

# WELCOME!

Log in: visitor

Password: Cougars

# Over 30 years....

- ▶ MA Gifted Education (Univ. of Denver)
- ▶ District Coord. Gifted (OR, WA)
- ▶ Principal/Asst. Princ. (DoD, WA)
- ▶ Staff Developer—Critical and Creative Thinking (OSPI/Centrum, State Conferences, Universities)
- ▶ Doctorate Program (ABD) Curr. Theory, Simon Fraser Univ, BC
- ▶ Oregon State Gifted Advisory Council
- ▶ Gifted Ed. Resource Teacher (WA, OR, DoD)

# PARADIGM SHIFTING!

## Department of Defense

SCHOOLWIDE  
ENRICHMENT



“MOST” HIGHLY  
CAPABLE

15% Talent Pool  
Type I, II, III  
Enrichment  
Process/Product  
Provider: Direct  
services

Top 3–5%  
Rigor at the top  
Menu of Services  
Acceleration  
Academic focus  
Consultant/Resource



# Hi-Cap in Washington

## NEW PARADIGMS

### IDENTIFICATION

Scope: K-12

Case Study Evaluation-- “Portfolio of Strength” vs. weighted scores and strict cutoffs

ID protocols that intentionally include under-represented populations

# Hi-Cap in Washington

## NEW PARADIGMS

### PROGRAMMING

- ▶ Articulated Continuum of Services K-12
- ▶ Multiple Programming Options vs. Fixed “Programs”
- ▶ Matching learner’s needs to services vs. identifying learners who match the program.



# WAC 392-170-012

## Funds

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

Attending to the learning needs  
of **ALL** students



???????



?????

OTHER SIGNIFICANT WAC CHANGES ????????



# WORKSHOP OUTCOMES

## WAC 392-170-030

### Substance of annual school district plan

The school district's annual plan shall contain the following:

- ▶ A report of the number of K-12 students who are highly capable that the district expects to serve by grade level.
- ▶ A description of the district's plan to identify students.
- ▶ A description of the highly capable program goals
- ▶ A description of the services the highly capable program will offer.
- ▶ A description of the instructional program the highly capable program will provide.
- ▶ A description of ongoing professional development for educators of students who are highly capable and general education staff.
- ▶ A description of how the highly capable program will be evaluated that includes information on how the district's highly capable program goals and student achievement outcomes will be measured.

# WORKSHOP OUTCOMES

## PRODUCTS:

- ▶ Tools for Professional Development: Rationale and Myth Busting
- ▶ Program Design: Creating Coherence Applications for Reading, Math
- ▶ Design Services Continuum Map, K-12
- ▶ CPR—Case Review

# PRIMARY RESOURCES

**WAC  
Rules and  
Regulations**

**2010 NAGC  
Programming  
Standards**

**National Association  
of Gifted Children  
(NAGC**

**<http://www.nagc.org>**

# PARK IT!

- ▶ **NEXT WORKSHOP**
- ▶ Primary Programs and ID
- ▶ Under-represented populations
- ▶ Identification Process;
- ▶ Specific ID tools



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Something Else?



PARKING LOT

# Needs Assessment Tool for Professional Development

Rationale and Myth Busting



# NEEDS ASSESSMENT

- ▶ WAC: 392-170-030
- ▶ “A description of ongoing professional development for educators of students who are highly capable and general education staff.”
- ▶ NAGC Standard 6: Professional Dev.
- ▶ “Professional development is essential for all educators involved in the development and implementation of gifted services.”



# TRUTH or MYTH?

## TRUTH or MYTH?

### ***DIRECTIONS:***

1. Read each of the belief statements below and check whether you believe the statement represents *TRUTH* or *MYTH*
2. Check your answers against the answer key supplied by the National Association for Gifted Children (NAGC).

	<i>TRUTH</i>	<i>MYTH</i>
1. Gifted students don't need help; they'll do fine on their own.		
2. Teachers challenge all the students, so gifted kids will be fine in the regular classroom.		
3. Gifted students make everyone else in the class smarter by providing a role model or a challenge.		
4. All children are gifted.		
5. Acceleration placement options are socially harmful for gifted students.		
6. Gifted education programs are elitist.		
7. That student can't be gifted; he's receiving poor grades.		
8. Gifted students are happy, popular, and well adjusted in school.		
9. This child can't be gifted; he has a disability.		
10. Our district has a gifted and talented program; we have AP courses.		
11. Gifted education requires an abundance of resources.		

