



Highly Capable Guide
Woodland School
District

Highly Capable Guide

A Handbook for parents and teachers

Woodland School District 404
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Dear Parent and/or Teacher,

This handbook was prepared to provide information to you about Woodland's Highly Capable Program (Hi C). The handbook is a source of information about the identification process, various policies and objectives that will assist the parent and teacher. The program is designed to meet the unique academic, social, and emotional needs of intellectually gifted students. Woodland is excited about this program and it is our hope that all involved will continue to call upon students to excel.

Sincerely,

Jake Hall, Executive Director of Learning
Supports and Alternatives
Woodland School District

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About the Highly Capable Program (Hi C)

The Hi C program was created to address the special needs of gifted students, building on their strengths and potential, providing a program which challenges them intellectually, enriches them, and gives them opportunities to interact with other gifted students and be challenged by them. We work to provide a differentiated curriculum which makes students think analytically, logically, and creatively. We challenge them to solve problems, make decisions and explore their own interests. We provide a stimulating environment where expression of ideas is encouraged and positive risk-taking is valued.

Hi C is a state grant funded program that requires the district to meet all guidelines provided in Washington Administrative Code (WAC) 392-170. Gifted education services are not extracurricular, a reward for good work or behavior, or just something to do if a child finishes class work early. The gifted education program is an educational intervention designed to meet the academic, social, and emotional needs of a small percentage of a school's population.

The state of Washington has changed the laws about providing highly capable education services in our state. Beginning with the 2014-2015 school year, all districts are required to provide highly capable programs and services for identified students Grades K-12. The following is the new definition of Highly Capable for our students.

WAC 392-170-035 Definition – Students Who Are Highly Capable

- Students who perform or show potential for performing 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 – Learning Characteristics

- Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations.
- Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers.
- Creative ability to make unusual connections among ideas and concepts.
- Ability to learn quickly in their area(s) of intellectual strength.
- Capacity for intense concentration and/or focus.

Continuum of Highly Capable Program Services

Program Option for grades K-4: At the elementary level students will be served through classroom opportunities and differentiated instruction provided by the classroom teacher. Differentiated instruction is a researched based method of teaching that addresses the individual needs of the student and includes special teaching strategies for modifying curriculum content, pace, process, products and learning environment. New state common core standards have set guidelines for instruction for all students in higher level thinking skills, including critical thinking, problem solving, interpretation, analysis and evaluation. Our primary effort is to support teachers in developing more varied and flexible approaches toward grouping, and instruction to better meet the needs of a wide range of learners in their classrooms. Consultation with the building learning coaches, gifted coordinator or building principal is provided to support teacher efforts at differentiating instruction for highly capable learners. Curriculum adaption is also considered, as well as compacting curriculum, clustering students of like academic ability, and other best practices. Exceptionally highly capable gifted and talented learners are viewed on individual need-based criteria and needs are met accordingly.

Program Options for grades 5-6: Qualified students are placed in one of two Science & Engineering program options.

·Semester 1-Grade 5: Students will participate in the Junior Science Olympics competition sponsored by Clark College in November. The first part of the semester will concentrate exclusively on this competition. After the competition students will receive in introduction to programming using a language called “Scratch” that was developed at MIT to teach students the principles of how to write a well thought out computer program.

·Semester 2-Grade 6: Students will learn how to design, build, and program robots using Lego Technix pieces. This is very open-ended as there is no one correct way to build or program the robots. There are multiple possible answers to the problems that will be posed. Each student will be assigned their own LEGO Mindscapes robotics kit to use. Based on performance, students may be asked to join the Woodland Middle School Lego Robotics Team.

Year Long:

The Science and Engineering class curriculums will focus on the basic principles of both in order to address solutions of real life problems. Each section of the class will culminate in the presentation of projects by the students.

Program Options for Grades 7 & 8:

·Lego Robotics Classes: Students will learn how to build and program robots that are made out of Lego Technix pieces. This is a very open ended class, as there is no one correct way to build or program the robots, and there are thousands of correct answers to the problems that will be given. Many of the problems will come from either this year's Lego robotics competition or last year's Lego robotics competition. This work will be done in teams with no more than two members to a team. Some students may decide to try out for our Lego robotics team that competes at local and state competitions in the fall and winter.

· Animation: We will be using a programming language called Alice that was developed by Carnegie Mellon University to help students learn thinking, problem solving and how to create animated worlds. Students will learn the steps in creating an animation, and groups of students will create and animate a story of their own.

- Algebra 7 & 8
- Geometry 7 & 8

For Highly Capable Students in Grades 7-12:

At the middle and high school levels, highly capable support services generally include differentiation in all classrooms, great elective offerings at each school, and adaptations to the general curriculum as needed. In the middle and high school all teachers are encouraged to use their knowledge of highly capable characteristics and needs to best support their students. Teachers are encouraged to use an interdisciplinary curriculum developed around higher order reason, constructing meaning through inquiry, advanced content and concepts, and relevant issues and themes. Many cognitive learning models are employed, such as concept mapping with literature and vocabulary webs.

