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

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<tr>
<th>Aptitude</th>
<th>- CogAT will be in English and Spanish</th>
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<td>Achievement</td>
<td>- MAP</td>
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<td>Qualitative Input</td>
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<td>- Teacher Input – Hope Scale</td>
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<td>- Teacher for work sample (Math and Literacy)</td>
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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”