# TEAM DISCUSSION

**Which MYTH statement .....**

- ▶ Surprised you?
- ▶ Did NOT convince you?
- ▶ DO you want to know more about?
- ▶ Needs to be understood by your faculty?

**What are the implications for Professional Development?**

# The NAGC Website



Support Our Ongoing Work  
[Join Now](#) ▶



## Myths About Gifted Education

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## Dispelling Myths, Serving Students

*"Myths are created and continue to exist because they explain phenomena that are not easily understood or appear to validate ambiguous ideas with ambiguous evidence" (Kaplan, 2009)*

For decades, myths related to gifted education have had detrimental effects on providing quality instruction for our nation's high-ability learners. These myths have affected every facet of the field, and in turn have distorted the perception of not only what gifted students need in the classroom, but also what they can offer the nation now and into the future.

Persistent belief and the subsequent response associated with gifted education myths contribute to an overall lack of attention and challenge for high-ability students in our schools. As a result, gifted education programs remain underfunded, achievement gaps continue to widen, and too many children across the nation who require "something different," have no place to thrive.

### More On Myths In Gifted Education

The fall 2009 *Gifted Child Quarterly* is a special issue on the myths in gifted education. [Click here to view the GCQ table of contents.](#) **NOTE: 3 articles may be downloaded free!**

[Click here to access the special issue of GCQ via Sage Publications.](#)

[Click here to read an overview of the GCQ special issue, written by](#)



**NEW Career Center**

[Click Here](#)

# Resources on the NAGC Website

- ▶ Access the Myths web pages for additional myths, references, and resources. <http://www.nagc.org/myths.aspx>
- ▶ Advocacy Resources
  - Frequently Asked Questions:  
<http://www.nagc.org/index2.aspx?id=548>
  - Teacher Training Makes a Difference:  
<http://www.nagc.org/index.aspx?id=3422>
  - Why We Need Gifted and Talented Education:  
<http://www.nagc.org/index2.aspx?id=533>
  - Pre-K-Grade 12 Gifted Programming Standards:  
<http://www.nagc.org/index2.aspx?id=546>
- ▶ Fall 2009 special issue of *Gifted Child Quarterly* on the myths in gifted education.
  - Table of contents <http://www.nagc.org/index2.aspx?id=5176>.
  - Overview of the special issue from *Teaching for High Potential* <http://www.nagc.org/index.aspx?id=1498>
- ▶ 8-minute video on Myths in Gifted Education produced by teens in Baltimore (MD) Public Schools for the MD Department of Education.  
[http://www.marylandpublicschools.org/MSDE/programs/giftedtalented/top\\_ten\\_myths\\_video](http://www.marylandpublicschools.org/MSDE/programs/giftedtalented/top_ten_myths_video)

# NWESD 189 Workshops— dates yet to be determined

## Highly Capable Students: Proven Strategies to Meet Their Needs

### A Three-Day Workshop for K-12 Teachers and Administrators

June 24-26, 2014

Cost: \$200

18 Clock Hours available (\$41)

Session ID 30603

The teaching strategies covered in these workshops will support highly capable students in the general education classroom as well as in an enrichment model. Taught by Linda Varner and Nancy Smith.

Aligns with new teacher evaluation criterion #3:  
Recognizing individual student learning needs and developing  
strategies to address those needs



All three classes will be held at the  
NWESD  
1601 R Avenue  
Anacortes, Washington 98221




# SYSTEMATIC PROGRAM DESIGN: Coherence through Congruence

Math Reading and



# NAGC Standard 5: Programming

- ▶ Educators are aware of empirical evidence regarding
    - ▶ (a) the cognitive, creative, and affective development of learners with gifts and talents, and
    - ▶ (b) programming that meets their concomitant needs.
- 