Program Options for grades 9-12:

Acceleration and counseling are available for highly capable students Grades 9-12. Advanced Subject Placement, Honors, Pre-AP/IB courses are offered and encouraged for students identified as highly capable.

In order for students to participate in the pull-out programs, they must be able to comply with and adhere to homeroom classroom expectations and be self-managers of their behavior. Students are required to attend all Hi C classes as outlined in the Highly Capable Program Guidelines. Unless some concern arises from the teachers or parents, continued participation in the Hi C Program will be automatic.

Characteristics of the Gifted Child

There are certain characteristics or behaviors that are indicators of giftedness. Not all gifted children will exhibit every characteristic and some gifted children will not exhibit any consistently. Some common characteristics of gifted students are:

- Superior reasoning powers
- Persistent intellectual curiosity
- Wide range of interests
- Markedly superior in quality or quantity of written and/or spoken vocabulary
- Reads avidly and absorbs books well beyond his or her years
- Learns quickly and easily and retains what is learned
- Shows insight to arithmetical problems that require careful reasoning and grasps mathematical concepts readily
- Has a keen sense of humor
- Sets high standards for self
- Gets excitement and pleasure from intellectual challenge (Giftedness, 1990).

All children may exhibit these traits. Gifted students possess these characteristics to a much greater extent than do other students of the same age, background, and experience. Gifted students also exhibit them in a more consistent manner and to a degree that they require modifications to their educational plan for further development to occur.

The characteristics noted above are not always exhibited positively. These students are not always the “teacher pleasers,” good students who get straight A’s and behave in the classroom. A child who is highly verbal may talk constantly, use language to show off or gain attention, or use inappropriate language. A curious child may be unable to focus on a task or assignment chosen by the teacher. An idealistic child may question decisions and directions made by the teacher. When these students’ unique needs aren’t met in the classroom, they often do poorly academically, although they have the ability to do well, and they often misbehave. Teachers and parents can misinterpret the bad behavior and fail to recognize the underlying reason for it – frustration or boredom.

The following characteristics are normally evident in gifted children.

Gifted Children.....

- | | |
|---------------------------|--------------------------------|
| --Are curious | --Like to collect things |
| --Have a large vocabulary | --Are independent |
| --Have a long memory | --Are creative and imaginative |

- Sometimes learn to read alone
- Have a keen sense of humor
- Are persistent
- Sustain interest in one or more fields over the years
- Are interested and concerned about
- Are original
- Like older children when very young
- Are leaders
- Have talent(s) in art, music, writing, drama, dance
- Produce work which is fresh, vital, and unique
- Invent and build new mechanical processes
- Apply learning from one situation to another

- Are healthy and well coordinated, but some may be delicate
- Learn easily
- May be bigger and stronger than average
- Develop earlier
- Enjoys complicated games world problems
- Analyze themselves, are often self-critical
- Do the unexpected
- Set high goals and ideals
- May appear different
- Create new ideas, substances, and devices
- See relationships and draw sound generalizations
- Often run counter to tradition
- Continually question the status quo
- Solve problems on a superior level, divergently, innovatively

**This checklist is reprinted from the National Association for Creative Children and Adults, 1975 by Ann Fabe Isaacs

But Then

Some of the characteristics of gifted children mentioned above can result in problems in the classroom. These problems don't make the student any "less gifted" but might make working with the student less than enjoyable, at times. Below are some difficulties that might result from generalized characteristics.

GIFTED.....

- High energy and motivation; interested in problem solving
- Broad knowledge and interest range
- Large vocabulary and advanced verbal ability
- Independent

BUT.....

- Resistant to drill and repetition (even though there may be gaps in basic skills)
- Appears to be a "know-it-all"
- Dominates conversation; escapes into verbalism
- May rebel against direction; preference for

solitude (a “loner”)

- Has high level of conceptualization
- Has intellectual curiosity
- Diversity of interests
- Pleasure in intellectual tasks
- Is creative, inventive
- High level of awareness and sensitivity
- Analytical and/or critical thinker
- Doesn't pay much attention to detail
- Bored with simplistic explanations
- Hops from one interest to another; doesn't do assignments already known
- Impatient with "busywork"; doesn't do assignments already known
- Rejects class content, convergent lessons, or traditions
- Very sensitive to criticism, peer group rejection, low self-esteem; perfectionism
- Frustrated with inactivity, hypercritical of others---and self

WOODLAND SCHOOL DISTRICT

Highly Capable Teacher Pre-referral

Directions: *Think about the students in your classroom as you read each of the following sections. For each section, list the student(s) who come to mind.*

ADVANCED LANGUAGE: (Unassumingly and appropriately displays an advanced vocabulary and an ability to use more complex language effectively in a variety of situations.) **Some possible behaviors may include:** unassumingly uses multi-syllable words; uses similes, metaphors, or analogies; modifies language for less mature children; uses language to teach other children; uses verbal skills to handle conflicts or to influence behavior of others; expresses similarities and differences between unrelated objects; uses time concepts.

