

Highly Capable Program Review

Cashmere School District
2021-2022

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SPECIAL THANKS

A special thanks to Superintendent Glenn Johnson, the Cashmere School District administrators, district staff, students, parents and community partners for their gracious hospitality and assistance during the review. Their time and willingness to provide candid responses to questions and inquiries throughout the entire review process were invaluable. There was a genuine interest in program improvement.

I'd like to recognize Mr. Rhett Morgan's support and organization of the logistics throughout this process. Inviting other professionals into your district with the goal of examining self-identified areas of growth is not an easy task and represents the continuous improvement inherent in a quality leader.

Thank you.

I. INTRODUCTION

ABOUT THE REVIEW PROCESS

Jen Flo, Capital Region ESD 113, was contacted by the Cashmere School District regarding the possibility of carrying out an evaluative study of the district's Highly Capable Program. Following discussion by the principal, superintendent, and other district administrators, the district moved ahead with the review process in the 2021-2022 school year.

A review may be designed to address all major programs in a district or be focused upon a narrower program area. In this case, the Cashmere School District was interested in a comprehensive review covering the district's Highly Capable Program. Specific areas identified by the district include reviewing current services and programs, review of current identification procedures, identify and recommend next steps in aligning highly capable student supports.

When developing programs and services for the gifted, it is important to keep in mind the goals and desired outcomes for students, stakeholders, and other key decision makers. As a district plans for the evaluation from the beginning of the program design, additional decisions will be made along the way. Evaluations are not a one-time event; instead, the cyclical nature of evaluations should show improvement from previous evaluation recommendations and goals. From each cycle, new recommendations and goals should be recognized.

II. REVIEW PHASES

Preparation

The initial portion of the review is that of planning. A plan is developed in concert with the school district that includes the specific goals and objectives sought. A meeting is held with key school district personnel to provide accurate input for the team and an introduction to what the review will involve.

Analysis

The analysis phase involves the on-site activity by the evaluator. Information is collected in the form of relevant school district policies, reports, documents, etc. In addition, interviews and surveys are conducted with administrators, staff members, community members, and others as appropriate.

Evaluation

An evaluation of the documentation, interviews, observations, and other information takes place next. The review is captured in a report that provides a comprehensive description of district functions with specific findings and recommendations.

Reporting

The final report is presented to the superintendent and board of directors, if desired, and the recommendations for improvement are explained. The report, in its entirety, provides a springboard for planning and positive direction for the school system. The report is prepared in such a way that the positive strengths of the school district are recognized.

III. EXECUTIVE SUMMARY

The summary below is intended to provide a brief indication of major points covered in the main report. Readers are urged to read the report in its entirety to gain a perspective on the work done in the review process.

This review was facilitated by an outside evaluator to assess the school district's programs and services that support highly capable students.

AREAS OF FOCUS

Key Recommendations in the areas of Current Services:

1. Review and communicate with all stakeholders, the K -12 array of services to ensure a match student's individual learning needs.
2. Create transition plans between elementary, middle and high school for sharing information about individual talents, performance levels, achievements, interests, and which services student have previously received to insure its use in curricular planning and support of student success throughout all school experiences.
3. In Middle School, expand courses to match the students who are identified for highly capable services.
4. Explore a talent development model in grades K-2 to mitigate factors that may limit student potential.
5. Consider cluster grouping as one method of service for providing differentiated instruction to highly capable students in schools.
6. Provide professional, ongoing professional learning opportunities for all staff, focused on needs of highly capable students and instructional adaptations that will ensure appropriate pace and rigor for students.
7. Provide social and emotional supports to highly capable students (K-12). Due to their asynchronous development or mismatch of a student's social, cognitive, and physical development, educators and counselors need to be aware of how this development can surface in some students.
8. Examine concurrent programs (i.e. Running Start and College in the High School) to ensure advancement in coursework that aligns to assessed learning strengths.

Key Additional Recommendations in the Area of Compliance with Current Legislation:

1. Continue convening a district-level or steering committee representing elementary, middle and secondary teachers, counselors, representative from administration and parents to align on a philosophy, mission statement, definition, and program and student goals for the variety of options to be offered students K-12 identified for highly capable services.
2. Develop some common understanding in this group by using materials from NAGC or from the OSPI HiCapPLUS modules to inform their understanding about identification and current practice in the field of gifted education.
3. Provide professional learning opportunities for teachers, administrators and counselors regarding the law, characteristics and unique learning and emotional needs of giftedness.
4. Consider establishment of a district level highly capable program coordinator and/or building level HCP designees.
1. Develop a K-12 continuum and an array of services that match students' individual learning needs.

