



Welcome

Shoreline HiCap Advisory - May 3, 2018



Committee Norms



Ask questions

Engage fully

Integrate new information

Open your mind to diverse views

Utilize what you have learned

And always

Speak **YOUR** truth



Agenda

1. Activator - *Getting to know our team*
2. Review and connect with priorities
3. Review and provide input on teacher feedback tools used in student selection process
4. Consider and provide input on key themes for parent survey
5. Nuts & Bolts



Activator

Getting to know our team



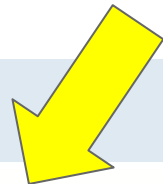
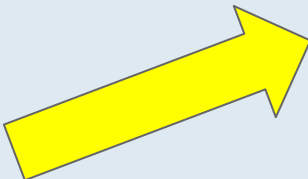
Review & Connect with Priorities



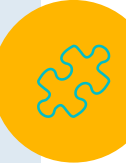
1 st Priority	2 nd Priority	3 rd Priority	4 th Priority
Survey or way to hear from community how well new services are meeting needs of students.	Feedback on selections/appeals processes	Reviewing student data from students participating in new programs (walk to math, ELA)	
Reflect on and provide feedback on changes to program.	Equitable access to services.	Getting kids identified even if they want to stay at home school.	
Collect and reflect on feedback on the changes.	Program Guidance.	Parent communication (current+potential/future HiCap parents)	
Look at other models for math instruction e.g. compacting vs. skipping	Evaluate and support new home-school programs – teachers and administrators.	Ways to connect families of gifted students in home schools for peer groups.	Teacher training in math and ELA
Research the option or a continuum of services.	Learn about equity issues in math instruction.	Getting kids identified even if they want to stay at home school.	
Be able to see and understand the big picture and be able to identify and collaborate on solutions to improve implementation and outcomes.	Envisioning/Imagining program development. Guidance.	Bridge the gap between district and community by being communicators (listening and sharing) Seek representative input/feedback.	
Coordination between HiCap, district, SHAG, parent group, PTAs, etc.	Kindergarten.	Look at alternative options for serving HiCap (depth vs. acceleration)	
Have reliable and concrete information and knowledge of what is happening to be able to talk with other parents.	Family nights?		
Improve communication with parents and teachers (timely, results, expectations, next steps, etc.)	Clarify programs at schools.		
	Way to strengthen connection and		



Review & Connect with Priorities



1 st Priority	2 nd Priority	3 rd Priority
Survey or way to hear from community how well new services are meeting needs of students.	Feedback on selections/appeals processes	R fr p p E
Reflect on and provide feedback on changes to program.	Equitable access to services.	C e a
Collect and reflect on feedback on the changes.	Program Guidance.	P (H



Task #1

Provide input for Teacher Selection Tool



Task #1

Provide input for Teacher Selection Tool



Renzulli Scales

Developed by Joseph Renzulli, currently Director of Center on the Gifted and Talented, University of Connecticut

Developed around 1986; based on a body of research about characteristics exhibited by gifted/creative/productive individuals

CLED Scales

Developed by Minnesota Public Schools and University of St. Thomas.

Developed around 2007; based on a review of research on the characteristics of culturally, linguistically, and economically diverse gifted learners. 3 year study to correlate identification with this scale versus other methods.

HOPE Scale

Developed by Purdue University and Gifted Education Research Institute.

3rd revision of scale in 2009; designed to measure to very broad categories: Social and Academic components of giftedness and talent.



Task #1

Provide input
for Teacher
Selection Tool



With a partner:

- **Partner A** reviews **HOPE** scale
- **Partner B** reviews **CLED** scales

Working **individually**, both partners:

- Note connections between new scale and Renzulli Scale.
- Highlight unique characteristics on new scale





With a partner:

Task #1

Provide input
for Teacher
Selection Tool

1. **Share** what you marked and noticed
2. **Discuss:**
 - What might we be missing about students that these scales would help us notice?
 - Which scale would help us the most in finding highly capable students we might not currently be identifying?
 - Could either scale replace the current scale or should it be used in addition?



Task #2

Identify key themes for parent survey



Task #2

Identify key themes for parent survey

What would we want to know from parents about....

- Testing and identification
- Neighborhood school services
- Magnet school services
- Secondary school services



Task #2

Identify key themes for parent survey



Protocol

- Brainstorm on own
 - One idea per card
 - Any category
- In group (2-3)
 - Card sort into categories
 - Identify similar / like ideas within a category



Task #2

Identify key themes for parent survey

Protocol

- Large group share out
 - Share your common ideas using “novel ideas protocol”
 - Documented on chart paper



Task #2

Identify key themes for parent survey

Viewing from another lens

- Is there anything we are missing?
- Any topics/questions that would not give us meaningful / actionable feedback?



Nuts & Bolts



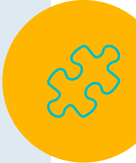
Feedback



Additional questions to guide our work? New wonderings....

Insight I am taking away from tonight's meeting...

Feedback??



Next Meeting



Thursday, May 31

