



NWESD 189 HIGHLY CAPABLE PROGRAM COOPERATIVE
OCTOBER 20, 2015

Created by Todd Christensen and Jan Bonzon, Contractors

WELCOME! (1)

Agenda



**Northwest Educational
Service District 189**

Together We Can

Highly Capable Cooperative
October 20, 2015

Agenda

TIME	TOPIC	LEAD	LINKED RESOURCES
8:45	Coffee and casual conversations		
9:00	Welcome & Introductions New member districts: Monroe, Granite Falls, Conway, Bellingham, Meridian	Pam Estvold	
9:15	Features of the Hi-Cap Cooperative	Pam	Contractors
9:30	NWESD Hi-Cap Cooperative Website	Pam and Anita	NWESD Hi-Cap home page Agenda with electronic links
9:45	NOTES FROM THE FIELD.....	Todd and Jan	BINDERS: <ul style="list-style-type: none"> • OSPI Highly Capable Program • NAGC K-12 Programming Booklet • Resource list Power Point
10:45	Break		
11:00	ACCELERATION as a best practice	Todd and Jan	A Nation Empowered, Vol I A Nation Empowered, Vol 2 Instructional Management Table (Angelis/Bonzon) Instructional Delivery Table (Angelis/Bonzon) 20 Important Points about Acceleration 20 Forms of Acceleration
11:45	Nuts & Bolts	Pam	
12:00	Highly Capable Coordinating Council Meeting (Others excused for a 1-hour lunch break on their own)	Pam Estvold	

2015-16 CO-OP CONTENT: **PRINCIPLES OF BEST PRACTICES**

OCTOBER 20:

Principles of Best Practices:

Pace: Acceleration by Grade and Content
Resources

JANUARY 21:

CCSS and the Highly Capable Learner

Principles of Best Practices:

Depth and Complexity
Differentiation in the Content Areas: Math

APRIL 28:

Secondary Programming

Honors Classes

Next Generation Science Standards

MATERIALS

BINDER--District

- **UW / OSPI PROGRAM HANDBOOK**
- **WACS- updated OSPI website**
- **NAGC K-12 Programming Standards** in booklet form
- **Resource List** (available for download from the agenda)

FOLDER--Everyone

- **Agenda**
- **PP Presentation**
- **Handouts**



Think pad

For your....

- ✓ **Notes**
- ✓ **Questions**
- ✓ **Ideas**
- ✓ **Team Planning this afternoon**



THINK – PAIR - SHARE

As a member district,

WHAT DO YOU HOPE WILL
BE **THE BENEFITS OF**
YOUR MEMBERSHIP THIS
YEAR?

- Place each benefit on a separate index card.



WAC 392-170-012

For highly capable students, access to.....
accelerated learning and **enhanced instruction**
is access to a basic education.....

EMBEDDED EXPECTATIONS

- ✓ Basic Education
- ✓ Exceptional vs. Acceptable
- ✓ Evaluation – Impacts – Evidence
- ✓ Plan with the END in mind

From the Field:

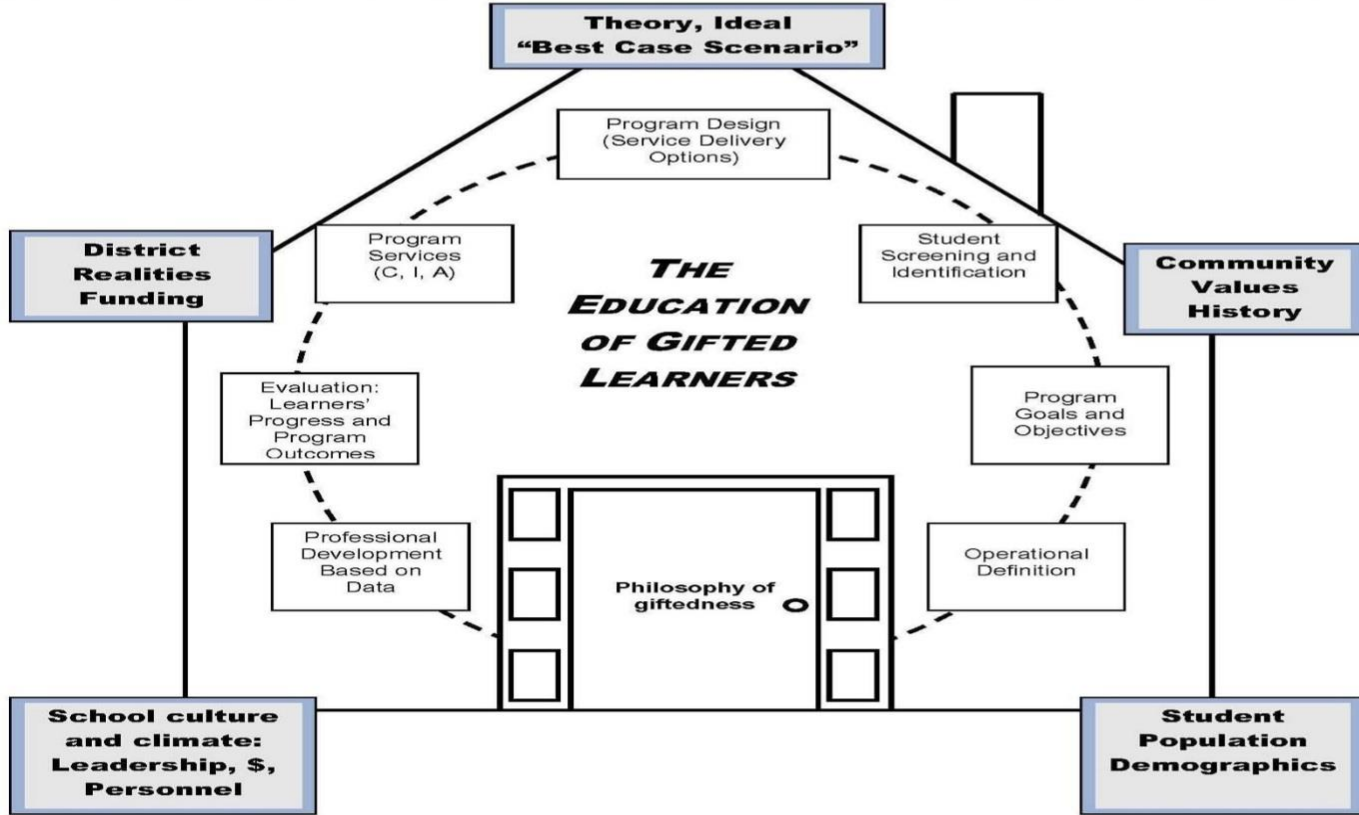
Problems of Practice:

