

# HCL PAC

March 16, 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.

# OUTCOMES

- Student Learning Plan advising
- Family Night collaboration
- Learning Focus Friday Updates
- English Pathway
- Update on our process for identification

# AN IMPORTANT SHIFT IN OUR

## 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