Names of students who come to mind are: _____

ANALYTICAL THINKING: (Demonstrates an ability to discern components of a whole. The student may not be “organized”, yet enjoys organizing and planning events and procedures.) **Some possible behaviors may include:** analyzes classroom tasks; is unusually attentive to details in environment; sees cause and effect relationships; takes apart and reassembles things and/or ideas with unusual skill; expresses relationships between past/present experiences; makes up or expands songs, stories, and riddles about learning experiences; organizes collections of things.

Names of students who come to mind are: _____

MEANING MOTIVATED: (Shows curiosity and an inner drive for thorough, independent understanding.) **Some possible behaviors may include:** keeps at an issue until it makes sense; asks penetrating questions; is curious, asks how, why and what if; displays unexpected depth of knowledge in one or more areas; asks questions about words (in print or oral language); remembers; has accelerated task commitment and energy when learning; wants to do things on own; independent.

Names of students who come to mind are: _____

PERSPECTIVE: (Displays an ability to understand and incorporate unexpected or unusual points of view through oral language, writing, manipulative, and/or art.) **Some possible behaviors may include:** see another’s point of view; unexpectedly demonstrates dimension, angle, or perspective in art; creates interesting shapes or patterns; sees the “big picture” in a variety of situations.

Names of students who come to mind are: _____

SENSE OF HUMOR: (Demonstrates understanding of higher levels of humor and application of a finely developed sense of humor.) **Some possible behaviors may include:** says or does something indicating a finely developed sense of humor; catches an adult’s subtle humor, uses figurative language for humorous effect; understand and uses puns and riddles; “plays” with language.

Names of students who come to mind are: _____

SENSITIVITY: (Intensely sensitive to the needs and motivation of others.) **Some possible behaviors may include:** spontaneously takes action to help someone in need; uses empathic statements; has a strong sense of justice; has high expectations of self and others.

Names of students who come to mind are: _____

ACCELERATED LEARNING: (Demonstrates mastery and an ability to learn and understand material and concepts beyond the facts and knowledge typical and expected for that age group.) **Some possible behaviors may include:** rapidly accelerates learning after onset; categorizes by more than one attribute; has unusual ability to comprehend symbols (musical, numeral, alphabet, maps); reads consecutive passages at an advanced reading level and explains meaning of what is read; has unexpected mastery of numbers; has unexpected understanding of mathematical concepts; understands relationships of coin denominations.

Names of students who come to mind are: _____

Look over the names of the students you have listed, if any, above. Is there a name which appears in more than one category? Consider if this might be a student(s) who is highly capable and should be referred for testing. Next, review the “Bright Child/Gifted Learner” and the “What We Like/What we May Find Irritating” below. Again, think about those students who come to mind and consider referring those students. Finally, see the district Hi C program website for Referral Packets (or on page 21 of this document) for those students you feel may be gifted and may benefit from participation in the Highly Capable Program

BRIGHT STUDENT/GIFTED LEARNER CHARACTERISTICS

BRIGHT STUDENT	GIFTED LEARNER
Know the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet test well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for master
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Janice Szabos, Challenge, 1989, Good Apple, Inc., Issue 34

ABOUT GIFTED CHILDREN

What We Like	What We May Find Irritating
Learns rapidly and easily.	Can easily become bored with routine assignments and tasks.
Has keen powers of observation, is alert.	May notice too much.
Good memory.	Dislikes repetition, routine and drill.
Has large vocabulary.	Can make other feel inadequate.
Is highly imaginative.	Is less inclined to follow the ideas or organization of others. May want to do things his/her own way.
Has a high degree of curiosity. Asks many questions.	Constant questioning can be irritating and/or threatening.
Reasons things out, thinks clearly, recognizes relationships, comprehends meanings, and makes connections.	May see relationships other do not see and want to spend large amounts of time discussing all of this.
Has longer interest and attention span.	Sometime doesn't want to stop, or may not be interested in what you want them to be.
Can often form generalizations and use them in new situations.	May notice inconsistencies and bring them to your attention.
Has greater than average ability to grasp abstract concepts and see abstract relationships.	Can get lost in pursuing own thoughts. May daydream or appear inattentive.
Enjoys reading, usually at an advanced or technical level.	Always has nose in book.
Has a good sense of humor.	Can make jokes at others expense.
Is creative – can use material, words or ideas in new ways.	Sometimes at inappropriate times.
Has a strong desire to excel.	Wants to be BEST. Can be easily or deeply upset by mistakes or perceived "failure".

Procedure for Identification and Placement

REFERRAL

There will be 2 referral windows held for highly capable nominations. Each fall we will take nominations for kindergarten students. In January we will open a two month referral window for grades 1-12 during which time anyone (parents, teachers, media specialists, friends, family, acquaintances, members of the community, cohorts, etc.) may refer a student for a screening. The timeline and dates are also posted on the district website and will be announced in building newsletters and posted on the district website.

