CREATING A CONTINUUM OF SERVICES FOR YOUR HIGHLY CAPABLE STUDENTS

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HIGHLY CAPABLE

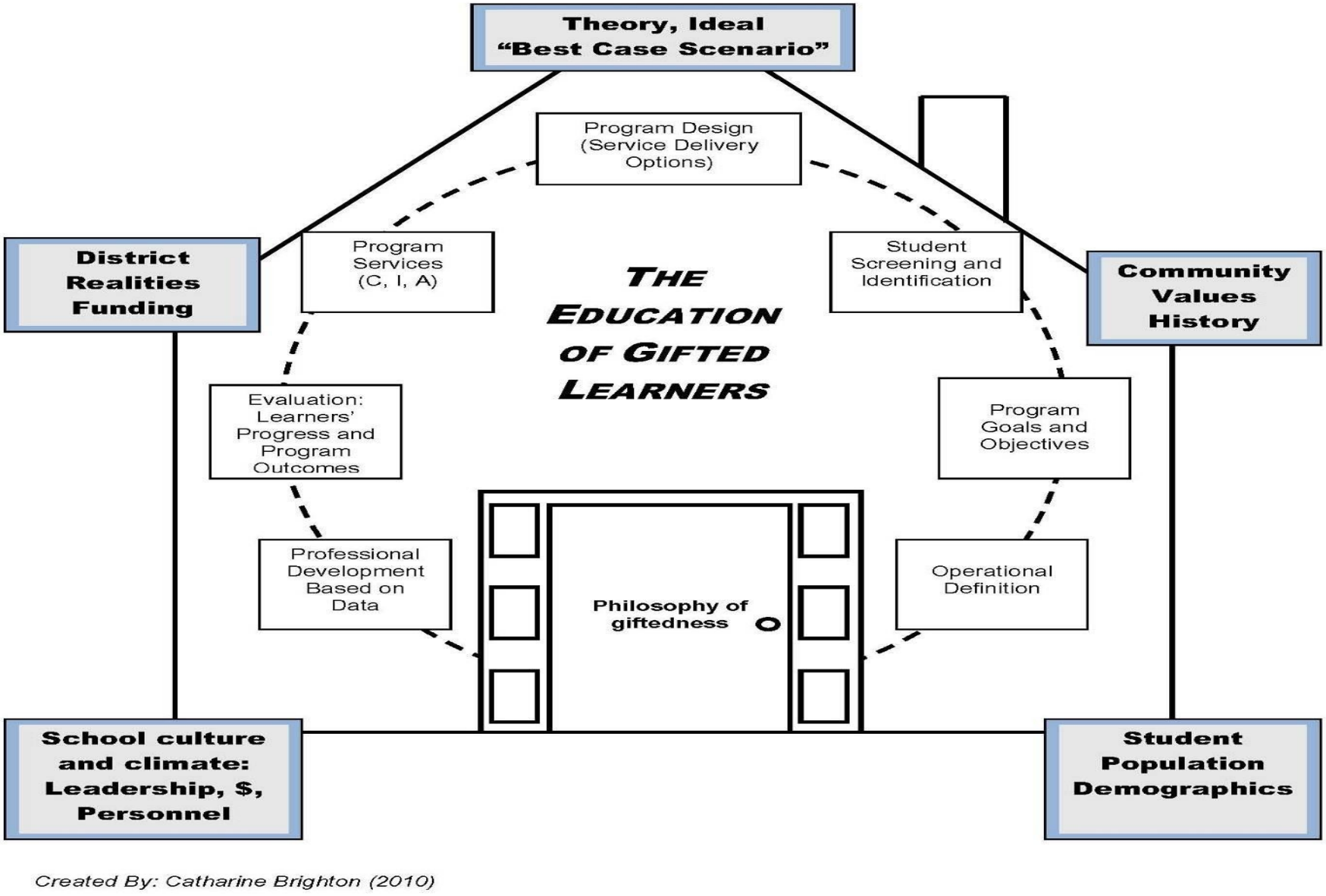
Chapter 28A.185.020 RCW

- (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?

WAC 392-170-036
DEFINITION OF LEARNING CHARACTERISTICS

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.**

WAC 392-170-036
DEFINITION OF LEARNING CHARACTERISTICS

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

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

GIFTED KIDS ARE GIFTED EVERY DAY, ALL DAY.

LESSONS LEARNED ABOUT EDUCATING THE GIFTED AND TALENTED: A SYNTHESIS OF THE RESEARCH

ROGERS, K. (2007). LESSONS LEARNED ABOUT EDUCATING THE GIFTED AND TALENTED: A SYNTHESIS OF THE RESEARCH. GIFTED CHILD QUARTERLY, 51(4), 382-396.

