

***WHEN KNOWING WHAT WE  
KNOW GETS US WHAT WE  
WANT: Developing a  
Highly Capable Program Based  
Upon Data***

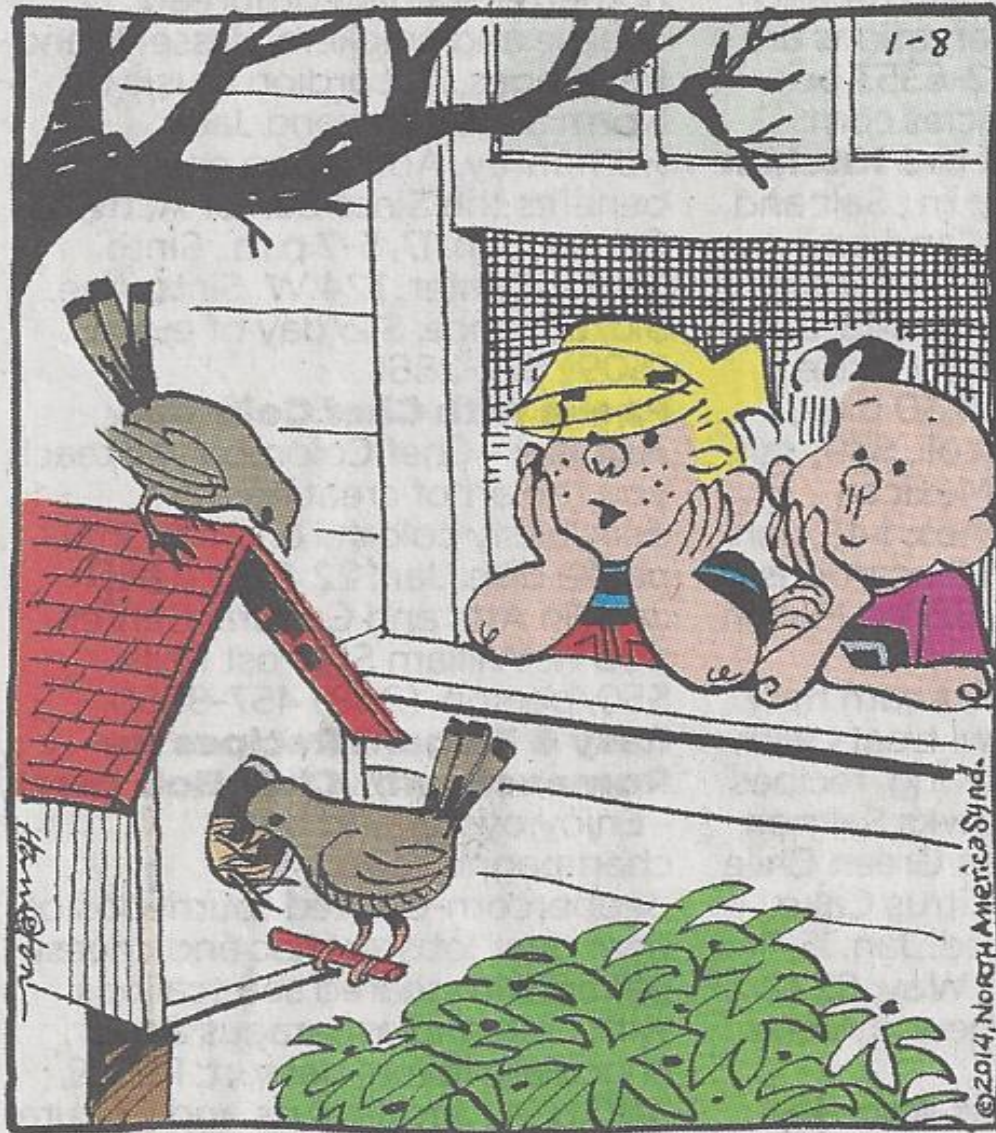
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**DOCUMENTS FOR THIS PRESENTATION  
CAN BE FOUND IN DROPBOX:  
<http://tinyurl.com/k5vgcvc>**

# PURPOSE

- To enhance our understanding of the importance of developing appropriate services for our highly capable students.
- To provide support for getting what we know (data) to get us what we want for our highly capable students.