SCREENING & EVALUATION

These students are given the CogAT 7 Screening tool for gifted and talented programs. A student must score at the 90% to qualify to move onto the next phase of evaluation for identification. All students complete an ability test, the Cognitive Abilities Test 7(CogAT 7) which provides information on how they solve problems using verbal and non-verbal reasoning skills. Ability tests are considered a representation of the ability to learn new tasks, reason and solve problems. Once a child has been admitted into the program, no future testing will be required. In order for students to participate in the pull-out programs they must be able to comply with and adhere to homeroom classroom expectations and be self-managers of their behavior to fully partake. Unless some concern arises from the teachers or parents, continued participation in the Hi C Program will be automatic.

Students' who transfer from another state-approved gifted program in another school will automatically be eligible for our program, provided the criteria used to identify them meets or exceeds our own.

PARENT PERMISSION

An invitation is extended to identified students and permission to participate is obtained from parents. If a student or parent decides to end placement, the request must be made by both the student and parent using the "Request to End Program Placement". This request must be placed by the parents, and submitted to the Hi C Program Director.

PLACEMENT

Student's grades 4-6 are placed in the program for the upcoming school year if eligible.

CogAT Screening

All students referred will be administered the 40 minute screening test to determine if further Hi C testing is warranted. Students must score 90% or higher.

COGNITIVE ABILITIES TEST (CogAT7)

- It a nationally recognized test to help determine giftedness in students by Riverside Publishing.
- It a group test not an individual test.
- Must be given by district teachers/testers not private psychologists.

Purpose

- Provides information on the level of development of general and specific cognitive skills of students from kindergarten through grade 12.
- Measures the development of both inductive and deductive reasoning abilities that are crucial for success in school.
- Appraises general abstract reasoning abilities and a student's capacity to apply these to verbal and nonverbal cognitive tasks.
- Students will need to score above the 98th percentile to qualify as "gifted."

K-8th Grade Students

Kindergartners and first grade students will have questions read to them. Questions are multiple choice and they will circle the answer they feel is correct. Second grade students read questions and circle the answer in the workbook. Third through eighth grade students will bubble answers on answer sheet.

Verbal Battery

The verbal battery tests a student's vocabulary, as well as his/her comprehension of ideas, efficiency and verbal memory, and ability to discover word relationships. Statistics show a high correlation between high verbal ability and success in a variety of school subjects.

Quantitative Battery

The quantitative battery tests the student's quantitative reasoning and problem solving ability and provides an appraisal of the student's general level of abstract reasoning.

Non-Verbal Battery

The non-verbal battery presents the most novel problems to students. The items on these tests use only geometric shapes and figures that have had little direct relationship to school instruction. The test requires no reading. The non-verbal battery is particularly suitable for obtaining an accurate estimate of development for students who have difficulty with reading, who have limited competency in English, or who have limited opportunities.

Should My Student Study Before Taking the CogAT7?

NO! These tests are not the same as a standardized reading, spelling, and math tests where you know the words or the facts and can get 100%. There is no defined curriculum for the CogAT7. Instead it is about how they think, reason, and come to conclusions. The objective of the CogAT7 is to see if a student qualifies as "gifted".

Curriculum

Gifted Curriculum Rationale

The Hi C program supports the district philosophy by recognizing that the gifted students in the Woodland School District have unique values, needs, and talents. To achieve this we believe that it is necessary for administrators, teachers, students, and parents to take responsibility for the gifted child's education. The gifted program will aid in the development of the gifted student's social, intellectual, physical, and emotional well being thus allowing our students to be productive members of society.

A gifted program allows students regular opportunities to interact with and be stimulated by their intellectual peers. Hi C is committed to enhancing the development of each student's unique potential through activities which are different from and advanced above the regular school program.

Gifted Curriculum Goals

1. Develop critical thinking, reasoning, problem solving, and logic skills.
2. Develop creative skills.
3. Develop communication skills.
4. Develop personal growth and social development skills.
5. Develop the ability to become an independent and self-directed learner.
6. Develop the ability to use advance technologies as a resource and communication tool.

Hi C Science & Engineering classes emphasize:

- ❖ critical and creative thinking processes
- ❖ communication, organizational, study, research, and quality production skills
- ❖ group processes
- ❖ decision making
- ❖ problem solving
- ❖ affective/emotional development
- ❖ self-direction and accountability

Gifted Curriculum Strands

The gifted curriculum will revolve around the following strands:

1. Creativity
2. Problem Solving
3. Research
4. Communication
5. Thinking Skills
6. Affective

Upon completion of this course, students will be able to do the following:

STRAND 1 CREATIVITY

1. Demonstrate the ability to use fluency, flexibility, originality, and elaboration.
2. Demonstrate the use of the brainstorming process in creative problem solving.
3. Show knowledge of various creative thinking strategies by using convergent and divergent thinking processes to complete an original product.

STRAND 2 PROBLEM SOLVING

1. Demonstrate basic understanding of creative problem solving skills.
2. Develop problem solving techniques by participating in group generated solutions to unique situations.
3. Participate in small group activities to generate solutions and ideas through brainstorming.

