



Highly Capable Guide
Woodland School
District

Highly Capable Guide

**A Handbook for parents and teachers with students in
the program for gifted and talented students, grades 5-8.**

Woodland School District 404
600 Bozarth St.
Woodland, WA 98674
360-225-1060

Superintendent.....Michael Green
Director of Special Services..... Deb Kernen
Psychological Examiner.....Jenn Barry
Intermediate School Principal..... Chris Wiseman
Middle School Principal.....Dr. Cari Thomson
Highly Capable Program Teachers.....Shar Brown & Tim Brown

Dear Parent and/or Teacher,

This handbook was prepared to provide information to you about Woodland's Highly Capable Program (Hi C). This program is designed to challenge gifted and talented students at Woodland Intermediate and Middle School. The handbook is a source of information about the identification process, various policies and objectives that will assist the parent and teacher. The more you know about Woodland's gifted program, the more we can motivate the students that are part of Hi C. Woodland is excited about this program and it is our hope that all involved will continue to call upon the students to excel.

Sincerely,

Deb Kernen, Special Programs Director
Woodland School District

CONTENTS

About Hi C _____	4
Characteristics of Gifted/Talented _____	6
Hi C Teacher Pre-referral _____	9
Bright Student/Gifted Learner Characteristic _____	11
About Gifted Children _____	12
Procedure for Identification and Placement of Hi C Students _____	13
Curriculum _____	14
About the Tests _____	17
Homework Policy _____	17
Conflict Resolution _____	18
Student Evaluation _____	18
Possible “Pitfalls” _____	19
Realistic Expectations _____	20
Unrealistic Expectations _____	20
What to do for Your Gifted Child _____	21
Teacher & Parent Hi C Referral Packet _____	22
Permission for Hi C Testing Form _____	31
Summary of Evaluation Results _____	32
Agreement for Participation Form _____	33
Request to End Placement Form _____	34
Hi C Appeal Packet _____	35

About the Highly Capable Program (Hi C)

The Hi C program was created to address the special needs of gifted students, building on their strengths and potential, providing a program which challenges them intellectually, enriches them, and gives them opportunities to interact with other gifted students and be challenged by them. We work to provide a differentiated curriculum which makes students think analytically, logically, and creatively. We challenge them to solve problems, make decisions and explore their own interests. We provide a stimulating environment where expression of ideas is encouraged and positive risk-taking is valued.

Hi C is a state grant funded program that requires the district to meet all guidelines provided in Washington Administrative Code (WAC) 392-170. Gifted education services are not extracurricular, a reward for good work or behavior, or just something to do if a child finishes class work early. The gifted education program is an educational intervention designed to meet the academic, social, and emotional needs of a small percentage of a school's population.

Program Options for grades 5 & 6: Qualified students are placed in one of three Science & Engineering program options.

- 1st Semester: The first half of the year, students will learn how to design, build, and program robots using Lego Technix pieces. This is very open-ended, as there is no one correct way to build or program the robots. There are thousands of possible answers to the problems that will be posed. This work will be done in teams with no more than three members to a team. Some of the students will be asked to join a Woodland Intermediate School Lego Robotics Team that will compete in the First Lego League.

- 2nd Semester: The curriculum in the second half of the year will revolve around the Intel Northwest Science Exposition Competition. This is similar to what was formerly called a "Science Fair". Each student will be responsible for a three-fold project: researching a scientific problem, designing and building a model, and displaying their work used in their presentation. Projects will be entered into the competition.

- Year Long: The Science and Engineering Class curriculum will focus on the basic principles of both in order to address solutions of real life problems. Each section of the class will culminate in projects presented at the regional and potentially international competitions.

Students are bussed over to Woodland Middle School at 2:10 and the class ends at 3:15 Tuesday-Friday.

Program Options for grades 7 & 8:

- Lego Robotics classes: Students will learn how to build and program robots that are made out of Lego Technix pieces. This is a very open ended class, as there is no one correct way to build or program the robots, and there are thousands of correct answers to the problems that will be given. Many of the problems will come from either this year's Lego robotics competition or last year's Lego robotics competition. This work will be done in teams with no more than three members to a team. Some students may decide to try out for our Lego robotics team that competes at local and state competitions in the fall and winter.

Students are scheduled into the Lego Robotics classes offered during the school day.

