gifted student.

Creativity training is offered through the Torrance Center, and most university programs in Ohio that provide graduate coursework in gifted and talented education have at least one course specifically focused on creativity and giftedness. See the OAGC Higher Education page for a list of these programs. See the resource list below for books and articles that I used as the research base of this article and for materials that will give you experience with creativity in a way that reinvigorates your teaching and connects you to those students at risk for underachievement.

Creativity is a 21st-century skill and is essential to solving problems now and in the future. The field of gifted and talented education has traditionally supported student creativity and innovation. Let's lead the way.

#### LIST OF RESOURCES

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*Jennifer Groman is an assistant professor and director of the Ashland University Talent Development Program and has been studying creativity for more than 20 years. She also serves as a visiting lecturer for the Talent Development Program at McNeese State University. This piece is adapted from "The Challenge and Promise of Creative Underachievers," a chapter in a forthcoming collection edited by F. H. Fiske to be published by Routledge. Jennifer lives in Wooster, Ohio.*

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## 2021 Distinguished Student Scholarship Recipient

# PARTH MANTRI

*By Alesha Haybin, OAGC Scholarship chair*

First, allow me to extend my special thanks to you, our members, for your continued support of our scholarship awards! It is through your generosity that we are able to help fund the passion projects and dreams of so many students across the state. As the culmination to our year of scholarship awards, I would like to highlight the recipient our highest scholarship honor, the Distinguished Student Award. Award recipients are recognized for using their exceptional talent in order to positively impact others in the community or communities that surround them.

Parth Mantri is a 7th-grade student attending the Dayton Regional STEM school. His teachers and community leaders commented that he consistently demonstrates “the core characteristics of persistence, inquiry, communication, collaboration, creativity, perseverance, and a passion to learn.” His application for this award displayed an appreciation of cutting-edge technology uses and an awareness of issues that will create critical jobs in the coming years around the globe.

Parth’s interests in computer science and coding have led him to participate in quite a few math-based competitions, and he has been recognized for his performance at both state- and national-level contests. But Parth’s true passion lies in a particular area of data science.

He says, “I am an aspiring white-hat hacker with a keen interest in data science; always learning and progressing. I have always had an interest in technology. It has fascinated me how computers can do so many computations so quickly, without any mistakes. I am applying for this scholarship so I can learn more about data science and go to a camp for coding in advanced python. I also wish to start a cyber club: a free opportunity for students at my school, along with a group of underprivileged children in Chennai, India, who study in government schools and do not have the privilege to learn about cybersecurity and improve their tech skills.”

A white-hat hacker is someone who engages in ethical hacking in order to detect vulnerabilities in an application, system, or infrastructure that an attacker could use to exploit an individual or organization. The white hats help prevent cyberattacks and security breaches by lawfully hacking into systems and looking for weak points.

Parth continues in his essay, “Being a white-hat hacker will benefit the community by providing security to the most important and critical data centers and systems around the world. This is crucial for the safety of all people, including you, me, and everyone else. Coding is a fun and educational hobby, but it can also improve the world around us.”

“I have put my ideas into action by learning how computers work and how to code in python. Now I am learning about operating systems and databases. I have a special interest in data science and artificial intelligence. I continue to learn more every day and am always looking for opportunities to support me further. My goal is to attend data science and AI bootcamps with the support of this scholarship.”

As the Scholarship Committee chair, it was my honor and privilege to present Parth Mantri with the 2021 Distinguished Student Award and a check for \$1,000 to pursue his dreams and passions. We look forward to hearing great things from you in the future, Parth!

# **Thank You to the OAGC Annual Fall Conference Exhibitors and Sponsors**

Ashland University

Center for Talent Development at Northwestern University

Camp Invention

Cleveland State University

Data Recognition Corporation

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GTIGNITE

Hickory Grove Press

Mount St. Joseph University

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NWEA

Pieces of Learning

Riverside Insights

The Silver Lady

Usborne Books

Xavier University



Coordinator of the year,  
Erica Baer.



Keynoter Shelagh Gallagher gave us  
much to ponder.



Colleen Boyle, OAGC Distinguished  
Service Award winner.

# HIGHLIGHTS FROM



OAGC exhibit chair, Karen Rumley, helps  
out one of the OAGC's sponsors.



Past president Rachel Smethers-Winters  
in the 2021 OAGC Governing Board me





Keynote April Wells was so inspirational.



Our raffle baskets were a big hit this year!

# FALL 2021 CONFERENCE



swears  
members



OAGC Distinguished Student Award winner, Parth Mantri.



OAGC teacher of the year, Karrie Mowery, with Suzanne Palmer.

# RECOGNIZING EXCELLENCE IN OHIO

*By Karen Rumley and Beth Wilson-Fish, OAGC Awards Committee cochairs*

At the OAGC Annual Fall Conference on October 18, 2021, in Columbus, three outstanding gifted educators received awards recognizing their significant contributions to the education of gifted children and to the field as a whole. Celebrate their accomplishments with us!

## TEACHER OF THE YEAR AWARD

Karrie Mowery, a gifted intervention specialist at Wilson Hill Elementary School in the Worthington Schools District, is the 2021 recipient of the Teacher of the Year Award. This award is presented in acknowledgment of a significant contribution to gifted education on a local, state, or national level through innovative ideas, public support, advocacy efforts, or exemplary efforts in educational leadership, educational support, gifted best practices implementation, professional development, or gifted service.

Karrie Mowery is recognized for her dedication to gifted children, their education, and the support of those who work with gifted children. As a gifted intervention specialist, she also fills several leadership roles, including serving on the building leadership team and as one nominator explained, “[going] above and beyond at Wilson Hill in so many ways.”

Her nominator emphasized that “Mrs. Mowery understands how important it is for our gifted learners to connect with one another and to share their talents.” For example, Karrie recruits students and families to participate in the district’s Destination Imagination program and has streamlined opportunities for gifted students to participate in an online coding program. She also began and currently oversees a robotics club for gifted students and dedicates herself to helping students and families navigate living with giftedness.

Not only does she differentiate for the needs of the gifted students she serves but she also mentors other teachers and seeks enrichment opportunities for students in their areas of interest, from a stock-market challenge to shadowing a state representative, and more. A nominator noted that “she welcomes all

students with open arms and creates an environment where each child has a place, is connected to peers, and can thrive” and that she “goes the extra mile with families to create opportunities to come to her classroom to celebrate learning.”

For these reasons and many more, the OAGC is pleased to recognize Karrie Mowery as the 2021 teacher of the year. Mowery was nominated for the award by Willson Mill principal Dan Girard and district gifted coordinator Suzanne Palmer.