- 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

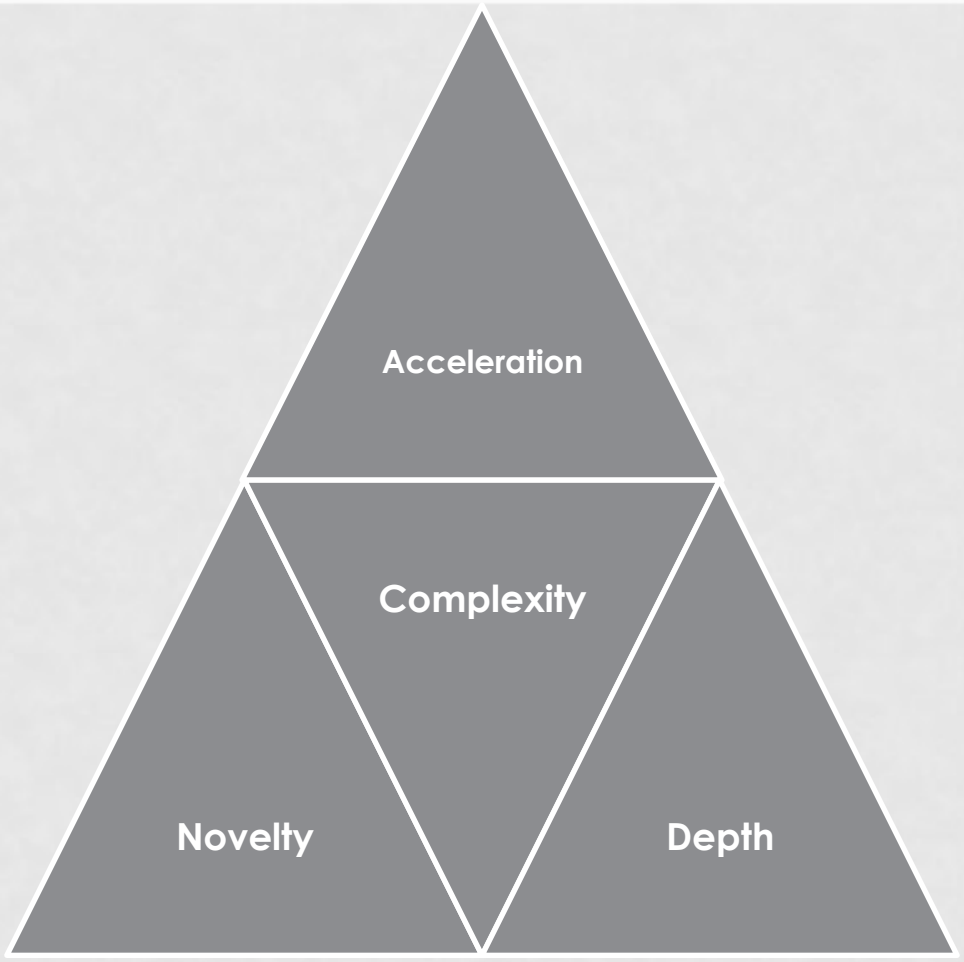
Schroth, St. (2013). Service delivery models. In Plucker, J. and Callahan, C. (Ed.s), *Critical issues and practices in gifted education: What the research says (p 577-591)*. Waco, TX: Prufrock Press.

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



Kaplan

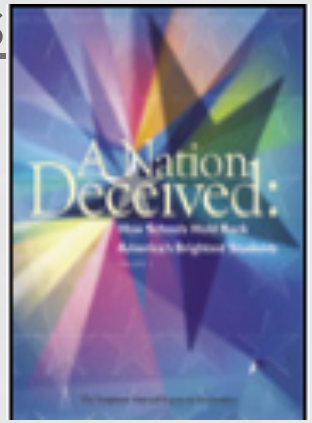
WHAT IS ACCELERATED LEARNING?

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

Pressey in Colangelo, N., Assouline, S. and Gross, M. (2004). *A Nation Deceived: How Schools Hold Back America's Brightest Students, Vol. 2*. The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.

A NATION DECEIVED

- Institute for Research and Policy on Acceleration, The Ohio State University
- http://www.accelerationinstitute.org/Nation_Deceived/Get_Report.aspxhttp://www.accelerationinstitute.org/Nation_Deceived/Get_Report.as



TYPES OF ACCELERATION

- Early Admission to Kindergarten
- Early Admission to First Grade
- Grade-Skipping
- Continuous Progress
- Self-Paced Instruction
- Subject-Matter Acceleration/Partial acceleration
- Combined Classes
- Curriculum Compacting
- Telescoping the Curriculum
- Mentoring
- Extracurricular Programs
- Correspondence Courses
- Early Graduation
- Concurrent/Dual Enrollment
- Advanced Placement
- Credit by Examination
- Acceleration in College
- Early Entrance into Middle School, High School

Colangelo, N., Assouline, S. and Gross, M. (2004). *A Nation Deceived: How Schools Hold Back America's Brightest Students, Vol. 2.* The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.