Key recommendations for Current Identification Procedures to Ensure Equity and Opportunity for all Qualified Students

1. Explore a talent development model in grades K-2 to mitigate factors that may limit student potential (a teach, then assess model).
2. Refine the identification process and determine procedures to find students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments.
3. Include the use of WIDA data to identify students who are quickly progressing at language proficiency.
4. Look for areas of strength and talent in students receiving special education supports. Student strengths may be masked by their disability and disabilities may mask student areas of strength. Twice-exceptional students have distinguishing strengths as well as complex challenges.
5. Use of school-based norms to support identification of underrepresented groups.

IV. REVIEWER

An educator for over 25 years, Jen Flo, M.A. Ed. And M.A.T. – Gifted and Talented, has worked in a variety of public and private school settings. Her culminating work in her second master’s program was a comprehensive review of the literature on program review; specifically gifted education review. As a result of that work, Jen developed a guidebook aimed at supporting districts with internal program reviews.

Jen works at Capital Region ESD 113 as the Regional Administrator for Advanced Learning and Teacher Support where she oversees two multi-district consortiums: advanced learning and comprehensive induction support for new educators.

She is part of a state cadre of trainers (a joint venture with WAETAG, OSPI, and Whitworth) to bring professional learning across Washington state. Jen serves on the Washington State OSPI Gifted Advisory Board and as the current president of the Washington Association of Educators of the Talented and Gifted (WAETAG).

In 2022, she began teaching graduate gifted education courses at Whitworth University.

V. LOGISTICS OF THE REVIEW

The plan for a review as outlined above involved the examination and study of documentary information as well as the on-site interviews of many stakeholders involved in the school district and community. The list below represents a sample of the information requested for examination and reviewed for this project:

DOCUMENTS REVIEWED

Enrollment Information (District & Program Services)
Highly Capable Screening Assessments
Nomination/Referral Forms (English and Spanish)
Nomination/Referral Timelines
Cashmere HCP Program Plan
Board Policy 2190 – Highly Capable Programs
Board Policy 2195 – Academic Acceleration
Kindergarten Early Entrance Process
Cashmere High School Course Catalog
HiCap Happs (District Newsletter)
HCP Meeting Agenda and Action Steps
November 2022 District Survey Data
Spring 2022 Family Survey Data
Spring 2022 District Staff Survey Data

THOSE INTERVIEWED

The plan for the review included meetings or interviews with the following individuals:

Superintendent
Principals
District Administrative Team
Teachers- All levels
Counselor
Students- Elementary and Secondary
Parents/Guardians

VI. THE REPORT

OVERVIEW

1,635 students are currently enrolled at Cashmere School District. There are three schools: Vale Elementary, Cashmere Middle School, and Cashmere High School. As of March 2022, 104 students were identified as highly capable.

In 2013, state legislation changed the requirements for serving students qualifying as highly capable; requiring each district to develop and offer a K-12 continuum of services. Several years ago, additional changes required districts to make extra efforts to identify and serve low income and limited English proficiency students. The most recent change (August 2021) requires districts to note how students are referred for highly capable and report that information to OSPI through iGrants.

The district's interest in examining identification practices, services and programs, and with recommendations to continue to refine services that address the needs of highly capable students is both timely and important.

PROCESS

This review started under the direction of Vale Elementary Assistant Principal, Rhett Morgan, with phone calls between district leadership to establish needs and parameters for this review. Appropriate team members were identified and contacted.

RECOMMENDATIONS

SECTION 1: CURRENT SERVICES

Strengths/Assets

At the **elementary level**, teachers and students identified an array of opportunities for students: math club, reading club, reader's theatre, extended learning opportunities (e.g., Wax Museum and state projects), technology, and other activities that are well liked by participating students and parents who currently have or have had students in the service. The book and math clubs provide highly capable learners with an opportunity connect with peers, develop collaboration skills, and fosters critical thinking and creativity skills. The students were enthusiastic about their groups and requested more books! Several students and parents mentioned how much they enjoyed the Wax Museum. Teachers mentioned some afterschool

