CREATING A CONTINUUM OF SERVICES FOR YOUR HIGHLY CAPABLE STUDENTS

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Chapter 28A.185.020 RCW

• (1) The legislature finds that, for highly capable students, **access to accelerated learning and enhanced instruction is access to a basic education**. There are multiple definitions of highly capable, from intellectual to academic to artistic.

• There are multiple definitions of highly capable, from intellectual to academic to artistic. The research literature strongly supports using multiple criteria to identify highly capable students, and therefore, the legislature does not intend to prescribe a single method.
KEY QUESTIONS TO ADDRESS

• Who are “highly capable” students and what are their learning needs?
• What is accelerated learning and what does it look like in a school setting?
• What is enhanced instruction and what does it look like in a school setting?
• What can a K-12 continuum of services include and look like?
Callahan, C. (September, 2010). Lessons learned from evaluating programs for the gifted. Presented at the Highly Capable Program Technical Working Group Meeting.
WHO ARE “HIGHLY CAPABLE” STUDENTS AND WHAT ARE THEIR LEARNING NEEDS?
As used in this chapter, the term learning characteristics means that students who are highly capable may possess, but are not limited to, these learning characteristics:

1) Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations.
2) Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers.

3) Creative ability to make unusual connections among ideas and concepts.

4) Ability to learn quickly in their area(s) of intellectual strength.

5) Capacity for intense concentration and/or focus.
CHARACTERISTICS OF GIFTED LEARNERS

• Possess extraordinary quantity and/or quality of information, unusual retentiveness
• Advanced comprehension skills
• Unusual interests and levels of curiosity
• Tenacity in one or more academic or artistic areas
• High level of language development in one or more languages
• Ability to generate original ideas and solutions
MORE CHARACTERISTICS

• Early ability to tolerate ambiguity
• Ability to see unusual and diverse relationships… integration of ideas and disciplines
• Ability to generate original ideas and solutions
• Early ability to use and form conceptual frameworks
• Unusual intensity; persistent, goal-directed behavior
• Heightened sense of purpose, fairness (moral/ethical dimension)
POSSIBLE PROBLEMS THAT MAY BE ASSOCIATED WITH CHARACTERISTIC STRENGTHS OF GIFTED CHILDREN

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Possible Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acquires and retains information quickly</td>
<td>1. Impatient with slowness of others; dislikes repetition; may resist mastering foundation skills; may make concepts overly complex</td>
</tr>
<tr>
<td>2. Inquisitive attitude, intellectual curiosity; intrinsic motivation; searches for significance</td>
<td>2. Asks questions that may be viewed as embarrassing; strong-willed; resists direction; seems excessive in interests; expects same of others</td>
</tr>
<tr>
<td>3. Ability to conceptualize, abstract, synthesize; enjoys problem-solving and intellectual activity</td>
<td>3. Rejects or omits details; resists practice/drill; questions teaching procedures</td>
</tr>
<tr>
<td>4. Enjoys organizing things and people into structure</td>
<td>4. Constructs complicated rules or systems; may be seen as bossy, rude, or dominating</td>
</tr>
<tr>
<td>5. Thinks critically; has high expectations; is self-critical and evaluates others</td>
<td>5. Critical or intolerant toward others; may become discouraged or depressed; perfectionistic</td>
</tr>
</tbody>
</table>
GIFTED KIDS ARE GIFTED EVERY DAY, ALL DAY.
• Gifted learners need **daily challenge** in their specific area of talent

• Opportunities should be provided on a regular basis for gifted learners to be unique and to **work independently in their areas of passion and talent**

• Provide various forms of **subject-based and grade-based acceleration** to gifted learners as their educational needs require

• Provide opportunities for gifted learners to **socialize and to learn with like-ability peers**

• For specific curriculum areas, instructional delivery must be **differentiated** in pace, amount of review and practice, and organization of content presentation
SERVICE DELIVERY MODELS

- Integrated classroom support
- Cluster grouping
- Pull-out program
- Special classes
- Special schools

DIFFERENTIATION

A teaching philosophy where teachers strive to meet the needs of their students by intentionally planning the curriculum and/or instruction based on student interests, learning profile, readiness levels and/or affect.