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

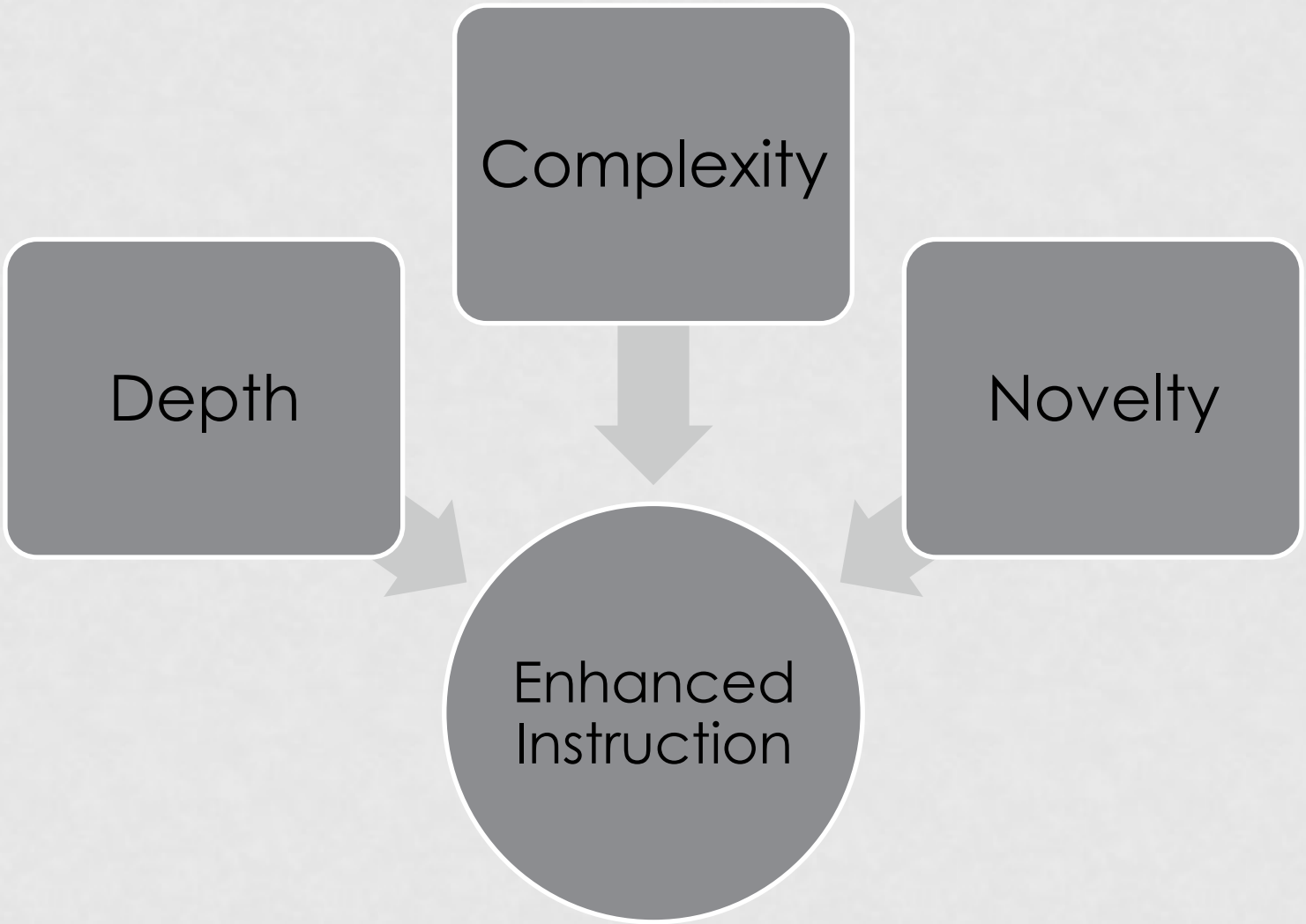
Jillian

- 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

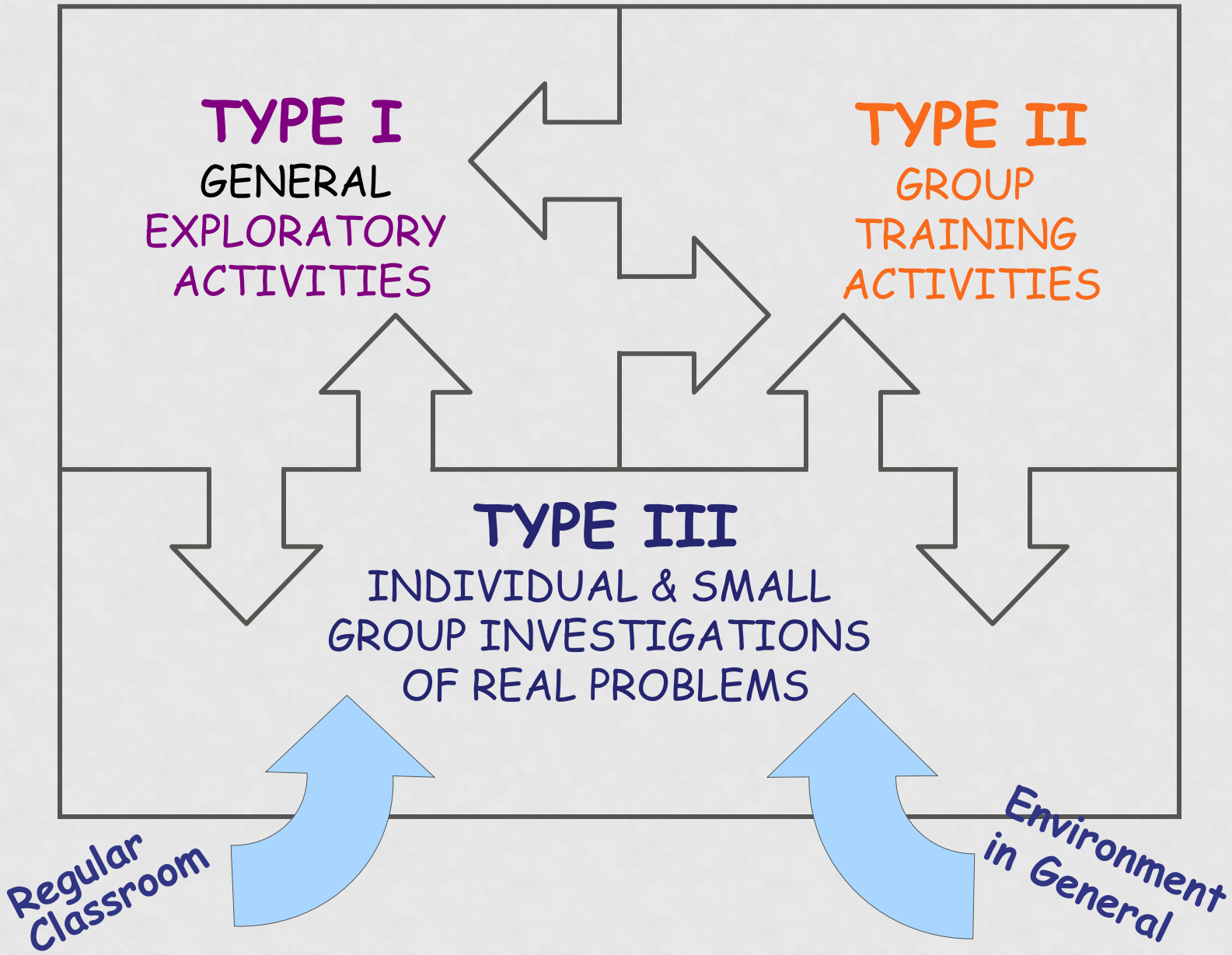
Jeff

- 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?


Complexity
Depth
Novelty
Enhanced Instruction

