HCL PAC

January 19, 2017

Norms of Collaboration

Annotated

1. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing

Using a paraphrase starter that is comfortable for you – "So…" or "As you are…" or "You're thinking…" – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, "What might be some conjectures you are exploring?" Use focusing questions such as, "Which students, specifically?" or "What might be an example of that?" to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.

4. Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: "Here is one idea…" or "One thought I have is…" or "Here is a possible approach…" or "Another consideration might be…".

5. Providing Data

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

© Center for Adaptive Schools

Outcomes

- Updates about our progress
- Considering evaluating our effectiveness
- Educational Funding Task Force

Updates

- December UW and FMS
- Welcome with flyer…
  - Feedback
  - Next session
- Progress with:
  - 4x8
  - Choice Courses
  - Math Menus

Bellingham Public Schools
a collective commitment

Highly Capable Learners

Vision

We make a collective commitment to Bellingham's children. We will empower every child to discover and develop a passion, contribute to their community, and achieve a fulfilling and productive life.

Mission

We collectively commit to support a purposeful continuum of services for a diverse group of highly capable learners to develop each individual's fullest potential.

Definition

Highly capable students are those 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

Support Resources:

2016-2017 HCL Liaisons:
Alderwood – Gretchen Stiteler
Birchwood – Heather Griffin
Carl Cozier – Monica Savory
Columbia – Kirsten Copland
Cordata – Dawn Christiana
Geneva – Courtney Kesinger
Happy Valley – Danielle Hunter
Lowell – Sarah Walker
Northern Heights – Dawn Christiana
Parkview – Dawn Christiana
Roosevelt – Susan Kagel
Silver Beach – Jodi Kinzel
Sunnyland – Amy Berreth
Wade King – Jenny Lawrence

Middle Schools – Sarah Walker

High Schools – Rhonda Schraeder-Young, Case Manager

Associations:

