

Suggestions for PD gathered at HiCap Informational Meeting August 19, 2014

Continuum of Services

- Program model
- Delivery models 7-12
- Literacy curr. for HCP readers
- Math strategies for HCP Math learners
- Services for K-2
- Cluster grouping and other group methods
- Successful models for serving students in small cohort (1-2 per grade level)
- Development of district's K-12 Continuum of Services
- How to prepare for, implement, monitor
- Underserved populations
- High school identification
- Gatekeepers to services
- Screening and assessment tools
- Program evaluation tool
- Providing PD in differentiated instruction to general ed teachers
- Budget constraints v program design
- Cluster v self-contained

Home School

- Parent communication. Samples of letters, advisory group, format
- Parent advisory
- Support for parents of HC children
- Communication with families and community

Instructional Models

- Learning plans: examples, ProD
- Learning plans
- Implementing HCP at secondary level
- Secondary program models
- HS design beyond AP, CP, College in HS
- Middle school program design
- Secondary models, especially high school

Curriculum Design

- Tiered program design
- Self-contained HC vs not
- Curriculum writing/design

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Teacher Support and Resources

- Instructional materials
- Instruction and resources
- Focus on primary HC needs (instructional)
- K-2 strategies
- Advanced Math students at elementary level
- Instructional strategies specific beyond the word differentiation
- Specific projects or curriculum to accommodate high cap students
- Lesson plans for K-12
- Resources & classroom materials

Screening Tools

- Screening and assessment procedures
- Process for deciding who is HC and who is not
- Assessment as per law (achievement)
- Screening and assessment
- Screening tools
- Assessment, under-represented pops
- ID (K-2 as well)
- Assessment
- Documentation of learning (assess. varieties)
- Assessment/screening for K-2?
- Screening in a small district
- Differentiated assessments/selection criteria for under-represented minority students (students who may not be nominated by teachers or parents)
- Screening procedures and tools for teachers and families to help determine an appropriate pool of candidates
- Alternative assessments for identifying underrepresented pops
- Valid assessment tools for underrepresented populations
- Identification and program services at Kindergarten and first grade
- Identification of K-12 students, use of matrix selection
- Kindergarten identification
- Prescreening process
- Process/screening for K-2
- Alternative measures to identify high cap students
- Assessments for placement decisions
- Screening tools that identify the area of students' strength
- Identification/screening tools for K-2

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- Assessments – Assessing the Assessments – which ones (multiple measures) are preferable at each grade level

Program Evaluation

- Screening tools and process

Technology

- Utilization of technology in identification and instruction of HC students

Professional Development

- Teacher training
- “Myth Busting” – ideas for Pro-D with all faculty
- PD for general ed staff
- PD for basic ed teachers
- PD for general ed staff serving K-1 students
- Teacher training in differentiated instruction

Instructional Strategies

- Differentiation
- Differentiation of instruction
- Goal setting and record keeping of how goals have been met
- Supporting the needs of gifted students in the regular (non-HCP) classroom
- Services within general ed classroom “moving beyond enrichment activities”
- Middle school program models/design
- Pull-out vs in-class programs (and self-contained classroom)
- Realistic IEP-like planning for 200+ students...similar to Renzulli’s compactors...maybe online/electronic?
- Differentiated learning in the regular classroom (Prof. devel.)
- Non-verbal gifted program services for...
- Differentiating instruction in clusters/inclusion model
- Delivery models for K-1 cluster/pullouts
- Model for inclusion instruction utilizing extra instructor

Other

- Site visits to other schools
- Putting the law into layman’s terms – how do we comply, and how do we figure exactly what it means?