

North Montgomery Community School Corporation

High Ability Program Handbook

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Requirements for Serving High Ability Students

The Indiana Code sets forth certain requirements for Indiana school corporations related to the education of students with high ability. Indiana Administrative Code gives further explanation for some of these requirements. The Indiana Code and Indiana Administrative Code are provided in a separate section of this handbook. The requirements are summarized below.

The corporation must:

1. Identify students with high ability in all grades, K-12, in accordance with the Indiana Definition of High Ability Student. The Indiana definition is: "High ability student" means a student who: performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests. While there are additional domains of high ability that may be served (for example, visual and performing arts), the required domains of high ability that Indiana schools must identify for are the General Intellectual and Specific Academic domains. For now, the designations are for students with high ability in Language Arts (HA-LA), students with high ability in Math (HA-Math), and students who have high ability in both Language Arts and Math (HA – General Intellectual)

2. Record the relevant designation on the Student Test Number (STN). HA-LA, HA – Math, or HA- General Intellectual

3. Provide "appropriately differentiated curriculum and instruction" to identified students in the relevant core content area(s).

4. Provide professional development in high ability education.

5. Evaluate the program.

6. Establish a Broad Based Planning Committee that will meet at least once per year to review the program.

7. Align with the strategic and continuous school improvement and achievement plans under IC 20-31-5-4 for schools within the school corporation.

8. Report annually to the IDOE on the programs and how the state grant to the corporation for high ability programs was used.

9. Report on the results of the program, including student achievement and program effectiveness.

IC 20-32-5-13.5 The department shall disaggregate from the total results of the ISTEP program test results for a school corporation the percentage of students in each school and each grade in the school 6 corporation that are identified as high ability students (as defined by IC 20-36-1-3) by the school corporation who also achieved a score in the highest performance level designated for the ISTEP test.

In the Administrative Code, it is also stated that each school corporation must have written plans available for public inspection in the following areas to qualify as a differentiated program for high ability students:

- A multifaceted student assessment plan.
- A curriculum and instructional strategies plan.
- A counseling and guidance plan.
- A systematic program assessment plan.
- A professional development plan.

Introduction and Rationale for High Ability Programming

The Purpose of this handbook is to provide administrators, teachers, parents and other stakeholders with information regarding the implementation of High Ability programming in the North Montgomery Community School Corporation. North Montgomery School Corporation is aware of the Indiana Code requirements for identifying and serving high ability students. The code requirements are included at the end of this handbook.

District Mission Statement for High Ability Program

As part of North Montgomery's commitment to the educational success of all students, we believe that students who perform at, or have the ability to perform at, outstanding levels of accomplishment have special educational needs that must be met through appropriate differentiation. North Montgomery Community School Corporation recognizes the need for fair identification procedures while providing opportunities to support the academic, social, and emotional growth of our high ability learners.

North Montgomery Definition of High Ability Student

A high ability student is one who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment and is characterized by exceptional gifts, talents, motivation or interest in either or both Language Arts or Mathematics content areas.

High Ability Broad Based Planning Committee (BBPC)

North Montgomery Community School District shall include educators, parents, students, community members and other stakeholders in its broad base committee for high ability programming. The purpose of the Broad Based Planning Committee is to represent various stakeholders in the implementation of services and programs for high ability students. Although the local governing body has ultimate responsibility and authority for all student services, the committee may serve in the following suggested ways:

- Representation of key stakeholders
- Sounding board for programmatic ideas
- Keeper of the vision of high ability education
- Assessor of the degree to which program goals are being met
- Impetus for improvement
- Ambassador for high ability services in the community

The BBPC is required to meet at least once per year, but may meet more often at the discretion of the school corporation.

Multifaceted High Ability Student Identification and Assessment Plan

North Montgomery Community School Corporation believes in casting a wide net when seeking to find students who may benefit from high ability programming. Utilizing a multifaceted high ability identification process allows students to be considered at multiple points in their educational progress and allows for multiple data points to be considered on behalf of the students. In North Montgomery that process consists of three pathways of identification. The three pathways include norm-referenced ability measures, norm-referenced achievement measures and qualitative indicators, as listed below.