-Tomlinson
DIFFERENTIATION FOR HIGHLY CAPABLE STUDENTS

- Acceleration
- Complexity
- Novelty
- Depth
WHAT IS ACCELERATED LEARNING?

“Progress through an educational program at rates faster or at ages younger than conventional.”

A NATION DECEIVED

• Institute for Research and Policy on Acceleration, The Ohio State University

• http://www.accelerationinstitute.org/Nation_Deceived/Get_Report.aspx
<table>
<thead>
<tr>
<th>Types of Acceleration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Early Admission to Kindergarten</td>
</tr>
<tr>
<td>• Early Admission to First Grade</td>
</tr>
<tr>
<td>• Grade-Skipping</td>
</tr>
<tr>
<td>• Continuous Progress</td>
</tr>
<tr>
<td>• Self-Paced Instruction</td>
</tr>
<tr>
<td>• Subject-Matter Acceleration/Partial acceleration</td>
</tr>
<tr>
<td>• Combined Classes</td>
</tr>
<tr>
<td>• Curriculum Compacting</td>
</tr>
<tr>
<td>• Telescoping the Curriculum</td>
</tr>
<tr>
<td>• Mentoring</td>
</tr>
<tr>
<td>• Extracurricular Programs</td>
</tr>
<tr>
<td>• Correspondence Courses</td>
</tr>
<tr>
<td>• Early Graduation</td>
</tr>
<tr>
<td>• Concurrent/Dual Enrollment</td>
</tr>
<tr>
<td>• Advanced Placement</td>
</tr>
<tr>
<td>• Credit by Examination</td>
</tr>
<tr>
<td>• Acceleration in College</td>
</tr>
<tr>
<td>• Early Entrance into Middle School, High School</td>
</tr>
</tbody>
</table>

WHAT SHOULD YOU DO? WHAT CAN YOU DO IN YOUR DISTRICT?

Jillian

- 4 years, 7 months old on September 1
- Reading at a third grade level
- Highly creative story teller
- Advanced mathematical reasoning and computation skills
- Fine and gross motor skills are average
- IEP for speech, primarily focusing on articulation

Jeff

- 12 year old 7th grader
- Doesn’t turn in homework, but scores 100% on all tests in his algebra course
- Second in the state in Math is Cool competition
- Passing grades in reading and language arts
- Enjoys inquiry based assignments in science, but doesn’t participate in lecture based lessons
WHAT IS ENHANCED INSTRUCTION?
Enhanced Instruction

Complexity

Depth

Novelty
Differentiated Quality Curriculum for Highly Capable Students

- Higher level of abstractness (3.1.4)
- Greater depth and complexity of content, process, and or product (3.1.4)
- More rapid pace of learning or task completion (5.1.1)
- Problems with many facets; products or outcomes from ill-formed and open-ended problems (3.3.3; 3.4.1; 3.4.2; 3.4.3)
- Mastery of content that requires greater leaps of insight or more indirect applications or transfer of learning (3.4.4)
- Use of more advanced and sophisticated resources
- Match to each student’s developmental level and culture-based learning needs (1.2.1)

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

• Curriculum is developmentally appropriate
• Creativity and problem solving are integrated into the disciplines rather than taught as isolated skills or only as part of competitions

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POSITIVE EFFECTS OF GROUPING FOR GIFTED STUDENTS

<table>
<thead>
<tr>
<th>Approach</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Growth beyond the regular academic year</td>
</tr>
<tr>
<td></td>
<td>E = Elementary and S=Secondary</td>
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<tr>
<td>Full time ability grouping</td>
<td>.49 ( E ) and .33 ( S )</td>
</tr>
<tr>
<td>Within class ability grouping</td>
<td>.34 ( E and S )</td>
</tr>
<tr>
<td>Regrouping for specific instruction</td>
<td>.34 ( E ) and .79 ( S )</td>
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<tr>
<td>Cluster grouping</td>
<td>.59 ( E ) and .44 ( S )</td>
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<tr>
<td>Multiage classroom</td>
<td>.49 ( E ) and .46 ( S )</td>
</tr>
<tr>
<td>Like ability cooperative groups</td>
<td>.28 ( E and S )</td>
</tr>
<tr>
<td>Mixed ability grouping</td>
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</table>

