



4:00 Opening & Introductions

Present: Maria Stevens, Jennifer Etter, Becki Frisk, Jill Steinberg, Susan Campbell, Eden Jordon, Silje Sodal, Lanaya Waldron

Absent: Josh Frank, Rochelle Libby, Susie Gallin LaClergue, John Simard, David Tadlock

Opening

- Welcome & Introductions
 - Team building activity/activator
- Agenda review
- Shared results of activity from meeting #1 where participants brainstormed initial ideas for our work.

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		

Provide Input on Teacher Feedback Tool

- Jennifer Etter provided an overview of the current teacher feedback tool (Renzulli Scales) and 2 potential new scales (CLED scales and HOPE scale)
- The new scales are specifically designed to help identify students traditionally underrepresented in highly capable programs. Culturally, Linguistically and Economically Diverse (CLED) scales consist of 2 scales one with criteria designed to specifically describe characteristics highly capable ELL/culturally and linguistically diverse students exhibit and one with criteria designed to describe characteristics of students in poverty/economically diverse students. The HOPE scale was also developed to help identify underrepresented students.
- Participants engaged in an activity where they reviewed each new scale with a partner and compared it with the current Renzulli scale looking for areas of overlap and characteristics that were unique to the new scales.
- Participants then discussed:
 - 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?
- Participants feedback indicated:
 - While they appreciated the brevity of the HOPE scale, the characteristics were too vague to provide useful feedback for identifying students and would be difficult for teachers to interpret and be consistent in rating.
 - CLED scales had many criteria not present on the current scale and would provide useful information in identifying students we may currently be missing. These scales would work well in addition to, but not as a replacement for current feedback tool.
 - The current scale seems long and repetitive. Could we explore asking teachers to provide one score for each category rather than each individual criterion?

Closing

- Review agreements and next steps
- Provide feedback
- Nuts & bolts

5:30 Adjourn