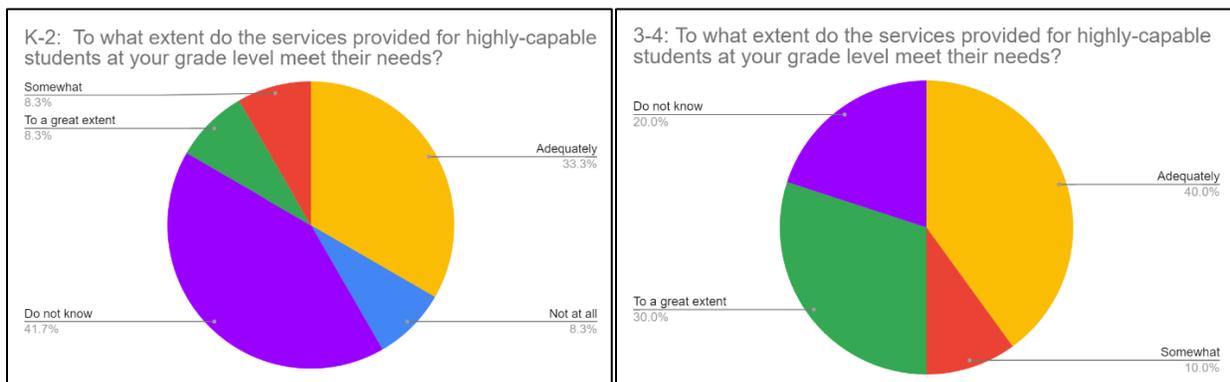
opportunities, in addition to those offered during the day: LEGO robotics, Spanish, coding and Destination Imagination. In general education classrooms, teachers report working with students to develop growth mindsets, foster leadership skills, and a desire to help provide opportunities for students to engage in productive struggle. Early entrance is available for Kindergarten.

At the **middle level**, acceleration in mathematics is available. Other opportunities include a Highly Capable pull-together time that is one time per week, for 40 minutes, and Academies Academies are made available to students when staff review the assessment database to identify students who demonstrate proficient or distinguished on achievement assessments.

At the **High School**, Running Start, AP courses, STEM classes, and College in the High School are offered. The high school has partnered with several schools to offer an array of classes: TEALS program (AP Computer Science), University of Washington, West Valley College, Central Washington University, Eastern Washington University, and Wenatchee Valley College. There are multiple pathways through mathematics; the high school has partnered with the University of Washington to offer a variety of advanced courses that include Precalculus, Calculus and Analytical Geometry.

Challenge 1:

At the **elementary level**, clubs are the most identifiable service for highly capable students. There is minimal systematic support for K-5 highly capable students. 50% of K-2 teachers who responded to the survey indicated that they don't know, or don't believe, that services at their grade level address the needs of their highly capable students. 20% of teachers for grades 3-4 who responded in the survey, indicated a similar response. Additionally, over 60% of the K-2 respondents indicated they are not sure that current service model is meeting the academic needs of their students. 30% of respondents for grades 3-4 felt the same.



In general education classrooms, there seems to be inconsistent differentiation; some highly capable students become teachers for others, or teachers' assistants; in other cases, students and families report considerable time on computer-based programs that limit real world opportunities and projects. There was no mention of acceleration practices.

Recommendation: Elementary

The timing seems ideal to move forward and re-establish a comprehensive K-12 continuum of services for highly capable students. This should include the development of an array of services that match students' individual learning needs. This could include classroom-based services to address learner potential such as the use of cluster grouping as a service for providing differentiated instruction to highly capable students. Curriculum selections should ensure that it includes advanced depth, complexity, and advanced pacing that aligns with the demonstrated and assessed strengths of students identified. Elementary teachers, responding to the survey, indicated a strong interest in professional learning opportunities. Suggested topics may include: nature and needs of highly capable students, differentiation, and Universal Design for Learning.

Challenge 2: Middle Level

At the **middle level**, students and staff identified the difficulty of creating a schedule and opportunities to effectively support students. Students reported that the pullout program, that meets once weekly (40 minutes), overlapped with classes, and in some cases, students would miss portions of two classes. Students also reported finishing work early in general education courses and have learned that if they finish work early (or report that they have), they will receive additional work. Teachers indicated that, post-pandemic, student learning habits have slipped (perseverance), not their academic ability. Students indicated that they would like to engage in real-world projects. Students reported how much they had valued their experience at elementary school and how much they value real world connections and developing projects.