STRAND 3 RESEARCH

1. Develop skills needed for independent study by defining a topic or issue and participating in group brainstorming of ideas related to a topic.
2. Devise a plan for research (time management).
3. Use appropriate level of resources such as videos, maps, dictionary, atlas, books, computers, surveys, interviews, graphs, magazines, newspapers.
4. Determine relevancy of research materials found by collecting and sorting data and materials related to the topic.
5. Develop note-taking skills.
6. Analyze and organize notes into a meaningful format.
7. Prepare a product to show research findings.

STRAND 4 COMMUNICATION

1. Participate effectively in a group discussion.
2. Communicate verbally by recognizing and practicing techniques of public speaking.
3. Organize a speech by preparing and delivering in a formal audience setting.
4. Give visual presentation (transparencies, posters, bulletin board, videos, electronic media, etc.)
5. Communicate in written format.

STRAND 5 THINKING SKILLS

1. Implement techniques for logical thinking by solving deductive reasoning problems.
2. Develop techniques for critical thinking.
3. Develop techniques for inductive inquiry.
4. Strengthen visual thinking techniques.
5. Develop techniques for studying the nature of thinking by using all levels of Bloom's Taxonomy.
6. Apply techniques for making analogies.

STRAND 6 AFFECTIVE

1. Assess and clarify their feelings on giftedness.
2. Assess feelings about themselves and their peers.
3. Assess feelings about issues.

About the tests...

What is a test of Cognitive ability?"

The Cognitive Abilities Test 7 (CogAT7) is administered in a group by a school psychologist. It takes about 2 hours. The CogAT7 measures the cognitive abilities that relate to a student's ability to learn in school. It assesses students' verbal and non-verbal reasoning skills. Their scores are compared to other children within their age group. No child is expected to know all the answers, however, the test gives us a good indication of the upward limits of your child's ability, and this is helpful for our purpose of identification of gifted students. It also gives us the opportunity to observe how your child approaches a variety of problems that require different verbal and nonverbal skills and abilities, and gives us a glimpse at how he/she functions intellectually.

What is an "Achievement Test"?

Achievement test scores tell how well a student is learning things he/she is taught in school. The MSP test measures progress in math, reading, science, and writing for students Grades 3-10.

Other Tests

The Scales for Rating the Behavioral Characteristics of Superior Students is used as well. This standardized instrument is completed by teachers and provides estimates of a student's characteristics in the following areas: 1) Learning Characteristics, 2) Creativity Characteristics, 3) Motivation Characteristics, 4) Leadership Characteristics, 5) Artistic Characteristics, 6) Musical Characteristics, 7) Dramatics Characteristics, 8) Communication Characteristics (Precision), 9) Communication Characteristics (Expressiveness), 10) Planning Characteristics, 11) Mathematics Characteristics, 12) Reading Characteristics, 13) Technology Characteristics, 14) Science Characteristics.

Hi C Homework Policy

It is very important that students maintain a high quality of work in their regular classrooms. Though most students and their teachers report that Hi C students are capable of keeping up with assignments missed during Hi C day, it is the student's responsibility to find out what those assignments are and to make sure they are completed. The following policy should guide teachers, help reduce the stress associated with "too much" homework, and outline rights and responsibilities of students.

1. Hi C students should be held accountable for tests and concepts missed during Hi C time.
2. Each student should be allowed two days to make up work missed.
3. Whenever possible, classroom teachers should give assignments to Hi C students a day in advance of Hi C program day.
4. Teachers should use their best judgment in determining the need for homework for these students. The obvious rule of thumb says if they understand the concept and can demonstrate such understanding, why do more practice drills? Reducing the quantity of homework assigned during Hi C time should be a goal.

Conflict Resolution

Should a classroom teacher or the gifted education teacher feel that a child is having difficulties as a result of participation in the Hi C program, the steps listed below should be followed until the issue is resolved. Examples of difficulties could be: falling test scores, low classroom grades, poor participation in the gifted education class activities, etc.

STEPS FOR RESOLUTION

1. Classroom and Hi C teachers confer.
2. Conference is held between teachers, student, principal, and/or Hi C Director.
3. Conference is held with teachers, principal, and/or Hi C Director, parents and student. Targets for improvement are set.
4. If the targets are not achieved, a conference is held with all of the above to discuss continued placement in the program.

If a student is to be considered for re-entry into the program, a conference will be held involving the school personnel, parents, and the student.

Student Evaluation

Grades K-3

Communication is maintained through the student's homeroom teacher throughout the year.

Grades 4-6

Written communications may be sent home at various times throughout the year. This may include information on both what your child is doing in the program as well as information on their progress.

Grades 7-8

A more formal grade is used at these grade levels, such as letter grades. On some projects, the student may have input into both the selection of criteria to be used for evaluating as well if this particular project will go into a larger grade or not be averaged in. Some projects may not "be graded" formally at all, but rather the progress and performance of the student discussed with the instructor.