North Montgomery Community School Corporation High Ability ID Process

Pathway 1: Norm-Referenced Aptitude Measure (also referred to as ability or intelligence measures)

Kindergarten and Second Grade

All kindergarten and second grade students are assessed for high cognitive ability through the use of the Cognitive Ability Test (CogAT). Classroom teachers administer this assessment early in the second semester of school. Students who score at or above the 96th percentile on this assessment in Mathematics and/or Language are recommended for high ability programming.

Fifth and Eighth Grade

All fifth and eighth grade students who score in the 90th percentile on the NWEA MAP Growth assessment in Mathematics and/or Language will also be assessed for high cognitive ability through the use of the Cognitive Ability Test (CogAT) along with kindergarten and second grade students.

High School

High school students may be assessed for high cognitive ability based on teacher or parent recommendations. An appropriate cognitive assessment will be selected on an individual basis.

Pathway 2: Norm-Referenced Academic Achievement Measure

Kindergarten through Eighth Grade

Three times per school year, all students in kindergarten through eighth grade will be given the NEWA MAP Growth Assessment in Language Arts and Mathematics. Students who score at or above the 96th percentile on the NWEA Winter MAP Growth Assessment in Math and/or ELA will be eligible for high ability programming.

High School

High school students may be assessed for high cognitive ability based on teacher or parent recommendations. Appropriate cognitive assessment(s) will be selected on an individual basis.

Pathway 3: Qualitative Indicators

Students at any grade may be recommended by teachers or parents for high ability programming by the use of qualitative indicators such as:

- Teacher Observation Checklists (SIGS) with a rating score of 130 or above
- Beginning or end of year Reading, Writing and/or Math common assessments that demonstrate student performance above grade level expectation.
- Samples of student work with demonstration of comprehension and skill attainment that is above grade level expectation.
- Student performance in online instructional resources such as, Aleks and IXL that demonstrates student performance that is above grade level expectation.

The qualitative measures **must show evidence** that the student is performing above grade level to be identified as a high ability student.

Appeals Procedure

In addition, a student who participated in the high ability qualification process or a previous high ability setting, but was not recommended for placement, may submit a waiver to be considered for participation. The steps of the waiver process are listed below.

1. Petitioner contacts building level representative to receive an appeal request.
2. Completed appeal request form delivered to High Ability Coordinator.
3. Coordinator reviews data and collects any additional information needed to make a decision in the best interest of the student. This could include samples of student work, cognitive assessment data and achievement data.
4. Coordinator reports data and assessments to building level team to determine the appropriate placement that will best fit the student's individual needs.
5. Building level team reports to High Ability Coordinator.
6. Coordinator reports to petitioner.

North Montgomery Curriculum and Instructional Strategies Plan

Elementary

Administrators and teachers collaborate to choose effective high ability instructional service options that are appropriate for groups of students at each school and grade level. Students who are identified as high ability through the multifaceted identification process may be provided services through the use of one or more of the following service options:

- Ability Grouping – high ability students will be grouped together for small group instruction within the classroom. These groups can be formed and reformed to meet varied instructional purposes.
- Between-Class Grouping – High ability students may be “traded” among teachers at a particular grade level. This will allow for greater differentiation in order to meet the needs of high ability students within the groups and may narrow the range of abilities for teacher preparation within the grade level.
- Subject Skipping – Selected high ability students are placed in classes with older students for part of the day to receive instruction that is above grade level in the student's identified area(s) of high ability.
- Grade Skipping – Selected high ability students may progress through grade level instruction skipping one or more grades.
- Early Entrance – Students possessing ability or academic assessment data may be approved to begin their elementary education prior to the designated chronological age of entrance. Parents will be required to request a waiver for early entrance into kindergarten. Assessment data demonstrating high ability must be available to make decisions about early entrance into kindergarten.

Middle School

Cluster Grouping: Identified high ability students may be placed together in Honors Math and/or Language Arts classes. These students will be on an accelerated track in which they work above grade level, in addition they may take Algebra for high school credit in eighth grade along with the end of course assessment which is required for high school graduation.