ACCOMPLISHMENTS

- ✓ Designed and Implemented your identification system across K-12..
- ✓ Designed and Implemented your continuum of services across K-12
- ✓ Identified Teams such as:
 - Multi-disciplinary Selection Committee
 - District Hi-Cap Planning and Evaluation Team
 - Co-op Team
 - Advisory Committee
- ✓ Identified resources for Professional Development
- ✓ Identified and funded personnel who with dedicated responsibilities for Hi-Cap programming

Ongoing Challenges...

- ✓ Access and equity to identification and programming for traditionally under-represented populations.
- ✓ Myths and Misconceptions are inhibiting forward progress...
- ✓ Incomplete alignment of programming elements.
- ✓ Limited resources—including personnel, budget, time
- ✓ Politics



Created By: Catharine Brighton (2010)

Callahan, C. (September, 2010). Lessons learned from evaluating programs for the gifted. Presented at the Highly Capable Program Technical Working Group Meeting.

CONCEPTUAL MODEL FOR PLANNING AND EVALUATING YOUR HIGHLY CAPABLE PROGRAMMING

**“Everyone deserves a great
education”**

John Ford, Jr.
Secretary of Education

“A GREAT EDUCATION”

- True for all students, including **ADVANCED LEARNERS**
- Differences in **BRAIN FUNCTION** dictate specific types of DIFFERENTIATION for highly capable learners **ONLY**.



Greater executive functioning

- ✓ They make more abstract connections and relationships
- ✓ They practice more efficient problem solving



Greater capacity in working memory

- ✓ They hold more details and ideas
- ✓ They see the Big Picture.

Advanced Cognitive Development: Requirement for Differentiation

ACCELERATION

Pace:

Accelerated instructional practice

Depth:

Increased discipline knowledge and practice

Complexity:

Sophisticated levels of advanced thinking

Franciscoys Gagne'