# PLANNING PRINCIPLE: Coherence

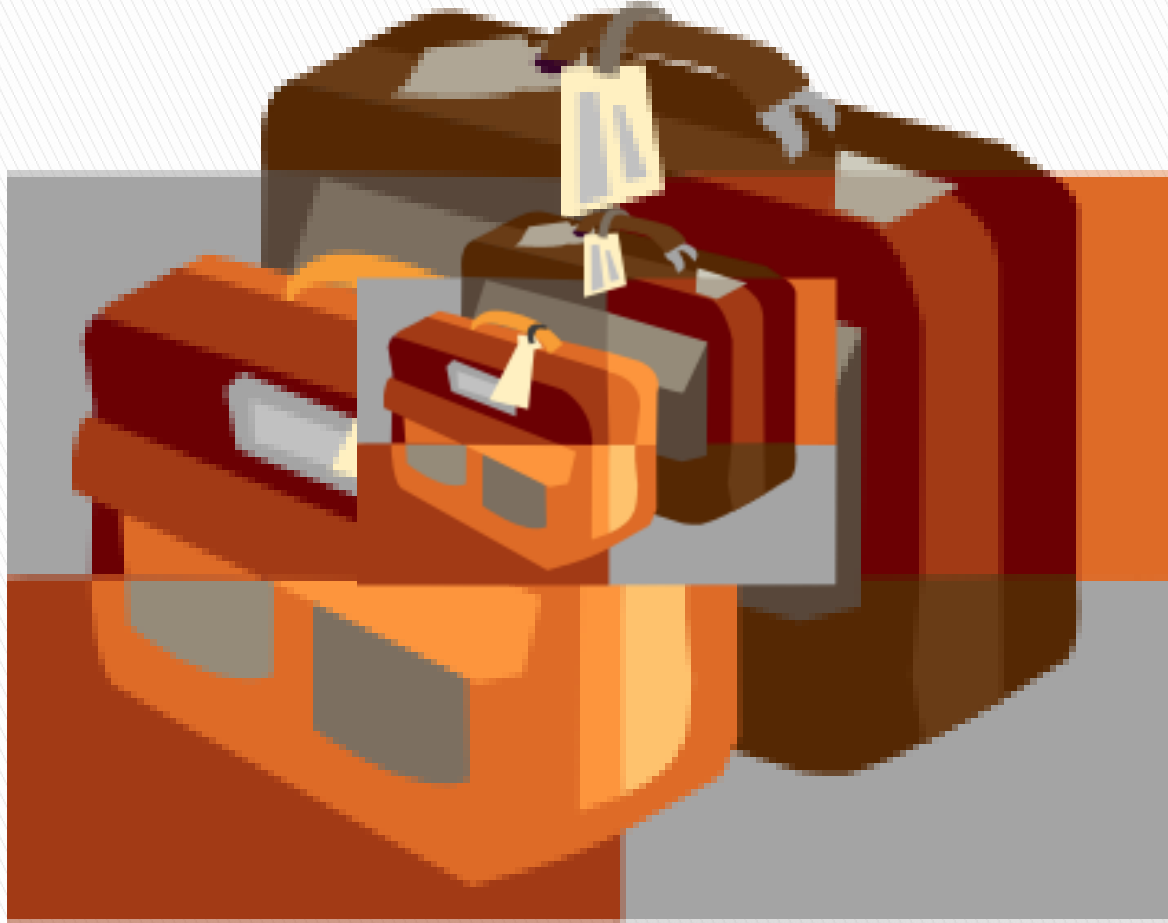
There must be **congruence** between the **criteria** used in the identification process and the **goals** and types of **services** that constitute the day-to-day activities that students will pursue.”

Lohman, 2013

# SYSTEMATIC PLANNING.....

1. Starts with **DEFINITION** of special population.
2. **ALIGNS** research literature to the.....
  - Definition
  - Characteristics of the learner
  - Identification Tools
  - Programming options to meet academic needs

# WHO are the “HIGHLY CAPABLE” in Washington?



# WHAT IS GIFTEDNESS?

## Broad Models....

- ▶ A **trait-oriented** approach considers giftedness as a stable, **biologically determined** personality trait that is identifiable by **high scores on intelligence tests**.
- ▶ **Achievement-oriented** models eschew measures of “**natural ability**” and focus **instead** on what an **individual actually produces**.