High School

Cluster Grouping: Identified high ability students may be placed together in Honors classes for Math, English and Biology; advanced placement courses for English 12, Spanish IV, Calculus, Geography, US History; dual Credit for Intro/Principals of Engineering, Advanced Life Science (Purdue), and various CTE courses through Ivy Tech Lafayette. High school students who have

demonstrated competency in all academic areas of the Academic Honors program may be eligible to graduate from high school and begin college early.

North Montgomery Counseling and Guidance Plan

North Montgomery Community School Corporation recognizes that children with high abilities may have additional affective needs resulting from an increased capacity to think beyond their years, greater intensity in responses, combinations of unique interests, and personality characteristics that are different from those of their same age peers.

NMCSC is committed to providing a systematic and differentiated program of affective services for these students: this proactive approach will facilitate development of high potential and promote positive adjustment for HA students.

The Importance of an Accepting School Culture for the High Ability Child

NMCSC counselors contribute to the affective education of high ability students by:

- Understanding how high ability students may be “different” while remembering they are still children that grow and develop their abilities.
- Supporting programming options that allow high ability students to be placed together for instruction. Being with others of advanced academic ability helps meet students’ affective needs as well as their academic needs.
- Listening carefully to the high ability child as they communicate who they are and what they view as goals or issues.
- Being alert to the social dynamics of the child’s school environment; being especially sensitive to issues faced by all groups of students who are seen as different, including high ability students and twice-exceptional high ability students.
- Serve as advocates for high ability students within their schools.
- Collaborating with high ability personnel to provide needed professional development for teachers and parents about the social and emotional needs of children with high abilities.
- Implementing a counseling and guidance plan with specific attention to issues that relate to students with high abilities.
- Encouraging extracurricular activities, hobbies, and physical outlets to relieve stress, cultivate friendships, and learn valuable lessons of collaboration like being a team player.
- Providing college and career guidance appropriate to advanced opportunities for high ability students.
- Supporting acceleration options for individual students when appropriate.
- Working with parents and teachers to assist with adjustment and achievement when class placements, curriculum or scheduling patterns are different from those of most students.

North Montgomery Professional Development Plan

At North Montgomery Community School Corporation, we believe all educators who work with high ability students benefit from professional development to meet the social, emotional and instructional needs of high ability students. Groups and individuals that can benefit from professional development are the District High Ability Coordinator, building level administrators, high ability teachers, counselors, parents, and other instructional personnel. It is important to use

professional development to build and maintain a common understanding of the needs of HA students.

Teachers

Teachers are encouraged to attend local workshops on differentiation, as they become available. Teachers are invited to attend the state high ability conference and any workshops sponsored through the Educational Service Centers and other organizations related to high ability studies. In addition, teachers are encouraged to earn high ability endorsements on their teacher licensure. Guidance counselors are encouraged to attend workshops and programs pertaining to the social and emotional needs of high ability students.

High Ability Advisory Teachers

Each North Montgomery School has its own HA Advisory Teacher. HA advisory teachers collaborate with and support other educators as they strive to provide appropriate instruction and differentiation for high ability students within their classrooms. The HA advisory teachers also participate on the broad based planning committee.

North Montgomery High Ability Program Evaluation Plan

The North Montgomery High Ability Program will be reviewed and evaluated each year by the High Ability Broad Based Planning Committee (HABBC). The members of the committee will be given opportunities to ask questions and make suggestions for improvements during at least one committee meeting each year. Questions will be responded to immediately or investigated and reported back to the committee members. Recommendations for improvement from the BBPC and all stakeholders will be duly considered and implemented when appropriate.

Exit Procedures

Students who are not successful may be exited from high ability programming at any time. This process may be initiated by the school or by a parent. Before a student is removed from HA programming, a committee made up of parents, teachers, school administrators and counselors, will meet to establish a Student Improvement Plan. The goal of the Improvement Plan is to set forth interventions which will assist the student in being successful in the high ability placement. Improvement steps will be identified, a time line will be set for completion and then the committee will reconvene to determine the success of the plan. If improvements have been made, additional supports can be added to continue the placement. If the interventions have not assisted the student in being successful, then the committee will choose to continue with a Student Improvement Plan or remove the student from high ability programming.