Rogers, K (October 2011). Presentation at the Washington Association for Educators of the Talented and Gifted conference.
<table>
<thead>
<tr>
<th>Option</th>
<th>Number of Studies</th>
<th>Academic ES</th>
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<tbody>
<tr>
<td>Early entrance to school</td>
<td>68</td>
<td>.49</td>
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<td>Subject acceleration</td>
<td>21</td>
<td>.59</td>
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<tr>
<td>University-based programs</td>
<td>11</td>
<td>.23</td>
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<tr>
<td>Distance learning</td>
<td>3</td>
<td>.33</td>
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<tr>
<td>Cross-graded classes</td>
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<td>.45 (.46)</td>
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<tr>
<td>Advanced Placement or International</td>
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<td>.29</td>
</tr>
<tr>
<td>Baccalaureate classes</td>
<td></td>
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<tr>
<td>Dual enrollment</td>
<td>36</td>
<td>.32</td>
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<tr>
<td>College in the schools</td>
<td>4</td>
<td>.29</td>
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<tr>
<td>Mentorships</td>
<td>15</td>
<td>.57</td>
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<tr>
<td>Grade skipping</td>
<td>32</td>
<td>1.00 (.56)</td>
</tr>
<tr>
<td>Grade telescoping</td>
<td>28</td>
<td>.45</td>
</tr>
<tr>
<td>Nongraded or multiage classes</td>
<td>20</td>
<td>.43</td>
</tr>
<tr>
<td>Credit by examination</td>
<td>13</td>
<td>.59</td>
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<tr>
<td>Early admission to college</td>
<td>37</td>
<td>.35</td>
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<tr>
<td>Full-time ability grouping</td>
<td>32</td>
<td>.49 (.33)</td>
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<tr>
<td>Performance grouping</td>
<td>16</td>
<td>.34</td>
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<tr>
<td>Within-class grouping</td>
<td>9</td>
<td>.34</td>
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<tr>
<td>Cluster grouping</td>
<td>13</td>
<td>.62</td>
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<td>Peer-tutored dyads</td>
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<tr>
<td>Like-ability cooperative groups</td>
<td>3</td>
<td>.26</td>
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<tr>
<td>Curriculum compacting</td>
<td>13</td>
<td>.83 (.26)</td>
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<tr>
<td>Credit for prior learning</td>
<td>15</td>
<td>.56</td>
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Callahan, C. (September, 2010). Lessons learned from evaluating programs for the gifted. Presented at the Highly Capable Program Technical Working Group Meeting.
PROGRAM PHILOSOPHY

Development of quality programming for gifted students based on a sound philosophy and articulated beliefs about who gifted students are and the types of services that they should be provided.

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A SOUND PHILOSOPHY

- Serves as a touchstone or reference point for all other aspects of the program
- Reflects current theory and research in gifted education
- Clearly identifies reasons why there is a need for special educational services for the gifted learner
- Is consistent with general philosophy of education in the school system
- Reflects community values
- Clearly delineates beliefs about the characteristics of gifted learners
- Articulates the expected goals of services for gifted learners

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PROGRAM GOALS AND OBJECTIVES

• Clearly specified
• Can be operationalized
• Lead us to a clear answer to the question: “If students are successful in this program what will they know, understand, and be able to do that they would not have known, understood or been able to do had they not been in the program?”
• Can be translated into measurable outcome statements
• Should reflect cognitive, affective, and maybe even psychomotor outcomes

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PROGRAM DESIGN/SERVICE DELIVERY OPTIONS

• Quality programs do not focus on offering “a program” but a *continuum of services* (1.3.1)

• Quality programs reflect the philosophy established for gifted programs and also the philosophy of education in the school district

• Quality services are integrated into the school day

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WHAT DOES A K-12 CONTINUUM OF SERVICES INCLUDE?
Differentiation for Highly Capable Students

- Early Entrance or Exit
  - University-Based Program
  - Mentorships
  - Apprenticeships • Internships

- Grade Telescoping
  - Concurrent (Dual) Enrollment

- Self-Contained Gifted Classrooms
  - Special Schools • Magnet Schools
  - Advanced Placement • International Baccalaureate
  - College-in-the-Schools

- Cluster Grouping
  - Single-Subject Acceleration • Pull-Out or Part-Time Classes

- Compacting • Differentiated Instruction • Enrichment • Independent Study
  - Extracurricular Programs • Academic Competitions • Summer Classes

Center for Gifted Education, Whitworth University, 2013
# Positive Effects of Grouping for Gifted Students

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THE USE OF GROUPING

The key to successful grouping is flexibility!