Recommendation: Middle Level

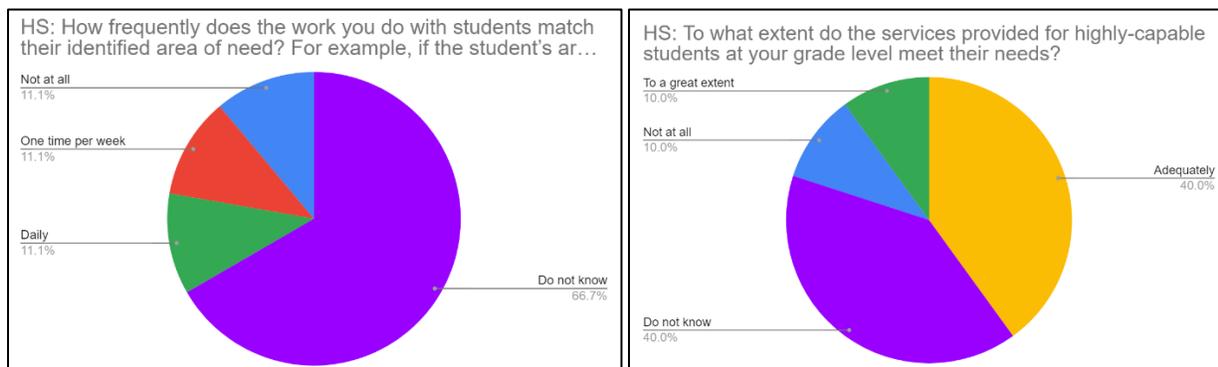
Again, at the middle level, a continuum of services needs to be developed to address the varied strengths and talent areas among students who demonstrate or show potential and are identified as highly capable. It would be important to align the implementation of students' services within the context of courses and schedules for students. These courses should be

delivered by teachers with content-area expertise and professional learning to develop differentiated advanced curriculum aligned to student strengths. Ongoing support for educators would help teachers provide advanced content, opportunities to think like experts, consider what is next in learning for individual students, open-ended inquiry, real world applications, and sophisticated products.

Of additional importance, is consideration of how to provide social and emotional support to students. Due to their asynchronous development or mismatch of a student’s social, cognitive, and physical development, educators and counselors need to be aware of how this development can surface in some students.

Challenge 3: High School

Teachers and students are not aware of which students are qualified as highly capable. 67% of high school educators that responded to the survey indicated that don’t know how often they work with a student in an area identified as highly capable. In addition, 50% of the secondary responses reported services at their grade level did not meet highly capable student needs, or they didn’t know.



Recommendation:

As part of the development of an articulated K-12 continuum of highly capable program services, ensure that educators see and know Review and identify potential modifications in course offerings/or adaptations that would be more flexible in addressing the strengths of advanced students.

Consider a review process to articulate how advanced courses (such as Advanced Placement) align with the advanced learning needs and academic pace of students who are highly capable.

Consider a process to examine concurrent enrollment programs (i.e. Running Start and College in the School) to ensure advancement in coursework that aligns to assessed learning strengths.

Review the number of teachers and counselors who have received professional development about addressing the needs of highly capable students to ensure there are opportunities to support their areas of academic strengths as well as an avenue for social and emotional support due to asynchronous development.

SECTION 2:

BASIC EDUCATION IN WASHINGTON STATE- HIGHLY CAPABLE PROGRAMS

Strengths/Assets

Everyone shared an interest in meeting the needs of highly capable students at all levels. Administrators have a renewed awareness about the WACs and implications for ensuring equity and access in identification to underrepresented students during the identification process. A theme of interest in moving forward in a more comprehensive manner emerged throughout the interview process.

Challenge 1:

There does not seem to be a shared understanding about the definition of highly capable students and the need for a continuum of services and other components of the current WACs. All stakeholders need to see a comprehensive program design that includes the services, goals, and professional development that results in increased understanding of the highly capable student.

Recommendation: Consider forming a broad-based steering committee to review information on the OPSI web site and determine best ways to address student need. A starting point might be reviewing and making visible the K-12 continuum of services for highly capable students:

1. Access to accelerated learning and enhanced instruction is access to a basic education. ([WAC 392-170-012](#))
2. Districts shall make a variety of appropriate program services available to students...districts shall periodically review services for each student to ensure that the services are appropriate. ([WAC 392-170-078](#))

Washington Administrative Code emphasizes the need for a **continuum of services** with a regular review that takes a critical look at answering the question: How effective are the services and programs you provide? A steering committee could also develop recommendations for this work.

