

Summer Institute for Authentic Learning &
Leadership

The View from the Ship:

Navigating Shifting Tides in Gifted Education



15

July

2026

Karen Rumley

Who are our traveling companions?

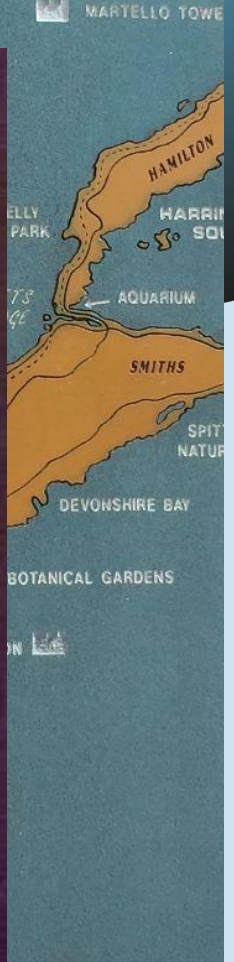
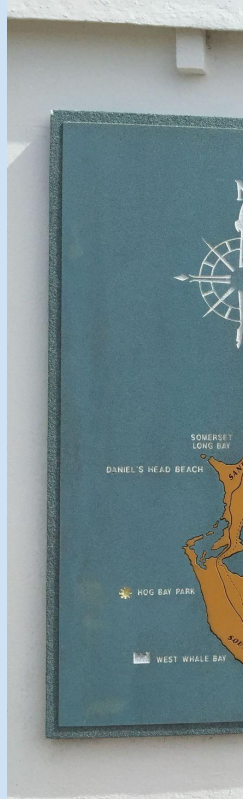
Muster Drill



***What you see depends on
where you are standing...***



Berm



What you see depends on where you are standing...



Full Steam Ahead	Starboard	Portside	From the Stern	Call to Action
<i>Keeping focus on the charted course</i>	<i>Monitoring the vista</i>	<i>Watching the coast go by</i>	<i>Observing the wake</i>	<i>Where will you chart your course?</i>

Purpose: Participants will consider consistent trends and issues in Gifted Education to help inform education and advocacy efforts within their domains.

Competency addressed: (d) The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;

Keeping the VISION

***Forward View:
Full Steam Ahead***

My Why

Why
Gifted

Why am I here?

*The values and
priorities that
keep us moving
forward*



*Anyone can steer the ship but
LEADER must chart the course.*

John C. Maxwell "Law of Navigation"



My Why

I believe that ALL children deserve to have supportive, challenging, and meaningful learning opportunities and experiences.

I seek to ensure that children exit their schooling experiences with **maximum ability** to choose the paths for their lives **without barriers** created by inadequate educational preparation or support. This requires creating and supporting systems that enables **equitable access for ALL children to ALL learning opportunities** in every grade and building. It also requires **educating and supporting educators** with knowledge and skills to provide engaging and **relevant differentiated learning experiences** for our children, as well as **intervention and enrichment support** to ensure each child grows every day.

My Professional Milestones

- 1994 **B.S.Ed. Kent State University**
- 1996 **Social Studies Teacher:** *Cuyahoga Falls High School*
- 2004 **M.A.Ed University of Akron**
- 2006 **Gifted Endorsement (KSU)**
- 2008 **OAGC Leadership**
- 2010 **Coord. of Teaching and Learning** *Cuyahoga Falls*
- 2011 **Summit Co. ESC Consultant**
- 2014 **Dir. of Instructional Program** *Kent City Schools*



What are the ISSUES in Gifted Education?



Consistent ISSUES

Starboard View: Monitoring the vista



Definition	Funding	Accountability	Services & Qualified Personnel	Public Scrutiny
What do we MEAN by “gifted”	<i>Funding for Services: Personnel, PD, Supplies, Experiences</i>	<i>Are there rules/ Are they being followed? Are we actually growing our gifted students?</i>	<i>Services by trained, knowledgeable educators</i>	<i>Do people actually want gifted education? Educating decision-makers</i>

What is “Gifted” anyway?