Reis and Renzulli, (nd). The schoolwide enrichiment model: A focus on student strengths and interests. Retrieved from http://www.gifted.uconn.edu/sem/pdf/Systems_and_Models-ReisRenzulli.pdf



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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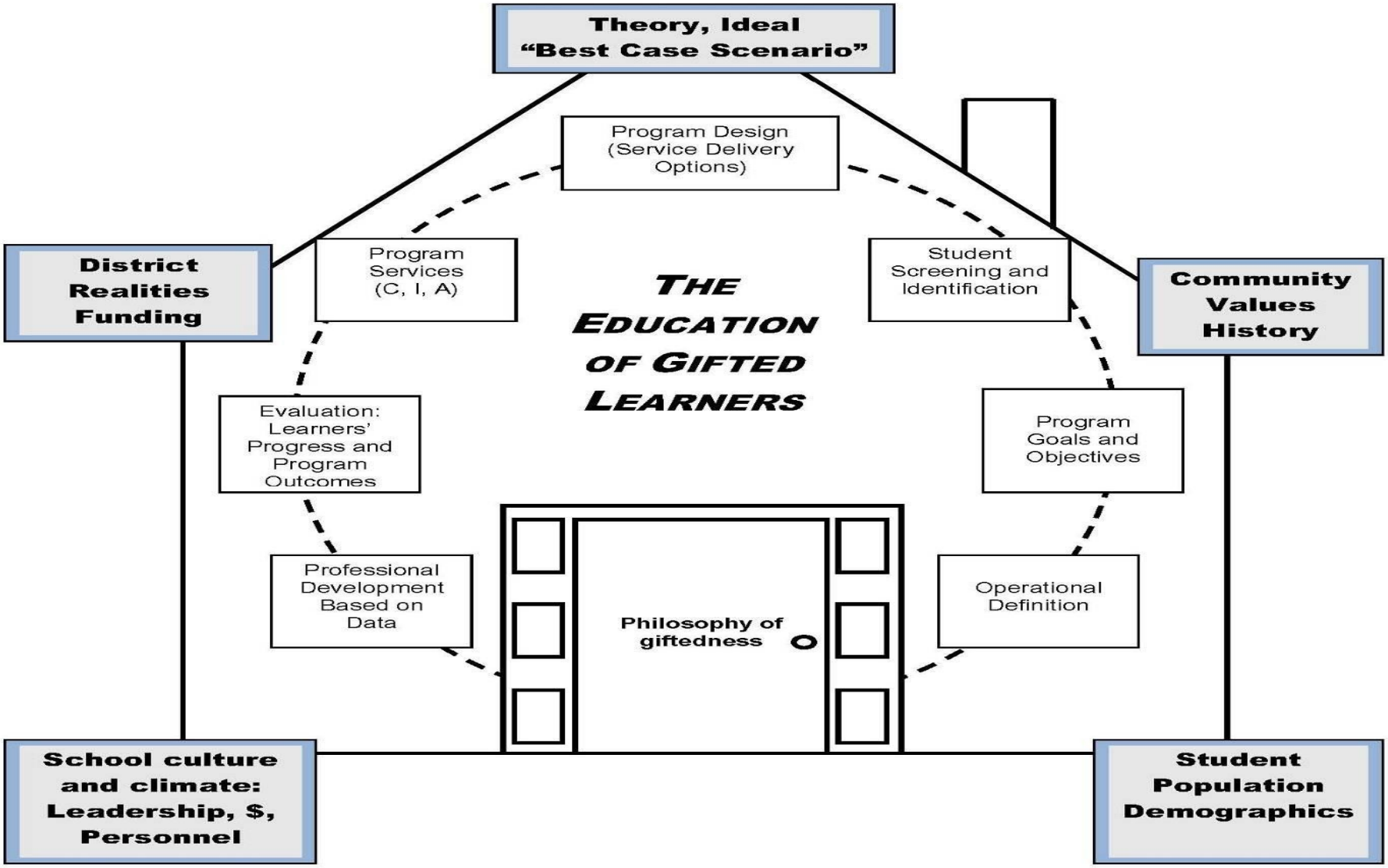
POSITIVE EFFECTS OF GROUPING FOR GIFTED STUDENTS