It is important to remember that high ability students, like other students, are not always motivated to do the work and learning activities necessary to be successful at school. This is not, however, a reason to remove a high ability student from their appropriate instructional environments.

Glossary of Terms

Ability Grouping: Students are grouped by ability and readiness level. Groups can be formed and reformed to meet varied instructional purposes. Ability grouping is NOT synonymous with "tracking."

Ability Test: (also called a measure of reasoning, potential or aptitude): Evaluating the potential performance of high ability students usually through the use of reasoning tests that test more than one reasoning ability: verbal, quantitative and nonverbal. Note: Nonverbal measures cannot be used to predict success in language arts and can only be used in combination with quantitative ability measures to predict achievement in math. Measures or scores of nonverbal reasoning should not be used alone in Indiana because by themselves these measures do not predict high performance in math or in language arts. Those are the required domains of service in Indiana.

Academic Excellence: Expecting each student to work at maximum level toward a set of external standards as defined by state, district, and/or school. Learning and performing for each student should be at a challenge level commensurate with each student's skills and developed abilities.

Accelerated Learning: Pacing students through the curriculum at a rate commensurate with their advanced ability. Students may or may not be formally identified as high ability to participate in some forms of accelerated learning. High ability students need more than just acceleration; they need enrichment of their learning experiences and an emphasis on the development of thinking skills.

Achievement Test: A test that measures the extent to which a student has mastered the skills and knowledge of a particular subject and/or grade level.

Advanced Placement (AP): Any of the approximately 35 classes endorsed by the College Board in which a secondary student can earn college credit by successfully meeting criteria established by higher education institutions on a nationally given and scored Advanced Placement examination. Students also earn high school credit upon successful completion of the course(s). AP Scores are in the range of 1-5, with scores of 3, 4, or 5 being highly correlated with college graduation. All Indiana students scoring 3, 4, or 5 on an AP exam will receive college credit at state supported universities.

Affective Learning: Incorporating into the curriculum opportunities for students to address social and emotional issues, attitudes, and appreciations of self and others.

Alternative Assessment: Assessments that provide additional information about a child's ability beyond what may be gleaned from traditional testing. Also referred to as other forms of assessment

At-Risk: Students who may underachieve or who may drop out of school. Unmet economic, physical, emotional, linguistic, and/or academic needs may inhibit a student's ability to learn or attend school.

Authentic Assessment: Process of evaluating student learning using student products or performance instead of traditional standardized tests.

Behavioral Rating Scale/Checklist: A checklist or scale that reports the frequency or extent to which an individual demonstrates specific actions or characteristics. Caution: When using these for identification, it is important that the items on the scale or checklist be relevant to the specific subject area and services to be provided.

Between-Class Grouping: The practice of "trading students" among teachers at a particular grade level so that each teacher has a narrower range of abilities for the chosen subject or topic.

Cluster Grouping: The practice of identifying a small group of high ability students at a grade level and placing them in the same classroom at that grade level with a teacher who is best suited and qualified to work with high ability students.

Core Curriculum: The common knowledge and skills to be learned by all students of a particular grade; reading, writing, mathematics, social studies, and science constitute the core curriculum.

Creative Problem-Solving — The act of working on challenging problems and projects through the use of six steps: mess-finding, data-finding, problem-finding, idea-finding, solution-finding, and acceptance-finding.

Creative Thinking — Involves creating something new or original. It involves the skills of flexibility, originality, fluency, and elaboration. Activities involving brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, forced relationships, etc. promote creative thinking.

Credit by Examination: The student is awarded advanced standing credit or the ability to be placed in a higher-level class by successfully completing some form of mastery test or activity.

Criterion-Referenced Test: A test to determine whether the student has achieved specific skills or concepts, such as grade level standards. Each individual is compared with a preset standard for acceptable achievement, not compared to other students. This type of test may limit the demonstration of knowledge for students with high ability ("ceiling effect")

Critical Thinking — Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

Cross-Grade Grouping: The practice of placing students in a particular subject so that they are with other students who are ready for instruction at that particular grade level, regardless of their current grade in school.