## COORDINATOR OF THE YEAR AWARD

Erica Baer, director of student achievement for the Midwest Regional Educational Service Center, is the recipient of this year’s Coordinator of the Year Award. The Coordinator of the Year Award is presented in acknowledgment of a significant contribution to gifted education on a local, state, or national level through innovative ideas, public support, advocacy efforts, or exemplary efforts in educational policy development, leadership, professional development, gifted curriculum development, gifted program development, or gifted service.

Erica is recognized for her outstanding leadership contributions to the field of gifted education, seeing and tirelessly filling needs at a most critical time. As her nominator explained, “I have known Erica, virtually, since the spring of 2020. When the whole world was shutting down in the midst of a global pandemic, Erica realized the need for educators to connect like no other time in our collective histories . . . to find NEW best practices to serve gifted students through remote teaching.” Erica served her statewide gifted community by facilitating Zoom meetings with gifted educators from all corners of Ohio to share successes and offer assistance and advice.

At the ESC, she serves 12 diverse school districts in a large geographic region. In addition to developing and facilitating more than 800 hours of professional development since 2019, she has led several important initiatives, including the IGNITE leadership confer-

ence, book studies, a summer enrichment academy, Lego Robotics, and more. Erica also serves as the Region 4 representative for the Ohio Association for Gifted Children and is a member of the Ohio Gifted Advisory Council.

Erica was nominated for the award by Tara Toft and received many letters of support. Ohio's gifted students have benefited from Erica's expertise, dedication, advocacy, and vision. In the words of one supporter, "She truly exemplifies this award through her significant contribution to gifted education on many levels in Ohio!"

#### DISTINGUISHED SERVICE AWARD

Colleen Boyle is the recipient of this year's Distinguished Service Award, presented in acknowledgment of a significant contribution to gifted education on a local, state, or national level.

Colleen is recognized for her dedication to serving gifted children throughout the Ohio and beyond. In the words of one nominator, "To say that Colleen Boyle has worked tirelessly on behalf of gifted students is an understatement. Her efforts have become synonymous with gifted law, psychometrics, and gifted best practice from the highest tier of educational oversight within our state to the individual students greatly impacted by her efforts over the years."

She is currently the director of curriculum and gifted education for the Bexley City Schools and has served as president of Gifted Coordinators of Central Ohio and the Ohio Association for Gifted Children. She has been an active member of the OAGC for more than 10 years and has served in several capacities during her tenure on the governing board, including executive board secretary, Teacher Evaluation Committee chair, Gifted Rule Revision Committee member, president-elect, past president, and historian. She has presented before the state legislature and state school board innumerable times and has worked with the Ohio Department of Education to advocate for the necessary changes to support Ohio's gifted children. She has scrutinized research and been a champion for Ohio's most vulnerable gifted students, from our rural districts to our urban districts and everything in between.

The contributions that Colleen has made to the lives of Ohio's children are significant. While the

gifted coordinator for Ohio's largest urban district, she planned and opened a gifted academy for grades 3 through 8. She contributed significant expertise to the recent revision of the Ohio Operating Standards for Identifying and Serving Students Who Are Gifted, to a state advisory group to approve appropriate assessment instruments, and to the Ohio Department of Education Gifted Advisory Council. She is the author of many publications on a variety of topics, including acceleration, data, social-emotional well-being, ethics in testing, gifted intervention, and gifted identification in the state of Ohio. She most recently completed a white paper, *Ohio's Diverse Gifted Populations*, in collaboration with her OAGC colleagues.

Colleen has personally led numerous professional development sessions before a variety of audiences, including gifted intervention specialists and coordinators, general education teachers, administrators, and parents, and she has presented at state and national conferences on a range of topics related to gifted identification and service. She has served as adjunct faculty for Ashland University, Cleveland State University, and Otterbein University. She is also highly sought after to present to parents of gifted learners. Her presentations are informative, relatable, and empathetic to the challenges parents face in raising a child identified as gifted. To ensure that educators across the state had access to meaningful professional learning in the nature and needs of gifted students, Colleen took a lead role in the OAGC and collaborated with GT Ignite to produce high-quality professional development learning modules for the teachers of Ohio, aligned with the competencies put forth by the Ohio Department of Education. Not only did she present a number of sessions recorded for GT Ignite but she also edited many sessions, ensuring that teachers had access to professional learning to cover all competencies within the standards. This continues to be a valuable resource for educators and administrators, not only here in Ohio but also throughout the country.

As her nominator, Suzanne Palmer, noted, "The list could go on and on when it comes to the contributions and service Dr. Boyle has made to the field of gifted education. A truly gifted individual herself, she has dedicated her life's work to making a difference in the lives of those identified as gifted."



# BASKETS AND BOTTLES AND BAUBLES

*By Tara Toft, Region 2 representative and Scholarship Raffle chair*

Every year (well, except last year), we gifted-folk descend on the Hilton at Easton, eager to find new strategies for the betterment of our gifted students. We look forward to the learning, the networking, the fellowship, and of course, the the OAGC Scholarship Raffle!

Once again, we have many thanks to offer to our prize donors and ticket buyers after our most recent raffle event. We received 22 raffle baskets for our 2021 fall raffle. Those donations filled our tables and brought in \$1,982 in ticket sales (\$45 more than 2019), which will go toward all the wonderful scholarships we offer to gifted students around our great state. That is a pretty impressive show of support, considering that we had fewer attendees this year.

Maybe our donors really got into your head and had such perfect prizes that you couldn't live without. (We know what educators need right now.) Perhaps you wanted to win something to kick off your holiday gift giving. It's also possible that the offer to use a credit card on our website to purchase your tickets made it more accessible for you as a non-cash-carrier. Of course, our wonderful raffle volunteers have master display skills that may have reeled you in to our web of raffle excitement. Who knows? It could have been that we've all been cooped up for so long that it felt like a trip to a casino, and the dopamine rush was too enticing to resist.

No matter your reason for supporting the Scholarship Raffle, THANK YOU!