Characteristics of the Gifted Child

There are certain characteristics or behaviors that are indicators of giftedness. Not all gifted children will exhibit every characteristic and some gifted children will not exhibit any consistently. Some common characteristics of gifted students are:

- Superior reasoning powers
- Persistent intellectual curiosity
- Wide range of interests
- Markedly superior in quality or quantity of written and/or spoken vocabulary
- Reads avidly and absorbs books well beyond his or her years
- Learns quickly and easily and retains what is learned
- Shows insight to arithmetical problems that require careful reasoning and grasps mathematical concepts readily
- Has a keen sense of humor
- Sets high standards for self
- Gets excitement and pleasure from intellectual challenge (Giftedness, 1990).

All children may exhibit these traits. Gifted students possess these characteristics to a much greater extent than do other students of the same age, background, and experience. Gifted students also exhibit them in a more consistent manner and to a degree that they require modifications to their educational plan for further development to occur.

The characteristics noted above are not always exhibited positively. These students are not always the “teacher pleasers,” good students who get straight A’s and behave in the classroom. A child who is highly verbal may talk constantly, use language to show off or gain attention, or use inappropriate language. A curious child may be unable to focus on a task or assignment chosen by the teacher. An idealistic child may question decisions and directions made by the teacher. When these students’ unique needs aren’t met in the classroom, they often do poorly academically, although they have the ability to do well, and they often misbehave. Teachers and parents can misinterpret the bad behavior and fail to recognize the underlying reason for it – frustration or boredom.

The following characteristics are normally evident in gifted children.

Gifted Children.....

- | | |
|---------------------------------|--|
| --Are curious | --Like to collect things |
| --Have a large vocabulary | --Are independent |
| --Have a long memory | --Are creative and imaginative |
| --Sometimes learn to read alone | --Are healthy and well coordinated, but some may be delicate |

- Have a keen sense of humor
- Are persistent
- Sustain interest in one or more fields over the years
- Are interested and concerned about
- Are original
- Like older children when very young
- Are leaders
- Have talent(s) in art, music, writing, drama, dance
- Produce work which is fresh, vital, and unique
- Invent and build new mechanical processes
- Apply learning from one situation to another

- Learn easily
- May be bigger and stronger than average
- Develop earlier
- Enjoys complicated games world problems
- Analyze themselves, are often self-critical
- Do the unexpected
- Set high goals and ideals
- May appear different
- Create new ideas, substances, and devices
- See relationships and draw sound generalizations
- Often run counter to tradition
- Continually question the status quo
- Solve problems on a superior level, divergently, innovatively

**This checklist is reprinted from the National Association for Creative Children and Adults, 1975 by Ann Fabe Isaacs

But Then

Some of the characteristics of gifted children mentioned above can result in problems in the classroom. These problems don't make the student any "less gifted" but might make working with the student less than enjoyable, at times. Below are some difficulties that might result from generalized characteristics.

GIFTED.....

- High energy and motivation; interested in problem solving
- Broad knowledge and interest range
- Large vocabulary and advanced verbal ability
- Independent
- Has high level of conceptualization
- Has intellectual curiosity
- Diversity of interests

BUT.....

- Resistant to drill and repetition (even though there may be gaps in basic skills)
- Appears to be a "know-it-all"
- Dominates conversation; escapes into verbalism
- May rebel against direction; preference for solitude (a "loner")
- Doesn't pay much attention to detail
- Bored with simplistic explanations
- Hops from one interest to another; doesn't

- Pleasure in intellectual tasks
 - Is creative, inventive
 - High level of awareness and sensitivity
 - Analytical and/or critical thinker
- do assignments already known
 - Impatient with “busywork”; doesn’t do assignments already known
 - Rejects class content, convergent lessons, or traditions
 - Very sensitive to criticism, peer group rejection, low self-esteem; perfectionism
 - Frustrated with inactivity, hypercritical of others---and self

WOODLAND SCHOOL DISTRICT

Highly Capable

Teacher Pre-referral

Directions: *Think about the students in your classroom as you read each of the following sections. For each section, list the student(s) who come to mind.*

ADVANCED LANGUAGE (Unassumingly and appropriately displays an advanced vocabulary and an ability to use more complex language effectively in a variety of situations.) **Some possible behaviors may include:** unassumingly uses multi-syllable words; uses similes, metaphors, or analogies; modifies language for less mature children; uses language to teach other children; uses verbal skills to handle conflicts or to influence behavior of others; expresses similarities and differences between unrelated objects; uses time concepts.