Grades 9-12

Communication is maintained through the student's teachers.

Possible “Pitfalls”

As with any school program, things can go wrong. The following are some “pitfalls” in attitude that all of us—teachers, students, parents—can avoid.

Big Head—Sometimes students develop “headus giganticus” as a result of being placed in the gifted program. They may brag about being in the program or flaunt their talent. Often students who do this are actually unsure of their placement, and afraid they aren’t as good as others think they are. They work overtime trying to convince themselves and others it’s true.

High Anxiety—This is usually short-lived. Upon entering the program, the student is nervous, worried about measuring up, a student enters during the year after a class is established. The student may try too hard or, more often, give up before he/she has begun.

Lower Performance—Sometimes a student’s performance (test scores, homework, etc.) drops after placement in the program. This may be due to faulty perceptions on the part of others.

Unrealistic Expectations-- ...From parents/child... There is no magic in Hi C. We can’t say it changes anyone’s life. The Hi C program is designed to foster some specific skills and attitudes and to provide some acceleration in some areas.

...From teachers... Program students will not necessarily be at the top in every school subject. Performances that had been acceptable in the past may suddenly no longer be good enough after the student is labeled “gifted”.

Poor Communication-- This is a trap that the concerned teachers may fall into—inadequate communication between the program teacher and the classroom teacher about the student’s attitudes and performance.

Realistic Expectations

For Intellectually Gifted In Regular Classrooms

1. According to national figures, 20% of the high school dropouts are gifted. It could be realistic to expect a certain percentage to be unmotivated and dissatisfied with their school experience.
2. It is reasonable to expect classroom work to be average to above average, unless they are working at their instructional level. If they are working at their instructional level, they should be doing above average or better work.
3. It is realistic to expect the child to want to learn for learning's sake, rather than to learn merely for somebody else's standards.
4. It is realistic to expect the intellectually gifted to be an avid reader. They may be reading a book when time is given to complete an assignment, or they may do the majority of their reading away from school.
5. Since they hate drill and repetition, it can be expected that they will rush through that type of work...and make numerous mistakes.
6. It is reasonable to expect some of them to be perfectionists. Their assignments may be handed in late or not at all, because they do not please the student. Time escapes them because all work must be perfect. This often makes them anxious and inhibits them from trying something new.
7. It is realistic for these students to set unrealistic goals for themselves. They expect an extreme amount from themselves. Everyone else expects them to achieve the unachievable; things do not get completed.
8. It is realistic to expect them to have learning strengths and weaknesses as do all children.
9. It is reasonable to expect the intellectually gifted to complete open-ended assignments with evidence of thought; problem-solving, decision-making, judgments, comparisons, etc.
10. It is realistic to expect the balance between the emotional and the intellectual to be uneven – especially for the primary child. Emotionally the child may be 6, but intellectually 11.
11. These students usually have many hobbies and projects outside of school. It is realistic for them to consider these activities far more important than homework assignments.
12. It is realistic to expect the intellectually gifted to be more dependent upon adults because they need adult help in order to complete research or projects.

Unrealistic Expectations

For Intellectually Gifted In Regular Classrooms

1. To expect intellectually gifted to be enthusiastic about drill and repetition.
2. To expect the gifted to excel in every subject area. They have special interests and are usually persistent in following them.
3. To expect the intellectually gifted to do their best with work that is too easy, or that they already know.
4. To expect them to make the best grades. Grades reflect the completion of assigned tasks, not cognitive ability.

Awareness that the preceding pitfalls exist enables the student, parent, or teacher to jump over or go around them. There are other pitfalls, too. With vigilance and communication, we can alert each other of their presence.

What To Do For Your Gifted Child

ENCOURAGE DEVELOPMENT:

- ❖ Adapt for home use some activities used by teachers to stimulate higher levels of thinking.
- ❖ Play more complicated games with your gifted children. For example, while riding in a car, try to find the similarities between things, such as a telephone pole and a sign.
- ❖ Give them time for free thinking. Don't over-schedule them.
- ❖ Let them explore different things to do with household objects. This gives them a chance to do something new with something old.
- ❖ Give them time to be alone and have quiet time.
- ❖ Let them daydream. This is a creative activity they need.
- ❖ Let them be gullible and dumb once in a while, without corrections. Avoid nonproductive remarks such as "A person can't be right all the time," and "See, you aren't too smart".
- ❖ Help them analyze themselves and their environment.