"BIRDS ARE SO SMART! THEY FLY SOUTH WITHOUT MAPS, AND BUILD NESTS WITHOUT BLUEPRINTS."

*However, we do need a “map” and “blueprints” in order to assure that each identified highly capable student experiences an academically challenging “basic education”.*

# **HOW DO WE GET FROM WHERE** **WE ARE TO WHERE WE NEED** **TO BE?**

## **WHAT DO WE KNOW?\***

- 1. Learning and Development**
- 2. Assessment**
- 3. Curriculum Planning and Instruction**
- 4. Learning Environments**
- 5. Programming**
- 6. Professional Development**

## **WHAT DO WE NEED?\*\***

- Identification procedures in place grades K - 12
- Continuum of services grades K – 12
- Program Plan
- Accountability
- Professional Development
- Resources = \$\$ & HQP

\*NAGC Standards for Grades K-12 Gifted Programs \*\*WACs 392-170

[Gifted Program Review InfoNAGC Standard K-12 Program.pdf](#)



"MARGARET SAYS I LIVE IN MY OWN WORLD, BECAUSE SHE'S FROM ANOTHER PLANET."

## WHO ARE THE HIGHLY CAPABLE STUDENTS IN YOUR SCHOOL?

- WHAT ABOUT THE STUDENTS **WHO ARE PERCEIVED** TO BE
  - GOOF-OFFS,
  - WASTE TIME,
  - DAY DREAM,
  - ASK IRRELEVANT QUESTIONS,
  - HAVE POOR ATTENDANCE,
  - LIVE IN POVERTY,
  - ARE HOMELESS,
  - ETC.

**WHY IS IT IMPORTANT FOR A SCHOOL DISTRICT TO HAVE A “TOP NOTCH” HIGHLY CAPABLE STUDENTS’ PROGRAM THAT COMPLIES WITH THE WACs and MEETS THE NAGC STANDARDS?**

**BECAUSE . . . . .**

***“A COMMUNITY IS KNOWN BY THE SCHOOLS IT KEEPS”***

***SHAKER HEIGHTS SCHOOL DISTRICT***

# DEVELOPING A PROGRAM AND/OR CHANGING ONE

- TAKES TRUST OF SCHOOL & PARENTS
- HAS a CLEAR and SHARED PURPOSE
- USES A TEAM (committee, task force)
- INVOLVES A VARIETY OF STAKEHOLDERS
- USES DATA AND QUALITY RESEARCH TO MAKE DECISIONS
- REFLECTS THE VALUES OF THE COMMUNITY
- MEANS UNDERSTANDING CHANGE