Challenge 2:

Consistent and ongoing professional development for HCP staff, general education staff, and administrators and counselors with a specific focus on meeting the needs of highly capable students. [WAC 392-170-030 \(6\)](#)

Recommendation: As part of annual professional development, training in the academic and social/emotional needs of HCP could be planned. Additionally, it would be beneficial for teachers to receive training in curricular modifications to leverage their time and expertise to support advanced learners and support classroom teachers.

Districts are not required to employ special teachers or teachers with Gifted Specialty endorsements, however, a Gifted Specialty endorsement is available through courses offered at Whitworth University and additional professional development is available through OSPI [HiCapPlus](#) training modules on the OSPI website. Additionally, Whitworth University and WAETAG hold annual institutes and conferences that may be suitable. It might be helpful to share this information with all staff.

SECTION 3:

SCREENING TOOLS USED FOR IDENTIFICATION, IDENTIFICATION PROCESS AND EQUITY IN IDENTIFICATION OF HIGHLY CAPABLE STUDENTS

Strengths/Assets

Cashmere School District uses a variety of assessments and data to identify highly capable students. Those include intellectual assessments (CogAT), academic achievement assessments (ex. - Fontas and Pinnell and Smarter Balance Assessment), and other data as needed. In addition to a referral system, Cashmere School District universally screens all students in 2nd and 5th grade.

Challenges:

Data reviewed for students currently shows a gap in representation of those served by highly capable programs and services. In the district, 38.9% of students are Hispanic, 56% of the

students are White and approximately 4% are Native, 2 or more, Hawaiian, Black or Asian. For students identified as highly capable, 12% are Hispanic, 86% White, and approximately 2% are Asian, African American, or two or more races. Hispanic students are underrepresented by 69%. White students are well represented in the programs and services.

12.8% of students have a noted disability. For students identified as highly capable, less than 2% are identified with a disability and 19% of the students qualify for free and reduced lunch. Students with disabilities (such as ADHD, Autism, Dyslexia, and other specific learning disabilities) could be supported for their distinguishing strengths and complex challenges. Twice-exceptional students are underrepresented by 84%.

43.8% of students in the district qualify for free and reduced lunch and 19% are identified highly capable (approximately 20 students). As an indicator for students affected by economic disadvantages, this demonstrates that these students are underrepresented by 57%.

The chart below represents this information (sources: OSPI Washington State Report Card and Cashmere School District):

Ethnicity	All Students in District	Students Identified as Highly Capable	Relative Difference in Composition Index (RDCI)
Hispanic	38.9%	12%	-69%
White	56%	86%	+42%
African American	Less than 1%	Less than 1%	-
Asian	1%	Less than 1%	-
Two or More Races	3.2%	Not reported	-
Demographic Data	All Students in District	Students Identified as Highly Capable	Relative Difference in Composition Index (RDCI)
Students with Disabilities	12.8%	Less than 2%	-84%
Limited English Proficiency	12%	6%	-50%
Free/Reduced	43.8%	19%	-57%

* RDCI is the recommended computation of underrepresentation for sub-groups. It is the difference between the composition of students in gifted education compared to the composition of students enrolled.

The current identification process does not support identification of students with limited English proficiency, low SES, or 2E populations. Families and educators are unsure about the process and outcomes.

Recommendations:

Equity in gifted education is a long standing and persistent challenge.

The identification process can be refined K-12 with procedures to ensure that they are not biased and help to identify students who perform and show potential for performing at significantly advanced academic levels when compared to others of their age, experiences, or environments.

Continue to use universal screening at different times (currently at second grade elementary level and once again at fifth grade) to mitigate underrepresentation. Current practice would encourage use of multiple, research-based criteria for identification including the use of school-based norms to support identification of underrepresented groups. The use of WIDA data should be used to identify students who are quickly developing proficiency in language. Inclusion of a voice for students receiving special education supports would be an asset to the screening and multidisciplinary selection committees.

At the secondary level, review of assessment data (including end of course testing, PSAT, etc.) to identify students who may not have been identified previously due to a variety of reasons (underachievement, illness, mobility, etc.), yet demonstrate strength in one or more academic domains.