Raffle funds have contributed to \$10,953.75 in awards for the following students:

Hyunyoung Lee, Art Scholarship recipient (November 2020)

Sophia Carter, Summer Scholarship recipient (February 2021)

Ava Cronin, Summer Scholarship recipient (February 2021)

Paisley French, Summer Scholarship recipient (February 2021)

Brycen Gregory, Summer Scholarship recipient (February 2021)

Abigail Gullett, Summer Scholarship recipient (February 2021)

Tehya Hazelbaker, Summer Scholarship recipient (February 2021)

Allison McCray, Summer Scholarship recipient (February 2021)

Addison Mullins, Summer Scholarship recipient (February 2021)

Maverick Palmer, Summer Scholarship recipient (February 2021)

Maggie Risner, Summer Scholarship recipient (February 2021)

Isabella Sherman, Summer Scholarship recipient (February 2021)

Jacob Sherman, Summer Scholarship recipient (February 2021)

Caleb Stockham, Summer Scholarship recipient (February 2021)

Alexandra Born, College Scholarship recipient (April 2021)

Nathan Born, College Scholarship recipient (April 2021)

Yosan Afewerki, College Scholarship recipient (April 2021)

Cael Vanderhorst, College Scholarship recipient (April 2021)

Carter Stevens, College Scholarship recipient (April 2021)

Holly Manifold, College Scholarship recipient (April 2021)

Clare Ashcraft, College Scholarship recipient (April 2021)

Abigail Mary George, College Scholarship recipient (April 2021)

Stephanie Bowers, College Scholarship recipient (April 2021)

Aimee Foltz, College Scholarship recipient (April 2021)

Parth Mantri, 2021 Distinguished Student of the Year (October 2021)

Please notice that the funds from this year's Scholarship Raffle represent less than 20 percent of the scholarships awarded to Ohio gifted students. That's because we also use other OAGC funds to support gifted kids and their pursuits.

We need your help to continue to provide these awards to gifted children.



# LES, OH MY!

Here's how you can help:

## DONATE PRIZES TO OUR ANNUAL SCHOLARSHIP RAFFLE.

1. Region representatives should donate a basket from their area.
2. We request that OAGC coordinator and parent affiliates to do the same.
3. Vendors at our conferences are also asked for donations, which our fabulous raffle volunteers assemble into larger prize packages, so be sure to thank them for their support, too.
4. Some schools even donate a basket.

## PURCHASE TICKETS FOR RAFFLES WHENEVER WE OFFER THEM AT CONFERENCES.

1. Bring cash or a check when you attend OAGC conferences. We like to run a 50/50 drawing at the Winter Coordinator Conference, and we have done a 50/50 drawing and prize raffle before at the Teacher Academy, too.
2. Make a donation via credit card through our shiny, new OAGC website. That already increased our ticket sales by about \$250 this year!

## ENCOURAGE STUDENTS TO APPLY FOR THE OAGC'S ANNUAL SCHOLARSHIPS.

1. Student Scholarship: application deadline February 15
2. College Scholarship: application deadline April 15
3. Distinguished Student: application deadline June 1
4. Susan Faulkner Arts Scholarship: application deadline November 15

Thanks isn't enough, but it's all I have to offer. From the bottom of my heart, this humble Scholarship Raffle chair thanks you all.

## 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 interesting 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.

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. We are currently recruiting faculty for these sessions, so intensive topics will be announced on the website on December 1. Last year's offerings included songwriting, comparative religions, advocacy, Shakespearean theater, and storytelling, and we will be expanding topics for 2022.

Evening master classes give students the opportunity to explore issues of interest with the whole group. These are optional, to allow students with jobs a chance to work. Friday, June 24, however, is a parent night and talent share to cap off the week, from 5:30 to 7:00 p.m.

Dates for the 2022 program are June 19 through 24, 2022. The cost for Essex @ Ashland will be \$150, with scholarships available. Contact Jennifer Groman and Pat Farrenkopf at [essex@ashland.edu](mailto:essex@ashland.edu) for more information or see the information below for the website and application.

Website <https://www.ashland.edu/coe/essex-school> or this QR code.



We will begin taking applications starting December 1, 2021, until April 15, 2022. The 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.

## Gifted Education Updates from the Ohio Department of Education

By

*Maria Lohr, assistant director, Office for Exceptional Children  
Michael Demczyk, education program specialist, Office for Exceptional Children  
Jeffrey Shoemaker, education program specialist, Office for Exceptional Children  
Megan Vermillion, education program specialist, Office for Exceptional Children*

When first approached with the idea to contribute to the *OAGC Review*, the gifted team and the Office for Exceptional Children were excited by the opportunity to share updates and connect with educators and families across Ohio through this publication. There are many new and exciting things taking place at the Ohio Department of Education, including two new members on the gifted team. In addition, new legislation is providing several fresh opportunities for gifted education in Ohio.

### INTRODUCING MEGAN AND RILEY

Megan Vermillion is the newest education program specialist for gifted services in the Office for Exceptional Children at the Ohio Department of Education. She recently joined the department after five years in the classroom: three years as a gifted intervention specialist in Groveport Madison Local School District and two years as a general education teacher in South-Western City Schools. Prior to working as an educator, Megan earned her bachelor's degree in early childhood education and intervention education from Capital University as well as a master's degree in curriculum and instruction with an emphasis in gifted education from Cleveland State University. Megan has attended the OAGC Annual Fall Conference and Teacher Academy in the past and is excited to be collaborating with the OAGC in a different role now. She looks forward to answering your questions and working alongside the rest of the gifted team to improve gifted education in Ohio.

The gifted team is also excited to welcome our new intern, Riley Smith, who joined the department on November 8. Riley is a senior political science major at the College of Wooster who has extensive public speaking and writing experience and has focused her studies on law and policy. She was inspired to join the department after her own educational experience as a student in her school's gifted program. She recalls, "My gifted

education instructor in senior high school went to great lengths to find opportunities for me to write and then share that writing with the world. She even helped me put on a play! She really showed me how important individualized attention can be for students." Riley is excited about the work she will be doing, and the team is happy to have her!

### GIFTED FUNDING AND EXPENDITURES GUIDANCE

Ohio's main operating budget, also known as the biennial budget, establishes a new funding mechanism for gifted education. These significant changes are part of Amended Substitute House Bill 110, and they incorporate recommendations from Ohio's previous gifted education cost study commissioned by the General Assembly.

The new funding system modifies calculations for identification, gifted intervention specialists, and gifted coordinator funds. It also establishes new funding categories for referrals related to gifted identification and for gifted education professional development. The district state share is applied to all of the funding calculations.

In addition, the new legislation requires that a district's gifted education funds be spent only on expenditures related to gifted education. The department is currently finalizing a guidance document related to the new requirements, including a description of the new funding system and a list of allowable expenditures for gifted education.

### GIFTED ADVISORY COUNCIL AND WORKGROUPS

It has been said, "Excellence without equity is not excellence at all." This is a mantra the Ohio Gifted Advisory Council has been using as it focuses on the issues surrounding the inequities of gifted identification and access to services for students from culturally, linguistically, and economically diverse backgrounds.

The members of the council have been very busy creating and designing recommendations for a strategic plan for gifted education focusing on equity.