Differentiated Model of Giftedness and Talent

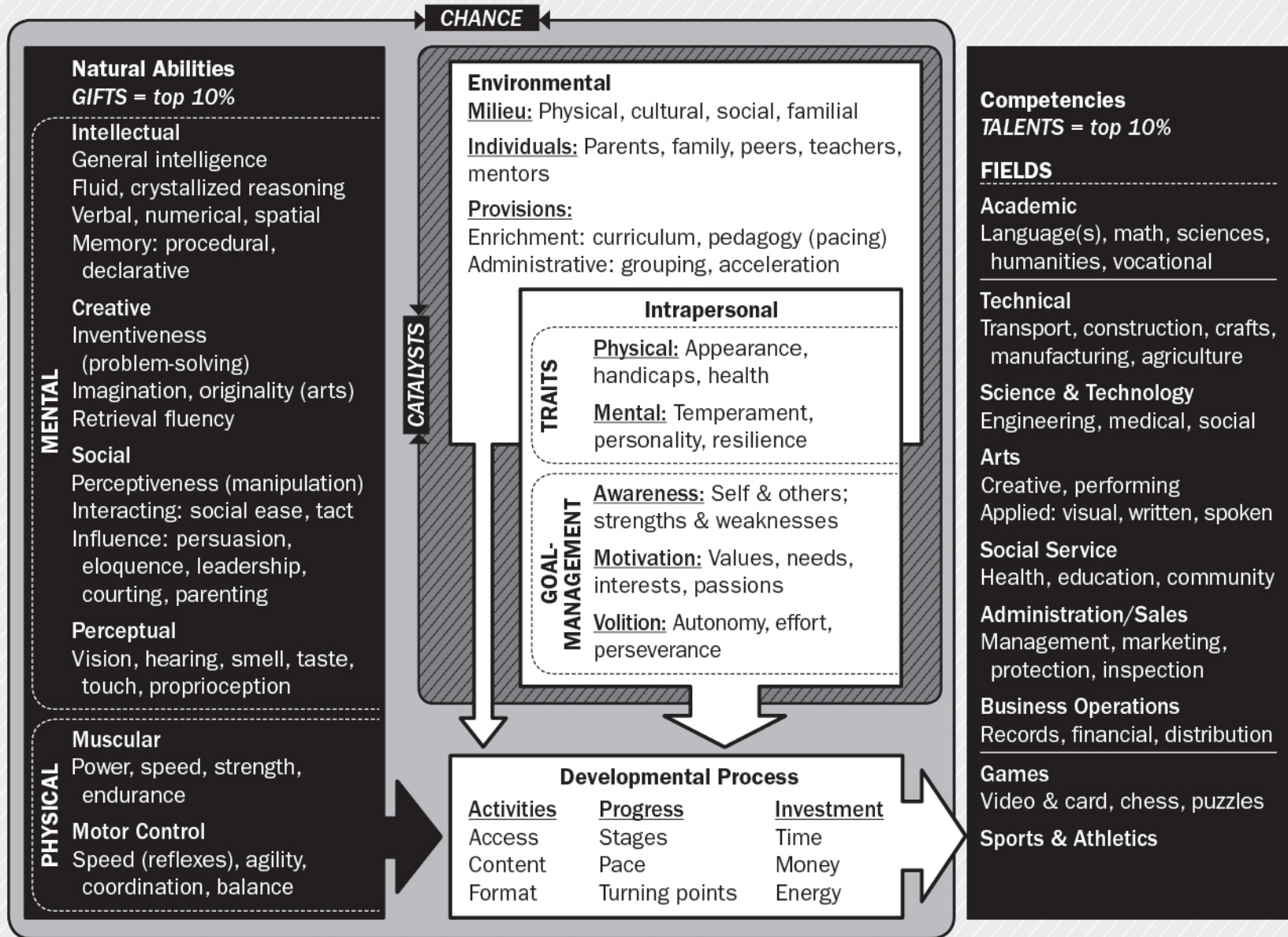
GIFTS vs. TALENTS

What's the Difference?



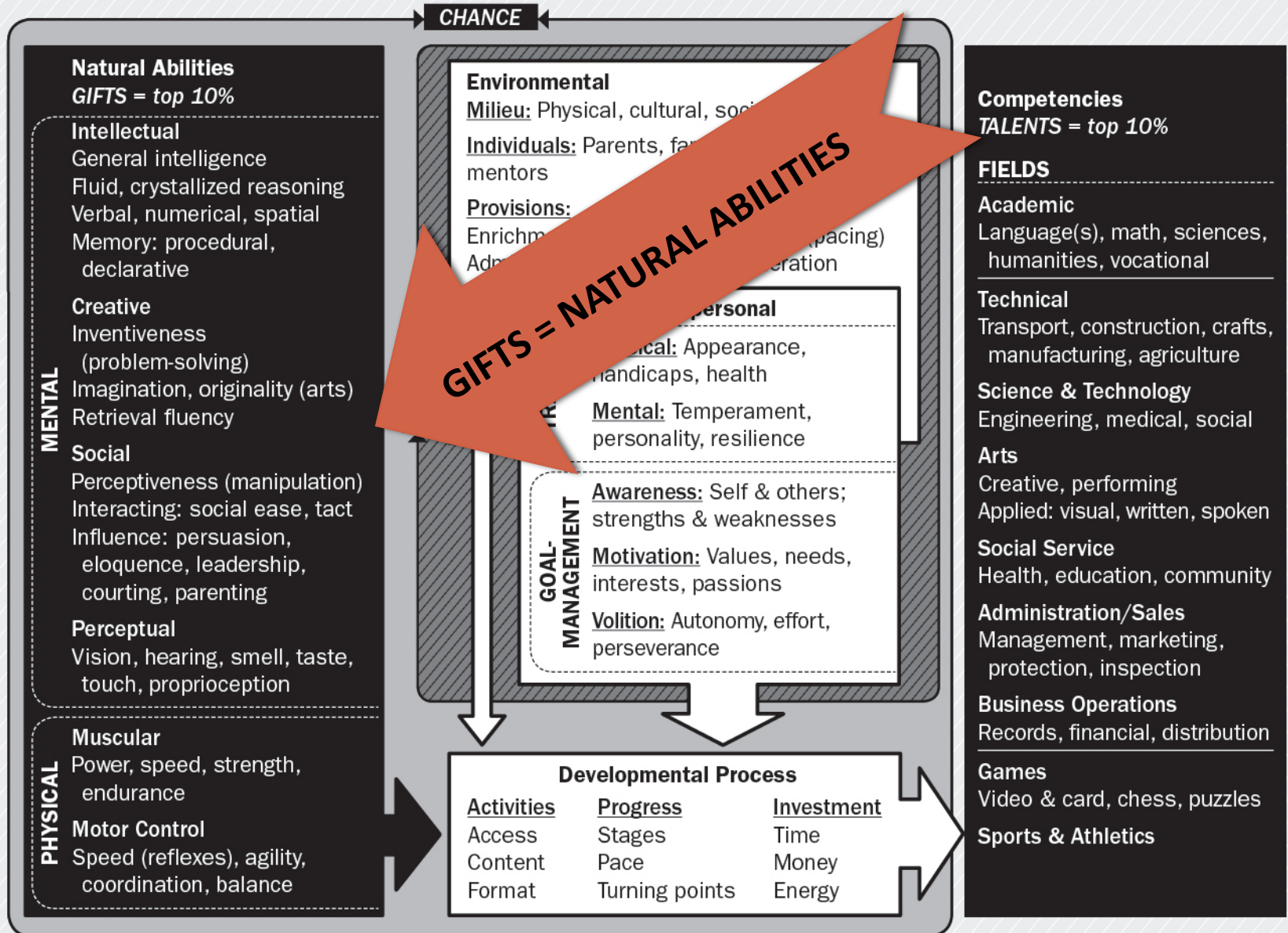
*Université du Québec
à Montréal, Montreal,
Canada*