SECTION 4:

CONTINUOUS PROFESSIONAL DEVELOPMENT, COMMUNICATION AND FAMILY ENGAGEMENT

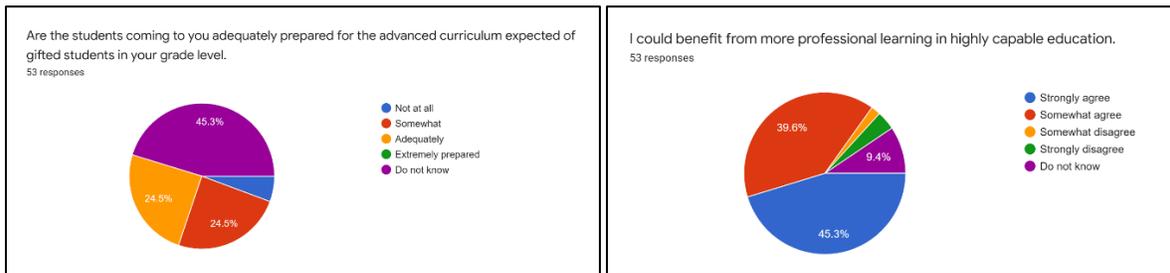
Strengths/assets:

Families and educators have a clear key leadership/ administrative contact identified and know who they can reach out to with questions about services. 70% of families responded positively to knowing who to contact.

The district is attempting to broaden communication through information nights and also a newsletter, *HiCap Happs*. In addition, one of the unanticipated benefits of a program review is a heightened awareness and investment in gifted education as the review unfolds.

Challenges:

As a district, teachers reported being predominantly unsure if students were coming to them adequately prepared for the advanced curriculum expected of advanced learners in their grade level. 45% indicated that they did not know.



85% of district staff that responded to the staff survey indicated that they strongly or somewhat agree that they could benefit for more professional learning about highly capable. There have not historically been offerings for professional development targeted at the needs of highly capable students for all educators, administrators, school board or parents. Counselors have not specifically been trained to support the needs of highly capable students.

There seems to be a lack of clear understanding of the identification process and the purpose. Many families are unclear of the support and services beyond elementary school.

Communication between staff as students transition between schools is needed, particularly at the transition between middle and high school.

Recommendations:

Begin an intentional professional development planning process to provide professional development for teachers, administration and counselors regarding the law, characteristics and unique learning and emotional needs of giftedness, identification processes and procedures, types of services available, and designing differentiated curriculum for advanced students. Include professional development for coaches: how to support differentiation for advanced learners, characteristics of gifted, EL and low SES students. At the High School level, more

specialized training could be provided for teachers delivering advanced coursework (ex. – AP, College in the High School).

As the district moves forward in the establishment of a shared philosophy, shared definition, and more comprehensive continuum of services it will be important to include family voices and include a communication plan for families and all stakeholders.

Articulating a clear transition plan for students could begin with key members between schools (counselor, teacher, administrator) meeting to discuss the needs of upcoming students.

SECTION 5:

OPTIONS FOR NEXT STEPS AND GETTING STARTED:

Again, Cashmere School District is to be commended for their interest in exploring program, services, assessment and identification, legal requirements, and issues of equity through the lens of a program review. This is relatively new work for districts in Washington State and the interest and willingness from staff, teachers, students, families, and partners to examine current practices and work toward a K-12 continuum of services for highly capable students was inspiring. Below are resources that could help begin this next phase of support for staff and students.

Two Recommended Books for Developing Comprehensive Services

1. Eckert, R. D., & Robins, J.H. (2017). *Designing services and programs for high-ability learners: A guidebook for gifted education (2nd ed.)*. Waco, TX: Prufrock Press. (This text provides comprehensive and practical advice for district administrators and teacher specialists in gifted education who have responsibilities for designing programs that provide a variety of services for high-achieving students. The topics covered include developing philosophy and mission statements on the needs of highly capable students, constructing identification procedures, articulating a variety of services for elementary and secondary students, attending to the needs of underrepresented and twice-exceptional students, supporting social and emotional needs of students, designing professional development plans, and collaborating with families to support these students.)
2. Gentry, M. (2014). *Total school cluster grouping and differentiation: A comprehensive, research-based plan for raising student achievement and improving teacher practices (2nd ed.)*. Waco, TX: Prufrock Press. (This manual provides information for teachers and administrators who are interested in implementing a schoolwide cluster grouping plan designed to increase the achievement of all students. The theoretical underpinnings of the model, research support for the model, and practical implementation advice are

provided. Chapters on other programming topics are also included, such as curriculum compacting, differentiation, twice exceptional learners, affective needs, and other complementary elementary program services.)