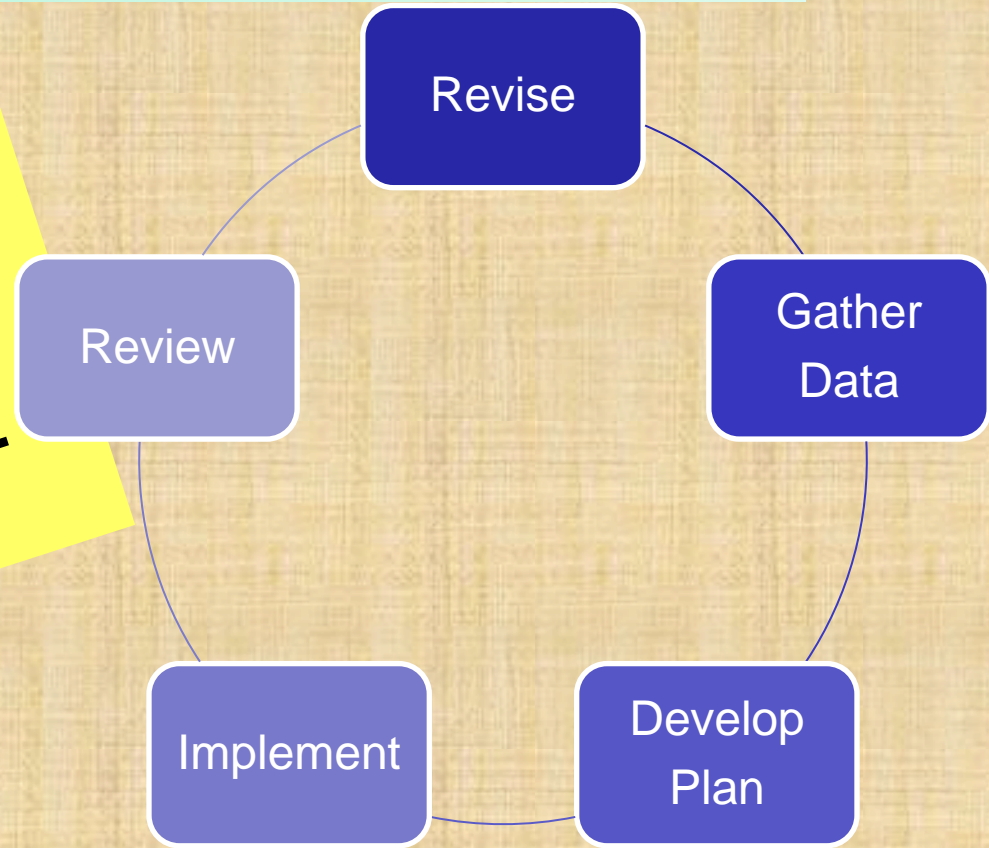


**ALWAYS KEEP IN MIND THAT—  
PROGRAM PLANNING IS AN  
ONGOING PROCESS  
-- it is not an event.**



# A DISTRICT PLAN

HOW IS YOUR SCHOOL /DISTRICT DOING IN MEETING THE NEEDS OF ITS HIGHLY CAPABLE STUDENTS?

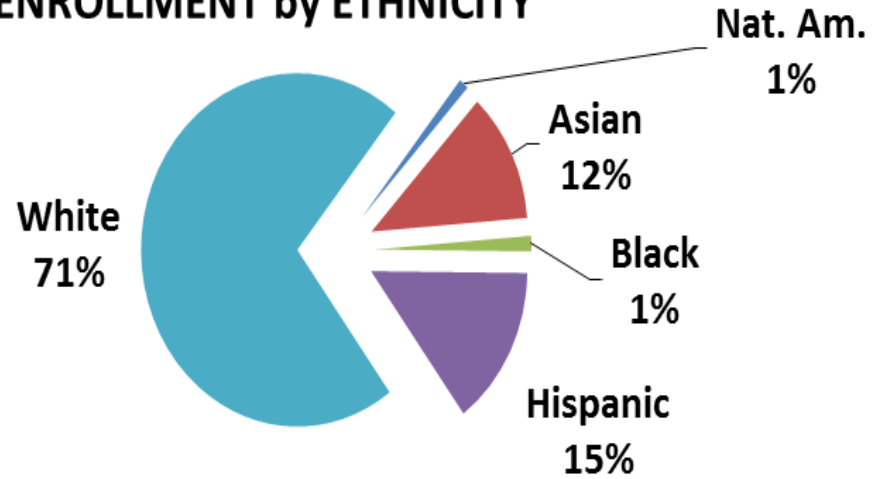


HOW DO YOU KNOW?

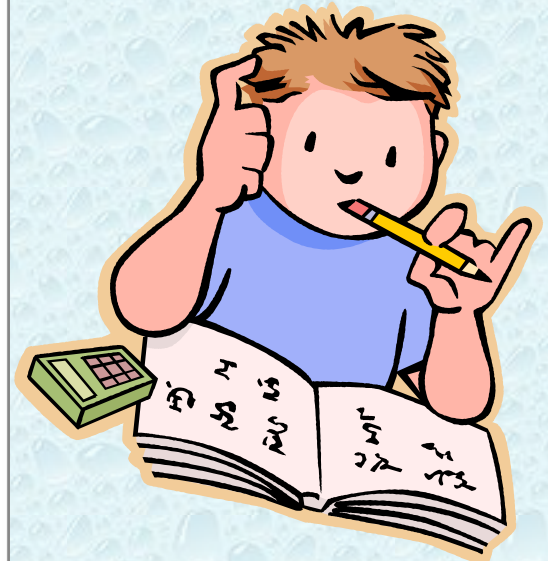
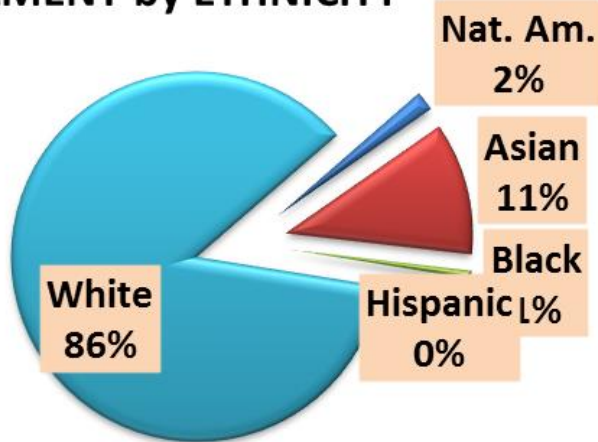
# Review of District & HCP Demographics