The Differentiated Model of Giftedness and Talent*



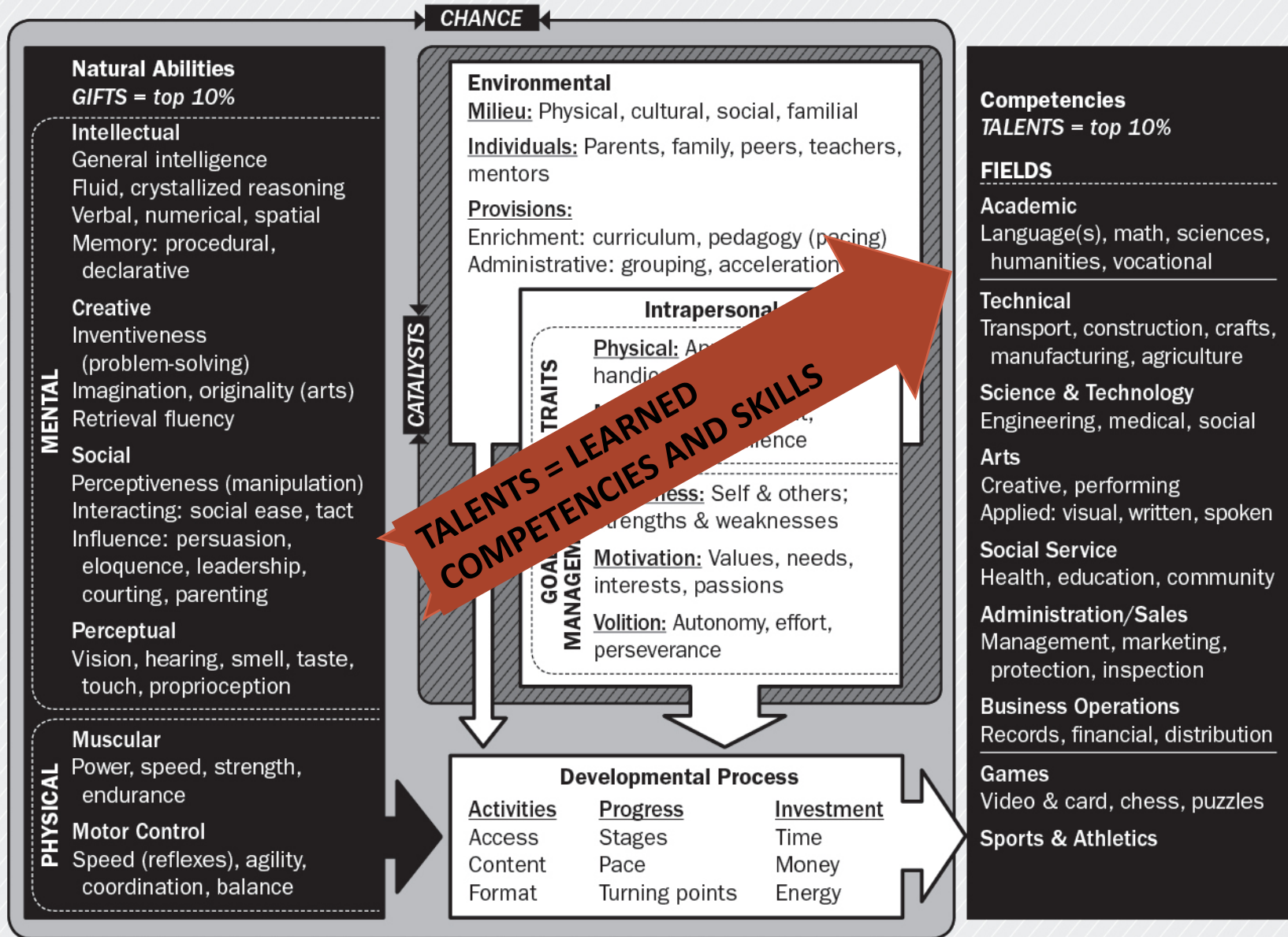
* Gagné, F. "Building Gifts into Talents: Detailed Overview of the DMGT 2.0." In *Leading Change in Gifted Education*, edited by B. MacFarlane and T. Stambaugh. Waco, TX: Prufrock Press, 2009.