# More Broad Models...

- ▶ . The antithesis of that is the **environmental model**, which focuses on factors that inhibit or facilitate the potential for high achievement
- ▶ **Cognitive models** use a “multi-component” understanding of giftedness that combines intelligence, creativity, and motivation.




392-170-035

## Definition—Students who are highly capable


- ▶ ....highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experience or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general education populace, but are present within all protected classes....

# Highly capable students are students.....

- ▶ who perform or show potential for performing at
  - ▶ significantly advanced academic levels
  - ▶ when compared with others of their age, experience or environments
- 

# Highly capable students'

Outstanding abilities are seen within.....

- ▶ **general intellectual aptitudes,**
  - ▶ **specific academic abilities,**
  - ▶ **and/or creative productivities within a specific domain.**
- 


# 392-170-036

## Definition—learning characteristics

...students who are highly capable may possess, but are not limited to, these learning characteristics:

1. Unusual depth of understanding
2. Retain what has been learned,
3. Transfer learning to new situations;
4. Capacity and willingness
5. To deal with increasing levels of abstraction and complexity earlier than their chronological peers;

# LEARNING CHARACTERISTICS...

6. creative ability to make unusual connections among ideas and concepts;
  7. ability to learn quickly in their area(s) of intellectual strength; and
  8. capacity for intense concentration and/or focus.
- 

395-170-050


Assessment process for selection as highly capable student.

- ▶ multiple  
objective criteria





# Objective ASSESSMENT TOOLS

- ▶ STANDARDIZED, Norm-Referenced  
APTITUDE TESTS
  - ▶ STANDARDIZED, Norm-Referenced  
ACHIEVEMENT TESTS
  - ▶ CRITERION-REFERENCED ACHIEVEMENT TESTS
- 

# Subjective ASSESSMENT TOOLS

## QUALITATIVE DATA

- ▶ Records of Interviews or observations
- ▶ Performance-based assessments or tasks
- ▶ Teacher recommendations
- ▶ Parent checklist of behaviors; interviews
- ▶ Student-developed products
- ▶ Grades
- ▶ Records of accomplishments
- ▶ Student portfolio of work samples, including writing sample.

# PLANNING TASK: CREATING COHERENCE through Congruence

## ▶ ALIGNING

- Definition of the learner (WAC 035, 036)
- Assessment Tools / Indicators (WAC 050)
- “Best Practices” Recommendations for Programming

# DIRECTIONS—Coherent Program Planning for READING...

- ▶ Each member of team reads ARTICLE: “Guiding Gifted Reader”. (WAC 035, 036, 050)
- ▶ Highlight pertinent info and transfer to CHART:
- ▶ **ALIGN**
  - Abilities
  - Achievements
  - Creative thinking
  - Behavioral characteristics
  - Services / Programming



# TEAM DISCUSSION

- ▶ Did you consider MANY ways to assess student learning characteristics?
  - Quantitative Measures
  - Qualitative Measures
- ▶ Did the research recommendations parallel your practical experiences?
- ▶ Would this be a good way to assess and plan services for a small group or an individual?

# DIRECTIONS—Coherent Program Planning for MATH...

- ▶ Each member of team reads 1 article (of 3)
- ▶ Highlight pertinent info and transfer to CHART:
  - Abilities
  - Achievements
  - Creative thinking
  - Behavioral characteristics
  - Services / Programming



Sticky notes or labels....



# TEAM DISCUSSION

- ▶ Could you apply this planning model to other domains or program areas?
  - *Primary Programming*      *Advanced Arts*
  - *STEM*                              *Science*
- ▶ **IMPLICATIONS for Staff Development?**
- ▶ **NEXT STEPS:**
  - PURPOSE Statement
  - Program Goals
  - Program Evaluation

# Another GREAT ONLINE Source

- ▶ <http://www.davidsongifted.org>

**TAPE YOUR CHART to wall**  
*Do “Gallery Walk”*  
**Post helpful reflections and  
considerations**

**BREAK**

# Design a SERVICES CONTINUUM Map

K-12

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL

**WHICH SERVICES ARE  
APPROPRIATE  
DURING EACH DEVELOPMENTAL  
STAGE ?**

# Planning CONTINUUM of Services

CONTINUUM of K-12 PROGRAMMING OPTIONS  
for HIGHLY CAPABLE LEARNERS

ELEMENTARY	MIDDLE	HIGH

CONTINUUM of K-12 PROGRAMMING OPTIONS for HIGHLY CAPABLE LEARNERS  
Organized by Intensity of Services

