

Program Procedures, Policies, and Professional Development

Jann Leppien, Ph.D.

Whitworth University
Center for Gifted Education
jleppien@whitworth.edu
jleppien@mt.net

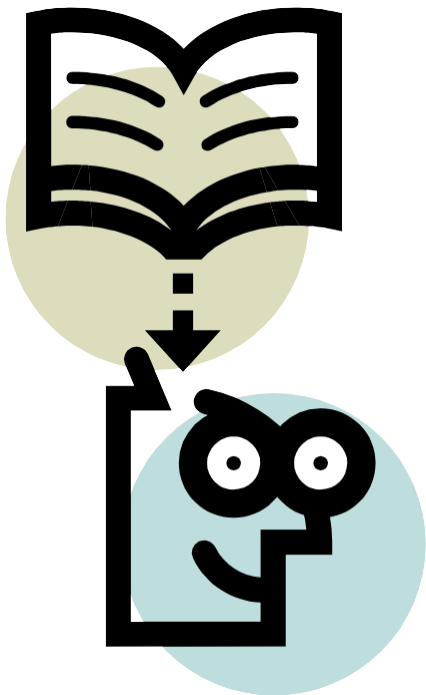
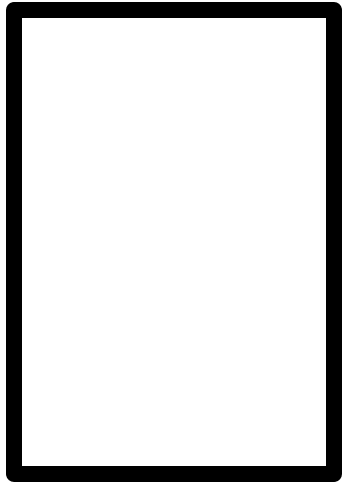


What educators and psychologists recognize as giftedness in children is really potential giftedness, which denotes promise rather than fulfillment and probabilities rather than certainties about future accomplishments.

How high these probabilities are in any given case depends much on the match between a child's budding talents and the kinds of nurturance provided.



Harry Passow, 1985



“An effective communication initiative in gifted education is a plan to share information about all aspects of programs and services among the group of constituents, including parents, , students, teachers, administrators, counselors, board of education, and central office personnel.”

Referrals

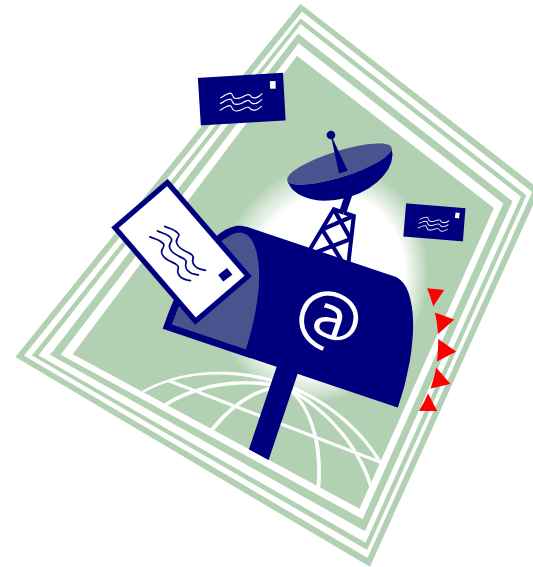
- Annual public notification of parents and students shall be made before any identification activity.
- Notices are published or announced in multiple ways in appropriate languages to each community in school and district publications or other media.



Referrals

Information to Include:

1. How direct referrals are solicited
2. Who can refer students
3. How appropriate forms are obtained
4. To whom those forms are returned
5. Timeline for the forms acceptance
6. How information about the referral process is made available to parents, students, community members, teachers and staff of students K-12



Increasing Communication..

- Translate the referral form into a **variety of languages** to attend to the diversity of the population in your school district.
- Utilize available **resources and technology** to share information about gifted referral forms and varied language formats of the referral form.
- Communicate with parents at school **open houses**.
- Continue to utilize **varied media resources** for varied program information (such as school websites, newspaper and online news, email, and other district-wide publications).
- Create a **video tutorial on the district website** to assist parents in understanding the referral and identification processes (particularly helpful in large school districts).