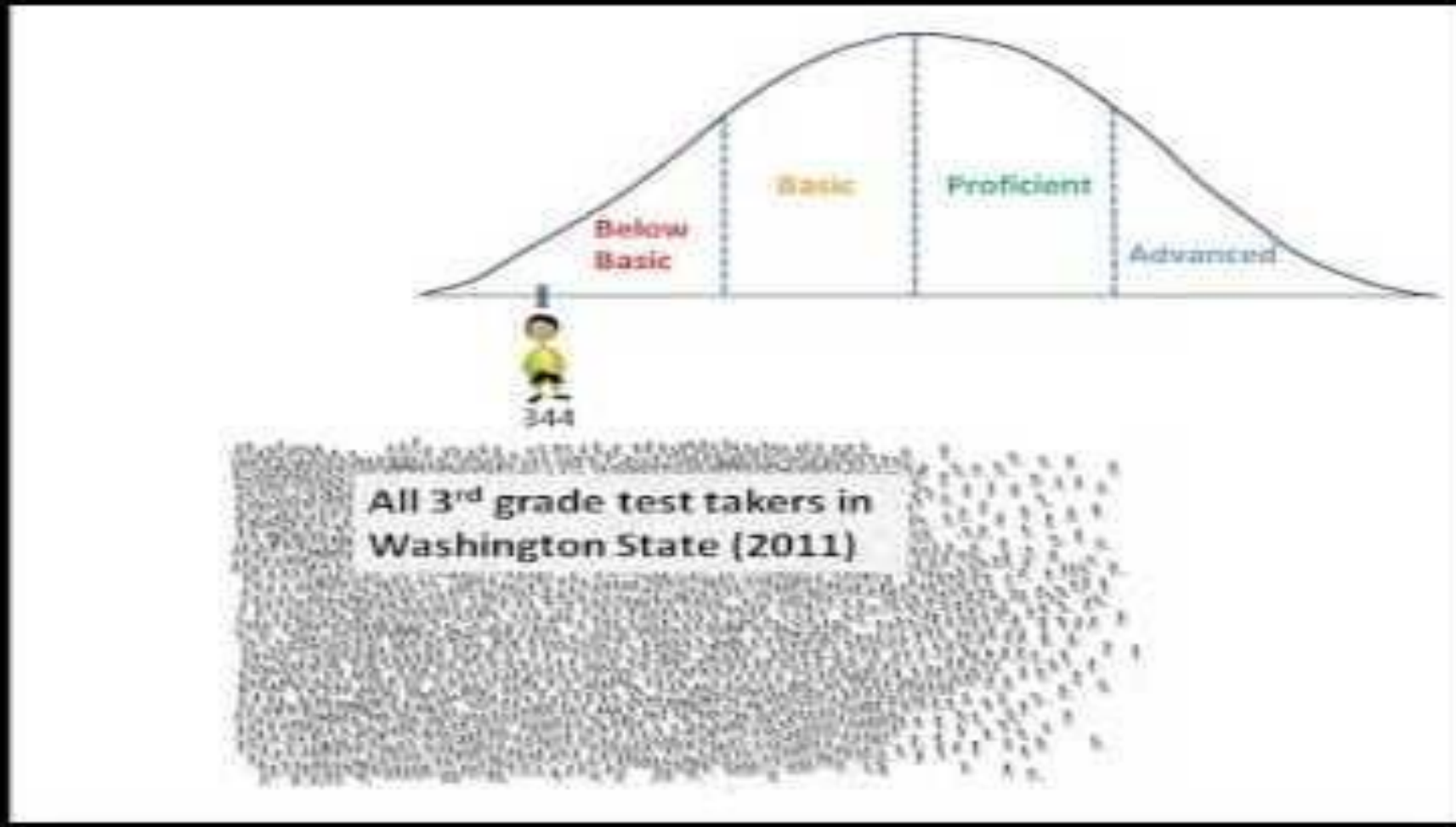
- **Bellingham HCL Parent Association**

Considering evaluating our effectiveness

- How are our students performing?
- How are our students growing?

Ends Report…

ELA Met	Gr 3-5	Gr 6-8		Math Met	Gr 3-5	Gr 6-8
All Students	63%	70%		All Students	58%	58%
Not HCL	27%	24%		Not HCL	52%	52%
HCL All	84%	86%		HCL All	99%	98%
HCL Verbal	84%	88%		HCL Quant	98%	98%
ELA Exceed	**Gr 3-5**	**Gr 6-8**		**Math Exceed**	**Gr 3-5**	**Gr 6-8**
All Students	33%	32%		All Students	30%	36%
Not HCL	27%	24%		Not HCL	23%	28%
HCL All	84%	86%		HCL All	87%	91%
HCL Verbal	84%	88%		HCL Quant	90%	95%


Basic
Proficient
Below Basic
Advanced
344
All 3rd grade test takers in Washington State (2011)

An important shift in our work…

Tier II: Content Enhancement and/or Acceleration for students identified HCL

Students demonstrating academic proficiency at grade level will benefit from intentional interventions to support their advanced learning needs.

Differentiation

Teachers adapt content of instruction, the process of learning and/or the product expectations based on each student's needs. Materials and resources are varied according to a student's readiness, interests, and learning preferences. The pace of instruction should increase and decrease with response to students interactions with the curriculum.

Cluster for Collaboration

Students identified highly capable with the same qualifying strength are intentionally grouped within a classroom for collaboration. The other students in their assigned class are of mixed ability. Cluster groups range from 4-6 students, depending on the school setting.

- **Menu for Learning** – • Integrate student choice, different levels of thinking, & multiple intelligence. A menu might focus on a concept/topic or can cross subject areas.
- **Flexible Grouping** – •Students identified highly capable are not necessarily highly capable in everything. Flexible grouping allows for students to move in and out of groups based on need, ability, interest, etc.
- **Compacting** – •Compacting the curriculum is condensing the work by using a pre-test and a post-test to demonstrate mastery of grade level content. Students skip or replace portions of the grade level curriculum. It provides opportunity for interest-based investigations, inquiry projects or extensions.
- **Independent Study** – •Use connections to real world problems, student interaction, & depth of content. Topic may be related to class subject or interest-based. Use a pre-made form to guide project development. Involve media specialist in resource selection. Note: Be aware of work habits: time management, organizational skills, research, etc. Not all Students identified highly capable kids are good independent workers
- **Extension or Enrichment** – •Generally includes descriptors like richer, more varied, deeper and with greater breadth. Enrichment is seen as extending, supplementing or otherwise going beyond the regular curriculum in greater depth or breadth. One example is Future Problem Solvers at the middle school level.