The Differentiated Model of Giftedness and Talent*




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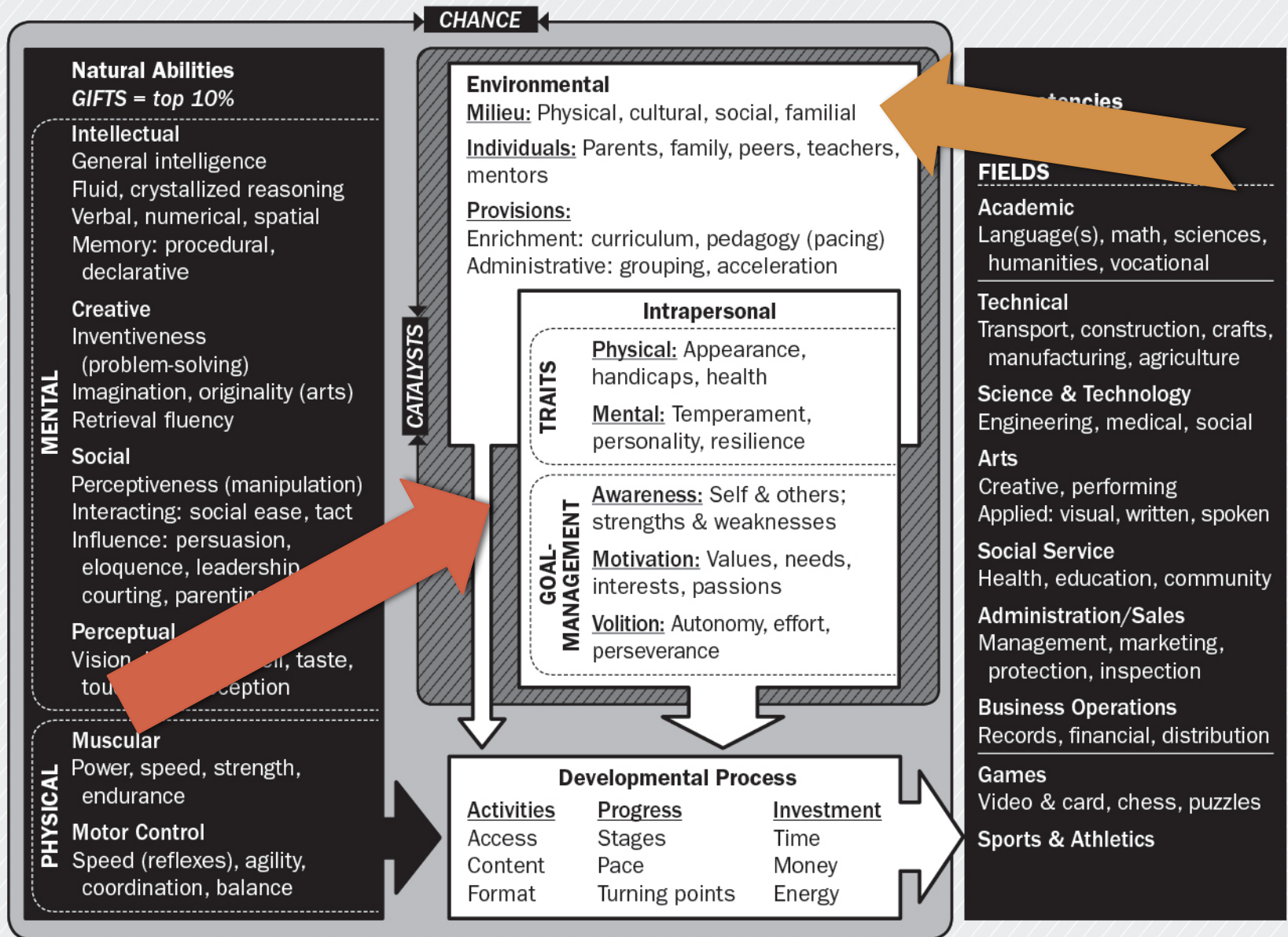


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Gifted students are those who have innate superior aptitudes and who, over time and with the right catalysts and support for their gifts, develop into talented learners.

