

BEST PRACTICES MODEL FOR GIFTED COORDINATION

Required:

Meets minimum ODE qualifications (OAC 3301-51-15 (E)(6)(a-d):

- Evidence of at least three years successful teaching experience
- Master's degree
- Ohio administrative specialist license, if the coordinator is to supervise teachers
- Ohio intervention specialist license for gifted education

I. Ohio Revised Code 3324.01-.07 (law) and Ohio Administrative Code 3301-51-15 (rule)

- Exhibits knowledge of *Ohio's Operating Standards for Identifying and Serving Gifted Students*.
- Assists school personnel in the development, appropriate dissemination, evaluation and revisions of *written education plans* for gifted students.
- Assists school personnel in the development, appropriate dissemination, evaluation and revisions of *written acceleration plans* for gifted students.
- Insures that annual EMIS Data is entered accurately and works with district EMIS coordinator as necessary.
- Understands where to access information about gifted funding on the PASS form.
- Monitors compliance with laws regarding gifted funding for the district.
- Participates in the audit process as requested by the Ohio Department of Education (ODE).
- Completes the Self-Report annually by July 15.
- Maintains a SAFE account.
- Coordinates with designated district staff member responsible for Ohio Education Directory System (OEDS) to insure accuracy of OEDS information.

II. Identification

- Guides the development of the district identification plan, reviews and submits revisions as needed.
- Develops and coordinates the identification process (including whole-grade screening, individual referrals and arranging for appropriate professional/private space for individual testing).
- Assures that students from underrepresented groups are included as equal participants in the identification process.
- Monitors student transfers and requests for assessment.
- Notifies stakeholders regarding access to referral forms and parent brochures.
- Notifies parents about identification status within 30 days of receipt of results.

BEST PRACTICES MODEL FOR GIFTED COORDINATION

III. Curriculum & Instruction

- Incorporates findings of current research and best practices into curriculum development and classroom instruction.
- Consults with school personnel regarding methods for developing and adapting curriculum, materials and teaching strategies for gifted learners.
- Guides school personnel in improving the academic progress of gifted students in the district.
- Works with school leadership to promote advanced course offerings for gifted students.
- Attends IEP meetings for twice-exceptional students.
- Works with district curriculum staff to model appropriate teaching practices for gifted learners.
- Conducts regularly scheduled staff meetings.
- Works with District Test Coordinator and EMIS Coordinator regarding testing requirements for accelerated students.
- Monitors the academic progress of gifted students in the district through the use of all available data (e.g. value-added data).
- Guides school personnel in the ongoing design evaluation of the effectiveness of gifted education services, including input from parents of students who are gifted.
- Follows Ohio Administrative Code regarding test security.

IV. Continuum of Services

- Facilitates the development (or maintenance) of a continuum of gifted services for the district.
- Involves appropriate stakeholders in the design of the continuum of gifted services for the district.
- Participates in acceleration meetings.
- Facilitates student placement.
- Works with early entrance to kindergarten procedures that are aligned to the district acceleration policy.
- Works with school leadership to promote credit flexibility.
- Coordinates, supports and/or promotes activities such as mentorships, internships, special seminars, career explorations, distance learning, summer enrichment opportunities, visual and/or performing arts experiences, and any other educational option designed for gifted and talented students.

BEST PRACTICES MODEL FOR GIFTED COORDINATION

V. Supervision/Organizational Leadership

- Supports and participates in the development and articulation of the district mission/vision and goals.
- Knowledge of the school improvement process (local report cards, value-added reports, CCIP, OIP and local initiatives).
- Coordinates the hiring of gifted intervention specialists as openings occur the district.
- Supervises and supports gifted intervention specialists in the district; evaluates teachers as outlined by the district teacher evaluation program.
- Supervises and evaluates support staff assigned to the gifted services program.
- Provides support to all school personnel on gifted education issues.
- Works with building leadership to assure equitable work space is available for gifted services teachers.
- Plans and monitors the gifted services budget.
- Works with appropriate district personnel in the Treasurer's Dept. to insure that Final Expenditure Reports (FER) are completed as related to Gifted Services.
- Reads ODE's monthly *Gifted Updates*.

VI. Professional Development

- Provides professional development (e.g. Javits Professional Development Modules) and gifted resources to various stakeholder groups.
- Communicates the characteristics and educational needs of gifted students.
- Supports professional development related to gifted education for district staff members.
- Participates in ongoing professional development activities (e.g.'s Ohio Association of Gifted Children's (OAGC) Fall Conference, OAGC's Coordinator Academy, National Association of Gifted Children Annual Convention).

VII. Advocacy

- Advocates for the needs of gifted students at the local, state and national levels.
- Works with parent advocacy groups to promote research-based information about the characteristics and educational needs of gifted students.
- Serves as a liaison among various stakeholders for the purpose of supporting programs or activities for gifted learners (e.g. colleges and universities, community members, business and cultural institutions).