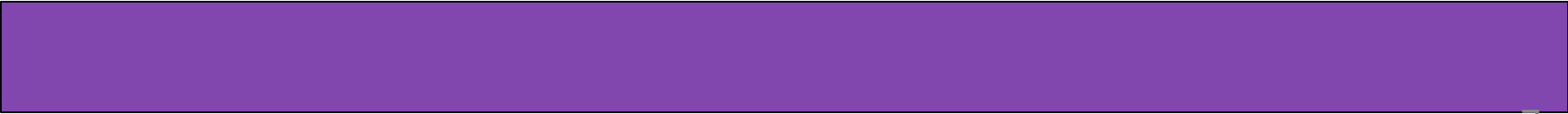
[Referral Form.docx](#)

[Guardian Questionnaire.docx](#)

[Teacher Recommendation Form.docx](#)

Example of a Referral Notification

Highly Capable Program services are available in Tree Valley Schools at all levels through both site-based and city-wide programs. A teacher, a parent/guardian, a student, a community member, or any person who has knowledge of the student's abilities may initiate a referral for gifted services. Referral forms are available in all schools from the gifted resource teacher and the school secretary at each school and may be submitted at any time during the academic year at the individual school. A parent information referral form is also available. Referrals are reviewed periodically throughout the year.



Nomination Process

Each school district shall adopt procedures for the nomination of students to participate in programs for highly capable students. Such procedures shall permit referrals based on data or evidence from teachers, other staff, parents, students, and members of the community.

A district's nomination procedure for students who are highly capable may include screening procedures to eliminate students who, based on clear, current evidence, do not qualify for eligibility.

WAC 392-170-045; WAC 392-170-055

Appeals Process

The process used when an identification, change in placement, or exit decision is appealed.



WAC 392-170-047; WAC 392-170-076

Appeals Process

Consider having a series of steps to this process. Requests for appeals are first addressed by the administrator (s) responsible for the program who facilitates a first level appeals committee. If the parents/guardians do not agree with this decision, they may submit an additional request to the Director of the Highly Capable Program who chairs the second level appeals committee.

Appeals Process

[Appeal Letter.docx](#)

The appeal of the decision regarding a student's eligibility for gifted services may be made in writing by a parent/guardian, a teacher, or other appropriate school personnel. Parents/guardians and students are invited to present additional, pertinent information that they feel would be helpful to the committee in making their decision.

Appeals Process...consider

- At the committee's initial meeting on the appeal, the committee will review all data that has been collected.
- The committee will decide if additional assessment data is needed, and if so, would make a request to the person in charge of testing for individual test(s) to be administered; or, the committee may determine that based on the data that has been submitted, no additional data is needed.
- Any testing administered as part of an appeal must be administered by staff the school (you decide this).

Appeals Process...consider

The committee's decisions may include one of the following:

- Uphold the original decision of the identification and placement committee or selection committee.
- Reverse the decision of the identification and placement committee or selection committee.
- Place the student on hold for further assessment or information.

The chair of the committee is responsible for notifying parents/guardians and/or the individual initiating the appeal of the decision within ten instructional days of receipt of the written appeal.

The Bases for Appeals

1. If there is a testing irregularity. Testing irregularities are documented incidents at the time and place of testing that affected the child's performance in a significant manner.
2. When it is obvious that components of the *Local Plan* were not followed.
3. If there is documented, detailed evidence that factors beyond the child's control immediately preceding testing, or continuous throughout the period during which evidence of giftedness was gathered for eligibility or placement decisions, significantly affected the child's performance. "Immediately preceding" is intended to convey a period of less than one week. Examples of factors to be considered include, but are not limited to, death in the immediate family or personal illness requiring a doctor's care or hospitalization.
4. If there is documented evidence that the accommodations of an Individualized Education Plan or 504 Plan were not provided.

An appeal is not appropriate when the dispute is undocumented, subjective in nature, or when the appeal is referenced to criteria that are not designed specifically to identify gifted learners.