Names of students who come to mind are: _____

ANALYTICAL THINKING: (Demonstrates an ability to discern components of a whole. The student may not be “organized”, yet enjoys organizing and planning events and procedures.) **Some possible behaviors may include:** analyzes classroom tasks; is unusually attentive to details in environment; sees cause and effect relationships; takes apart and reassembles things and/or ideas with unusual skill; expresses relationships between past/present experiences; makes up or expands songs, stories, and riddles about learning experiences; organizes collections of things.

Names of students who come to mind are: _____

MEANING MOTIVATED: (Shows curiosity and an inner drive for thorough, independent understanding.) **Some possible behaviors may include:** keeps at an issue until it makes sense; asks penetrating questions; is curious, asks how, why and what if; displays unexpected depth of knowledge in one or more areas; asks questions about words (in print or oral language); remembers; has accelerated task commitment and energy when learning; wants to do things on own; independent.

Names of students who come to mind are: _____

PERSPECTIVE: (Displays an ability to understand and incorporate unexpected or unusual points of view through oral language, writing, manipulative, and/or art.) **Some possible behaviors may include:** see another’s point of view; unexpectedly demonstrates dimension, angle, or perspective in art; creates interesting shapes or patterns; sees the “big picture” in a variety of situations.

Names of students who come to mind are: _____

SENSE OF HUMOR: (Demonstrates understanding of higher levels of humor and application of a finely developed sense of humor.) **Some possible behaviors may include:** says or does something indicating a finely developed sense of humor; catches an adult’s subtle humor, uses figurative language for humorous effect; understand and uses puns and riddles; “plays” with language.

Names of students who come to mind are: _____

SENSITIVITY: (Intensely sensitive to the needs and motivation of others.) **Some possible behaviors may include:** spontaneously takes action to help someone in need; uses empathic statements; has a strong sense of justice; has high expectations of self and others.

Names of students who come to mind are: _____

ACCELERATED LEARNING: (Demonstrates mastery and an ability to learn and understand material and concepts beyond the facts and knowledge typical and expected for that age group.) **Some possible behaviors may include:** rapidly accelerates learning after onset; categorizes by more than one attribute; has unusual ability to comprehend symbols (musical, numeral, alphabet, maps); reads consecutive passages at an advanced reading level and explains meaning of what is read; has unexpected mastery of numbers; has unexpected understanding of mathematical concepts; understands relationships of coin denominations.

Names of students who come to mind are: _____

Look over the names of the students you have listed, if any, above. Is there a name which appears in more than one category? Consider if this might be a student(s) who is highly capable and should be referred for testing. Next, review the “Bright Child/Gifted Learner” and the “What We Like/What we May Find Irritating” below. Again, think about those students who come to mind and consider referring those students. Finally, see the district Hi C program website for Referral Packets (or on page 21 of this document) for those students you feel may be gifted and may benefit from participation in the Highly Capable Program

BRIGHT STUDENT/GIFTED LEARNER CHARACTERISTICS

BRIGHT STUDENT	GIFTED LEARNER
Know the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet test well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for master
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

ABOUT GIFTED CHILDREN

What We Like	What We May Find Irritating
Learns rapidly and easily.	Can easily become bored with routine assignments and tasks.
Has keen powers of observation, is alert.	May notice too much.
Good memory.	Dislikes repetition, routine and drill.
Has large vocabulary.	Can make other feel inadequate.
Is highly imaginative.	Is less inclined to follow the ideas or organization of others. May want to do things his/her own way.
Has a high degree of curiosity. Asks many questions.	Constant questioning can be irritating and/or threatening.
Reasons things out, thinks clearly, recognizes relationships, comprehends meanings, and makes connections.	May see relationships other do not see and want to spend large amounts of time discussing all of this.
Has longer interest and attention span.	Sometime doesn't want to stop, or may not be interested in what you want them to be.
Can often form generalizations and use them in new situations.	May notice inconsistencies and bring them to your attention.
Has greater than average ability to grasp abstract concepts and see abstract relationships.	Can get lost in pursuing own thoughts. May daydream or appear inattentive.
Enjoys reading, usually at an advanced or technical level.	Always has nose in book.
Has a good sense of humor.	Can make jokes at others expense.
Is creative – can use material, words or ideas in new ways.	Sometimes at inappropriate times.
Has a strong desire to excel.	Wants to be BEST. Can be easily or deeply upset by mistakes or perceived “failure”.