District Size: 11,150

## Highly Capable Program Review - 10/2013 DISTRICT ENROLLMENT by ETHNICITY



## Highly Capable Program Review - 10/2013 HCP ENROLLMENT by ETHNICITY



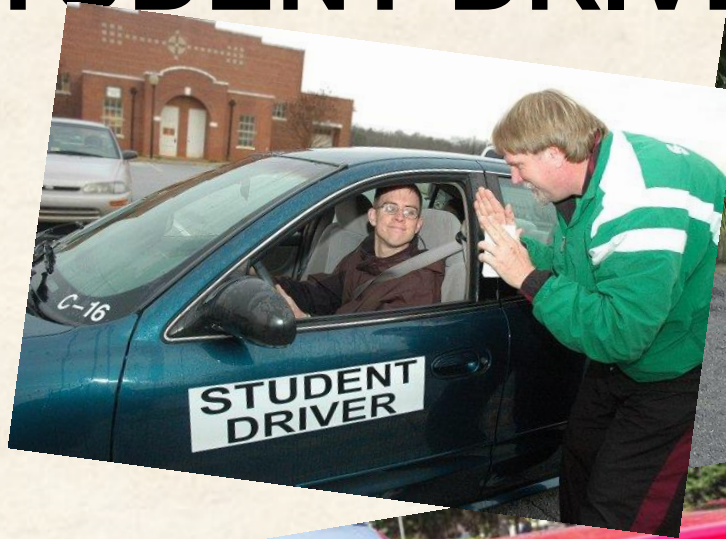
# MEETING THE NEEDS OF OUR HIGHLY CAPABLE STUDENTS REQUIRES

- NOT ONLY MEETING THE REQUIREMENTS OF THE WACs,
- BUT ALSO HAVING CLEAR CORE BELIEFS, A “MAP” AND A SET OF “BLUEPRINTS



[Hanninen.Dropbox\DRAFT EXCERPT  
WA PLAN TEMPLATE.docx](#)

# MAKING THE SHIFT TO A “STUDENT DRIVEN PROGRAM”



# ***CONNECTING THE DISTRICT PLAN TO STUDENT LEARNING***

- Once services are started, a continuum of services shall be provided to the student from K-12.
- Districts shall periodically review services for each student to ensure that the services are appropriate.  
(WAC 392-170-078)

# ***MAKING THE LINK BETWEEN A PLAN AND ACCOUNTABILITY***

To assure academic growth, align the STUDENT GOALS to the program services provided.

- Students will demonstrate ACADEMIC GROWTH by using critical-thinking strategies to advance their levels of understanding of specific interests and topics of inquiry.
- Students will use problem-solving models in areas of their gifts and talents to demonstrate continuous ACADEMIC GROWTH.
- Students will use inquiry models to demonstrate continuous ACADEMIC GROWTH in the areas of their gifts and talents.
- Students will demonstrate growth in creative thinking by employing creative-thinking strategies to challenge their areas of gifts and talents.



