

**Gifted Advisory Committee
Meeting Minutes
December 17, 2018**

Gifted Advisory Committee Members	
Representing	Name
SVSD Parents	Abby Cantrell, Elise Pitt
SVSD Teachers	Megan Burch, Desi Cuddihy, Cathy Kilian, Karen Deichman, Karen Waters
Building Principals	John Norberg , Jeff D'Ambrosio
District Office	Dan Schlotfeldt , Monica Phillips, Shawn Lawrence

Agenda Item	Discussion Points
Norms	<p>Maintain the norms in our work together. Stay kid centered</p> <ul style="list-style-type: none"> ● Positive presuppositions ● Active listening and sharing
Sharing of data	<ul style="list-style-type: none"> ● Data shared: <ul style="list-style-type: none"> ○ number of students currently in our gifted program (STREAM and Cluster) grades 2-8 ● Data shared: <ul style="list-style-type: none"> ○ number of students being nominated for testing 2018/2019 ● All highly capable students are now identified in our student data management system. This will help monitor programming when students transition from elementary to middle school and middle to high school.
Review of HiCap best practices	<p>Washington's Highly Capable Program Is Basic Education: The state of Washington is on the cutting edge of gifted education as it recognizes that "for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education," (RCW 28A.185.020)</p>

WAC 392-170-035

Washington State-Definition of Students Who Are Highly Capable

Highly capable students are students 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 academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes according to chapters 28A.640 and 28A.642 RCW.

WAC 392-170-036

Definition of Learning Characteristics

- 1) Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations.
- 2) Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers
- 3) Creative ability to make unusual connections among ideas and concepts.
- 4) Ability to learn quickly in their area(s) of intellectual strength.
- 5) Capacity for intense concentration and/or focus.

Lessons Learned About Educating the Gifted and Talented: A Synthesis of the Research

- Gifted learners need **daily challenge** in their specific area of talent
- Opportunities should be provided on a regular basis for gifted learners to be unique and to **work independently in their areas of passion and talent**
- Provide various forms of **subject-based and grade-based acceleration** to gifted learners as their educational needs require
- Provide opportunities for gifted learners to **socialize and to learn with peers**
- For specific curriculum areas, **instructional delivery must be differentiated** in pace, amount of review and practice, and organization of content presentation

Rogers, K. (2007). Lessons learned about educating the gifted and talented: A synthesis of the research. *Gifted Child Quarterly*, 51(4), 382-396.

	<p>Processing Activity: define each of the components of differentiation for HiCap students, give examples:</p> <ul style="list-style-type: none"> • Curriculum Compacting • Differentiated Instruction • Enrichment • Flexible or Cluster Grouping • Independent Projects • Content Acceleration in General Education Classroom
<p>Professional Development for our HiCap teachers 2018/19</p>	<p>PD occurs in August, on our Early Release Fridays, and during teacher elected PD time</p> <ul style="list-style-type: none"> • 2 days in August • 4 DDD Fridays • 4 Hybrid Fridays • PD hours= 14 <p>ELEMENTARY:</p> <ul style="list-style-type: none"> • Focus on Pacing and Sequencing, Alignment in grades 2-5 • Focused collaboration from WAETAG Conference <p>SECONDARY:</p> <ul style="list-style-type: none"> • Focus on classroom strategies and pedagogy for teaching HiCap students • OSPI Modules: <ul style="list-style-type: none"> ○ Access and Equity ○ Pedagogies and Strategies that Enhance Learning for Highly Capable Students
<p>Share communication tools and feedback</p>	<p>Updated website: https://www.svsd410.org/Page/3653</p> <ul style="list-style-type: none"> • We will review this website at our next meeting
<p>Set future meeting dates</p>	<p>Sending out a Doodle to identify future meeting dates</p>
<p>Next steps</p>	<ul style="list-style-type: none"> • Look at state reporting guidelines • Review programming and best practices in HiCap education <ul style="list-style-type: none"> ○ Revisit ideas from the triangle activity • Communication updates • Look at testing opportunities