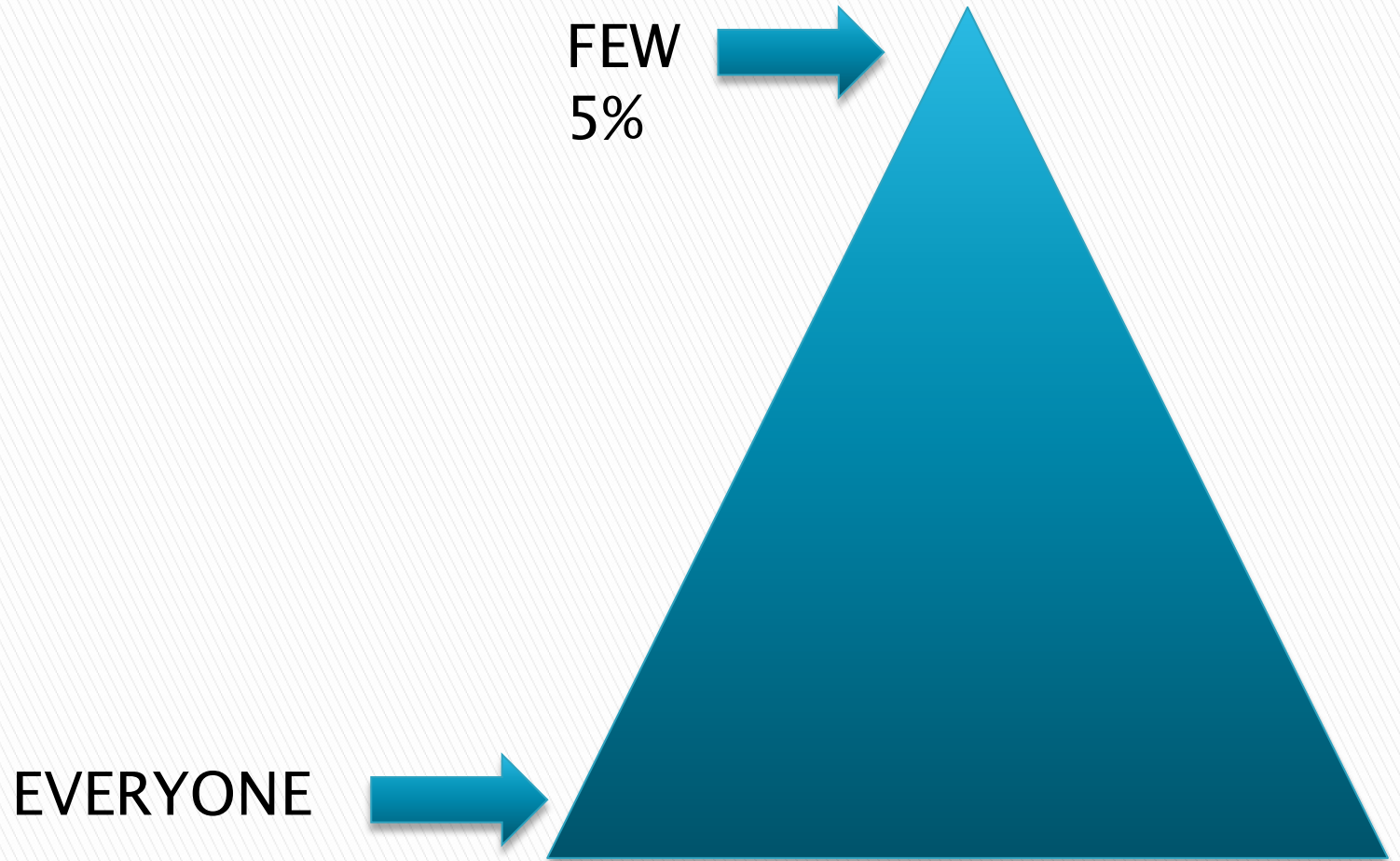
	ELEMENTARY	MIDDLE	HIGH
EVERYONE	SCHOOL BASED		
	HOME-COMMUNITY BASED		
SOME	SCHOOL BASED		
	HOME-COMMUNITY BASED		
FEW "Most" Highly Capable"	SCHOOL BASED		
	HOME-COMMUNITY BASED		