The Differentiated Model of Giftedness and Talent*



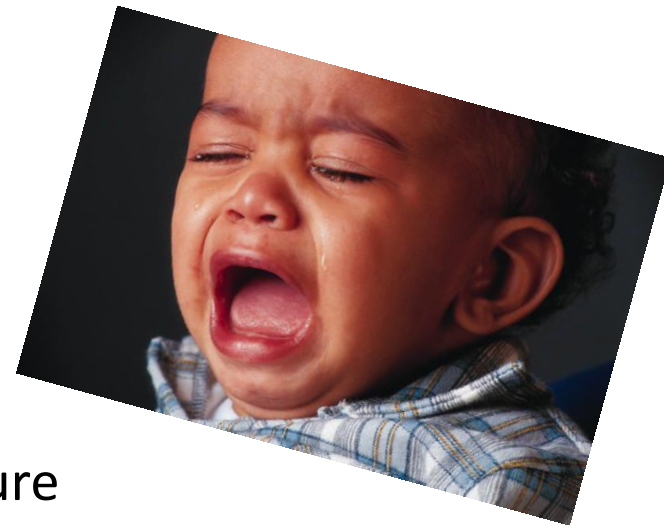
* Gagné, F. "Building Gifts into Talents: Detailed Overview of the DMGT 2.0." In *Leading Change in Gifted Education*, edited by B. MacFarlane and T. Stambaugh. Waco, TX: Prufrock Press, 2009.

Absence of Positive Catalysts

→ NEGATIVE BEHAVIORS

SUCH AS....

- ✓ Disruptiveness
- ✓ Careless work
- ✓ Antisocial demeanor
- ✓ Poor judgment
- ✓ Lack of strategies to deal with failure
- ✓ Poor study habits
- ✓ Depression
- ✓ Insecurity
- ✓ Loss of academic confidence



Think – Pair - Share



Talk with your table mates:

Which **CATALYSTS** are **under the control of the school?**

Choose 1-2 CATALYSTS that you would **like to explore** in order to improve your Hi-Cap programming? (List these on your Think Pad)

10 Minute BREAK

When you return, be prepared to.....

THINK-PAIR-SHARE

“What is ACCELERATED LEARNING?”

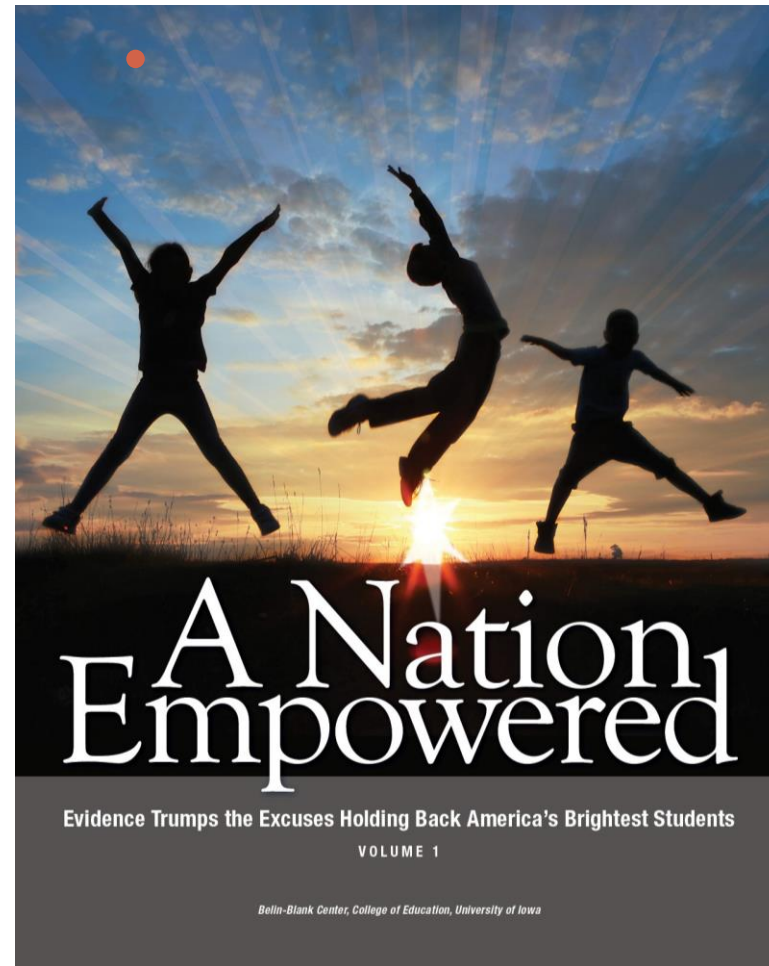
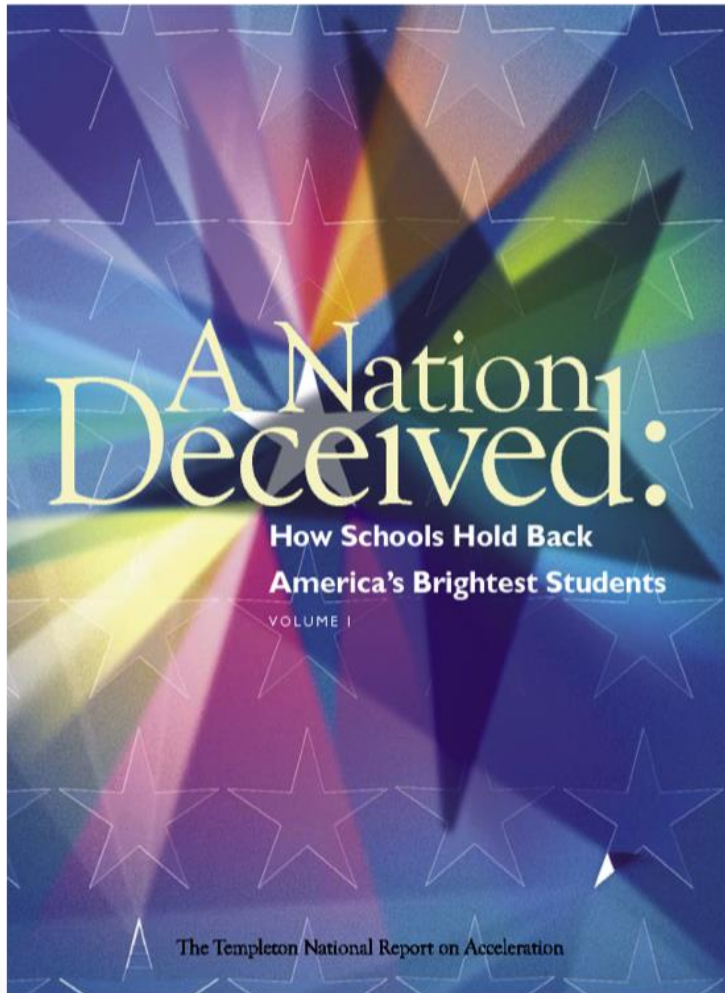
**On your Think Pad,
write 1 or 2 definitions or
examples of Acceleration.**