The Gifted Advisory Council was presented with state- and typology-level data. In the table below, an example of this data is displayed using a representation

index, which is a calculation of the percentage of a group in the gifted population divided by the percentage of that group in the general population. A representation index of 1.00 indicates proportionality. An index below .80 is considered inequitable.

*Table 1. State-level representation index of student groups by screened, identified, and served in the 2018–2019 school year*

Student group	Screened	Identified	Served
Asian	1.10	1.83	1.90
Black	1.09	.31	.25
Hispanic	1.10	.47	.43
American Indian	.98	.71	.66
Multiracial	1.10	.79	.76
Pacific Islander	.95	.63	.76
White	.96	1.17	1.19
Female	1.00	.97	.99
Male	1.00	1.03	1.01
With economic disadvantage	0.96	.45	.42
Without economic disadvantage	1.04	1.55	1.58

All student groups are well represented in the screening data, meaning Ohio school districts are generally doing a good job of providing access to gifted identification opportunities for all students. In the remaining two categories, however, the data show that students from particular student groups are disproportionately underrepresented in gifted identification and service. This means that despite being provided with gifted identification opportunities, certain student groups are underidentified as gifted and therefore underserved in Ohio gifted education programs.

The Gifted Advisory Council has identified three workgroups on which to focus as they develop recommendations for Ohio's strategic plan for gifted education: equitable identification practices, highly effective student supports and services, and job-embedded professional development. Each workgroup is focused on current research, best practices, and opportunities for change in their given topic area.

The council knows that there is an urgency to complete this task on behalf of students who are being left behind. They know that the charge ahead of them will affect gifted education and students who are gifted in Ohio for many years to come.

#### OPERATING STANDARDS REVISIONS

Ohio Administrative Code § 3301-51-15, the operating standards for identifying and serving students

who are gifted (the gifted rule), is due for review in July 2023. The gifted team is working with department leaders to move these rules through the agency's rule review process. The gifted rule review team is meeting weekly to discuss possible draft changes to the gifted rule. As the department moves forward with revisions, there will be multiple opportunities for stakeholders across Ohio to provide feedback and input into the rule revision process. Be sure that you are signed up for agency alerts to receive notification about stakeholder engagement opportunities and public comment periods for the gifted operating standards.

#### GIFTED INDICATOR AND REPORT CARD REFORM

The Ohio Department of Education has been charged by Substitute House Bill 82 to make significant revisions to Ohio school report cards. One area for these required revisions is the gifted indicator. Currently, the gifted indicator includes three components, and it measures levels of identification and service for district students identified as gifted, as well as the performance and progress of those students on state tests. The department will be working with the Gifted Advisory Council and other stakeholders to revise the gifted indicator. Substitute House Bill 82 has set a March 31 deadline for this work.

# The Pendulum Swings in Gifted Education

From coast to coast, there have come calls for an end to appropriate services for gifted students. The California Department of Education has proposed a framework for math curriculum that would promote “equity” by no longer teaching algebra to 8th-grade students and that would keep all students in the same courses until their junior year, thus eliminating early opportunities for advanced math. The *Hechinger Report* cites a study that claims that gifted service does not make a difference and does not help students advance, while it simultaneously acknowledges that “this national study shows that different schools administer gifted services differently and can get different results.” It also recognizes that “unfortunately, the federal data that the researchers relied upon didn’t document the type of gifted instruction or how many hours each student received (Barshay, 2021). So the researchers weren’t able to see if higher dosage—or separate full-day classrooms for gifted students—generated better learning outcomes for high achievers.” The research measuring the quality and impact of gifted education is indicative of how this is problematic in the field of gifted; there is little consistency in identification and service models in the nation or in Ohio. Much of the current criticism is couched in the false premise that equal is fair. One size does *not* fit all. Outgoing New York City mayor Bill de Blasio had proposed a lottery system for entrance to gifted programs. The newly elected mayor, Eric Adams, has vowed to reverse that decision, saying, “We need to expand opportunities for accelerated learners, but at the same time, we must expand opportunities for those children that learn differently. . . . The system—as it stands now, without improvement—was segregated. We did not give opportunities to black and brown students, to immigrant students.” One must acknowledge the underlying dilemma. That gifted identification does not reflect the diversity of our nation is a legitimate concern, and as a field, we must address this quagmire. Not doing so will endanger the very educational services that gifted children from diverse populations need. Fixing the problem would be preferable to ignoring the educational needs of all gifted students. Looking at the history of gifted education in Ohio

“We hope to avail the state of those talents which nature has sown as liberally among the poor as the rich, but which perish without use, if not sought for and cultivated.”

—Thomas Jefferson,  
*Notes on Virginia*

and the nation can help us understand and advocate for best practices to meet the needs of our gifted students.

Sometimes our society recognizes the needs of gifted children, and at other times, gifted students are a political liability. After Sputnik was launched in 1957, working with our advanced students was viewed as patriotic. Over the years, at least three major policy documents have been issued at the federal level by the U.S. Department of Education: The *Marland Report* (U.S. Senate, 1972), which was the first national report of its kind and which identified and defined areas of giftedness; *A Nation at Risk* (U.S. National Commission on Excellence in Education, 1983), which advocated for a “strong public commitment to the equitable treatment of our diverse population,” while offering all “the opportunity to stretch their minds to full capacity” and “to manage their own lives, thereby serving not only their own interests but also the progress of society itself”; and *National Excellence: A Case for Developing America’s Talent* (Ross, 1993), which found the nation “squandering” the gifts and talents of many of its students, especially those disadvantaged or minority students. The Jacob Javits Gifted and Talented Students Education Act (Javits, 1988) is the only federally funded program in support of gifted students but provides no funds to local districts. Javits goes through erratic budget cycles ranging from funding proposals to being threatened with complete elimination.

Ohio has reflected the nation in many ways, as its pendulum supports and then neglects or takes away service for gifted students. As Ohio gifted advocates support service that makes a difference for gifted children and as they work to address legitimate criticisms regarding diversity and service, they need to be aware of Ohio’s journey in the field of gifted education.