Approach	Effect Size Growth beyond the regular academic year E = Elementary and S=Secondary
Full time ability grouping	.49 (E) and .33 (S)
Within class ability grouping	.34 (E and S)
Regrouping for specific instruction	.34 (E) and .79 (S)
Cluster grouping	.59 (E) and .44 (S)
Multiage classroom	.49 (E) and .46 (S)
Like ability cooperative groups	.28 (E and S)
Mixed ability grouping	0

Rogers, K (October 2011). Presentation at the Washington Association for Educators of the Talented and Gifted conference.

Option	Number of Studies	Academic ES
Early entrance to school	68	.49
Subject acceleration	21	.59
University-based programs	11	.23
Distance learning	3	.33
Cross-graded classes	15	.45 (.46)[a]
Advanced Placement or International Baccalaureate classes	22	.29
Dual enrollment	36	.32
College in the schools	4	.29
Mentorships	15	.57
Grade skipping	32	1.00 (.56)[b]
Grade telescoping	28	.45
Nongraded or multiage classes	20	.43
Credit by examination	13	.59
Early admission to college	37	.35
Full-time ability grouping	32	.49 (.33)[c]
Performance grouping	16	.34
Within-class grouping	9	.34
Cluster grouping	13	.62
Peer-tutored dyads	5	0.00
Like-ability cooperative groups	3	.26
Curriculum compacting	13	.83 (.26)[d]
Credit for prior learning	15	.56

Rogers, K. (2007). Lessons Learned About Educating the Gifted and Talented: A Synthesis of the Research. Gifted Child Quarterly, 51(4), p388.



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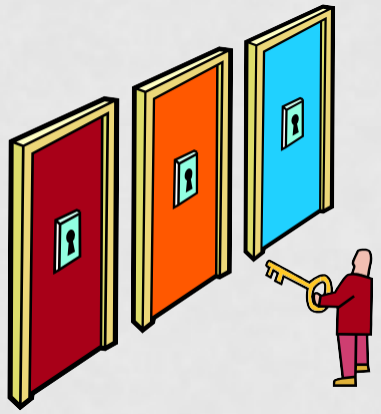
PROGRAM PHILOSOPHY

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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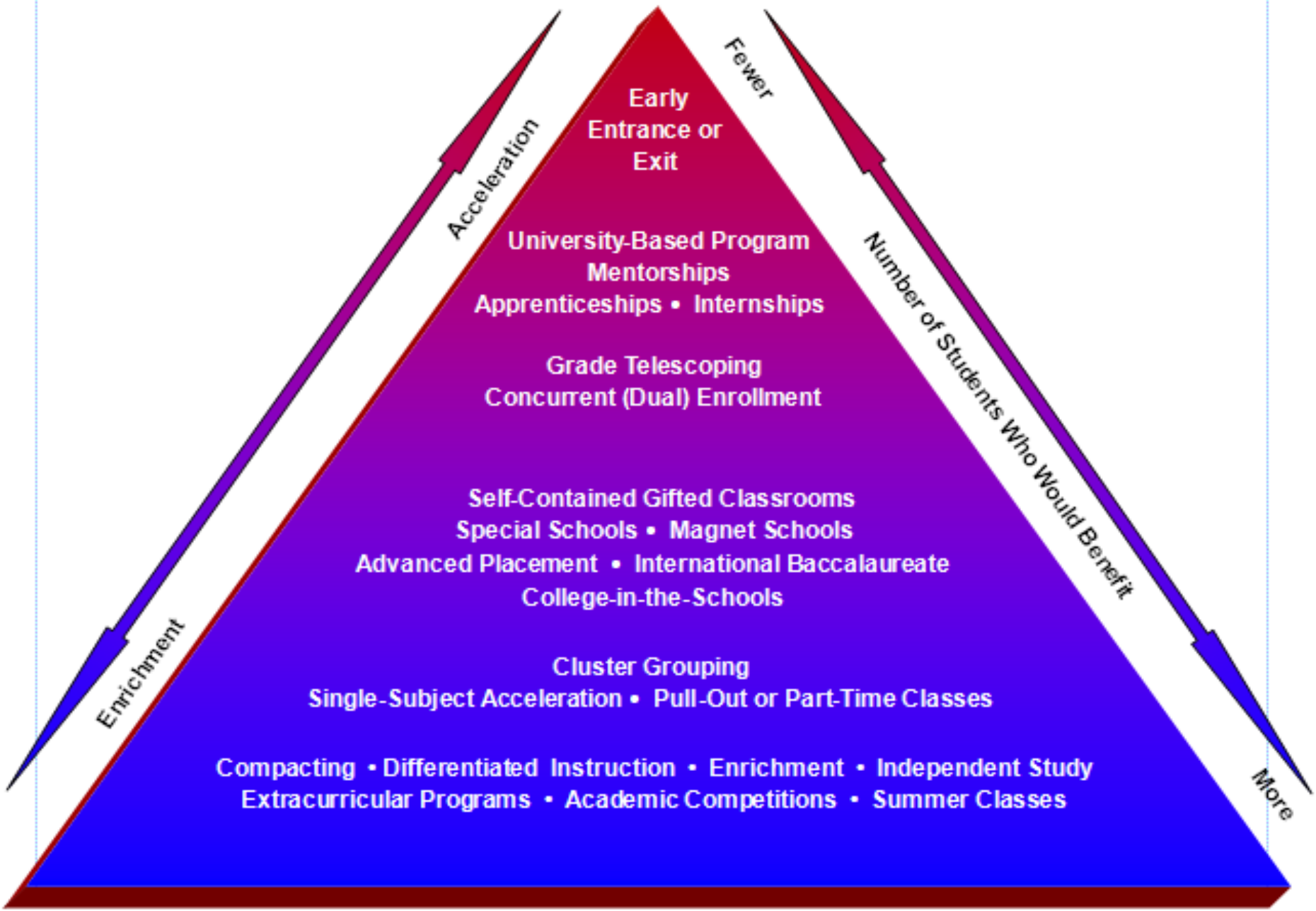
WHAT DOES A K-12 CONTINUUM OF SERVICES INCLUDE?