ELEM, MIDDLE, HIGH

INTENSITY

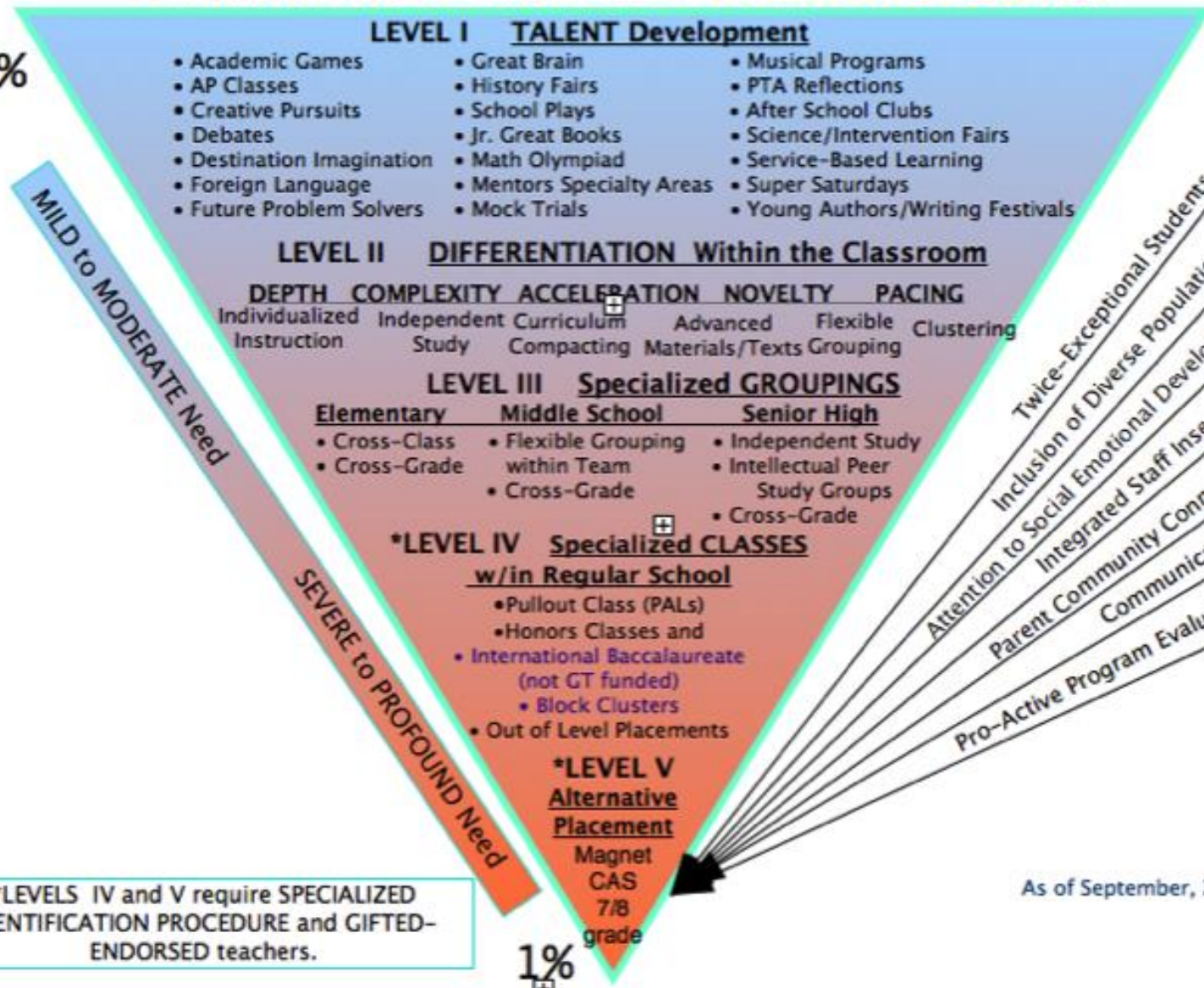


# PYRAMID MODEL



# Provo School District's Continuum of Services for Gifted Education

100%




\*LEVELS IV and V require SPECIALIZED IDENTIFICATION PROCEDURE and GIFTED-ENDORSED teachers.