Procedure for Identification and Placement

REFERRAL

The referral process is open for three months during which anyone (parents, teachers, media specialists, friends, family, acquaintances, members of the community, cohorts, etc.) may refer a student for testing. Teachers and parents will complete the “Referral Packet” located at the end of this document and the district website.

EVALUATION

These students are given an individual intelligence test and/or an achievement test. Students identified for Hi C must achieve in the 95th percentile on these tests to qualify.

Once a child has been admitted into the program, no further testing will be required. Unless some concern arises from the teachers or parents, continued participation in the Hi C Program will be automatic.

Students who transfer in from another state-approved gifted program in another school will automatically be eligible for our program, provided the criteria used to identify them meets or exceeds our own

PARENT PERMISSION

An invitation is extended to identified students and permission to participate is obtained from parents. If a student or parent decides to end placement, the request must be made by both the student and parent using the “Request to End Program Placement”. This request must be placed by the parents, and submitted to the Hi C Program Director.

PLACEMENT

The student is placed in the program for the upcoming school year.

SPECIFIC IDENTIFICATION REQUIREMENT

The primary measures to qualify Hi C students are drawn from the Otis Lennon School Abilities Test and the Raven’s Progressive Matrices. These are nationally normed cognitive ability tests. The student must score at the 95% level. The other criteria used to qualify students are the Hi C Parent Inventory & the Hi C Teacher Rating Scale. To measure creativity we use items # 12-21 from the Teacher Rating Scale. These items are drawn from research conducted by Renzulli and Hartman.

Curriculum

Gifted Curriculum Rationale

The Hi C program supports the district philosophy by recognizing that the gifted students in the Woodland School District have unique values, needs, and talents. To achieve this we believe that it is necessary for administrators, teachers, students, and parents to take responsibility for the gifted child's education. The gifted program will aid in the development of the gifted student's social, intellectual, physical, and emotional well being thus allowing our students to be productive members of society.

A gifted program allows students regular opportunities to interact with and be stimulated by their intellectual peers. Hi C is committed to enhancing the development of each student's unique potential through activities which are different from and advanced above the regular school program.

Gifted Curriculum Goals

1. Develop critical thinking, reasoning, problem solving, and logic skills.
2. Develop creative skills.
3. Develop communication skills.
4. Develop personal growth and social development skills.
5. Develop the ability to become an independent and self-directed learner.
6. Develop the ability to use advance technologies as a resource and communication tool.

Hi C Science & Engineering classes emphasize:

- ❖ critical and creative thinking processes
- ❖ communication, organizational, study, research, and quality production skills
- ❖ group processes
- ❖ decision making
- ❖ problem solving
- ❖ affective/emotional development
- ❖ self-direction and accountability

Gifted Curriculum Strands

The gifted curriculum will revolve around the following strands:

1. Creativity
2. Problem Solving
3. Research
4. Communication
5. Thinking Skills
6. Affective

Upon completion of this course, students will be able to do the following:

STRAND 1 CREATIVITY

1. Demonstrate the ability to use fluency, flexibility, originality, and elaboration.
2. Demonstrate the use of the brainstorming process in creative problem solving.
3. Show knowledge of various creative thinking strategies by using convergent and divergent thinking processes to complete an original product.

STRAND 2 PROBLEM SOLVING

1. Demonstrate basic understanding of creative problem solving skills.
2. Develop problem solving techniques by participating in group generated solutions to unique situations.
3. Participate in small group activities to generate solutions and ideas through brainstorming.

STRAND 3 RESEARCH

1. Develop skills needed for independent study by defining a topic or issue and participating in group brainstorming of ideas related to a topic
2. Devise a plan for research (time management).
3. Use appropriate level of resources such as videos, maps, dictionary, atlas, books, computers, surveys, interviews, graphs, magazines, newspapers,
4. Determine relevancy of research materials found by collecting and sorting data and materials related to the topic.
5. Develop note-taking skills.
6. Analyze and organize notes into a meaningful format.
7. Prepare a product to show research findings.

STRAND 4 COMMUNICATION

1. Participate effectively in a group discussion.
2. Communicate verbally by recognizing and practicing techniques of public speaking.
3. Organize a speech by preparing and delivering in a formal audience setting.
4. Give visual presentation (transparencies, posters, bulletin board, videos, electronic media, etc.)
5. Communicate in written format.