Ohio entered the field of gifted education early, with the 1921 Cleveland Major Works Program, the first gifted education program in the country. The goal was to identify gifted students so that they could be trained as community leaders. These children were to become “more than smart business men and women.” They were also to develop a social sense, using their talents for the good of society (Gold, 1984). An indication of the revolutionary nature of this program was that it recognized women as having the same



# THE CRITICAL NEED FOR ADVOCACY

*By Vickie Briercheck and Sally Roberts, OAGC cohistorians*

potential as men. As for the rest of the state, the earliest rule or standard adopted by the state board of education came in 1984 and included identification areas, placement procedures, coordinator and teacher requirements, responsibilities and ratios, as well as educational programs, minimum hours of service, and state reimbursement for units. While it was a step forward, participation was optional, and districts had to request units. One of the strengths of the rule was the requirement for licensed gifted coordinators and teachers. This provision acknowledged that gifted children were indeed a population with unique social, emotional, and academic needs, and it required instructors to be trained specifically to meet those needs. There were no gifted police, so gifted coordinators were required to be the voice for gifted students and parents. Coordinators were not there simply to manage expectations in the easiest way possible for the district. One of the drawbacks of the rule was the inequality that it generated. Districts had to compete for the small cache of funds that the state legislature designated for gifted unit funding and that it provided only for those exceptional students in a small percentage of Ohio's districts. The biggest drawback to the identification portion of this rule was the lack of a requirement to notify parents. Although the rule included identification for creative and visual performing arts, there was little to no guidance as to how to do it. Ohio used federal Javits funds for research grants and published the findings in 1992 with the goal of improving and encouraging identification in these two areas.

It has been 30 years since the Ohio Coalition for Equity and Adequacy sued the state of Ohio over school funding (also known as the *DeRolph* case). The litigation reached the Ohio Supreme Court in 1996. When the Court issued its ruling the following year, it held that Ohio's system of school funding was unconstitutional and ordered the legislature to fix it. The legislature is still trying to do that.

Ohio's gifted students have reaped some benefits from the *DeRolph* case. Funding for gifted education was increased in 1995. Prior to 1999, Ohio's schools were required to identify gifted students but were not required to notify parents of the identification. Gifted advocates celebrated when HB 282 (1999) included language requiring districts to have a policy and plan for parent notification when a student is identified as gifted. Advocates hoped that these notifications would motivate parents to demand a mandate for service. HB 282's gifted education sections were *the* most impor-

tant accomplishment for gifted students in Ohio in 30-plus years. Because it is a statute and not just an administrative rule, it has protected gifted students from annihilation on numerous occasions. This law has served our students well and has moved us forward albeit on a bumpy road.

House Bill 282 also introduced the written education plan (WEP) for gifted students. Each student identified as gifted must have a written plan to be counted as served. The purpose of the plan is to guide instruction for gifted students, making sure that each student's education is modified to meet his or her individual needs. Today, many districts use group WEPs, an approach that indicates that little individual planning goes into the writing of an WEP. It is especially evident in Honors and Advanced Placement classes. A well-written WEP has the potential to be a powerful tool if it is truly individualized and contains affective as well as academic goals.

The 2000 revision of the standards left the following elements of the former rule in place: identification, unit funding, unit requests, and coordinator and teacher requirements. This version eliminated minimum minutes for service. As a result, some districts "served" students for less than 15 minutes per week, which led to the term "drive-by service." The "driver" was not what was good for the students but rather the appearance of an increase in the number of students served. Whatever isn't defined gets abused.

In 2002, Superintendent Susan Zellman appointed a gifted task force, which met six times and held focus groups with stakeholders to review state and national research and best practices around gifted education. The task force issued a report of seven findings of fact and made four recommendations to improve the delivery of gifted education in the state. "While it is critical for Ohio educational leaders to 'leave no child behind' in the plans to reform the educational system, it is equally important to 'hold no child back' from maximizing his or her abilities and potential contributions to society. Ohio can no longer tell its brightest students 'not yet' or 'we can't teach you that' when they strive to move faster than their peers through the traditional school curriculum" It is interesting to note that the seven findings correlate with Virgil Ward's Ten Cardinal Principles from the sixties: Particularization of Objectives, Staff Training and Responsibility, Community Interpretation, Systemic Pupil Identification, Distinguishable Curricular Experiences, Flexible Pupil Deployment, Comprehensiveness and Continuity, Financial Allocation, and Radiation of Excellence.

**Gifted in the 21st Century executive summary statements of finding and recommendation**

SEVEN FINDINGS OF FACT	FOUR RECOMMENDATIONS
(1) Policy: Policies at both state and local levels should promote educational opportunities for children who are gifted.	(1) Policy: State policies will be developed to support high expectations for all children and provide children who are gifted with numerous opportunities for reaching their potential.
(2) Accountability: If Ohio is to enter the 21st century as a leader in gifted education, accountability for all children, including children who are gifted, will need to be an integral component of all policy and accountability decisions.	(2) Accountability: Ohio will define “adequate yearly progress” for children who are gifted and use a state accountability system that overcomes the challenges of assessing the growth of gifted children.
(3) Services and Identification: Without a system that supports acceleration, differentiation options and other appropriate services, the probability increases that children who are gifted will become alienated from school.	(3) Services and Identification: By 2012, all districts in the state of Ohio will assess and identify children for giftedness using best practices. . . . those children identified will receive appropriate services based on their identified areas . . . in appropriate settings.
(4) Educators who serve children who are gifted: Current teacher preparation programs in Ohio do not require any coursework in differentiated instruction, assessment, or appropriate service options for children who are gifted.	(4) Educators who serve children who are gifted: All educators in Ohio will have the skills and abilities they need to plan, develop and deliver services to children who are gifted.
(5) Funding: Ohio school districts vary widely in the options and services available to children identified as gifted. . . . State funding is pivotal to maintaining gifted programs in the state of Ohio.	
(6) Leadership: To build capacity for the task force’s recommendations, it is critical for additional staff to be funded to serve Ohio’s school districts. Technical assistance, policy review and development, professional development and accountability are critical activities of state leadership.	
(7) Families and Communities: It is imperative that ODE and local districts acknowledge the importance of families in the entire process of educating our children who are gifted.	

In 2006, Ohio’s acceleration policy was developed in response to the 2004 publication of *A Nation Deceived*. This groundbreaking research debunked one of the most egregious myths in gifted education, that acceleration is detrimental to gifted children. The executive summary makes clear that the research has shown the opposite.

“America’s schools routinely avoid academic acceleration, the easiest and most effective way to help highly capable students. While the popular perception is that a child who skips a grade will be socially stunted, fifty years of research shows that moving bright students ahead often makes them happy” (Colangelo, Assouline, & Gross, 2004). With all this research evidence, why haven’t schools, parents, and teachers accepted the idea of acceleration? *A Nation Deceived*

presents these reasons for why schools hold back America’s brightest kids:

- Limited familiarity with the research on acceleration
- Philosophy that children must be kept with their age group
- Belief that acceleration hurries children out of childhood
- Fear that acceleration hurts children socially
- Political concerns about equity
- Worry that other students will be offended if one child is accelerated

The Ohio Acceleration Policy closely followed the research out of the University of Iowa, resulting in increased service opportunities for gifted students in Ohio.