**A SIMPLE WAY TO BUILD A PATH FOR  
ACCOUNTABILITY TO DETERMINE LIMITED  
ASPECTS OF A STUDENT'S PROGRAM  
EFFECTIVENESS.**

# ***PROGRAM OBJECTIVE:***

**At least 50% the students will**

| <b>GRADE LEVEL</b> | <b>RENZULLI TRIAD</b> | <b># OF ACTIVITIES</b> |
|--------------------|-----------------------|------------------------|
| <b>Gr. 2 - 3</b>   | <b>TYPE I</b>         | <b>4</b>               |
|                    | <b>TYPE II</b>        | <b>8</b>               |
|                    | <b>TYPE III</b>       | <b>1</b>               |
| <b>.</b>           | <b>.</b>              |                        |
| <b>Gr. 4 - 6</b>   | <b>TYPE I</b>         | <b>3</b>               |
|                    | <b>TYPE II</b>        | <b>8</b>               |
|                    | <b>TYPE III</b>       | <b>2</b>               |



**SAMPLE SCHOOL DISTRICT HIGHLY CAPABLE PROGRAM  
STUDENT STUDY PLAN**

STUDENT: Samuel Brown DATE: 9/20/2012

TEACHER: Mrs. Laddie GRADE: 4th

Learning Goals:

1. To develop Independent Learner Skills by involving Samuel Brown's interest in math, Science, reading, and creative writing
2. To develop and challenge Samuel Brown's higher level thinking abilities by engaging him/her in such interests as science, mathematics, and creative writing.
- 3.To develop Samuel Brown's creative ability by involving his/her interest in creative writing**
- 4.To augment Samuel Brown's leadership ability.

Samuel Brown

STUDENT

Ms. Sharon Price

Highly Capable Program Teacher

Sally Brown

PARENT

**Mrs. Jane Laddie**

Regular Classroom Teacher

STUDENT LOG AND LEARNING PLAN (Sample)

Number of Learning Goal(s) 1, 2 & 3

Student's Name: Samuel Brown

Area of Interest:

|   |                  |   |             |                   |  |  |
|---|------------------|---|-------------|-------------------|--|--|
| Select an interest from the pull-down menu, or enter your interest in the cells provided. | Creative Writing | If not listed, enter interest area, e.g. robotics | photography | History of the NW |  |  |
|---|------------------|---|-------------|-------------------|--|--|

| START DATE<br>(Goal #) | DATE STARTED | COMPLE-<br>TED DATE | TALLY<br>OF<br>ACTIV-<br>ITIES | SPECIFIC ACTIVITY<br>(State specifically what was done including <u>concept</u> , verb from Bloom's and <u>resource person</u> who worked with you.) | BLOOM'S TAXONOMY |               |             |          |           | RENZULLI TRIAD |        |        | INDEPENDENT LEARNER SKILLS |                    |                    |                |                     |                    |                     |                      |                     |                   |  |
|------------------------|--------------|---------------------|--------------------------------|--|------------------|---------------|-------------|----------|-----------|----------------|--------|--------|----------------------------|--------------------|--------------------|----------------|---------------------|--------------------|---------------------|----------------------|---------------------|-------------------|--|
|                        |              |                     |                                |  | KNOWLEDGE        | COMPREHENSION | APPLICATION | ANALYSIS | SYNTHESIS | EVALUATION     | TYPE 1 | TYPE 2 | TYPE 3                     | QUESTIONING SKILLS | OBSERVATION SKILLS | RESOURCE USAGE | CONVERGENT THINKING | DIVERGENT THINKING | MANIPULATIVE SKILLS | RECORDING TECHNIQUES | REFLECTIVE THINKING | INDEPENDENT STUDY |  |
| 11/10/12<br>2<br>(#1)  | 11/12        | 11/12/12            | III                            | Created and wrote my own <u>short story</u> in reading with <u>Mrs. Wilson</u>   |                  |               |             | X        |           |                |        |        | X                          |                    |                    |                |                     | X                  | X                   | X                    | X                   | X                 |  |
| 2/21/13<br>(#2)        | 2/21/13      | 2/21/13             | I                              | Discussed starting a <u>JGB group</u> with <u>Mrs. Willson</u>   |                  |               | X           |          |           |                | X      |        |                            | X                  | X                  |                |                     |                    |                     |                      |                     |                   |  |
| 2/24/13<br>(1)         | 2/14/13      | 2/29/13             | II                             | Created, wrote and revised a <u>poem</u> to be printed in the school newsletter with help from <u>Mr. Becker</u> .                                   |                  |               |             |          | X         |                |        | X      |                            |                    |                    |                |                     | X                  | X                   | X                    | X                   | X                 |  |