STRAND 5 THINKING SKILLS

1. Implement techniques for logical thinking by solving deductive reasoning problems.
2. Develop techniques for critical thinking.
3. Develop techniques for inductive inquiry.
4. Strengthen visual thinking techniques.
5. Develop techniques for studying the nature of thinking by using all levels of Bloom's Taxonomy.
6. Apply techniques for making analogies.

STRAND 6 AFFECTIVE

1. Assess and clarify their feelings on giftedness.
2. Assess feelings about themselves and their peers.
3. Assess feelings about issues.

About the tests...

What is a test of Cognitive ability?"

The Otis Lennon School Abilities Test (OLSAT) is administered in a group by the school psychologist. It takes about 1 hour. The OLSAT measures the cognitive abilities that relate to a student's ability to learn in school. It assesses students' thinking and reasoning skills. The scores are compared to other children within their age group. No child is expected to know all the answers, however, the test gives us a good indication of the upward limits of your child's ability, and this is helpful for our purpose of identification of gifted students. It also gives us the opportunity to observe how your child approaches a variety of problems that require different verbal and nonverbal skills and abilities, and gives us a glimpse at how he/she functions intellectually. The Raven's Progressive Matrices is a non-verbal test of abstract reasoning.

What is an "Achievement Test"?"

Achievement test scores tell how well a student is learning things he/she is taught in school. The WASL test measures progress in math, reading, science, and writing.

Tests of Creativity

Recognizing that creativity is often a characteristic as well as a desirable outcome of programs for gifted, we have a test of creativity which we may use to identify gifted students. The Renzulli-Hartman Checklist of Creativity is utilized.

Hi C Homework Policy

It is very important that students maintain a high quality of work in their regular classrooms. Though most students and their teachers report that Hi C students are capable of keeping up with assignments missed during Hi C day, it is the student's responsibility to find out what those assignments are and to make sure they are done. The following policy should guide teachers, help reduce the stress associated with "too much" homework, and outline rights and responsibilities of students.

1. Hi C students should be held accountable for tests and concepts missed during Hi C time.
2. Each student should be allowed two days to make up work missed.
3. Whenever possible, classroom teachers should give assignments to Hi C students a day in advance of Hi C program day.
4. Teachers should use their best judgment in determining the need for homework for these students. The obvious rule of thumb says if they understand the concept and can demonstrate such understanding, why do more practice drills? Reducing the quantity of homework assigned during Hi C time should be a goal.

Conflict Resolution

Should a classroom teacher or the gifted education teacher feel that a child is having difficulties as a result of participation in the Hi C program, the steps listed below should be followed until the issue is resolved. Examples of difficulties could be: falling test scores, low classroom grades, poor participation in the gifted education class activities, etc.

STEPS FOR RESOLUTION

1. Classroom and Hi C teachers confer.
2. Conference is held between teachers, student, principal, and/or Hi C Director.
3. Conference is held with teachers, principal, and/or Hi C Director, parents and student. Targets for improvement are set.
4. If the targets are not achieved, a conference is held with all of the above to discuss continued placement in the program.

If a student is to be considered for re-entry into the program, a conference will be held involving the school personnel, parents, and the student.

Student Evaluation

Grades 5th -6th

Written communications may be sent home at various times throughout the year. This may include information on both what your child is doing in the program as well as information on their progress.

Grades 7th -8th

Generally speaking, a more formal grade is used at these grade levels. Letter grades will be used. On some projects, the student may have input into both the selection of criteria to be used for evaluating as well as if this particular project will go into a larger grade or not be averaged in. Some projects may not “be graded” formally at all, but rather the progress and performance of the student discussed with the instructor.

Possible “Pitfalls”

As with any school program, things can go wrong. The following are some “pitfalls” in attitude that all of us—teachers, students, parents—can avoid.

Big Head—Sometimes students develop “headus giganticus” as a result of being placed in the gifted program. They may brag about being in the program or flaunt their talent. Often students who do this are actually unsure of their placement, and afraid they aren’t as good as others think they are. They work overtime trying to convince themselves and others it’s true.

High Anxiety—This is usually short-lived. Upon entering the program, the student is nervous, worried about measuring up, a student enters during the year after a class is established. The student may try too hard or, more often, give up before he/she has begun.

Lower Performance—Sometimes a student’s performance (test scores, homework, etc.) drops after placement in the program. This may be due to faulty perceptions on the part of others.