Parent Permission

1. Parental permission for testing
2. Parental letters after the selection process-
Acceptance, Denial, On Hold

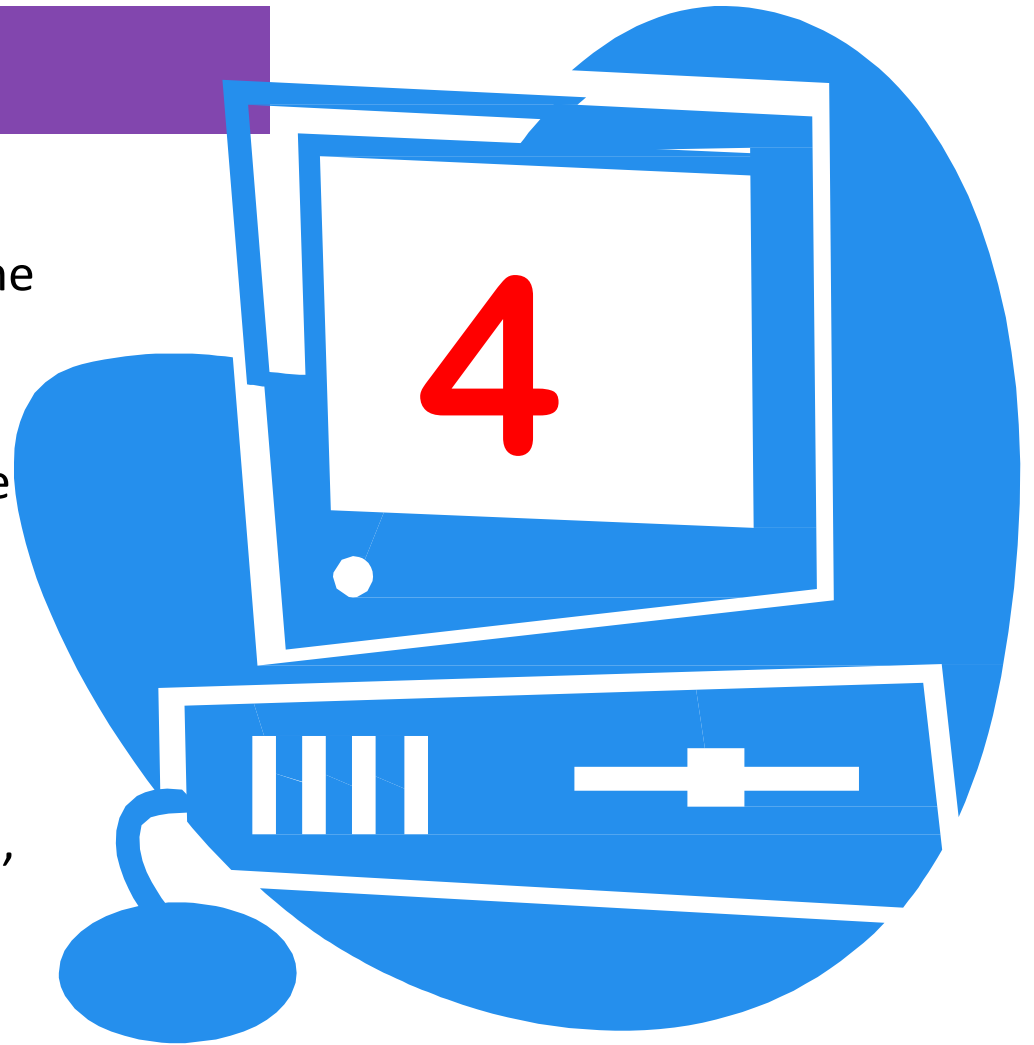
[Parent Information-
Permission Form.doc](#)

[Acceptance-Denial-On
Hold Parent Letters.doc](#)



Exit Policies

1. Decide on your **philosophy** regarding exiting students from the services provided by your Highly Capable Program.
2. Consider whether the services are an **appropriate match** for the student under consideration.
3. Consider designing an **implementation plan** to address underachievement issues, counseling needs, different class/teacher, or any other personal factors prior to formally exiting a student from the program.



