

## Gifted Operating Standards (3301-51-15) Comparison Chart

The information below provides a comparison of proposed changes to the Operating Standards for Identifying and Serving Gifted Students (3301-51-15, 2008). The initial proposed rule was presented to the Achievement Committee of the State Board of Education in September of 2015. Based on the feedback received via Survey and during presentations and public testimony to the State Board, an updated draft of the rules was completed. The chart below provides a comparison of current and proposed rule changes.

Area	Existing Rule Language (2008)	September 2015 Draft of Proposed Rule	August 2016 Draft of Proposed Rule <i>Operating Standards for the Identifying and Serving Students Who Are Gifted</i>
<b>Identification: Screening and assessment</b>	Includes sections from Ohio Revised Code related to identification procedures.	Referred districts to Ohio Revised Code for identification procedures.	Includes sections from Ohio Revised Code related to identification procedures.
	Transfer students must be evaluated within 90 days of referral.		All students must be evaluated for gifted identification within 90 days upon referral.
	Provide students who have requested assessment or who have been recommended for assessment by teachers, parents, or other students, at least two opportunities a year for assessment	Whole grade screening for superior cognitive ability and specific academic ability in reading, math, science, and social studies for all students once in the K-3 grade band.  Whole grade screening for superior cognitive ability and specific academic ability in reading, math, science, and social studies for all students once in the 3-6 grade band.	Whole grade screening for superior cognitive ability; specific academic ability in reading and math; and creative thinking ability, for all students once in the K-2 grade band.  Whole grade screening for superior cognitive ability; specific academic ability in reading, math, science, and social studies; and creative thinking ability, for all students once in the 3-6 grade band.
		Use allowable IEP and 504 accommodations on gifted identification assessments.	Use allowable IEP and 504 accommodations on gifted identification assessments.
<b>Service options</b>	Guidance service is one of the listed options for gifted service.		Guidance services are removed from the listed options for gifted service and may be included as a component of the Written Education Plan (WEP) goals as social emotional supports.

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<b>Number of minutes of service</b>	Services provided by a gifted intervention specialist have the following service minute requirements:  K-5 = 225 minutes per week  6-12 = 240 minutes per week	Services shall be ongoing for the duration of the course.	Instructional time for all service settings must be commensurate with district instructional time for similar subjects, grade levels and settings.
		Services shall be ongoing for the duration of the course.	Exception only for a pull-out setting/resource room, in which case services will be the same length of time as one core content period per day or an average of 15% of the school week. The department shall establish a process for evaluating temporary waivers for this setting.
<b>Caseloads and class size limits</b>	Services provided by a gifted intervention specialist as the teacher of record have the following caseload and class size limits:  K-5 = 20 students with a maximum caseload of 80 students  6-12 = 25 students with a maximum caseload of 125 minutes.		Caseloads and class sizes for all service settings shall be commensurate with district caseload and class sizes for similar subjects, grade levels and settings.
	Services provided by a gifted intervention specialist in a pull-out setting (not teacher of record) have the following caseload and class size limit: 15 students with a maximum caseload of 60 students.		Exception only for a pull-out/resource room. Class size of 20 students with a maximum caseload of 80 students. The department shall establish a process for evaluating temporary waivers for this setting.

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<b>Service criteria</b>	Students who meet the district criteria to receive services must be provided an equal opportunity to receive those services.	Students who meet the district criteria to receive services must be provided an equal opportunity to receive those services.	Further clarifies that service criteria established by the district cannot unduly restrict access to services for traditionally underrepresented populations (minority, economically disadvantaged, English learners, and students with disabilities).
<b>Professional learning for educators providing gifted services</b>	General education teachers providing gifted services will have professional development in teaching students who are gifted.	Shall be based on district-determined criteria that specifies sufficient knowledge to provide appropriate and effective instruction to students who are gifted, as well as assist in the identification process.	General education teachers will participate in specialized training as documented and monitored by the district on the Individual Professional Development Plan (IPDP) in order to meet four key competencies, including differentiating instruction, selecting challenging and complex content, extending or replacing the general curriculum, and understanding the social and emotional needs of students who are gifted.
	General education teachers will have ongoing support from an educator with gifted licensure.		Clarifies ongoing support from an educator with gifted licensure or gifted endorsement OR an educator with previous experience in writing WEPs and professional development in teaching students who are gifted as documented on the educator's Individual Professional Development Plan (IPDP).
	General education teachers providing gifted services will have professional development in teaching students who are gifted.		Further defines ongoing professional development for general education teachers as specified on the Individual Professional Development Plan (IPDP) after meeting the qualifications specified above.  Extends this definition to gifted intervention specialists and gifted coordinators.
	Gifted coordinator qualifications are as follows: <ul style="list-style-type: none"> <li>• 3 years of teaching experience</li> <li>• Master's degree</li> <li>• Gifted licensure</li> </ul>		Gifted coordinator qualifications are as follows: <ul style="list-style-type: none"> <li>• 3 years of teaching experience</li> <li>• Gifted licensure</li> <li>• Administrator licensure if supervising teachers</li> </ul>

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	<ul style="list-style-type: none"> <li>Administrator licensure if supervising teachers</li> </ul>		
<b>Written Education Plans (WEPs)</b>	Providers of service must be provided a copy of the WEP.	WEPs must be written in collaboration with an educator with gifted licensure or gifted endorsement OR an educator who meets the district-determined criteria.	WEPs must be written in collaboration with an educator with gifted licensure or gifted endorsement OR an educator with previous experience in writing WEPs and professional development in teaching students who are gifted as documented on the educator’s Individual Professional Development Plan (IPDP).
	Parents must be provided a copy of the WEP.	Parents must be provided a copy of the WEP.	In addition to parents’ receiving a copy of the WEP, at the commencement of services, a reasonable attempt will be made to obtain a parent or guardian signature on the WEP.
<b>Funding of gifted education</b>		The department shall publish on its website district expenditures related to gifted education.	The department shall publish on its website district expenditures related to gifted education.
<b>Monitoring of gifted education</b>	Districts will participate in an audit once every three years.  Districts will submit an annual report on the effectiveness of gifted services by July 15 <sup>th</sup> of each year.	The district shall prepare an annual report on the number of students screened, the number of students assessed, and the number identified as gifted in each category. The report shall be submitted to the department by July fifteenth of each year.	In a process determined by the department, districts will participate in onsite reviews, desk reviews, and/or self-reviews of gifted education policies, practices and procedures. Results may require corrective action and/or the implementation of a district improvement plan.
<b>Innovative Gifted Service Proposals</b>			The department shall establish a process and criteria for submission and review of proposals related to the innovative design and delivery of services for students who are gifted. Approved proposals may be implemented for up to 5 years.

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<b>Gifted Advisory Council</b>			An advisory council of gifted stakeholders will be established by the state superintendent to analyze the status of gifted education in Ohio, review and select innovative service proposals, and make policy recommendations to the state board of education.

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