Curriculum Compacting: A process used to give students validation for what they already know. It allows students who demonstrate mastery to omit portions of assigned curriculum, or to move more quickly through curriculum than would be typical. Students are thus able to "buy time" which can be used to accelerate content or to pursue enrichment activities while the unit is being taught to other students.

Differentiation: Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing. It may include selecting, rather than covering all, the curriculum areas dependent on the individual needs of students. When differentiating for students with advanced potential, curriculum and instruction should be at an appropriately high level of challenge first, and then can be further differentiated along other dimensions.

Disaggregated Data: Data that is separated by race, ethnicity, free/reduced lunch, language proficiency, gender, high ability, presence of an IEP, or accommodations.

Domain: "Domain" includes the following areas of aptitude and talent frequently covered in state definitions: general intellectual, creativity, specific academic, visual and performing arts, and leadership. Additional domains of talent may be mentioned in specific state definitions.

Dual/Concurrent Enrollment: This practice allows a student of high ability to attend classes in more than one building level during the school year and receive credit for a parallel course at a higher level. This can also be when high school students take high school and college classes simultaneously.

Early Entrance: Students begin their elementary school or college education prior to the designated chronological age of entrance.

Early Graduation: Acceleration options have allowed the number of years a student spends in mastering the K – 12 curriculum to be shortened and makes early high school graduation possible.

Early Matriculation: Enrollment in college before completion of the usual seven or eight semesters of high school. This usually involves meeting diploma requirements through a combination of course completions and demonstration of proficiency in one or more required areas.

Enrichment: Activities that supplement the core curriculum. Such activities may or may not be specified in the curriculum; they are frequently selected by the teacher and/or students in a given classroom. Enrichment, by itself, is not enough for high ability students. However, both enrichment and acceleration are elements of a good curriculum for high ability students.

General Intellectual: "General intellectual" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines. In Indiana, the term is used for those high ability students who qualify for services in both Language Arts and Math.

Gifted and Talented: There is no single, widely accepted definition of "gifted" or "talented." Identification criteria used to determine who participate in services or programs may vary by state and/or by local district.

Governing Body: Local Education Agency or board of education (school board).

Grade Skipping: Students progress through grade level instruction skipping one or more grades.

Guidance and Counseling Plan: The plan outlines the differentiated services within the district to meet the specific affective needs and educational career plans of the students of high ability. It may include topics such as:

- academic program planning,
- career & life planning,
- organization & management skills,
- the meaning of giftedness,
- stress management, and
- individual-, small-, or large- group counseling sessions.

Heterogeneous/Homogeneous Grouping: Grouping heterogeneously generally occurs by chronological age level and without regard for the diverse needs of students. Homogeneous grouping is based on common criteria such as the students' interests, special needs, or academic abilities.

High Ability Student: In Indiana this is defined in this way: "high ability student" means a student who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.

Honors Class: Classes at the middle school/junior high or high school level in which content, pace, or depth of instruction is accelerated and/or enriched when compared to the general education curriculum. Traditionally, students who meet prerequisite criteria are accepted into these courses. These courses may include students other than those identified as high ability by the school district. When this is the case, the teacher should further differentiate within the class so the curriculum and instruction are appropriately challenging for students with identified high ability in that academic domain.

Independent Study or Self-Directed Study: Allowing students to follow individual or self-selected areas of interest and specific aptitude by designing and implementing their own study plans. Close monitoring by teachers is an essential component of independent study. It is good to have carefully constructed outlines of expectations and product rubrics to ensure rigor and the meeting of program goals.

Individualization: Providing a specific program that meets the particular needs, interests, and/or abilities of an individual student for some part of his/her educational experience. It does not mean, however, that

every child is working in isolation on a different level or a different subject at all times. It does mean that students are working on levels commensurate with their assessed ability, needs, and/or interests.

Individualized Education Plan/Program (IEP): A written document that describes how a student will access a variety of high ability services that may include the use of several service options.