Tier III: Grade Acceleration and/or Individualization for students identified HCL

Students demonstrating academically exceptional skills.

Single Subject Acceleration

Students who have advanced curricular knowledge and skill in a particular domain access a curriculum at least one year in advance. This can be achieved by having a student physically attend the course at a higher grade level while remaining in their own grade level designation (ex: walk to math) or by working on the advanced subject content within their regular classroom.

Whole Grade Level Acceleration

Whole grade level acceleration is moving a student an entire grade level. For example, a student in first grade based on their age, would be moved to second grade to meet their social and academic needs.

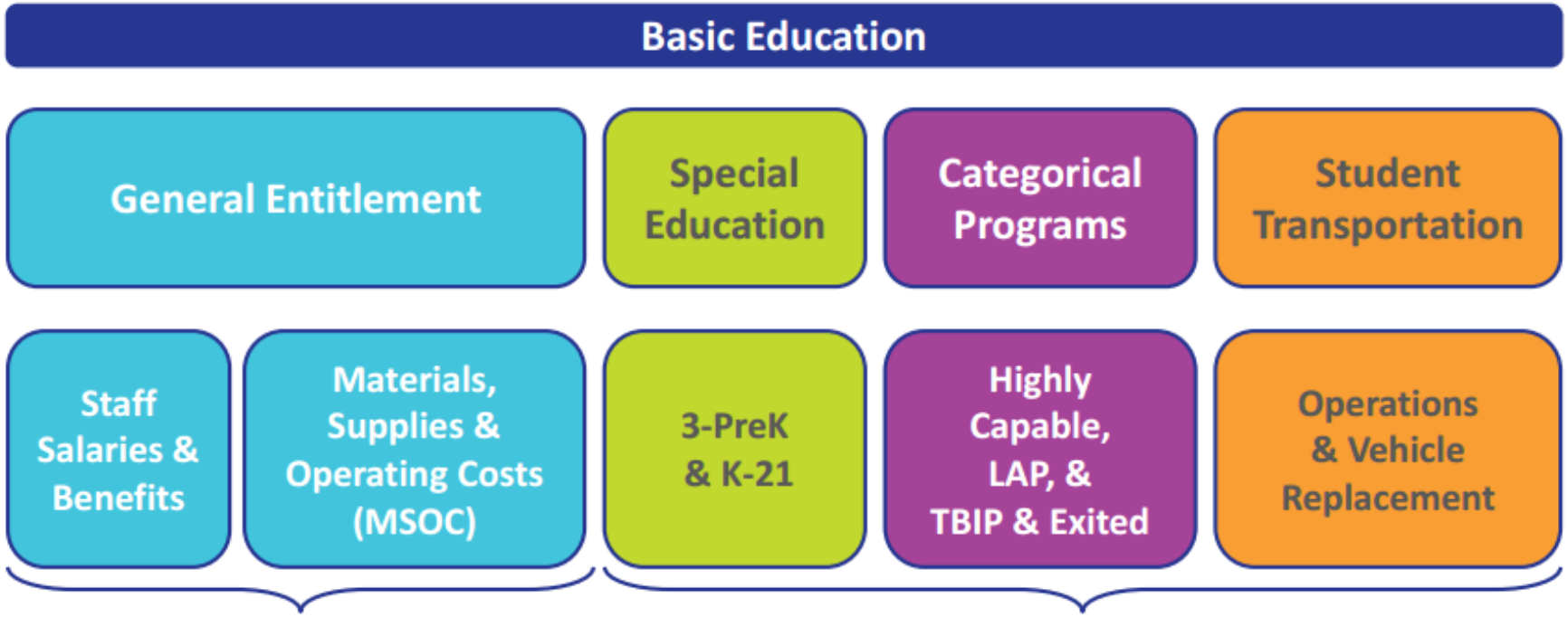
Individualized Approach

When a student has needs that are unique and can't be met through single subject or whole grade acceleration, the classroom teacher, highly capable team, and parents will work to find appropriate solutions for individual social and academic goals. For example, a student may meet with a counselor to address social and emotional goals.