ACCELERATION Is....

- ✓ An educational intervention based on progress through an educational program at rates faster or at ages younger than typical.
- ✓ A low- cost/high-impact interventions such as acceleration provide multiple pathways to the common goal of being challenged and engaged in the learning process.
- ✓ **Acceleration is the most effective intervention for high ability students**

ACCELERATION 2015



THINK – PAIR - SHARE



20 Types of Acceleration

Highlight acceleration **strategies that you or your district are currently using.**

12 reasons....

If your district is not providing many acceleration opportunities, **why not?**

Identify on your Think Pad, **ONE strategy that you would like to know more about.**

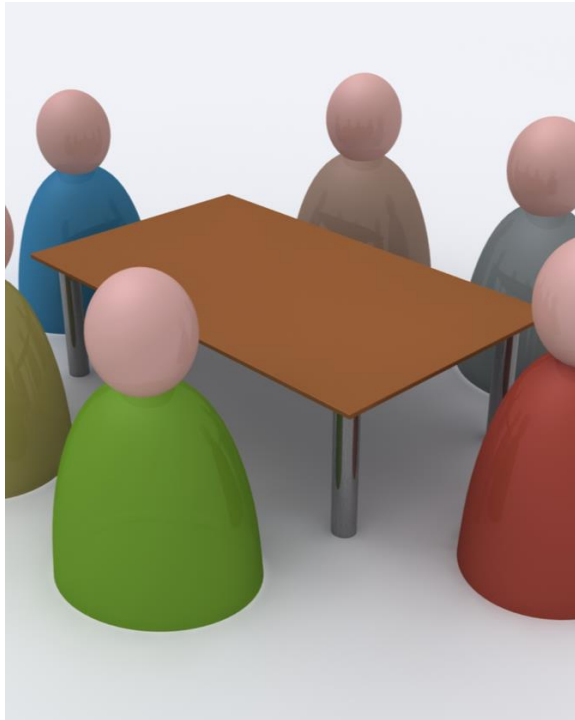
KAREN ROGER's Meta-analysis

Collegial Sharing:

