

# Agenda



#### Highly Capable Cooperative October 20, 2015

Agenda

Agenda						
TIME	торіс	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:  • 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

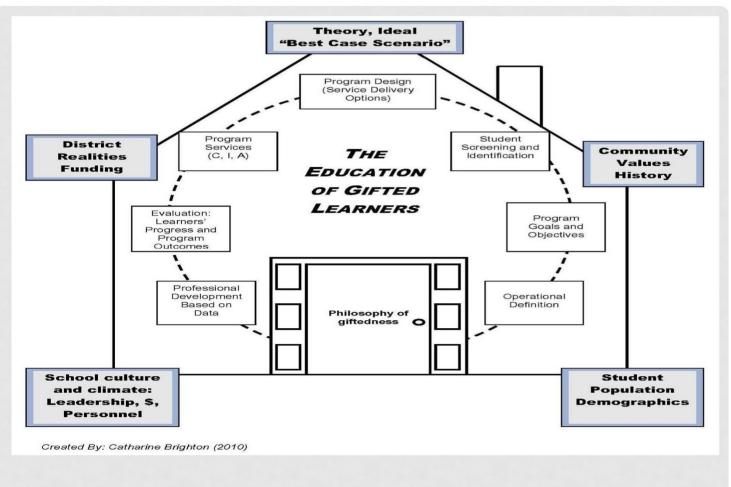
- Basic Education
- Exceptional vs. Acceptable
- ✓ Evaluation Impacts Evidence
- ✓ Plan with the END in mind

# 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



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 <u>all</u> students, including ADVANCED LEARNERS
- Differences in BRAIN FUNCTION dictate <u>specific types of</u>
  <u>DIFFERENTIATION</u> 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

# Francoys Gagne'

Differentiated Model of Giftedness and Talent

**GIFTS vs. TALENTS** 

What's the Difference?



#### Natural Abilities GIFTS = top 10%

Intellectual
General intelligence
Fluid, crystallized reasoning
Verbal, numerical, spatial
Memory: procedural,

#### Creative

declarative

Inventiveness (problem-solving)

Imagination, originality (arts) Retrieval fluency

#### Social

Perceptiveness (manipulation) Interacting: social ease, tact Influence: persuasion, eloquence, leadership, courting, parenting

#### Perceptual

Vision, hearing, smell, taste, touch, proprioception

#### Muscular

Power, speed, strength, endurance

#### **Motor Control**

Speed (reflexes), agility, coordination, balance

#### Environmental

CHANCE

Milieu: Physical, cultural, social, familial

<u>Individuals:</u> Parents, family, peers, teachers, mentors

#### Provisions:

CATALYSTS

Enrichment: curriculum, pedagogy (pacing) Administrative: grouping, acceleration

#### Intrapersonal

<u>Physical:</u> Appearance, handicaps, health

Mental: Temperament, personality, resilience

Awareness: Self & others; strengths & weaknesses

Motivation: Values, needs, interests, passions

<u>Volition:</u> Autonomy, effort, perseverance

#### **Developmental Process**

<u>Activities</u>	<u>Progress</u>	<u>Investment</u>
Access	Stages	Time
Content	Pace	Money
Format	Turning points	Energy

Competencies
TALENTS = top 10%

#### **FIELDS**

#### Academic

Language(s), math, sciences, humanities, vocational

#### Technical

Transport, construction, crafts, manufacturing, agriculture

Science & Technology Engineering, medical, social

#### Arts

Creative, performing Applied: visual, written, spoken

**Social Service** 

Health, education, community

Administration/Sales

Management, marketing, protection, inspection

**Business Operations** 

Records, financial, distribution

#### Games

Video & card, chess, puzzles

Sports & Athletics

A

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#### **Environmental**

CHANCE !

Milieu: Physical, cultural, soci

GIFTS = NATURAL ABILITIES

Mental: Temperament, personality, resilience

Awareness: Self & others: strengths & weaknesses

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#### **Developmental Process**

Investment Activities Progress Access Stages Time Content Pace Money Format Turning points Energy

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#### Provisions:

CATALYSTS

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#### Intrapersona

COMPETENCIES AND SKILLS Physical: Ar TALENTS = LEARNED

Motivation: Values, needs, interests, passions

Volition: Autor

#### **Developmental Process**

Investment Activities Progress Access Stages Time Content Pace Money Format Turning points Energy

Competencies TALENTS = top 10%

#### **FIELDS**

#### Academic

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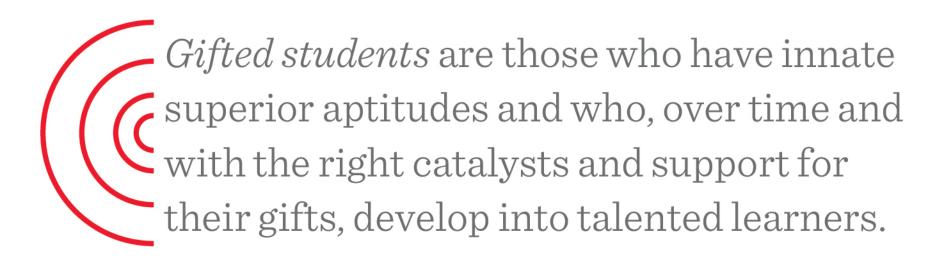
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Records, financial, distribution