Articles For Use in Professional Development/District Level Teams

Position Papers from the National Association for Gifted Children (NAGC)-Download the following position papers at this website created to explain best-evidence research in the field of gifted education.

<http://www.nagc.org/about-nagc/nagc-position-statements-white-papers>

- Acceleration
- Affective Needs-Nurturing Social and Emotional Development of Gifted Children
- The Role of Assessments in the Identification of Gifted Students
- Collaboration Among All Educators to Meet the Needs of Gifted Learners
- Comprehensive Assessment to Ensure Gifted Students with Disabilities Receive Appropriate Services
- Differentiating Curriculum and Instruction for Gifted and Talented Students
- Grouping
- Identifying and Serving Culturally and Linguistically Diverse Gifted Students
- Twice Exceptionality

In 2007, the Professional Educator Standards Board (PESB) outlined the essential learning educators would master in the Gifted Education Specialty Endorsement. In 2013, NAGC (in partnership with the Center for Exceptional Children) developed standards for training all teachers already in the classroom, with special attention on:

- Recognizing the learning difference, developmental milestones, cognitive/affective characteristics of gifted and talented students, including those from diverse cultural and linguistic backgrounds, and identify their related academic and social emotional needs.
- design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains; and
- select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted and talented students.

[Gifted education - specialty endorsement \(2007\) - Professional Educator Standards Board \(wa.gov\)](#)

[Knowledge and Skill Standards in Gifted Education for All Teachers | National Association for Gifted Children \(nagc.org\)](#)

Attached Articles to Enhance Knowledge About Underserved Populations

1. Card, D., & Giuliana, L. (2015). *Can universal screening increase the representation of low income and minority students in gifted education?* Cambridge, MA: National Bureau of Economic Research.
2. Dixon, D., Peters, S. J., Makel, M. C., Jolly, J., Matthews, M. S., Miller, E. M., Rambo-Hernandez, K. E., Rinn, A. N., Robins, J. H., & Wilson, H. (2020). *A call to reframe gifted education as maximizing learning. Phi Delta Kappan*, 102(4)
3. Siegle, D., Gubbins, E.J., O'Rourke, P., Langley, S.D., Mun, R.U., Luria, S.R., Little, C.A., McCoach, D.B., Knupp, T., Callahan, C.M., & Plucker, J.A. (2016). *Barriers to underserved students' participation in gifted programs and possible solutions. Journal for the Education of the Gifted*, 39(2), 103-131.
4. Mun, R.U., Langley, S.D., Ware, S., Gubbins, E.J., Siegle, D., Callahan, C.M., McCoach, D.B., & Hamilton, R. (2016, December). *Effective practices for identifying and serving English learners in gifted education: A systematic review of the literature*. Storrs, CT: National Center for Research on Gifted Education (NCRGE).

Professional Development Training Modules for Highly Capable Programs

The [HiCapPLUS Professional Learning Modules](#) focus on research-based practices and provide technical support districts need to provide a comprehensive program of services that comply with state law. Media and materials are adaptable to the time and dynamics of districts, large and small, rural and urban. They are free for districts to use.

HiCapPLUS is designed with three integrated project components:

- System of professional learning for teachers and program directors that adapts to the opportunities and constraints of the local setting
- Technical assistance that improves program operations and increases compliance with state law
- New information and knowledge published online in the public domain, and distributed widely through the communication channels of OSPI and its educational partners

Attached Link to the National Association for Gifted Children Program Standards

Recently updated, these standards were developed to guide districts in creating comprehensive programs and services for students in Pre-K to Grade 12. The standards use student outcomes for goals, rather than teacher practices, keeping them in line with the thinking in education standards generally. Because these standards are grounded in theory, research, and practice paradigms, they provide an important base for all efforts on behalf of gifted learners at all stages of development.

Programming Standards:

- Learning and Development
- Assessment

- Curriculum & Instruction
- Learning Environments
- Programming
- Professional Learning

The standards can be accessed at this site and help to provide direction and focus to designing options for highly capable students.

<https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12>