Identification is Complex

*Especially if we don't agree on
what it is*

Competing theories & issues

- ❑ Exceptionality in principal
- ❑ Gifts v talents
- ❑ Nature v Nurture
- ❑ Domains and Degrees of giftedness
- ❑ Identification Assessment tools and practices
- ❑ Provision of learning opportunities
- ❑ Gatekeeping
- ❑ “Services”
- ❑ Finding the gifted - underrepresented populations

What is “Gifted” anyway?

*Is giftedness Cognitive,
Academic, or Creative?*

All? Any?

How do we know?

*What is “intelligence”? How do
we measure it?*

Federal Definition of Gifted:

Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

-1972 Marland Report to Congress

What is “Gifted” anyway?

Agreement:

Asynchrony



The Columbus Group in 1991:

“Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally.”

Gifted Parenting Support. The Columbus Group Conference.

<https://giftedparentingsupport.blogspot.com/2013/11/the-columbus-group-conference.html>

Timeless Gifted Topics

- Identification Practices
- Underrepresentation
- Dual Exceptionality (2E)
- Cluster Grouping
- Acceleration
- Compacting
- Differentiation
- Depth and Complexity
- Stereotypes
- Creativity

- Service Learning
- Early Learning/ Talent Development
- Perfectionism
- OverExcitabilities
- Underachievement
- Peer relationships
- The Arts
- Profoundly gifted
- The role of technology

Timely CONCERNS

Portside View: Watching the shore pass by



ANY of the consistent issues	Funding	Accountability	Services & Qualified Personnel	Public Scrutiny
These things are changing and require attention	<i>Funding for Services: Personnel, PD, Supplies, Experiences</i>	<i>Are there rules/ Are they being followed? Are we actually growing our gifted students?</i>	<i>Services by trained, knowledgeable educators</i>	<i>Do people actually want gifted education? Educating decision-makers</i>

Milestones in the Field

1920s-30s: Early Pioneers

1952: Formation of the Ohio Asso. for Gifted Children (OAGC)

1954: Formation of the National Association for Gifted Children (NAGC)

1959: Ohio Department of Education appropriates \$100,000 for gifted education

1960: First Gifted Consultant hired by the ODE

1981: Formation of Consortium of Coordinators for the Gifted (COCG)

1983: *A Nation at Risk* federal report

1984: Ohio adopts Gifted Operating Standards

1987: OH Identification Mandate

1987: Federal Javitz Funding

1998: DeRolph “Fair Funding” Ruling (yet to be enforced)

2001: No Child Left Behind

2001: NAGC Annual Convention held in Ohio

2004: Consolidation of OAGC and COCG

In My Time...

2008	Teacher- CFalls	OAGC Secretary	<i>Operating Standards Revision</i>
2009			<i>Credit Flexibility Plan Funding Formula change #1</i>
2010	Coord Tchg & Lrng		<i>Funding Formula Change #2</i>
2011	Consultant- Summit Co ESC		
2012		OAGC Pres. Elect	<i>Operating Standards revision starts</i>
2013			<i>Era of Deregulation in Ohio</i>
2014	Dir. of Instruction-Kent CS	OAGC President	<i>Report Card Meas. (VA, PI, Inputs)</i>
2015			

In My Time...

2016	(Kent City Schools)	OAGC Past President	
2017			<i>Operating Standards Complete! With HQPD Requirements</i>
2018		Various Roles in OAGC	
2019			
2020			<i>Um....</i>
2021			
2022			<i>Funding Revision (?) Report Card Revision</i>
2023			<i>New Report Card New Operating Standards Revision</i>
2024			<i>ODE reorganized - ODEW</i>
2025			<i>Report Card Revision</i>
2026			

Current Issues & Watch Fors

- **Equitable Services**
- Identifying and Serving **Underrepresented Populations**
- **Local Norms** - adopting social norms only shifts the population, not the needs
- **Adequate Funding** that supports special programming for students with special needs
 - Currently no federal funding for Gifted
 - Declining funding for Sped and EL/ Imm
- **MTSS** *should* mean inclusiveness in systems
 - OAGC Task force
 - Caution not to focus exclusively on deficiencies
 - Measure what we can, not everything can be measured
- **Computer-based instruction & AI tools** may increase marginalization out of convenience,
- Work towards **accountability measures** that don't just push more paperwork to get “points” or avoid sanctions

Keeping the VISION

Forward View: Full Steam Ahead

*The values and priorities that keep us
moving forward*



Why Gifted

- *KIDS MATTER - EACH of them*
- *Students with Exceptionalities need to be understood*
- *Students with Exceptionalities deserve to learn something new every day*
- *Without advocacy and education, Students with Exceptionalities may not have the learning and life opportunities as those of their typical age-mates*

Don't you believe it...