### Chart of increase of acceleration

EMIS reporting codes	2014	2015	2016	2017	2018	2019	2020
Grade 205050	380	502	369	547	501	709	532
Subject 205052	2,026	9,100	10,964	15,620	18,247	19,340	17,458
Early entrance 205055	151	225	189	136	188	143	137
All accelerations	2,557	9,827	11,522	16,303	18,938	20,192	18,127

Source: ODE program code comparisons

In the 2008 Standards, service time was addressed due to the abuse from the 2000 standards. Minimum minutes were reinstated to prevent documented abuses such as the previously mentioned 15 minutes a week counting as “served.” Gifted education had been reporting numbers to EMIS, as had many other special programs. The EMIS reporting was another way to ascertain whether districts were actually serving gifted students.

However, it was under these standards and funding cycles that a new abuse occurred. One of the codes, 205062, allowed for regular classroom instruction with cluster grouping where the gifted intervention specialist does not work directly with students in the cluster. The intent of these codes was to support gifted service in arts programs and at the high school level or for Honors class teachers (who should receive specialized training). There was no support for these classroom teachers, even though we started adding the 205 code in July 2009. Students were cluster grouped at all levels, with regular classroom teachers who did not have any training in gifted education and who received no sustained, targeted support. The *Hechinger Report* refers to a 2019 survey of teachers in gifted programs that found they primarily focused on “enrichment activities,” such as creative, fun projects and critical thinking exercises and discussions, keeping children on grade-level material, rather than moving them ahead to advanced academic content.

In other words, once again, that which is not well defined gets abused.

In 2009, the funding system changed from units to formula funding within the Ohio Evidence-Based Model under House Bill 1. There were four factors in this formula: identification funds, gifted intervention specialist funds, coordinator funds, and funds for professional development.

Advocates celebrated the arrival of stable funding. Then to their horror, the 2010 change of leadership in the governor’s office dismantled this funding formula. In a last-minute dramatic floor amendment, a maintenance-of-effort provision was passed under pressure from gifted advocates and the OAGC. FY 2013 through FY 2014 brought another change to the funding formula for gifted education. It included funds for three factors of identification, gifted coordinators, and gifted intervention specialists based on ADM. For many years, each district’s share of state funding for gifted students had been listed on the district’s summary and detailed School Finance Payment Report (SFPR) as a separate line item. Districts had to submit a Final Expenditure Report (FER) documenting how the funds were spent. That accountability measure disappeared for a while and opened opportunities for abuse.

In the last year for which data is available, FY 2020, 283 districts spent under the allocated amount, and 39 more spent zero dollars on gifted education. For a deeper dive into these numbers, please refer to the Ohio Association for Gifted Children’s 2020 *State of the State Report* at <https://oagc.com/wp-content/uploads/2021/07/State-of-Gifted-Education-in-Ohio.-Updated-April-2020.pdf>. The budget passed in June 2021 bases gifted funding on the 2018 gifted cost study. Thankfully, gifted funding accountability provisions from the House version are in the final budget bill signed by the governor. Districts will now be required to spend state gifted education funds on gifted identification and service. The bill also increases the transparency of the gifted staff and services provided by each district. We will see what the next budget cycle brings forward.

### Levels of Gifted Funding 2005–2020

Year	Dollars	Year	Dollars
2005	47,266,441	2006	46,910,068
2007	47,157,293	2008	47,608,030
2009	48,008,613	2010	55,332,058
2011	69,341,857	2012	8,100,000
2013	8,100,000	2014	71,745,689 *
2015	75,000,000 *	2016	75,925,317 *
2017	77,332,829 *	2018	77,144,730 *
2019	77,938,657 *	2020	77,938,657 *

\* There was full accountability for only \$3,800,000 of these dollar amounts.

The OAGC white paper *Grading on a Curve: The Illusion of Excellence* detailed the shortfalls of Ohio’s accountability system. In part, the reaction to this paper motivated the state board of education to adopt a resolution in 2011 calling for a gifted performance indicator to be included on district report cards by the 2014–2015 school year. Advocates thought that there was finally a strong motivator for districts to serve their gifted population that would change the outcome for gifted service across the state of Ohio and

become a model for the nation. Districts scrambled to gather enough performance indicators to bring their state rating to “excellent.” While the entire testing and rating system was thought by some to be fraught with assumptions and misuse of data, if the performance indicator would help our gifted students, it was a positive step. However, how does service increase as the number of trained personnel decreases? Once again it appears that which is not defined gets abused.

**Trend of inverse ratio of gifted staff to growth of reported service**

EMIS reporting codes	2014	2015	2016	2017	2018	2019	2020
Regular classroom 205047	6,022	12,442	15,533	23,910	Not available	Not available	Not available
Cluster 205062	14,985	20,182	23,835	28,391	55,710	69,621	76,170
Reg class with GIS 206045	1,374	2,038	3,002	2,847	Not available	Not available	Not available
Cluster with GIS 206060	4,519	6,124	6,624	8,205	8,376	8,174	7,310
Resource room/GIS 206070	14,071	13,855	13,124	13,842	11,288	11,782	12,873
All acceleration codes	2,557	9,827	11,522	16,303	18,938	20,192	18,127
Total acceleration and 205 and 206 listed codes (some may be duplicated)	43,528	64,468	73,640	93,498	94,312	109,769	114,480
Unduplicated count of students served	60,725	89,426	107,072	129,218	135,209	147,261	149,121
Licensed staff	1,348	1,379	1,336	1,289	1,139	1,161	1,128

These numbers are more disconcerting in light of unduplicated count of students served in all gifted settings.

Source: ODE

The number of gifted licensed gifted education professionals in Ohio has fallen from 1,776 in 2009 to 1,128 in 2020, a decrease of 37 percent, while the unduplicated number of students “served” has risen by 41 percent. How can gifted coordinators and intervention specialists provide adequate, ongoing support to classroom teachers in the face of those numbers while providing oversight, instruction, and WEP support in response to their own student load and responsibilities? The budget bill signed in June 2021 increases the transparency of the gifted staff and services provided by each district.

*Gifted in the 21st Century* recommended an accountability system “that overcomes the challenges of assessing the growth of gifted children.” The creation of and revisions to district and school report cards have been a roller coaster ride with surprising twists, turns, confusing changes, and sometimes murky information. One might think that the age of accountability would have a positive impact on

service for gifted learners. Many gifted advocates were overjoyed when the state decided to weight the advanced scores on the state achievement tests.