# USING DATA TO MAKE DECISIONS

TABLE 4

Renzulli Enrichment Triad

|                                 | Type 1<br>(General Exploratory)  | Type 2<br>(Skill Training)   | Type 3<br>(Real-Life Problems)   |
|---------------------------------|--|--|--|
| Intermediate<br>Gr. 4-6<br>N=41 | <p>Adv. # of Activities Student</p> <p>% of Students with 3 or more activities</p> | <p>Adv. # of Activities Student</p> <p>% of Students with 8 or more activities</p> | <p>Adv. # of Activities Student</p> <p>% of Students with 2 or more activities</p> |
| Primary<br>Gr. 2-3<br>N=20      | <p>% of Students with 4 or more activities</p> <p>4.05</p> <p>55%</p>              | <p>% of Students with 8 or more activities</p> <p>9.25</p> <p>60%</p>              | <p>% of Students with 1 or more activities</p> <p>1.7</p> <p>65%</p>               |

Intermediate  
Gr. 4-6  
N=41

Adv. # of Activities Student

% of Students with 3 or more activities

Adv. # of Activities Student

% of Students with 8 or more activities

Adv. # of Activities Student

% of Students with 2 or more activities

Primary  
Gr. 2-3  
N=20

4.05

% of Students with 4 or more activities

55%

9.25

% of Students with 8 or more activities

60%

1.7

% of Students with 1 or more activities

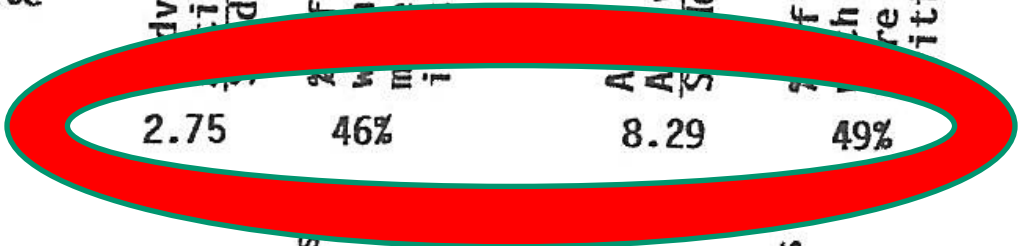
65%

# USING DATA TO MAKE DECISIONS

TABLE 4

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|                                 | Type 1<br>(General Exploratory)    |  | Type 2<br>(Skill Training)    |  | Type 3<br>(Real-Life Problems)     |  |
|---------------------------------|------------------------------------|--|-------------------------------|--|------------------------------------|--|
|                                 | Adv. # of<br>Activities<br>Student | % of Students<br>with 3 or<br>more act-<br>ivities | # of<br>Activities<br>Student | % of Students<br>with 8 or<br>more act-<br>ivities | Adv. # of<br>Activities<br>Student | % of Students<br>with 2 or<br>more act-<br>ivities |
| Intermediate<br>Gr. 4-6<br>N=41 | 2.75                               | 46%  | 8.29                          | 49%  | 2.12                               | 51%  |
| Primary<br>Gr. 2-3<br>N=20      | 4.05                               | 55%  | 9.25                          | 60%  | 1.7                                | 65%  |