Intelligence Quotient (IQ): A measure of ability or aptitude at a given point in time, comparing children of the same chronological age. It is a test designed to measure one's potential for learning including abstract thinking and reasoning, knowledge acquisition, and problem-solving abilities. Originally it was considered to be the sole way of measuring student ability. Current thinking now accepts IQ as one of the many ways to measure a student's academic potential.

International Baccalaureate (IB): A rigorous international pre-university course of study, leading to examinations, that meets the needs of highly motivated and academically superior secondary school students. IB has a comprehensive classics curriculum (languages, sciences, mathematics, and humanities) that allows its graduates to fulfill education requirements of various nations. Only schools approved by the IB organization may offer the program. Also, school fees are charged by the IB organization. Programs are available for elementary and middle school, but these are not part of the diploma program.

Magnet School or Magnet Program: Many school districts, especially those with large student enrollments, select individual schools to emphasize particular programs or services. Some magnet programs focus on specific learning areas such as math, science, or performing arts. Others are designed to serve a specific student population such as high ability students. Since space is usually limited, special entrance requirements may apply.

Mandated Program: A legally required program or action authorized by law.

Mentorships: The practice of placing a student with an expert or practicing professional in a particular area of interest to the student. The student would learn about or study the interest area intensely with the mentor. This is an option that may occur outside of the normal school day.

Metacognition — The process of understanding one's own thinking abilities, and understanding what one does and does not know, as well as reflecting on learning plans and strategies, and monitoring interpretations, perceptions, decisions and behaviors.

Multifaceted Assessment: means collecting and analyzing data to identify the educational needs of high ability students through the following:

- Performance-based assessment, which includes evaluating the performance of students involved in complex learning opportunities usually through the use of achievement tests.
- Potential-based assessment, which includes assessing verbal, quantitative, and nonverbal reasoning to evaluate the potential performance of high ability students. This evaluation can be through the use of instruments, such as standardized reasoning or cognitive ability tests.
- Other forms of assessment, frequently descriptive in nature and known as qualitative assessments. Qualitative measures such as rating scales, portfolios, structured observations or interviews can provide important information about advanced performance or advanced ability if they are selected/designed to provide information about abilities in areas of services provided.

Multifaceted Assessment Plan: outlines the instruments used to identify students of high ability and must include at least one norm-referenced performance-based measure, one norm referenced potential-based measure, and one other form of assessment.

Nomination: A referral process for consideration of a student into a specialized program.

Norm-Referenced Test: A test used to determine an individual's status with respect to the performance of other individuals on that test. A "norm" group is the large number of examinees who have taken a

particular test and whose scores form the basis of the norms. Such a test may be based on national norms, state norms, or local norms. At every level of educational test usage, it is necessary to match the scope of the test with the purpose that test is supposed to perform.

Off-Grade Level Tests: A test that is one or more grade or age level(s) above the student's actual grade placement or age used to assess a student's ability or achievement.

Performance-Based Assessment — Forms of assessment that require students to demonstrate skills and understanding by active means, including written elaborated responses, physical manipulation, oral reports and presentations, and products of various types.

Portfolio Assessment: A portfolio is a collection of student products used to measure student progress and achievement. A collection of student products is often used to determine the appropriateness of placement. This practice allows students to demonstrate a wide variety of abilities and talents that traditionally are not measured well by standardized tests. Material in a portfolio may be student selected.

Potential-Based Assessment: Evaluating the potential performance of students of high ability through the use of instruments, such as: standardized intelligence tests or tests of verbal, quantitative and non-verbal reasoning.

Problem Based Learning (PBL) — A form of discovery learning where teachers give students a real world problem that they must work through by reflecting on what they know, what they need to know and then using appropriate resources to find out. Students learn about the subject area as they work toward the problem's resolution.

Professional Development Plan: The plan describes the opportunities provided by the school district to promote professional growth in all areas of high ability services. This plan may include:

- assistance for personnel to attain university coursework or licensure in gifted education
- district in-services for teachers, administrators, paraprofessionals, and volunteers;
- staff release time for attending workshops, seminars, conferences, etc;
- resources within the corporation; and
- study groups within the corporation.