Exit Policy Example: What's the Philosophy?

Students who are identified for HCP services retain their identification from the point of identification until graduation. It is the philosophy of the Tree Valley School District that students need learning experiences based on their readiness level, their interest, and their learning profile. Because a continuum of services and varied delivery models are offered, gifted services are dynamic and fluid. Parents/guardians may request that the students not take part in the gifted services that are offered.

Exit Policy Example, Cont'd

This is a school-level decision that is facilitated by the parents/guardians, teacher(s), principal, and the Highly Capable Program teacher. When this occurs, parents/guardians write a letter requesting the change in service. This letter is then placed in the student's file. The student maintains eligibility for gifted services and has the opportunity to take part in activities offered by the program as feasible. Gifted staff remain in contact with the child and parent/guardian to make service modifications and disseminate program information, as needed.

Exit Policy, Cont'd

Every area of service consistently assesses the needs of the students and modifications are made accordingly prior to exiting the program. There is an emphasis on the transition points, elementary to middle, middle to high and, home school to select school, to ensure that students meet with success to minimize a need for a change in services.

Classroom teachers are the primary agent for identifying and serving gifted and talented students in our nation's schools. Ensuring that highly able learners are recognized and subsequently served through systematic programming is of the highest priority. It is critical that all educators are able to recognize a high-ability student who may need more depth and complexity in instruction or be referred for further assessment and services. Teachers in specialized programs for gifted learners or those who coordinate gifted and talented programs and services should be familiar with the theory, research, curriculum strategies, and educational practices necessary to developing and sustaining classroom-based opportunities for advanced student learning.

[Roles and Responsibilities.pdf](#)

National Association for Gifted Children (NAGC)



What What



professional development should be offered to educators (teachers, administration, and counselors)?

- Characteristics, academic and social needs of gifted learners (on-going basis for newly hired teachers)
- Referral and identification process and procedures, and services provided
- Development and emergence of gifted behaviors in all subgroups of the general population
- Meeting the needs of twice exceptional student
- Use of instructional resources/strategies along with specific examples of effective use of differentiation for advanced learners
- Specific training for Cluster teachers

What
What



professional development should be offered to parents?

- overview of the program services
- topics parents/ guardians have identified as areas of interest to them (characteristics of gifted behaviors, social and emotional needs, and opportunities for enrichment (camps, competitions, etc.)
- research related to the best strategies for raising and educating gifted students

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SECRETS

of Professional Development

All teachers want to know: Who, What, and How....

1. Assess group needs-What are you doing now that is working?
2. Start the conversation around real students; the place of understanding the student's profile.
3. The place of motivation may be finding out where the child is socially and emotionally.
4. Narrow in on a content-How may we improve what we offer?
5. Work on plans of action.
6. Bring in the experts or go to them (WAETAG/NAGC).

What
What



possibilities exist for professional development?

- Local coordinator/ESD provides training
- WAETAG
- Whitworth University Specialty Endorsement/Master's Degree/Summer Institutes
- University of Washington
- Edufest (<http://www.edufest.org>)
- NAGC WOW (Webinars on Wednesday)-
<http://www.nagc.org/wow.aspx>
- NAGC Live Learning Center (<http://www.nagc.org>)
- Professional Learning Communities



Free Options for Internet Videoconferencing:

Moving Beyond Email and Chat

Keep This In Mind

About Professional Development

All teachers want to know: Who, What, and How....

1. Cautionary tale...label the service not the child.
2. Professional development is really about collaboration.
What might we do and what seems to work!
3. Know that programs should be student centered based on their needs not ours.
4. Students identified for gifted programs are not the same, therefore not all students need identical services.

Members of an advisory committee play an important and necessary role in the development of successful gifted education services. This group of stakeholders offers..

**expertise, perspective,
time, and commitment**

which creates

program ownership

that

**increases the likelihood that a
program will be of high quality,**

And ensures the program longevity.



**When you have a solid program for the gifted the whole system gets better!
Excellence breeds excellence!!!!**