Between-Class: grouping by achievement
Within-Class: grouping by interest

GENERAL CLUSTER GROUPING

Common gifted education practice that places a group of high achieving, gifted, or high ability students in a classroom with other students and with a teacher who has received training or who is willing to differentiate curriculum and instruction for the identified cluster students.

TOTAL SCHOOL CLUSTER GROUPING

1. Specific, effective, researched application of cluster-grouping
2. Involves all children and all teachers
3. Focuses on gifted education and talent development as the basis for all classrooms

### Example of a Classroom Composition for the Total School Cluster Grouping Model

<table>
<thead>
<tr>
<th></th>
<th>Group 1: High Achieving</th>
<th>Group 2: Above Average Achieving</th>
<th>Group 3: Average</th>
<th>Group 4: Low Average</th>
<th>Group 5: Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class A</td>
<td>6</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Class B</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

- 30 students in two classrooms

- Group 1: High Achieving
- Group 2: Above Average Achieving
- Group 3: Average
- Group 4: Low Average
- Group 5: Low
RESEARCH-BASED BENEFITS OF CLUSTER GROUPING

• Removing the high achievers from classrooms allows other student to emerge as achievers
• Student achievement increases when cluster grouping is used
• Over time fewer students are identified as low achievers and more students are identified as high achievers
• Reduces the range of student achievement levels that must be addressed by teachers in all classrooms

RESEARCH STUDIES

1. gifted students regularly interact with their intellectual peers and age peers (Delacourt & Evans, 1994; Rogers, 1991; Slavin, 1987a);
2. cluster grouping provides full-time services for gifted students without additional cost (Gentry & Owen, 1999; Hoover et al., 1993; LaRose, 1986);
3. curricular differentiation is more efficient and likely to occur when a group of high-achieving students is placed with a teacher who has expertise, training, and a desire to differentiate curriculum than when these students are distributed among many teachers (Bryant, 1987; Kennedy, 1995; Kulik, 1992; Rogers, 2002);
4. removing the highest achievers from most classrooms allows other achievers to emerge (Gentry & Owen, 1999; Kennedy, 1989);
5. student achievement increases when cluster grouping is used (Brulles, 2005; Gentry & Owen, 1999);
6. over time, fewer students are identified as low achievers and more students are identified as high achievers (Gentry, 1999);
7. and, finally, cluster grouping reduces the range of student achievement levels that must be addressed within the classrooms of all teachers (Coleman, 1995; Gentry, 1999; Delacourt & Evans 1994; Rogers, 1993).

RESEARCH-BASED BENEFITS OF CLUSTER GROUPING

• Gifted students regularly interact with their intellectual and age peers
• Curricular and instructional differentiation is efficient, effective, and likely when a group of high achievers is placed with a teacher who has skills and knowledge
• High expectations maintained in all classrooms
• **Full-time services for gifted students without additional costs**

PROVIDES FULL-TIME SERVICES

• Gifted kids are gifted more than once a week
• Integrates the g/t program with the general education program
• Adds no additional cost, but adds considerable expertise
• Works in conjunction with other programs and services, e.g., pull-out, send-out, self-contained

GENERAL EDUCATION BORROWS GIFTED EDUCATION STRATEGIES: STUDENTS BENEFIT

• Individualization
• Curriculum compacting
• Challenges
• Choices
• Interests
• High teacher expectations
• Use of grouping

The Education of Gifted Learners

District Realities
- Funding
- Program Services (C, I, A)
- Evaluation: Learners' Progress and Program Outcomes
- Professional Development Based on Data

Student Population
- Demographics

School culture and climate:
- Leadership, $, Personnel

Community Values
- History

Program Design (Service Delivery Options)
- Student Screening and Identification
- Program Goals and Objectives
- Operational Definition

