

Highly Capable Learners Parent Advisory Committee
Meeting Minutes
January 6, 2016
9:30 am – 11:30 am

Attendees: Dawn Christiana, Rhonda Schraeder-Young, Sarah Walker, Sherri Guiton, Veronica Douglas, Pam Pottle, Keith Schacht, Lisa Van Doren, Robert Kalahan, Maia Thomas, Sara White, Vicky Reardon, Trish Neary, Mike Copland, Chelsea Jackson

Welcome and Introductions – Dawn Christiana

- ➔ Explanation of meeting norms and their importance. Currently using the same norms the district uses at meetings and trainings. Should we develop norms specific to our committee? **Decided to maintain use of Seven Norms of Collaboration (Adaptive Schools)**

Agenda Discussion – Dawn

Discussion from previous November feedback regarding support for teachers of student identified Highly Capable.

Update on goals/timelines for teacher trainings at the elementary and middle level.

- **ELEMENTARY SCHOOLS**
 - All elementary teachers received training for SLPs
 - All 14 elementary schools – Student Growth Collaboration (SGCs) – every 6-8 weeks
 - Kindergarten – work time with extension games and wordless picture books – purchased through HCL, One-on-one instruction, Ways to differentiate
 - Math– Learning progressions – New resources for all schools (Contexts of Mathematics)
- **MIDDLE SCHOOLS**
 - All but one middle school was able to participate in training for SLPs
 - Math– Professional Learning Community work with differentiation

Differentiation – Sarah Walker (refer to PowerPoint)

- “Differentiation is NOT” and “Differentiation IS”
- Garden Picture Discussion

Differentiation Discussion Continued – Dawn Christiana

- There is a need to be explicit so that students understand what they are doing in class and why. (Example: right now you’re in a small group learning about . . .)

- Developing a skills set in all four areas – Products is the easiest area and content is the most cognitively challenging

Discussion of the Washington Definition for Highly Capable – Dawn Christiana

- What do the “groups” look like?
- Ethnicity of Students Identified for Highly Capable vs OSPI report
- Portfolio should be mandatory.
- If we switch to groupings are we putting some kids at a disadvantage, however, with portfolio there would be possible evidence to support groupings.
- Possibly having a fixed score (97 percentile) 5 or 10 point band, it means that you are putting a lot of faith in a test that when given later might show different scores.
- Confidence intervals instead of fixed scores?
- Wonder, all the tests that are looked at don’t factor in cultural biases. Various cultures value different things.
- “What groups?” conversation, racial groups and SES (Socioeconomic Status) groups, metric gets less reliable as kids get older they don’t want to be identified as SES

Closing – Dawn Christiana

Update on what will be used in the upcoming assessments for Highly Capable Learners

Aptitude	- CogAT will be in English and Spanish
Achievement	- MAP - SBA - District/ School/Class
Qualitative Input	- Parent Survey - Teacher Input – Hope Scale - Teacher for work sample (Math and Literacy)

What is the most important thing to talk about? Please leave in “Parking Lot”

Parking Lot Input for next session:

- Long-term (3 yr) plan with recommendations for next steps
- Long Range Plan
- Role of HCL PAC parents in process → expanding the role of school representative
- More on teacher training . . . track what this training is, how many used 240 hrs. and whether being applied this year or if more of long process
- Continue discussion on demographics
- 5 year plan for program in context of recommendations from “Program Review”