#### Games

Video & card, chess, puzzles

**Sports & Athletics** 



#### CHANCE **Natural Abilities Environmental** GIFTS = top 10%oncies Milieu: Physical, cultural, social, familial Intellectual Individuals: Parents, family, peers, teachers, General intelligence **FIELDS** mentors Fluid, crystallized reasoning Academic Provisions: Verbal, numerical, spatial Language(s), math, sciences, Enrichment: curriculum, pedagogy (pacing) Memory: procedural. humanities, vocational Administrative: grouping, acceleration declarative Technical Creative Intrapersonal Transport, construction, crafts, CATALYSTS Inventiveness Physical: Appearance, manufacturing, agriculture (problem-solving) handicaps, health Imagination, originality (arts) Science & Technology Mental: Temperament, Retrieval fluency Engineering, medical, social personality, resilience Social Arts Perceptiveness (manipulation) Creative, performing Awareness: Self & others: GOAL-MANAGEMENT Interacting: social ease, tact Applied: visual, written, spoken strengths & weaknesses Influence: persuasion, Social Service Motivation: Values, needs, eloquence, leadership Health, education, community interests, passions courting, parenting Administration/Sales Volition: Autonomy, effort, Perceptual Management, marketing, perseverance Vision ıı, taste, protection, inspection tou eption **Business Operations** Records, financial, distribution Muscular Power, speed, strength. **Developmental Process** Games endurance Video & card, chess, puzzles Activities Investment Progress **Motor Control** Stages **Sports & Athletics** Access Time Speed (reflexes), agility, Content Pace Money coordination, balance Turning points Format Energy

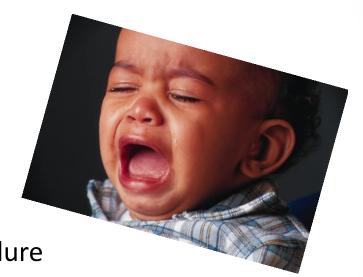
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# **Absence of Positive Catalysts**

# → 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

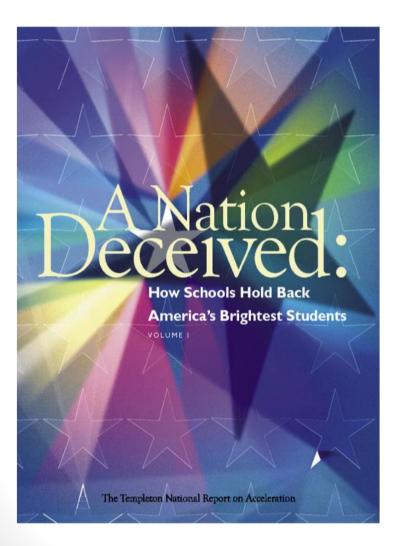
"What is ACCELERATED LEARNING?"

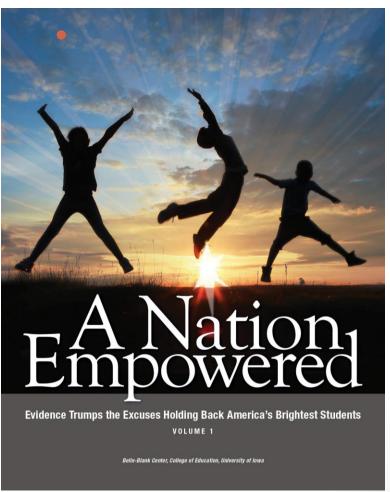
On your Think Pad, write 1 or 2 definitions or examples of Acceleration.

# 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

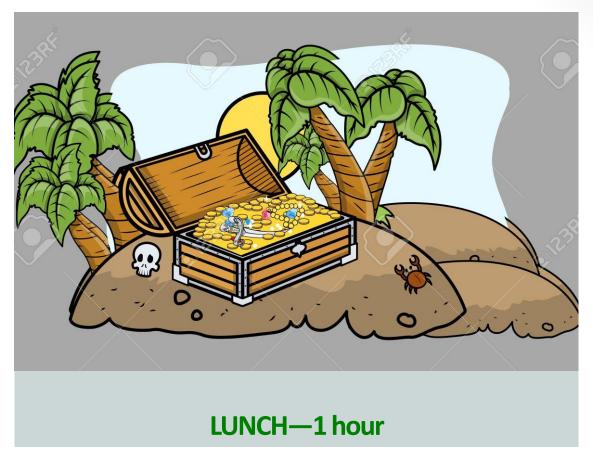
# THINK - PAIR - SHARE



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 21<sup>st</sup>)

#### **INDIVIDUAL TASK:**

Further exploration, development and implementation of <u>one</u> form of ACCELERATION
 (Be prepared to share at the Co-op meeting on Janary 21<sup>st</sup>)

### 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 21<sup>st</sup> meeting.