Program for Students of High Ability: "Program" means the range of educational services differentiated in depth and breadth designed to meet the needs of one or more students of high ability through activities such as compacting, acceleration, enrichment, critical thinking, and problem solving.

Pull-out Program: Students with advanced potential are pulled from their regular classrooms to work with each other and a resource teacher to facilitate accelerated and/or enriched learning experiences. To be effective in increasing student achievement in a particular subject area, this option needs to replace the regular grade level instruction in one or more areas of core curriculum and occur on a daily basis.

Qualitative Assessment: Measures that provide more descriptive information about a child's ability or performance in a given area such as portfolio, rating scales. They are not tests.

Reliability: The consistency of an instrument/test over time; the accuracy and repeatability of a measurement.

Scaffolding — The support structures provided by teachers and others in supporting the learner's development and content mastery. For purposes of the High Ability Project, scaffolding refers to the deliberate use of graphic organizers for purposes of organizing information on relevant concepts, problems or ideas.

Screening Measure: A brief, less reliable instrument used to find the top 20-25% of each demographic subgroup that will take a longer identification measure. A screening measure cannot be used alone to identify students as high ability.

Self-Contained Classroom: A programmatic term defining a classroom in which all the students have been identified as high ability in math, language arts, or both. The class can include multiple grades or ages.

Socio-emotional: The social and emotional needs of the student; affective domain. Specific Academic: One of the domains of high ability. "Specific academic" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as language arts, social studies, foreign languages, mathematics, and sciences.

Stakeholder: Persons with interest in the programming for students of high ability; e.g. administrators, school board members, community members.

Stakeholder Planning Committee: means a diverse group with representation from educators, parents, students, community members, and other stakeholders; organized for the purposes of planning and development of programs for students of high ability. In Indiana this is called the Broad Based Planning Committee.

Standardized Test: A standardized test is one that is administered under standardized or controlled conditions that specify where, when, how, and for how long children may respond to the test items. Standardized tests should meet acceptable standards for technical qualities in construction, administration, and use.

Subject-based Acceleration: Any option that allows a high ability student to gain exposure to advanced content and skills beyond the average curriculum standards that are expected for a certain age or grade.

Subject Skipping: Allows a student to be placed in classes with older students for part of the day (or with materials from higher grade placements) in one or more subject areas.

Systematic Program Assessment Plan: The plan shows the procedures for assessing the effectiveness of the district's program for high ability services. It may include topics such as:

- schedule for reviewing and updating the current program,
- instruments and methods for evaluating program effectiveness,
- procedures for data collection, and
- recommendations for change.

Twice-Exceptional: Students with needs and characteristics of more than one special population, e.g. gifted and learning disabled.

Underachieving: A discrepancy between recognized potential and actual academic performance. The causes of underachievement may be social, emotional, physical, and/or academic.

Reference Rogers, K. (2007). Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice. *Gifted Child Quarterly*, 51(4), 382-39

Online Resources For High Ability Programs

- www.gifteddevelopment.com Dr. Linda Silverman's website at the Gifted Development Center. Dr. Silverman focuses on the affective and guidance needs of gifted children and adults.
- www.jhu.edu/~gifted/ Johns Hopkins University's Center for Talented Youth's website. Information on talent searches and summer programs would be of interest.
- www.cectag.org The Council for Exceptional Children has a special division called The Association for the Gifted (TAG). Good initial resource.
- www.gifted.uconn.edu The University of Connecticut's Neag Center for Gifted Education and Talent Development is another worthwhile site.
- www.bsui.edu/gifted Ball State University's Center for Gifted Studies and Talent Development shares information on services available in Indiana.
- www.bsui.edu/sis/ The Shared Information Services of Indiana are lending libraries that loan educational materials free of charge to any adult resident of Indiana. These libraries are located at Ball State and Purdue Universities.
- www.geri.soe.purdue.edu Purdue's Gifted Education Resource Institute
- www.iag-online.org The Indiana Association for the Gifted's website. Lots of info! This organization also sponsors a state conference.
- www.nagc.org The National Association for Gifted Children publishes many documents and hosts an excellent national conference.