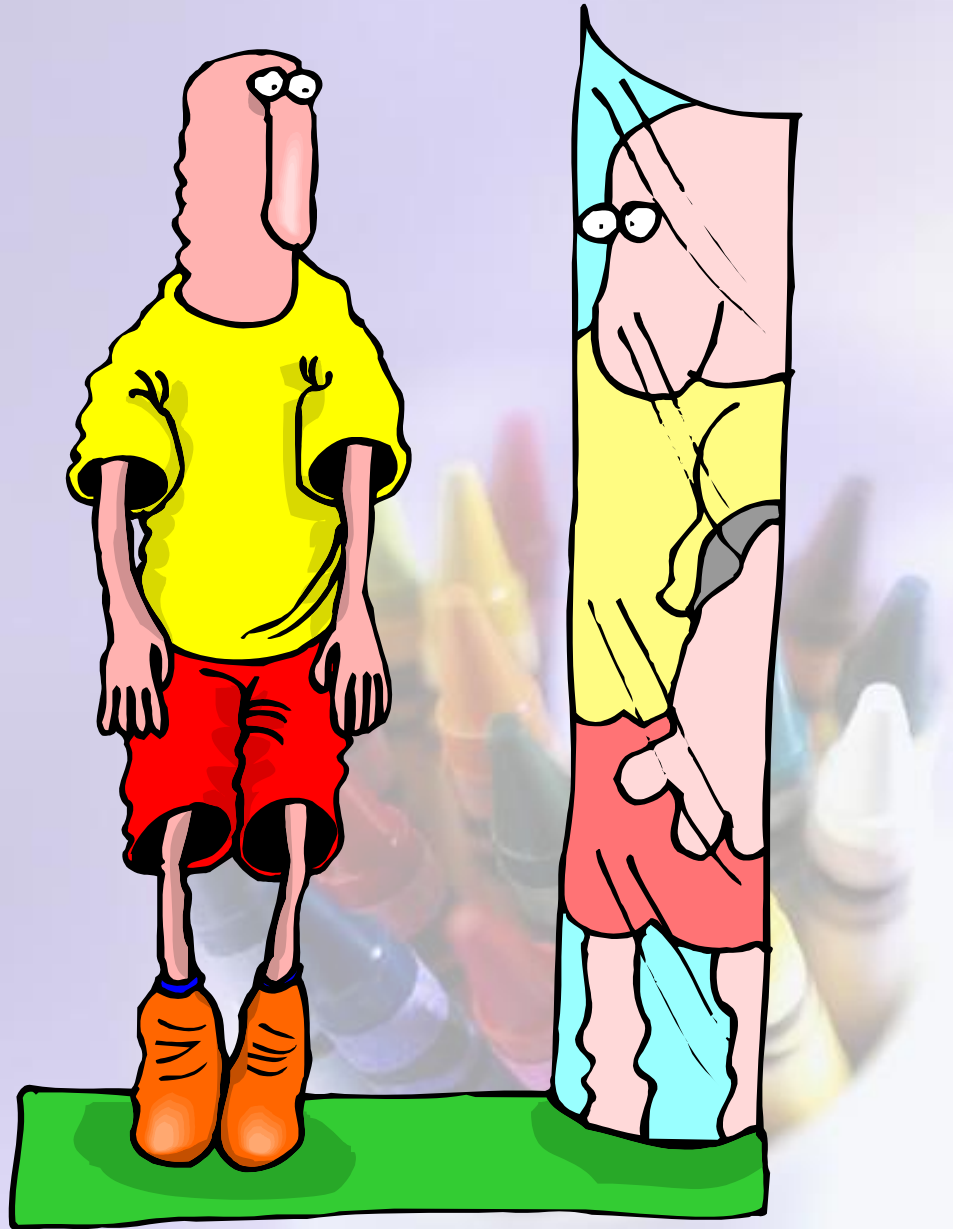


# ESSENCE OF PROGRAM ACCOUNTABILITY, REVIEW or EVALUATION

- If you can count or describe the behavior associated with the learning, you can measure change.
- Standardized testing is one way to measure change, but definitely not the only way.
- Ways for documenting program accountability is an opportunity to be creative in how to document learning, e.g. formative assessment type strategies
- [MY PRESENTATION DOCS\Enrichment Opportunities Survey.pdf](#)
- [MY PRESENTATION DOCS\Survey of Practices.pdf](#)

