

Highly Capable Advisory Committee Meeting

Agenda and Notes

11/19/15

Board Room

Members: Those not in attendance are in *italics*

Attending: Jeff McCormick, Nicole Bakker, Kristin Haizlip, *Nina Spruil*, Sarah Auerbach, Cheryl Cain, Elizabeth Cromwell, Judy Levine, Kate Garfield, Lisa Deen, Jason Shutt, Erin Morgan, Kristin Nelson, Paulette Manson, Kristin Collins, Abby Marshall, Jill Phillips, Janette Dodge, Warren Read, Sam Cameron, Sheryl Belt

Welcome (5)

Review of norms, roles, and responsibilities (10)

- Reviewed norms on screen

Q&A about October meeting notes (5)

- Asked if there had been any questions on the October notes

Update on identification timeline-- Jeff (10)

- Asked for hands of those involved in CogAT testing and who had not had problems with it. Virtually all schools have had difficulty with the new online CogAT and having same challenges as other districts participating in the testing at this time. Troubleshooting with the help desk. Mostly difficulty with getting students logged in or screen freezing.
- Because of two different test events and now nearly finished with the post-testing, will push back the MDT to Dec 8.
- Jeff shared that after the main group of referred students took the CogAT screener, he reviewed the test scores of those who hadn't qualified to go through to the next level and moved forward those who had other test scores similar to those moving forward for the full CogAT.
- Judy shared and it was later stated as well that there was some confusion about the test window both when it was and some parents thinking there would be another opportunity in the spring.
- Discussion of pros and cons of those students who take practice tests out of school. Kristen Haizlip shared that test prep for the CogAT is done quite frequently in other districts. Amii Pratt shared that she's had parents come in

concerned that they don't want to have to prep their child but feel they must as others are doing practice tests with their children.

- Judy Levine shared that practice tests are often recommended to familiarize students with the test format and concepts.
- Lisa Deen shared the concern regarding the kids who broke down during testing, but Jenn Ledbetter contributed that she didn't have that difficulty with her group. Jeff suggests we put this item on a future agenda to give it the time to discuss in depth.
- Jeff shared the process for the MDT. Have scores that are available for that child based on what we have on them, HOPE scale from teacher and parent input. Do not show schools, names or gender in the decision process. All students in 92%tile and above moved on to take the full CogAT along with those who Jeff had reviewed and had high scores.
- Lisa shared how online test had the ability to adjust how quickly a child could move through the test so those with faster processing could move forward without waiting for everyone. That flexibility was good in differentiating for students.

Share out from differentiation specialists-- (15)

- BHS (Nicole Bakker) shared that testing went well for her overall. A fairly small number of students who had been referred. BHS - Ashley Crandall shared how her program in 9th English. Honors Options are accessible for all students who wish to do it. Gave an example of the options with the study of Romeo and Juliet. Cheryl Cain asked if this work was in addition to the other work, and Ashley said he is trying to keep the workload similar but adding more complex activities. Judy asked about student motivation, is it getting the H (Honors) on the transcript or are they intrinsically motivated? Ashley said a little of both. They had encouraged all students who were interested to take on the Honors option. Ashley said the level of the work in her classroom is different than it had been in the past.
- Jeff asked Kristin Haizlip about the survey she had sent out. She said she wants to share with staff first. Overall, students said they are feeling challenged. From results of survey, staff can discuss program options for next year, etc.
- WMS - Jason not here today. Kristin Nelson reported on testing that seemed to go pretty well overall. Working on building partnership with parents and supporting teachers. Kate Garfunkel shared that in 7th LA/SS, they've been working on creating menus with choices as well as self pacing. Have added some research and extension activities in the projects. Have worked on questioning skills and working with students on developing their own questioning

skills. Kristin Nelson shared that her daughter really enjoys the surveys, being able to play games and get to know peer group, etc.

- Lisa Deen (COS) - testing, working with teachers, feels program is in “infancy” as new Fastbridge and CogAT have taken time. More teachers reaching out for ideas.
- Lisa Deen (COS) - same testing challenges both with program and the process of referral, testing, etc. Want to capture kids but also need time to serve kids.
- Lisa Deen (Sakai) Clustered, Lisa collaborates with teachers. Working on how to get the work done with teachers so they are collaborating. Working more with staff than with parents. When working with teachers, are sometimes asking them to leave their comfort zone and that takes time to build that trust.
- Warren Read (Sakai) Sees lots of things happening and sees room for more growth. Recently pulled out the work they’d done in August prior to school on differentiation strategies to revisit. Strategies taken from the Council for Exceptional Students. Worked with 5th grade team on thinking strategies, students learning to select higher level thinking strategies, creating opportunities for choice, finding the balance of what expectations are for what students need to do in class and what they don’t and how to make those decisions based on the needs of the student. Worked on using Socratic strategies to promote thinking/discussion. Discussed reading levels of books and being aware of what the levels are and what the activities are around it. Tiffany McCann confirmed.
- Judy Levine asked about the students who are not in Tiffany’s group with the higher math students. Placed in other clusters within teams. Not randomly scattered.
- Abby Hoag (Wilkes) - nearly finished with testing but it’s taken a couple weeks. Said the challenges she had with the test were prior to the test starting or needing to reschedule but didn’t affect the actual test sessions. Piloting the M3 curriculum in 3rd grade but hasn’t started in 4th. Jill Queen (art) and 4th grade HC are working on a developing a joint project with Brad Lewis in South Africa. She and Kristin Collins are doing a survey with staff to plan professional development opportunities.
- Redbird up and running. Student doing mostly at home. Working on “productive struggle” each and every day. Working on developing Battle of the Books with the librarians. Core math teacher for 2nd/3rd, supplemental work with 4th.
- Jill Phillips (Ordway) CogAT- the same as in other buildings. Have direct services in place as well as working with teachers. Most strategies are good teaching strategies for all kids. Working to add depth and enrichment to math. Much discussion with teachers on how to help twice exceptional students excel,

etc. Redbird is working. Services can vary in need depending on what students need.

- Judy asked if all elementaries were doing Math Olympiad. Wilkes and Blakely are (and have in past years) and Ordway is not.

SEAL - newsletter came out. HC specialists sent out. Next one in January - every other month. Website should be up in January with contact lists, information, resources. Working on a Facebook page. Working on a Twice Exceptional forum for parents. Want to get this information to SpEd teachers who often work with some of these students and can identify who may also be HC.

Wondering about ELA at middle school that it isn't receiving the same focus as math. Maybe more communication is needed on what is different than in the past. It's harder to explain/share what the differentiation in the project is being. A further discussion on how that can be communicated in a way that helps parents.

Subject area designation starting at grade 4--(15)

Input and discussion. Recommendation to be made at January 21 meeting

- Jeff suggested an MDT data review rather than further testing.

Update about professional development and topics of interest for parents/teachers--(15)

Closing and agenda building-- (5)