Differentiation for Highly Capable Students



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

Gentry, M. and Mann, R. (nd). *Total school cluster grouping and differentiation: A comprehensive, research-based plan for raising student achievement and improving teacher practices.* Powerpoint companion to the book.

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.

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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

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EXAMPLE OF A CLASSROOM COMPOSITION FOR THE TOTAL SCHOOL CLUSTER GROUPING MODEL

30 students in two classrooms	Group 1: High Achieving	Group 2: Above Average Achieving	Group 3: Average	Group 4: Low Average	Group 5: Low
Class A	6	0	12	12	0
Class B	0	6	12	6	6

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

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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).

From Gentry (M. and MacDougall, J. (nd). Total school cluster grouping. P. 12.

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**

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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

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GENERAL EDUCATION BORROWS GIFTED EDUCATION STRATEGIES: STUDENTS BENEFIT

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

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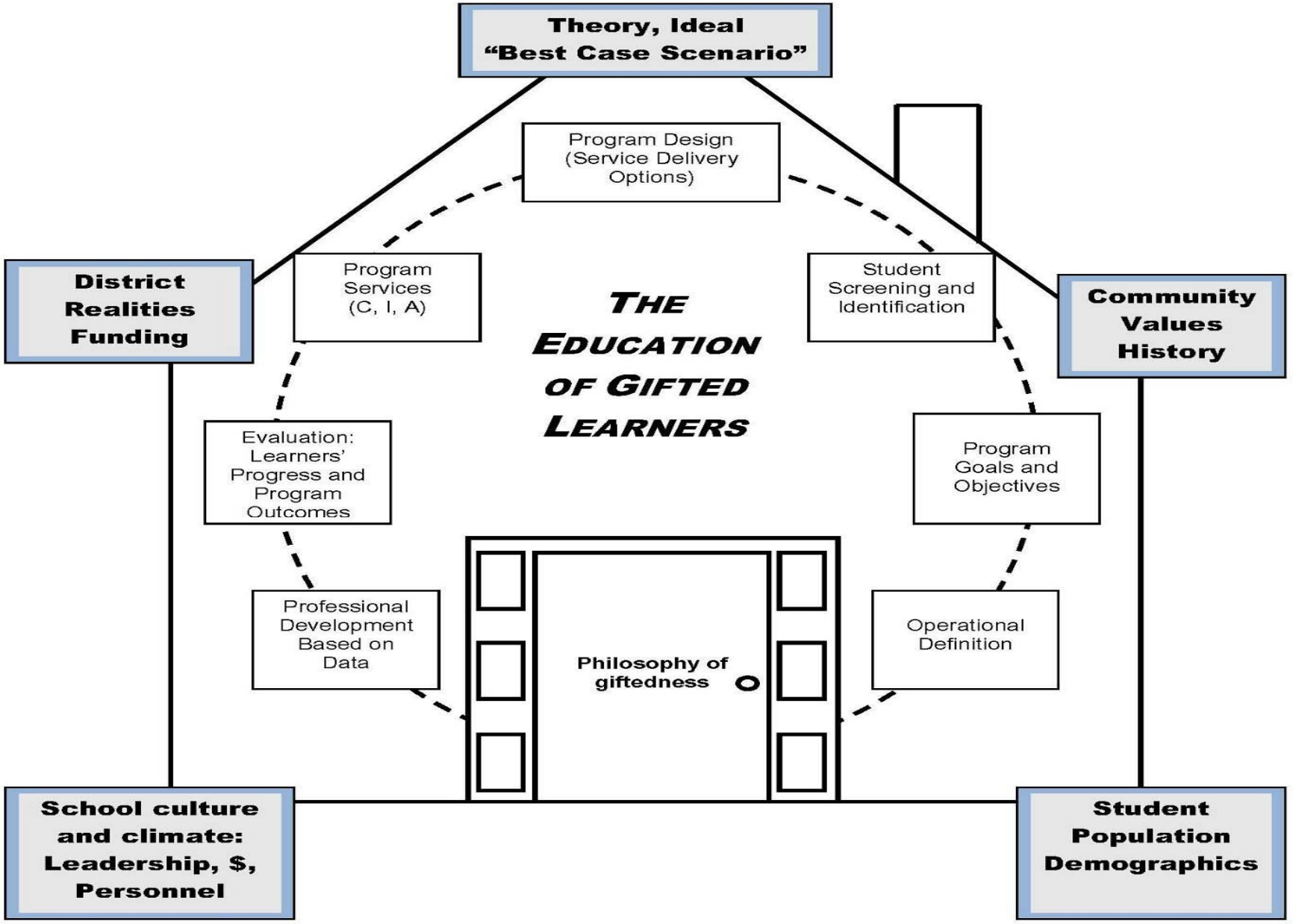
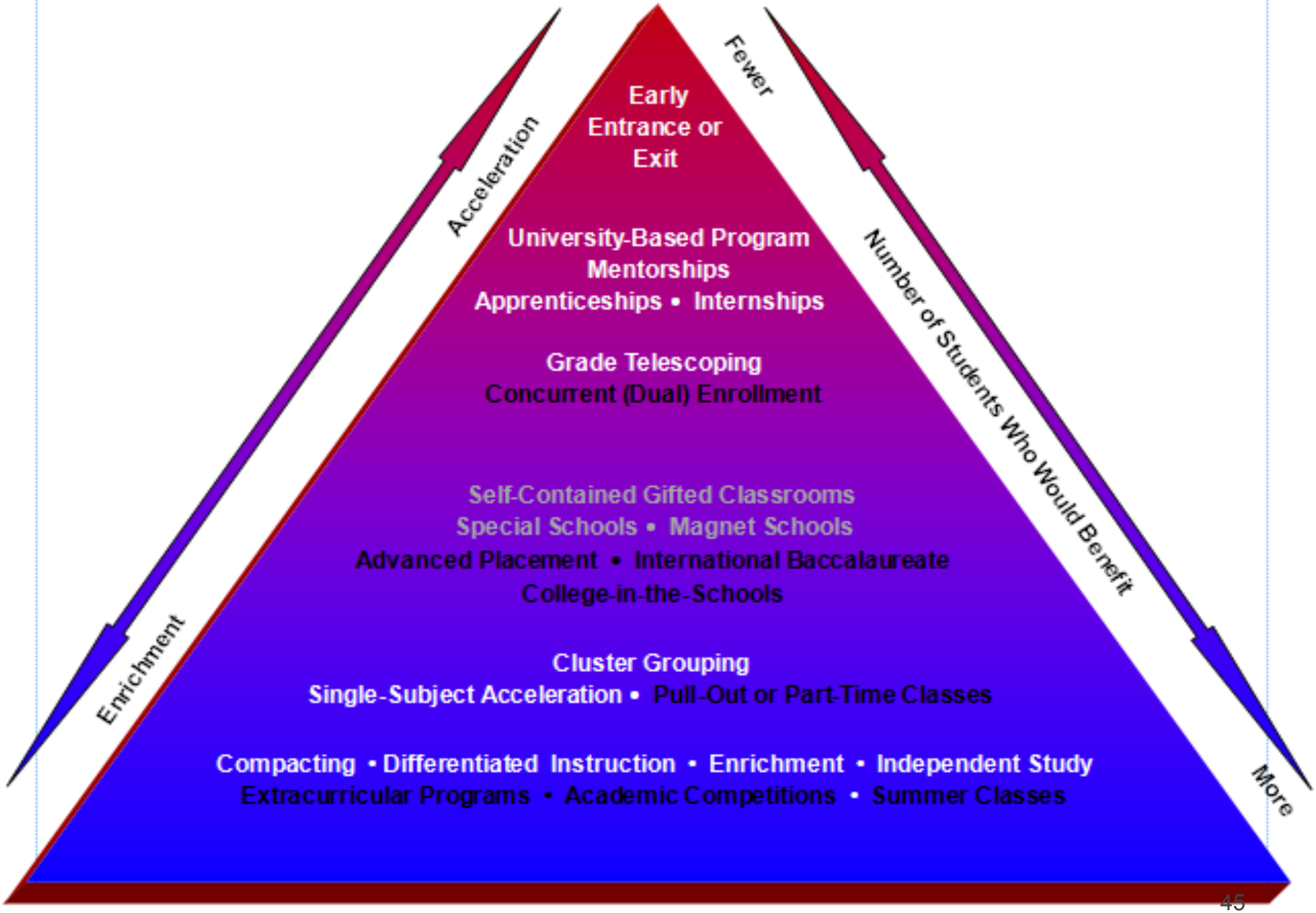