**Program Review  
or evaluation is  
like looking in a  
mirror --**

**Is what we see in  
the mirror (data)  
what we thought  
we would see?**



# HiCap Program Reviews – COMMON AREAS OF CHALLENGE

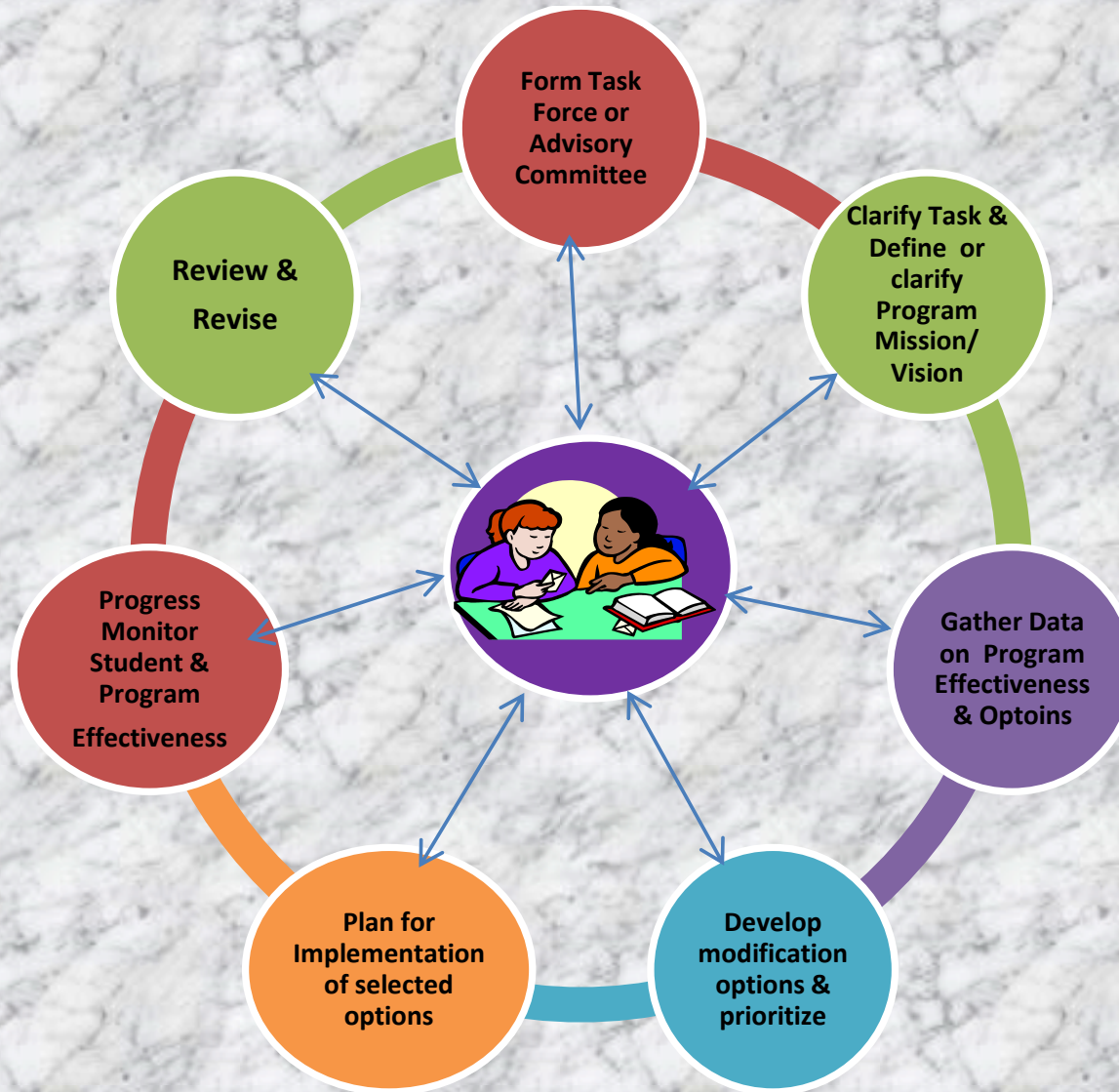
1. **Trust**
2. **Communications – consistent**
3. **Purpose – a cleared & shared focus**
4. **Understanding of Affective & Cognitive needs of gifted students**
5. **Alignment of curriculum between grade levels & special programs – consider using the CCSS**
6. **Accountability – what defines success**
7. **Professional Development, e.g. Rtl, CCSS, TPEP**

## Key Characteristics of Effective Gifted Program Plans

- **Systemic** - integrated w/ K-12 school-wide initiatives
- **Collaborative** – all staff work collaboratively to meet HiCap student needs
- **Sustainable** - HiCap ed should be an integral part of district staffing & funding
- **Responsive** – respond to local demographics, curriculum, resources, and needs
- **Fluid** – should be flexible & continuously adapt to student need
- **Appropriate** – in place of reg. ed. not in addition to
- **Comprehensive** – consider the whole child
- **Aligned** – goals with standards, research & practices
- **Measureable** – progress toward goals



# HIGHLY CAPABLE PROGRAM PLANNING PROCESS



**PURSuing  
OUR  
COMMITMENT  
TO OUR  
YOUTH!**



**THANK YOU!**