Common Myths about Gifted Students

- Gifted and talented mean the same thing.
- All children are gifted in something.
- If Gifted students can't complete their classroom projects, they should not be allowed to participate in special gifted programs.
- When gifted students are grouped together they deprive others of their insights and develop superiority complexes.

Gifted students:

- ...are easy to identify
- ...are so smart they do fine with or without special programs/ services – if they are really gifted, they can manage on their own
- ...should not be treated differently from their classmates
- ...do not know they're "different" unless someone tells them
- ...need to go to school/ learn with their age mates, because skipping grades usually harms a child emotionally
- ...like being leaders in cooperative learning groups or tutor students who are having difficulty mastering a subject
- ...must do the same work as everyone else in the class or it would not be fair to other students

Timeless truths about gifted

What's good for Gifted is good for all:

- Advanced questioning
- Dialogue
- Project based learning
- Collaboration
- Goal setting
- Ensuring requisite skills are taught
- Fun, interesting, authentic, meaningful work

But we still need to take care of the *unique* needs of gifted students:

- To be challenged at their cognitive level
- To have interaction with intellectual peers
- To be supported in specific social-emotional areas
 - To be taught



Respect the PAST

View from the Stern: Observe the wake to see where we've come from



At any point in time	Funding	Accountability	Services & Qualified Personnel	Advocacy
Appreciate that we are HAVING the conversation!	<i>Unit Funding Evidence Based Formulas Forms of Formulas for Service, Personnel, PD</i>	<i>Audits Report Card Measures Required reporting</i>	<i>GIS GenEd: HQPD AP/ IB Arts</i>	<i>Our voices have made ALL the difference!</i>



Course changes I've seen



From	To
<i>Whole Child</i>	Academic Focus
<i>Pull-out/ Resource Services</i>	General Education Services
<i>GIS Services</i>	Funding tied to service, not “units”, so GenEd = less cost and more flexibility
<i>Marginalization/ Otherness</i>	Inclusivity through MTSS
<i>Exclusivity/ Elitism/ Homogeneity</i>	Increased attention to 2E and Underrepresented Populations
<i>Integrated Projects/Units</i>	Extension from curricular units
<i>Undefined service goals</i>	Impersonal service goals; focus on deficiencies; Academic standards as priority



Course changes I've seen



From	To
<i>Holistic, unmeasured</i>	Increased use of data
<i>Acceleration unusual</i>	Acceleration largely accepted... but overused?
<i>Little public information</i>	Report Card measures = Visibility
<i>Few rules; few sanctions</i>	Funding and visibility = emphasis on compliance
<i>Program Audits</i>	Not happening
<i>Family involvement?</i>	Requirements for family communication (WEP, No service letters)
<i>Decline in dedicated Gifted Coordinator position</i>	Responsibilities subsumed in other administrative or teaching positions

What do you think?

Academic
Reading

Academic
Math

Social-
Emotional

General
Cognitive

Creativity &
Arts

Executive
Functioning



What I have learned

*From walking around
the ship?*



KEEP Focus

Know your why

Understand GIFTED

- Unit Funding
- Evidence Based Formulas
- Forms of Formulas for Service, Personnel, PD

Understand issues

- Audits
- Report Card Measures
- Required reporting

Advocate & Network

- For Gifted
- For what is RIGHT for all
- Help others

Honor your crewmates & fellow travelers

Who inspires you?
Challenges you?
Supports you?

CALL to ACTION

Where will you chart
your course?

What distractions and
disruptions can you
anticipate?

What can you do next?