Surely districts would see the value in helping the brightest students achieve! There were several problems with this premise. First, “advanced” on the achievement test was never “advanced” as documented by the cutoff scores for the categories of achievement (see *Grading on a Curve*). This led many parents and educators to the false impression that all students who scored in the “advanced” level were gifted. Gifted students were forced into test preparation programs that were inappropriate and often dampened their drive to learn and achieve. The “advanced” label became a bigger nightmare for gifted students when the value-added growth metric was included in 2010. When a student scores at the top of the grade-level content test, there is not much room to show growth. This issue is finally being addressed in the 2021 budget bill.



The gifted education field advocated for a performance indicator that would recognize levels and impact of services. In 2014, a gifted indicator that rewarded districts for serving identified students was added to the district report card. This led to a huge increase in the number of students served, while the number of gifted specialists declined. These data are shown on the inverse ratio chart above. The consequences were devastating for students, when the change should have been wonderful. In the current budget, the gifted performance indicator is moved to the gap-closing measure from the current achievement indicators measure. This requires a look at a subgroup of gifted students who were being lost in the accountability quagmire: underrepresented minority or economically disadvantaged students who are at-risk gifted students. Without the proper intervention techniques, these students are often considered misidentified and left to their own devices. Hopefully, this “met/not met” measure will improve Ohio’s districts’ intent to address the diversity issue.

Has Ohio been true to the vision for *Gifted in the 21st Century*, the goals of which were to be attained by 2012 in terms of policy, accountability, services and identification, trained personnel, funding, leadership, and the importance of families in service of gifted students? The facts speak for themselves. Gifted education in Ohio has struggled despite the passion and efforts of dedicated gifted advocates. The task force hoped that it would take Ohio 10 years to reach its vision: it has been 19 years, and Ohio has still not fulfilled that goal. Gifted advocacy is never over. Alas, it is a never-ending battle requiring constant vigilance.

Standards are scheduled to be reviewed and revised every five years. Ongoing discussions regarding updates began in 2010. However, the current standards revision was not approved until 2018. Major changes included the requirement for high-quality professional development (HQPD) for classroom teachers providing service to gifted children, reallocation of caseload, a process and criteria for innovative gifted service proposals, and the establishment of a gifted advisory council. In the new standards, the requirement for HQPD was an attempt to provide a clear definition and stop the abuse of the 205 EMIS codes. While the current standards define HQPD, “ongoing support” still is not defined. How much support are coordinators or GISs able to provide to teachers with early entrance, accelerated, or any identified and documented as served in the regular classroom? For example, how many coordinators actually know the identified students in their districts or the teachers who serve them? The erosion of the gifted coordinator position has greatly lessened the quality of gifted service over time.

Without the input of a district dedicated coordinator, the administrators, counselors, and school psychologists who are not directly impacted by the new HQPD standards are making decisions about gifted children, even when many don’t understand what gifted students need.

Despite this clearly defined expectation, still there are abuses and attempts to circumvent HQPD. Some districts try to force-fit other professional development sessions to “being good for gifted,” too. A full day of professional development may devote only a small portion of that time to gifted education. Many have the professional development delivered by professionals with no knowledge of the nature and needs of gifted students. In most places, there is no follow-up to ascertain the application of the information and training. The OAGC has developed several documents to help guide the HQPD process, including an assessment chart for general education teachers providing gifted services in the regular classroom and other support tools available at the OAGC website in the HQPD folder under Resources. Over time, standards revisions have been aimed at improving gifted services by reining in abuses to the spirit and intent of the rule and the law governing gifted education. These attempts have been, at best, uneven.

In the current biennial budget, HB 110, significant progress has been made toward resolving service and accountability issues for gifted students. This is especially encouraging when one reflects on the current climate mentioned at the start of this historical journey. The gifted cost study issued in 2018 provided a data-based foundation to the changes in the formula.

The study reveals the state of gifted education prior to the implementation of the new operating standards. This FY 2017 profile highlights (1) total reported spending of \$108.7 million, of which \$73.5 million—about two-thirds—was provided by the state; (2) 564 of 610 school districts providing gifted education services, but 46 districts reporting no gifted education expenditures; and (3) a wide range of gifted education identification and service. The fact that these districts did not report any spending for gifted education clearly indicates that they are not following the law.

These data serve as an example of the need for accountability. The cost study concludes with a listing of public policy implications. These policy implications cluster within three themes: improving fiscal and related gifted education program accountability and productivity; enhancing gifted student identification and services, including among underidentified and underserved student populations; and better understanding the cost structures and service models used in rural school districts in order to better identify and serve gifted stu-

dents in these schools. The budget defines the amount that each district will receive for identification, gifted coordinators, intervention specialists, and gifted professional development. Ann Sheldon, executive director of the OAGC, stated, “Supposedly, the statewide total gifted funds calculated by the formula are estimated to be \$83.7 million in FY 2022 and \$79.2 million in FY 2023. But there are no district-by-district funding breakdowns by component yet. . . . The OAGC will calculate those shifts when the data are available.” It is worth repeating that in the past, the ODE reported gifted funding allotments to districts through School Finance Payment Reports (SFPRs). These reports were publicly available through the ODE website and showed at a glance how many units were funded, along with the dollar amounts for identification, gifted intervention specialists, and gifted coordinators as indicated on line F of each district’s detailed report. Without ease of access to the funding formula numbers, transparency and accountability will be elusive. That which is not well defined gets abused.

We know that gifted children are at risk of dropping out of school if their academic needs are not met. They may drop out or not enroll in post-high school opportunities. Sisk (1987) reported that 85 percent or more of gifted children are underachievers. Yet we also know that teacher education programs provide scant information regarding the nature and needs of gifted children.

Additionally, the data above are rarely updated in terms specific to Ohio’s gifted population. The OAGC has repeatedly urged the state board of education and board of regents to establish undergraduate coursework in gifted education. The OAGC would support the establishment of a competitively contracted university center dedicated to research and development in the area of gifted education. This research would provide validity to state efforts and drive change as we advocate for appropriate services for our gifted students. Consistent data collection across the state rather than sporadic research projects would lead us to the promises of *Gifted in the 21st Century*. That policy document also proposed that the state establish competitive grants to increase the number of personnel trained to work with gifted children. This could include stipends to teachers who complete gifted licensure. Unfortunately, the state has taken no action in that direction. The OAGC continues to offer conference, academy, and workshop sessions and has teamed with GT Ignite to help fill this need. While that is vital to professional development, it does not result in teacher gifted licensure.

