



Highly Capable Cooperative COORDINATOR MEETING

March 24, 2016

9am-3pm

AGENDA

| TIME | TOPIC | | RESOURCES |
|------|---|---------------|---|
| 8:45 | Coffee and casual conversations | | |
| 9:00 | PRELIMINARY PLANNING PLC for next year? 1-3-5 plan | TODD & JAN | |
| 9:30 | LOOKING CLOSELY AT WACs: Under-represented populations NAGC Webinar: “Educational Programs to better serve low income and culturally and linguistically diverse high-ability students” RESOURCES for under-represented populations: | TODD | RESOURCES for UNDER-REPRESENTED 1. OSPI: Understanding Under-representation of student populations in Gifted Education Programs 2. NAGC Position Paper: Identifying and Serving CLD Students 3. National Resource Center/GT—many, many Javits resources for identifying, serving, supporting diverse Gifted learners and their parents. <ul style="list-style-type: none"> • “The Challenge of Bi-lingual and Limited English....” • NRC/GT slide show for ID and Service to ELL 4. Dr. June Maker (U of AZ)—Discover ID and Service 5. Fairfax County Young Scholar Program—ID and Service 6. Dr. Bertie Kingore’s Performance Tasks for identifying diverse gifted learners. We have ordered this kit for Co-Op use. |

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| | <p>POWER OF PARENTS: Mt. Vernon's Experience</p> <p>http://tinyurl.com/powerofparents</p> | CHAD | <p>RESOURCES FOR PARENTS GROUPS</p> <ol style="list-style-type: none"> 1. Invitation from Mount Vernon: Movie, 2E, April 13th 2. NAGC "Starting and Sustaining a Parent Group" ebook 3. Resources for Parent Groups. 4. Northwest Gifted Child Association |
| 10:30 | BREAK | | |
| 10:45 | <p>PROGRAM SERVICES: Designing Social and Emotional services</p> <p>Do Hi-Cap students have unique social-emotional needs? Article at SENG</p> <p>Application: Indiana DOE Handbook: "Guiding Students with High Abilities Social Emotional Services"</p> <p>Example for Developing a Scope and Sequence of Hi-Cap services in the affective domain</p> <p>Levels of Service Model Treffinger (reproduced at Indiana DOE) Heacox/Cash, p 45</p> | JAN | <p>RESOURCES</p> <p>Indiana DOE, High Ability: Resources and Publication "Programming for Talent Development (Treffinger, et al) "Guiding Students with High Abilities Social and Emotional"</p> <p>SENG</p> <p>Example: Scope and Sequence Social-Emotional Competencies--Las Cruces SD</p> <p>Professional Development at Austin ISD</p> |
| 12:00-1:00 | LUNCH | | |
| 1:00 | PROBLEM OF PRACTICE | TODD | Triad Teams |

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| | SHARE a CURRENT ISSUE OR INITIATIVE with colleagues | MEMBERS | |
| 2:00 | PREPARATION for End-Of-Year Report | TODD | OSPI Forms 217 , 250 OSPI Surveys (Hanninen) ID Self-Study |
| 2:30 | FINALIZING PLC PLANNING | TODD | |