MOTIVATE THEM:

- ❖ Encourage trial and error
- ❖ Encourage novel ideas
- ❖ Encourage goals set by the child and independence
- ❖ Help the child recognize strengths and weaknesses
- ❖ Give constructive criticism
- ❖ Recognize achievement
- ❖ Be enthusiastic and optimistic
- ❖ Give honest evaluations
- ❖ Furnish books that cover a wide range of subjects and reading levels
- ❖ Provide reference materials and laboratory equipment
- ❖ Arrange the child's room to appeal to natural curiosity
- ❖ Make use of resource people in the community
- ❖ Plan field trips and library visits
- ❖ Set aside time for reading
- ❖ Base enrichment activities on the child's interests and hobbies
- ❖ Plan ways to apply what the child has learned
- ❖ Encourage participation in outside activities

PITFALLS TO AVOID:

- ❖ Don't force yourself into a teacher role all the time. Your children want you to be a parent.
- ❖ Don't force your children into the gifted role all the time. There are times when they simply want to be children.
- ❖ Don't encourage goals beyond your child's reach.
- ❖ Don't give wholesale praise. Reserve it for the praiseworthy.
- ❖ In your efforts to encourage self-direction, do not withhold direction and guidance.
- ❖ Don't be afraid to admit your own ignorance about something or be afraid to find someone else who can provide information beyond your knowledge.
- ❖ Don't be afraid to admit mistakes with your children.
- ❖ Don't brag about giftedness, but defend your interest in education for the gifted on the basis of providing appropriate education for all children.

Woodland School District

Highly Capable Program

PARENT INPUT

Name of Student: _____ Grade: _____ Teacher: _____

Highly capable students perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experience, or environments.

My child:

	Consistently	Frequently	Occasionally
Uses imaginative, unusual, or unique ways to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks insightful and/or thoughtful questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes patterns and/or sees relationships between people, objects, or ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses language rich in imagery and/or uses advanced vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learns easily and has an excellent memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is curious about a variety of topics and/or has extraordinary knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes original, creative products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a long attention span and/or is persistent in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature

Date

Woodland School District PARENT INVENTORY

Hi C Program

NAME: _____ **DATE:** _____

GRADE: _____ **TEACHER:** _____

Directions: On the scale below, indicate the degree to which this trait is found in your child.

	Seldom Or Never		Almost Always		
	1	2	3	4	5
1. Is alert beyond his/her years.					
2. Has interests of older children or of adults in games and reading.					
3. Sticks to a project once it is begun.					
4. Is observant.					
5. Other children call him/her to initiate play activities.					
6. Is concerned with details.					
7. Is able to plan and organize activities.					
8. Has above average coordination, ability.					
9. Often finds and corrects own mistakes.					
10. Has a wide variety of interests.					
11. Is able and willing to work with others.					
12. Chooses difficult problems over simple ones.					
13. Sets high standards for self.					

Woodland School District

PARENTS PERMISSION FORM FOR HIGHER TESTING

NAME: _____ GRADE: _____ TEACHER: _____

I, as parent or guardian, have considered the opportunity for my child to be evaluated for possible placement in the gifted program.

_____ I was hereby give my permission for the school to administer the CogAT7 Screener
Initial or the CogAT7 Test for grades 4-12th.

_____ I was given the opportunity for my child to be evaluated for the gifted program, however,
Initial I do not desire to do so at this time.

_____ If my child (grades 4-12) qualifies, I give my permission for them to participate in the
Initial highly capable program.

_____ I understand that students who take the CogAt7 Screener in grades K-3 and qualify
Initial with a stanine score (at or above stanine 7) will need to meet or exceed stanine nine on the CogAt7 test in 4th grade to remain in the highly capable program.

If my child qualifies, I do not wish for them to participate in the highly capable program.

Signature

Date

Please return this form to the Special Services Department promptly.

Attention: Michelle McLaughlin

District Use

Received to Special Services Department and student added to list to test: _____
Date

Woodland Public Schools

Procedures for identification and placement of Highly Capable students:

WAC 392 170 047 – Parental permission:

Parental permission must be obtained in writing before:

- 1: Conducting assessment(s) to determine eligibility for participation in programs for Highly Capable students.
- 2: Providing initial special services and programs to an identified Highly Capable student.

Parental permission notice shall include:

- A: A full explanation of the procedures for identification and program options.
- B: An explanation of the appeal process.

1. Nomination:

There will be 2 referral windows held for highly capable nominations. Each fall we will take nominations for kindergarten students. In January we will open a two month referral window for grades 1-12 during which time anyone (parents, teachers, media specialists, friends, family, acquaintances, members of the community, cohorts, etc.) may refer a student for a screening. "Referral Packets" are located at the end of this document and on the district website. The timeline and dates are also posted on the district website and will be announced in building newsletters.

2. Assessment:

Multi criteria will be used in the assessment of students. All students nominated will be assessed in the following areas: 1. Academic skills 2. Cognitive abilities 3. Creativity

3. Multi-Disciplinary Selection Committee (MSC)

The role of the MSC is to determine the final selection of students to be placed in the elementary program according to WAC392-170. The manager for Highly Capable programs will appoint MSC members. The MSC will be comprised of:

1. Classroom teachers
2. School psychologist
3. District administrator with responsibility for the supervision of the district's program for Highly Capable students
4. Building principal

4. Transfer Students:

Students previously enrolled in a Highly Capable program outside the Woodland School District will be screened to determine if they meet the criteria for enrollment in the Woodland School District program. Previous test information in the student's file will be considered by the MSC.