Those who oversee making law and developing policy at the state and local levels should be informed of gifted students’ needs in order to make sound decisions. What should be different for gifted students? Too often, those

making decisions without knowing the needs of gifted children try to apply metadata compiled for all students to gifted students. Any time meta-analysis or meta-synthesis is used, one must be careful with the results for students who are outliers. Karen Rogers examined this issue in the fall 2016 OAGC *Review* in her article “What Research Should We Believe in Our Field?” She cautions, “Two researchers have emerged as leading meta-synthesis producers over the past decade: Robert Marzano and John Hattie. Neither, however, has delved deeply into the gifted education literature, and both focus primarily on helping general education teachers figure out what works in the regular classroom. Yet, their conclusions have influenced our field greatly, perhaps not for the better” (Rogers, 2016).

Politicians on both sides of the aisle would do well to note that recent research shows strong public support for gifted education and funding. A press release from the NAGC cites an Institute for Educational Advancement (IEA) poll showing that support for gifted education steadily increased in the 60 percent range no matter the political, cultural, or economic background of respondents.

“When it comes to America’s future, it is clear that progressives, conservatives, and everyone in between want the same thing—support for our highest potential learners so that our country remains an economic power in the 21st century,” said Elizabeth D. Jones, president and cofounder of IEA. “We are seeing overwhelming support for funding and resources to ensure that our brightest students’ minds are nurtured and supported, which hasn’t always been the case in the past. As a community, we are committed to advocating for what the public wants: helping our highest potential students succeed.”

The NAGC release goes on to say that “despite the highly charged politics of the day, the poll finds bipartisan agreement on a variety of questions including improving the training of teachers on how to identify and serve gifted students, and increasing supports for gifted students from underserved communities that have historically been under-represented in such programs.”

Other special needs groups have fought and won mandates and rights for their students. Yet gifted students continue to be political pawns. Sometimes advocating for gifted students feels like Charlie Brown running to kick that football only to have Lucy pull it away again.

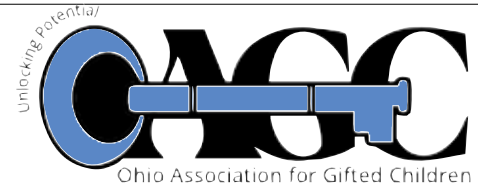
As gifted advocates, we need to be able to answer the questions of politicians, parents, and the general public. We need to be forthright in admitting to challenges in the field, such as diversity. We need to know our history in order to go forward without the errors of the past. We need to help our most capable students thrive so that at long last, we will provide gifted students the education they deserve.

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## FREQUENTLY ASKED QUESTIONS

### Student Scholarships



#### AVAILABLE SCHOLARSHIPS & DEADLINES FOR SUBMISSION

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

- February 15** Student Scholarship Award for Summer Programs (will vary, up to \$500)
- April 15** College Scholarship Award (\$500)
- June 1** Distinguished Student Scholarship Award (\$1000)
- November 15** Susan Faulkner Memorial Art Scholarship (grade-level tiers: K-4 \$150, 5-8 \$250, 9-12 \$350)

#### TIMELINE

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

#### SCHOLARSHIP AWARDS

- Scholarship Committee decisions are final
  - Not all applicants for OAGC scholarship awards will be selected
  - Uncashed scholarship checks will be considered null and void 180 days after the date of issue
- Student Scholarship & Susan Faulkner Memorial Art Scholarship**
- Award checks will be made out directly to the program or activity, not to the student or their family
  - Checks issued to one program are non-transferrable (to a different program)
  - Notification of awards may fall AFTER a deadline for registration and/or payment required by a particular program or activity. OAGC will not adjust award notification to meet individual submission deadlines. It is our recommendation that you contact those in charge of registration ahead of their deadline to get further instructions. Most programs will reimburse you for the amount of the awarded scholarship but you will typically have to submit the required payment first to guarantee placement in the program your child wishes to attend.
  - OAGC is not responsible for any registration fees submitted and does not guarantee that your child will receive a scholarship
  - Scholarship awards may not be used to provide ongoing lessons
- College Scholarship & Distinguished Student Award Scholarship**
- This is a one-time award, so once a student has received the OAGC College Scholarship or Distinguished Student Award Scholarship they are not eligible to apply again for the same scholarship
  - Scholarship awards will be made payable directly to the student

#### SUBMISSION

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

#### STUDENT ESSAY

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

#### LETTERS OF RECOMMENDATION

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

#### QUESTIONS?

Contact Alesha Haybin - OAGC Scholarship Committee Chair  
[Alesha.Haybin.OAGC@gmail.com](mailto:Alesha.Haybin.OAGC@gmail.com)

Updated: 7/5/21

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



# STUDENT SCHOLARSHIP AWARD

## For Summer Programs

**DUE FEBRUARY 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 have not received another OAGC scholarship within the past twelve months

### 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: FEBRUARY 15

Submit materials electronically to: <a href="mailto:Alesha.Haybin.OAGC@gmail.com">Alesha.Haybin.OAGC@gmail.com</a>	*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, <b>stamped</b> envelope *Do not send materials via registered or certified mail

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

- Applicant Information Form
- Program Brochure
- OAGC Member Nominator Form
- District Contact & Eligibility Form
- Letter of Recommendation and Form #1
- Letter of Recommendation and Form #2
- Student Essay Form
- Student Essay

### 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.
- Students may apply for a scholarship award of up to 75% of the total cost of the program with a maximum award of \$500 possible
- Applicants will be notified whether or not they were selected to receive a scholarship within 45 days of the submission deadline

#### QUESTIONS?

Contact Alesha Haybin - OAGC Scholarship Committee Chair  
[Alesha.Haybin.OAGC@gmail.com](mailto:Alesha.Haybin.OAGC@gmail.com)

Updated: 7/5/21

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

**15**  
**HOURS**  
**REQUIRED**  
**TRAINING**

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**EASY**  
**SOLUTION**



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# MHS Supporting Gifted and Talented Education

Partnering with educators, researchers, and professionals to pave the path for *ALL* students to reach their potential.

**HELPING CHANGE THE FACE OF SCHOOLS AND COMMUNITIES.**



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## Ohio Association for Gifted Children

P.O. Box 30801  
Gahanna, Ohio 43230

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

- |   |   |  |
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| <input type="checkbox"/> Gifted Education   | <input type="checkbox"/> _____                      | <input type="checkbox"/> _____                     |

## Call for Articles–Spring 2022 *Review*

### General Call

Please note that the deadline for articles for the OAGC spring *Review* is **February 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 from their areas.

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

If you have questions, please contact Ann Sheldon at [anngift@aol.com](mailto:anngift@aol.com).