Philosophy of Giftedness

Theory, Ideal
“Best Case Scenario”

Created By: Catharine Brighton (2010)
Programming Services & Options for Highly Capable Students

- Early Entrance or Exit
- University-Based Program
- Mentorships
- Apprenticeships • Internships
- Grade Telescoping
- Concurrent (Dual) Enrollment
- Self-Contained Gifted Classrooms
- Special Schools • Magnet Schools
- Advanced Placement • International Baccalaureate
- College-in-the-Schools
- Cluster Grouping
- Single-Subject Acceleration • Pull-Out or Part-Time Classes
- Compacting • Differentiated Instruction • Enrichment • Independent Study
- Extracurricular Programs • Academic Competitions • Summer Classes
GETTING STARTED: WHAT ARE YOU ALREADY DOING?

- **Elementary**
  - WaKIDs readiness assessment
  - MAP Tests
  - Math grant-
  - Developmental approach, flexible grouping

- **Middle**
  - Honors courses
  - Flexible grouping through blended learning environments in math, transferable to other content areas

- **High School**
  - Honors and specialized courses
  - College in the High School
  - Advanced Placement

Program goals could focus on academic specific domains
Program evaluation tied to student growth in the identified areas
## TRANSITIONING SERVICE IDEAS

<table>
<thead>
<tr>
<th>Current</th>
<th>Considering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coach</td>
<td>Differentiation Specialist</td>
</tr>
<tr>
<td>Flexible grouping in classrooms</td>
<td>Cluster grouping if numbers demonstrate need</td>
</tr>
<tr>
<td>Guided reading</td>
<td>Walk to read/math across grade levels</td>
</tr>
<tr>
<td>Professional development focused on struggling students</td>
<td>Professional development focused on differentiation strategies that will encourage the growth of all students</td>
</tr>
<tr>
<td></td>
<td>New: Project/Place/Problem based learning enrichment for identified gifted students based on local values</td>
</tr>
</tbody>
</table>
**EXAMPLE**

Philosophy: All students require the opportunity to achieve their full potential. Students identified as highly capable are to receive a qualitatively different and differentiated educational experience.

**Goals:**

1. Highly capable students will receive accelerated and enhanced learning opportunities to advance academic achievement and growth

2. Enrichment opportunities will be provided to foster gifted behaviors.

**Identification:**

- CogAT Screener, MAP tests, Rezulli Scales in specific areas, parent/teacher/peer nomination
**EXAMPLE: SMALL DISTRICT**

<table>
<thead>
<tr>
<th>Accelerate and Enhance</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site based services including differentiated and enhanced instruction</td>
<td>Site based services including differentiated and enhanced instruction</td>
<td>Site based services including differentiated and enhanced instruction</td>
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</tr>
<tr>
<td>Flexible grouping across subject areas</td>
<td>Honors and accelerated courses</td>
<td>Honors and accelerated courses (AP, College in the High School)</td>
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<tr>
<td>Early entrance/dual enrollment and/or grade skipping</td>
<td>Dual enrollment and/or grade skipping</td>
<td>Dual enrollment/Running Start</td>
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</tr>
<tr>
<td>Extracurricular activities/groups</td>
<td>Extracurricular activities/groups</td>
<td>Extracurricular activities/groups</td>
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<tr>
<td>Academic competitions</td>
<td>Academic competitions</td>
<td>Academic competitions</td>
<td></td>
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</tbody>
</table>

49
FLEXIBLE GROUPING ACROSS CONTENT AREAS

• Group by readiness flexibly in the classroom to target instruction
  • Pre-assess
  • Group by ability/readiness
  • Teach in small groups

• Group by readiness across grade levels
  • Pre-assess
  • Group by ability/readiness
  • Teach in small groups or whole class of similar readiness

• Multiage classrooms
  • Grades 1-3, 4-6, 7-9
  • Rotate core curriculum on a three year cycle, not one
  • Students move progressively through and meet standards/benchmarks by end of three year period
SITE BASED SERVICES: DIFFERENTIATION FOR HIGHLY CAPABLE STUDENTS