Unrealistic Expectations-- ...From parents/child... There is no magic in Hi C. We can’t say it changes anyone’s life. The Hi C program is designed to foster some specific skills and attitudes and to provide some acceleration in some areas.

...From teachers... Program students will not necessarily be at the top in every school subject. Performances that had been acceptable in the past may suddenly no longer be good enough after the student is labeled “gifted”.

Poor Communication-- This is a trap that the concerned teachers may fall into—inadequate communication between the program teacher and the classroom teacher about the student’s attitudes and performance.

Realistic Expectations

For Intellectually Gifted In Regular Classrooms

1. According to national figures, 20% of the high school dropouts are gifted. It could be realistic to expect a certain percentage to be unmotivated and dissatisfied with their school experience.
2. It is reasonable to expect classroom work to be average to above average, unless they are working at their instructional level. If they are working at their instructional level, they should be doing above average or better work.
3. It is realistic to expect the child to want to learn for learning's sake, rather than to learn merely for somebody else's standards.
4. It is realistic to expect the intellectually gifted to be an avid reader. They may be reading a book when time is given to complete an assignment, or they may do the majority of their reading away from school.
5. Since they hate drill and repetition, it can be expected that they will rush through that type of work...and make numerous mistakes.
6. It is reasonable to expect some of them to be perfectionists. Their assignments may be handed in late or not at all, because they do not please the student. Time escapes them because all work must be perfect. This often makes them anxious and inhibits them from trying something new.
7. It is realistic for these students to set unrealistic goals for themselves. They expect an extreme amount from themselves. Everyone else expects them to achieve the unachievable; things do not get completed.
8. It is realistic to expect them to have learning strengths and weaknesses as do all children.
9. It is reasonable to expect the intellectually gifted to complete open-ended assignments with evidence of thought; problem-solving, decision-making, judgments, comparisons, etc.
10. It is realistic to expect the balance between the emotional and the intellectual to be uneven – especially for the primary child. Emotionally the child may be 6, but intellectually 11.
11. These students usually have many hobbies and projects outside of school. It is realistic for them to consider these activities far more important than homework assignments.
12. It is realistic to expect the intellectually gifted to be more dependent upon adults because they need adult help in order to complete research or projects.

Unrealistic Expectations

For Intellectually Gifted In Regular Classrooms

1. To expect intellectually gifted to be enthusiastic about drill and repetition.
2. To expect the gifted to excel in every subject area. They have special interests and are usually persistent in following them.
3. To expect the intellectually gifted to do their best with work that is too easy, or that they already know.
4. To expect them to make the best grades. Grades reflect the completion of assigned tasks, not cognitive ability.

Awareness that the preceding pitfalls exist enables the student, parent, or teacher to jump over or go around them. There are other pitfalls, too. With vigilance and communication, we can alert each other of their presence.

What To Do For Your Gifted Child

ENCOURAGE DEVELOPMENT:

- ❖ Adapt for home use some activities used by teachers to stimulate higher levels of thinking.
- ❖ Play more complicated games with your gifted children. For example, while riding in a car, try to find the similarities between things, such as a telephone pole and a sign.
- ❖ Give them time for free thinking. Don't over-schedule them.
- ❖ Let them explore different things to do with household objects. This gives them a chance to do something new with something old.
- ❖ Give them time to be alone and have quiet time.
- ❖ Let them daydream. This is a creative activity they need.
- ❖ Let them be gullible and dumb once in a while, without corrections. Avoid nonproductive remarks such as "A person can't be right all the time," and "See, you aren't too smart".
- ❖ Help them analyze themselves and their environment.

MOTIVATE THEM:

- ❖ Encourage trial and error
- ❖ Encourage novel ideas
- ❖ Encourage goals set by the child and independence
- ❖ Help the child recognize strengths and weaknesses
- ❖ Give constructive criticism
- ❖ Recognize achievement
- ❖ Be enthusiastic and optimistic
- ❖ Give honest evaluations
- ❖ Set a good example in above areas
- ❖ Furnish books that cover a wide range of subjects and reading levels
- ❖ Provide reference materials and laboratory equipment
- ❖ Arrange the child's room to appeal to natural curiosity
- ❖ Make use of resource people in the community
- ❖ Plan field trips and library visits
- ❖ Set aside time for reading
- ❖ Base enrichment activities on the child's interests and hobbies
- ❖ Plan ways to apply what the child has learned
- ❖ Encourage participation in outside activities