- **Telescoping** – •A student completes the school's curriculum of two or more years in less time. One example is the 7/8 compressed math class offered at middle school.
- **Advanced Placement** – •College level curriculum and examinations for high school students. Example: College in the High School, AP and Running Start

Defining Basic Education

Substitute House Bill 2261 provides the most current definition of programs funded under the umbrella of Basic Education



- General Entitlement dollars are "allocations" only and are spent at the discretion of the district

- Funding for Special Education, Categorical Programs, and Student Transportation must be spent within each program
- Flexibility within each program, however, exists

Source: OSPI http://www.k12.wa.us/default.aspx
Full detail can be found in RCW 28A. 150. 220

Joint Education Funding Task Force

DEMOCRATIC CAUCUS EDUCATION FUNDING TASK FORCE RECOMMENDATIONS…

6) **Recommendations clarifying the distinction between basic education and local enrichment services:**

The Democratic Caucus recommends that the following policies no longer be considered enhancements to the program of basic education and be included in the state's basic education responsibility:

- CTE class size reductions to a level of 19:1 and skills center class size reduction to 16:1 as established in Initiative 1351. This funding is to be phased in over two years beginning in SY 2019-2020.
- Additional support is provided for the Learning Assistance Program, Transitional Bilingual Instruction Program and Special Education to help address the opportunity gap. Increased state allocations for each program are phased in over two years beginning in SY 2019-20.
- Increased investment in the Highly Capable program by increasing the number of instructional hours from 2.159 to 3.2 hours over two years.
- Increased allocations for Guidance Counselors and Parent Involvement Coordinators beginning in SY 2019-2020 in recognition of the enhancements established in Initiative 1351.

These additional enhancements to the program of basic education are phased in after the compensation phase-in is complete.

Joint Education Funding Task Force

REPUBLICAN CAUCUS EDUCATION FUNDING TASK FORCE RECOMMENDATIONS…

2(5)(F) Sources of state revenue

- Education is our paramount duty, we need to fund education first, before other priorities of government. The legislature should explore opportunities to dedicate existing law revenu growth to K-12.
- Any revenue conversation should
- Repairing the regressive le , and,
- the use of existing r redeploy resources more effi .

What about Bellingham?

Thank you!

EVENTS:

HCL Family Nights:

Three times per year families with children identified Highly Capable are invited to come together from 5:00pm to 7:00pm to learn and explore topics relevant to students. All family members are welcome and dinner is provided.

Students engage in a variety of enrichment experiences during these events.

Tuesday, October 25 at Lowell Elementary: Welcome back, HCL Liaison descriptions and understanding differentiation.

Tuesday, February 21 at Happy Valley Elementary: Learning about the unique needs of students identified Highly Capable from international expert Dr. Nancy Hertzog and UW Robinson Center Academic Advisor Kathryn Grubbs.

Tuesday, April 18 at Bellingham High School: Family Game Night, Summer opportunities and learn from our high school panel.

Highly Capable Learners Parent Advisory Committee (HCL PAC):

Monthly meetings for HCL PAC members to come together to discuss various topics concerning identified students learning and supports, professional development for teachers, funding for services, and topics brought up by the group for discussion.

Meetings will be held at Central Services, 1306 Dupont Street, from 9:30am to 11:30am.

Thursday, September 29

Thursday, October 27

Thursday, December 1

Thursday, January 19

Thursday, February 16

Thursday, March 16

Thursday, April 27