Created By: Catharine Brighton (2010)

Programming Services & Options for Highly Capable Students



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

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

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

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

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

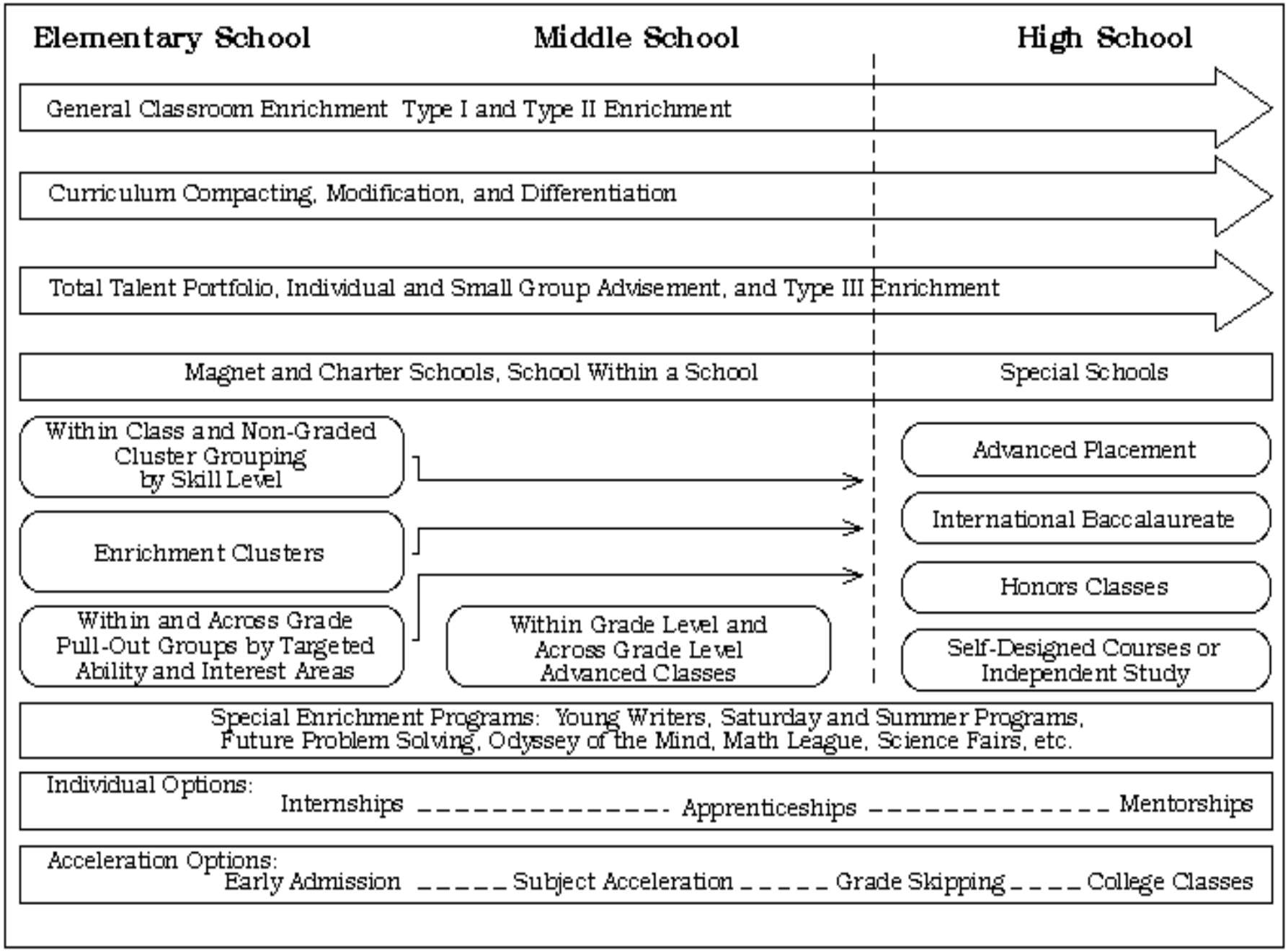
- Academic competition preparation
- Optional interest based experiences run by community members to share expertise
  - Creative writing
  - Dance
  - Biology
  - Chess club

EXAMPLE: MID-SIZE DISTRICT

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

EXAMPLE: LARGE DISTRICT

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



Reis and Renzulli, (nd). The schoolwide enrichiment model: A focus on student strengths and interests. Retrieved from http://www.gifted.uconn.edu/sem/pdf/Systems_and_Models-ReisRenzulli.pdf

ENDLESS POSSIBILITIES AND PROMISE!

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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.

WAC 392-170-036
DEFINITION OF LEARNING CHARACTERISTICS

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.**

WAC 392-170-036
DEFINITION OF LEARNING CHARACTERISTICS

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.

WAC 392-170-030
SUBSTANCE OF ANNUAL SCHOOL DISTRICT PLAN

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.

WAC 392-170-030
SUBSTANCE OF ANNUAL SCHOOL DISTRICT PLAN

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.