As of September, 2010

# INSTRUCTIONS

- ▶ Read/Highlight BEST PRACTICES: Grouping OR Acceleration (WAC 078)
- ▶ Place labels in columns or across continuum. Add additional labels as desired. (Check “answer key” for other ideas.)
- ▶ Reflect as a team. \*\*\*Use highlighters to color services you now have in place (GREEN) and those you would like to consider (YELLOW).

# DISCUSSION

- ▶ Questions?
  - ▶ What did you discover?
  - ▶ What grouping or acceleration options would you like to explore further?
  - ▶ NAGC and Davidson websites for articles
- 

392-170-080

## Educational program for highly capable

- ▶ Each student identified as highly capable shall be provided educational opportunities which take into account such student's unique needs and capabilities.
- ▶ Such program shall recognize the limits of the resources provide by the state and the program options available to the district, including programs in adjoining districts and public institutions of higher education. Districts shall keep on file a description of the educational programs provided for students selected.



# 392-170-078

## Program Services

- ▶ Districts shall make a variety of appropriate program services available to students who participate in the district's program for highly capable students.
- ▶ Once services are started, a continuum of services shall be provide to the student from K-12.



# Programming Principle: PEERS

- ▶ Gifted Students show greater achievement gains when they have the opportunity to

**LEARN TOGETHER**

Ability grouping for the gifted is an evidence-based practice

# Programming Principle: PACE

- ▶ Gifted learners respond well to a faster pace of instruction with more complex and in-depth content

# Programming Principle: Frequency

Challenge should be provided daily in the talent area.

- ▶ ACCELERATION combined with
- ▶ ENRICHMENT (tied to content)
- ▶ Is needed for optimal growth

# TWO IMPORTANT WAYS TO PROVIDE CHALLENGE

- ▶ ACCELERATION

- ▶ GROUPING PRACTICES

# Programming Principle: Grouping

Various grouping arrangements should be employed such as...

- Within class
  - Within grade
  - Cross-grade
- ▶ **Groupings should be accompanied by more in-depth curriculum and more rigorous instructional methods for gains to occur.**

# Programming Principle: Acceleration

- ▶ An acceleration policy establishes procedures for learners capable of more rapid progression.
- ▶ Early entrance to K'ten
- ▶ Early entrance to post-secondary education
- ▶ Dual credit; Running Start
- ▶ Credit by examination
- ▶ High school credit for courses taken in MS (Math)



# Programming Principle: Thinking

QUALITY INSTRUCTION  
Develops


CRITICAL and CREATIVE THINKING



# Programming Principle: Individual Needs

- ▶ The MOST Highly Capable will need individualized services such as....
  - Radical acceleration
  - Independent study
  - Online instruction
  - Greater depth and complexity
- ▶ This is true even within programs such as AP and IB!!!

# Programming Principles: Social-Emotional Needs

- ▶ Gifted students benefit from differentiated guidance and counseling services and deliberate cultivation of intrapersonal skills that support a commitment to high achievement
  - ▶ COUNSELING (perfectionism, etc)
  - ▶ EXECUTIVE FUNCTION (organization, etc)
  - ▶ CAREER/COLLEGE planning
- 

# Programming Principles: Articulated

- ▶ Learning experiences should be developed and articulated across K–12 for systematic talent development

# Programming Principle: Teacher Training

- ▶ Teachers of gifted students need ongoing specialized professional development led by qualified individuals with deep content knowledge and experience in gifted education

# Understandings

- ▶ Educators harbor many myths about the characteristics and needs of gifted learners that must be dispelled before meaningful change can take place

Effective program design is initiated from the definition of the learner.



# Understandings....

Effective program design must be coherent and congruent. A defensible design results from alignment of definition with ID tools, and programming.

Program design must provide a continuum of appropriately challenging K-12 services because “highly capable learners” differ widely in interest and talents.