**Curriculum:** Add depth and complexity to tasks when appropriate, inquiry

**Instruction:**
- Compact the curriculum and replace with either accelerated or enriched curriculum.
- Independent, interest-based projects available and facilitated by the teacher
- Project-based learning
- Place-based learning
ACCELERATION POLICIES

• District policies for:
  • Early entrance to Kindergarten
  • Grade skipping when deemed most appropriate option for the student
  • Dual enrollment
  • Ability to take advanced coursework out of grade level
DUAL ENROLLMENT

• Can occur at any time during a child’s K-12 education

• A child that is significantly advanced in a particular content area may require instruction at then next level of schooling
  • Example: A fourth grader advanced in math may need to take Algebra at the middle school to be appropriately challenged.
EXTRACURRICULAR

• Academic competition preparation
• Optional interest based experiences run by community members to share expertise
  • Creative writing
  • Dance
  • Biology
  • Chess club
## EXAMPLE: MID-SIZE DISTRICT

<table>
<thead>
<tr>
<th>Accelerate and Enhance</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
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<td>Cluster grouping</td>
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<td>Site based services including differentiated and enhanced instruction</td>
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<tr>
<td>Multiage self-contained classroom</td>
<td>Honors and accelerated courses</td>
<td>Honors and accelerated courses (AP, College in the High School, etc.)</td>
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<td>Dual enrollment and/or grade skipping</td>
<td>Dual enrollment/Running Start</td>
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<tr>
<td>Early entrance</td>
<td>Apprenticeships and mentorships</td>
<td>Apprenticeships and mentorships</td>
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</tr>
<tr>
<td>Enrich</td>
<td>Academic competitions; enrichment groups</td>
<td>Academic Competitions; enrichment groups</td>
<td>Academic competitions; enrichment groups</td>
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</table>
# EXAMPLE: LARGE DISTRICT

<table>
<thead>
<tr>
<th>Accelerate and Enhance</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magnet School</td>
<td>Magnet School</td>
<td>Magnet Programs (STEM, the arts, etc.)</td>
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<tr>
<td>Cluster Grouping with differentiated instruction</td>
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<tr>
<td>Early entrance and grade skipping policy</td>
<td>Apprenticeships and mentorships</td>
<td>Apprenticeships and Mentorships</td>
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<tr>
<td>One day a week pull-out program</td>
<td>Honors and accelerated courses</td>
<td>Honors and accelerated courses (AP, IB, College in the High School, etc.)</td>
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<tr>
<td>Guided investigations</td>
<td>Guided investigations</td>
<td>Independent study</td>
<td></td>
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<tr>
<td>Dual enrollment</td>
<td>Dual enrollment</td>
<td>Dual Enrollment/Running Start</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Enrichment</th>
<th>Academic Competitions</th>
<th>Academic Competitions</th>
<th>Academic Competitions</th>
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</thead>
<tbody>
<tr>
<td>Enrichment groups and extracurricular activities</td>
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<td>Enrichment groups and extracurricular activities</td>
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</tbody>
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ENDLESS POSSIBILITIES AND PROMISE!
REFERENCES AND RESOURCES

WAC 392-170-035 DEFINITION
STUDENTS WHO ARE HIGHLY CAPABLE.

• As used in this chapter, highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments.

• Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain.
As used in this chapter, the term learning characteristics means that students who are highly capable may possess, but are not limited to, these learning characteristics:

1) Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations.
2) Capacity and willingness to deal with increasing levels of **abstraction and complexity** earlier than their chronological peers.

3) Creative ability to **make unusual connections** among ideas and concepts.

4) Ability to **learn quickly** in their area(s) of intellectual strength.

5) Capacity for **intense concentration** and/or focus.
The school district's annual plan shall contain the following:

1) A report of the number of K-12 students who are highly capable that the district expects to serve by grade level.

2) A description of the district's plan to identify students.

3) A description of the HCP goals.

4) A description of the services the HCP will offer.

5) A description of the instructional program the HCP will provide.
6) A description of ongoing professional development for educators of students who are highly capable and general education staff.

7) A description of how the HCP will be evaluated that includes information on how the district's HCP goals and student achievement outcomes will be measured.

8) A fiscal report.

9) Assurances signed by the school district's authorized representative that the district will comply with all applicable statutes and regulations.