5. Retesting:

Students may re-test given the following conditions:

1. It has been over 9 months since the student was last tested and
2. The student is enrolled in at least one grade level higher than when they last tested.

6. Notification to Parents:

A letter will be sent to parents with a copy of the assessment results and the MSC's decision for placement in the program. Parents will be notified of appeal rights and procedures.

7. Appeal Process:

Decisions of the MSC can be appealed within 10 days of receiving the test results. The following procedures are in place for an appeal:

1. An appeal form is available on the website or through the Highly Capable program in the special services office.
2. Supporting evidence must be included in the information provided by the individual making the appeal.
3. The appeal will be reviewed by the MSC and the parents will be notified within 10 days after receiving the appeal of the decision.

Highly Capable Program

AGREEMENT FOR PARTICIPATION GRADES K-12

In order to officially enroll _____ in the Hi C Program this form below needs to be completed and returned. Your signature, as well as that of your child, indicates your agreement to the following conditions and expectations:

1. Maintain regular and punctual attendance - no more than five (5) absences or tardies in any grading period;
2. Maintain general education classroom grades of "C" or better.
3. Complete all Hi C projects and assignments according to the specified criteria;
4. Perform at a level consistent with ability;
5. Actively participate in classroom discussions, activities, and lessons at a level consistent with ability;
6. Behave in accordance with Woodland School District guidelines, the school's rules and regulations, and the classroom teacher's established management system. A student's behavior, attitude, or work habits may not interfere with another student's learning.
7. Adhere to the Exit process, which involves submitting a "Request to End Placement" form. Contact the Special Services Department to acquire the form or from the website.
8. All placements are provisional and may undergo periodic review to ensure that each student is demonstrating consistent progress. Should the determination be made that a student is not demonstrating consistent progress, a conference to discuss alternatives will be scheduled with parents, teacher, and the Highly Capable Program Director. This may result in a change of placement.
9. Students who take the CogAt7 Screener in grades K-3 and qualify with a stanine score (at or above stanine 7) will need to meet or exceed stanine nine on the CogAt7 test in 4th grade to remain in the highly capable program. Other factors, such as classroom performance, state testing scores, and teacher input are additional considerations for placement and continuation in the program.

I agree to adhere to the listed conditions and expectations:

Parent's Signature/Date

Student's Signature

Address/Phone

Student's Printed Name

Please Sign and Return to:

Michelle McLaughlin – Administrative Assistant
Special Services Department, Woodland School District
800 Second St
Woodland, WA 98674

Or _____ I have been given the opportunity to place my child in the gifted program, however I do not desire to do
Initials so at this time.

Woodland School District
Hi C Program
Request to End Placement

_____, I, as parent or guardian, give my permission for my student to be removed from the Hi C
Initials Program.

REASON: _____

Parent/Guardian Signature

Date

Student Signature

Date

<p>District Use</p> <p>Hi C Teacher Signature: _____ Received on: _____</p> <p>Received to Special Services Department and student removed from Hi C class list: _____</p>

Please submit this form to the Hi C teacher once completed

Woodland School District 404
800 Second St.
Woodland, WA 98674

Highly Capable Program
Phone: 360-841-2722
Fax: 360-841-2721

Highly Capable Program (Hi C) Appeal Packet

(must be submitted within 10 days of receiving the test score notification)

Directions-

- Any student with test data may pursue an appeal.
- An appeal may be initiated by any interested person on a student's behalf
- A student may be appealed more than once.
- Necessary components of an Appeal include the following:
 - Student Information
 - Student Background – Parent
 - Student Background – Teacher
 - Student Product Sample,
 - Additional test scores, evidence of student achievement (report cards), evidence of extraordinary circumstances may accompany the appeal packet.

Student Information

Name of Student: _____

Address: _____

Phone: Home _____ Parent's work: _____

Current Grade: _____ Teacher: _____

Appeal Initiated by: _____

Name

Relationship

Reason(s) for appeal (check all that apply):

- Error in Scoring
 Testing Bias
 Special Circumstances

Reason(s) for Appeal:

Woodland School District
Hi C Program Appeals

STUDENT BACKGROUND-PARENT

Student Name _____ School _____ Grade _____

1. Describe the characteristics/behaviors/needs of a gifted learner that you have observed with your child:

2. Describe your child's academic progress, interactions with classmates, and special interest areas:

3. Describe how the regular curriculum has been modified to meet your child's special needs:

4. My child's test performance may have been influenced by:

Comments:

Woodland School District

Hi C Program Appeals

STUDENT BACKGROUND-TEACHER

Student Name _____ School _____ Grade _____

1. Describe the characteristics/behaviors/needs of a gifted learner that you have observed with this student:

2. Describe the student's academic progress, interactions with classmates, and special interest areas:

3. Describe how the regular curriculum has been modified to meet the student's special needs:

4. Test performance may have been influenced by:

Comments:

Note: Please attach copies of the most recent report cards, test data and any other supporting documentation.

Teacher Signature/Date