JENN ANGELIS

**Director of Highly Capable Program
Burlington-Edison School District**

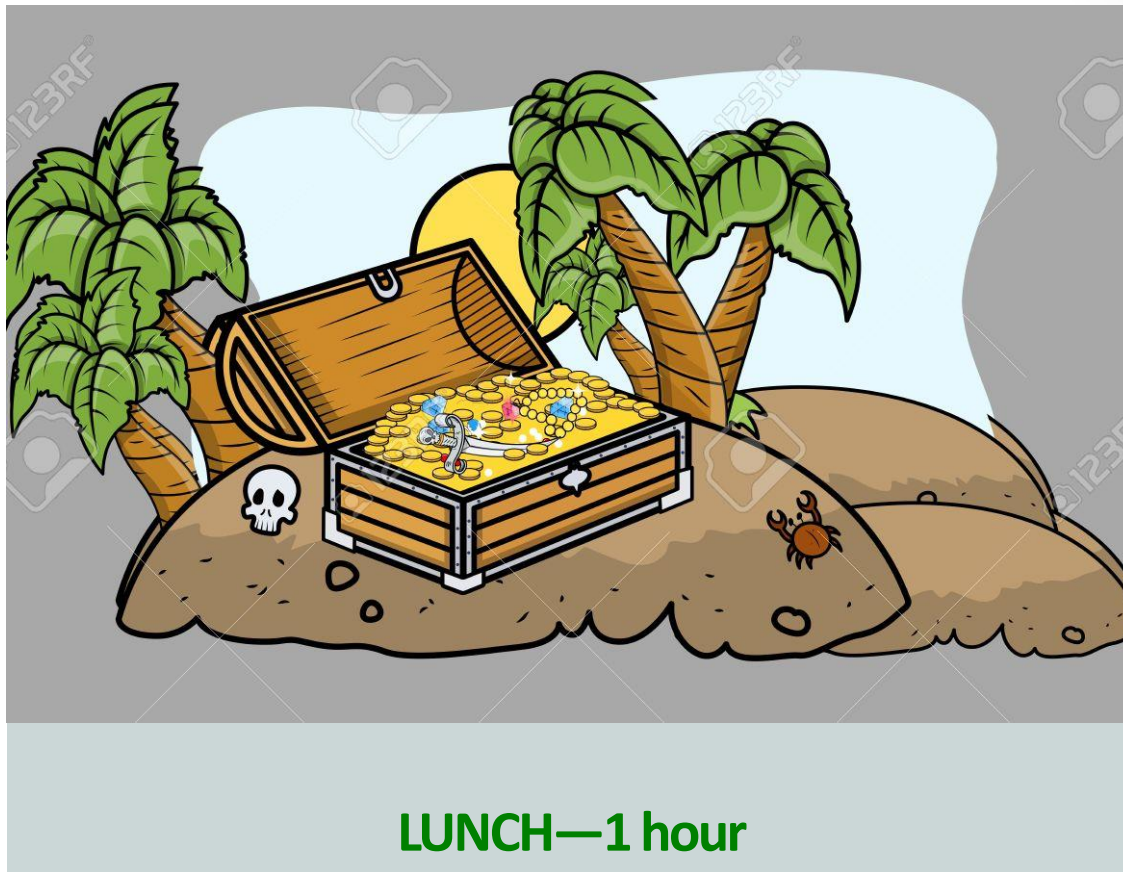
THINK – PAIR - SHARE



Reflect on the....

- WEBINAR content
- 20 POINTS
- ROGER's ANALYSIS
academic gains...

On your Think Pad,
identify one or more
potential areas for
further exploration.



The rest of the Afternoon.....

Differentiated Active Exploration by content, product, interest.

Fun Activities by which to collaborate and find Treasures!!!!!!

DISCOVER YOUR TREASURES

TOPICS

Dig deeply into 1 or 2 acceleration topics:

1. Policy Development
2. CCSS
3. Compacting
4. Grouping
5. Online/Distance Learning
6. Social-Emotional Issues
7. Professional Development

TASKS

- **Use your map to explore your island!**
- **Meet other people!**
- **Explore resources.**
- **Share your treasures with the others on your island!**
- **Be prepared to share your treasures with your team.**

TREASURE MAP ACTIVITY



- Based on your Think Pad notes, which types of acceleration would you like to explore further?
- Send your team mates in different directions in order to explore many “islands.”
- Introduce yourself!!
- Complete the Treasure Map at that table and at another table as you wish.
- At 1:45, stay at that table for debrief session. What did you discover?

The Grand Prize!

Differentiation for **Gifted Learners**

Going Beyond the Basics

DIANE HEACOX, Ed.D. | RICHARD M. CASH, Ed.D.

COMMON RESOURCE and FOUNDATION for....

Co-op Meetings
Technical Assistance
PLCs or Book Study

Advisory Groups
Professional Development

FOLLOW-UP TASKS

TEAM TASK:

- Construction/Implementation of your Team's 30-60-90 Day Plan
Identify specific tasks for each team member.
- *(Use your Think Pads. Be prepared to share at the next Co-op meeting on January 21st)*

INDIVIDUAL TASK:

- Further exploration, development and implementation of one form of ACCELERATION
(Be prepared to share at the Co-op meeting on January 21st)

READING TASK: *Differentiation for Gifted Learners, Heacox & Cash*

- Chapter 3: CCSS and the Gifted
- Chapter 4: Defensible Programs and Services

TEAM WORK TIME, 25 min.

- ✓ Using your notes, your team creates a 30-60-90 plan to assist you in your quest for exceptional programming.
- ✓ 2:45: “For the Good of the Order” (requests, comments, support, collaboration, cheers...)
- ✓ Be prepared to share your progress during Technical assistance in December.
- ✓ Be prepared to share your progress or new learning with the CO-OP members at the January 21st meeting.