PITFALLS TO AVOID:

- ❖ Don't force yourself into a teacher role all the time. Your children want you to be a parent.
- ❖ Don't force your children into the gifted role all the time. There are times when they simply want to be children.
- ❖ Don't encourage goals beyond your child's reach.
- ❖ Don't give wholesale praise. Reserve it for the praiseworthy.
- ❖ In your efforts to encourage self-direction, do not withhold direction and guidance.
- ❖ Don't be afraid to admit your own ignorance about something or be afraid to find someone else who can provide information beyond your knowledge.
- ❖ Don't be afraid to admit mistakes with your children.
- ❖ Don't brag about giftedness, but defend your interest in education for the gifted on the basis of providing appropriate education for all children.

Woodland School District 404
600 Bozarth St.
Woodland, WA 98674

Highly Capable Program
Phone: 360-225-1060
Fax: 360-225-1060

Highly Capable Program (Hi C) Grades 5-8 Referral Packet

General Directions-

- The Hi C tests are administered by a school psychologist and measure cognitive abilities.
- Referrals can be made by anyone (parents, teachers, media specialists, friends, acquaintances, member of the community, cohorts, students, etc.) Parents and teacher need to complete the Referral Packet provided below. *Please print and complete.*

All packet information needs to be submitted NO later than November 30, 2009 to:
Special Services Department Woodland Primary Attention: Carla Kirkpatrick

STUDENT INFORMATION

Student: _____

First

Last

Parent Name: _____

First

Last

Parent Signature

Address: _____

City

State

Zip

Home Phone: _____ Work Phone: _____

e-mail address: _____ Male Female

Date of Birth: _____ Age: _____ Current Grade: _____ Teacher: _____

Will your child require special assistance or accommodations during the testing sessions? _____

If so, please describe on the back of this page.

If this student has test data from another school district or from a private psychologist, please check below and attach copies of the testing information (the State of Washington requires both a nationally standardized achievement and a mental abilities test). Yes, information is attached

Does/has this student have/had a sibling in Hi C? No Yes

Who initiated this referral? Parent Teacher Other (describe) _____

5. Describe how the standard curriculum has been modified to meet this student's special needs within the regular classroom.

6. Do you believe this student would be successful in the Hi C program?

7. Other comments:

Please also complete, sign, and date the Teacher Rating Scale

Teacher Signature

Date

DEADLINE: To Special Services Department. Attention: Carla Kirkpatrick by **November 30, 2009.**

TEACHER RATING SCALE

Hi C Program for Gifted Education

Instructions: Please rate the student from 1 (low) to 5 (high) with an “X” to assess the characteristics of giftedness you have observed in this student. Clarify, explain or exemplify under “Comments”.

DATE: _____ STUDENT: _____

PRESENT GRADE: _____ TEACHER COMPLETING FORM: _____

	Low			High	
	1	2	3	4	5
1. Verbal Proficiency—has an advanced vocabulary and language skills not normally used by age-mates.					
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of his/her group).					
3. Has quick mastery and recall of factual information.					
4. Has rapid insight to cause-effect relationships.					
5. Is a keen and alert observer: usually “sees more” out of the story, film, etc. than others.					
6. Reads a great deal on his/her own: usually prefers adult level books; does not avoid difficult material; may show preference for biography.					
7. Becomes absorbed and truly involved in certain topics or problems: is sometimes difficult to get her/him moving on to another topic.					
8. Strives toward perfection; is self-critical; is not easily satisfied with speed or products.					
9. Prefers to work independently; requires little direction from teachers.					
10. Is quite concerned with right and wrong, good and bad. Often evaluated and passes judgment on events, people and things.					
11. Is easily bored with routine tasks.					
12. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.					
13. Generates a large number of ideas or solutions to problems and questions; often offers unusual, “way out”, unique, clever responses.					

14. Is uninhibited in expression of opinions; is sometimes radical and spirited in disagreement; is tenacious.					
15. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.					
16. Displays a good deal of intellectual playfulness; fantasizes; imagines (“I wonder what would happen if...”); manipulates ideas (i.e., changes, elaborates upon them), is often concerned with adapting, improving, and modifying institutions, objects and systems.					
17. Is a high risk-taker; is adventurous and speculative.					
18. Is usually aware of his impulses and more open to the irrational in himself (freer expression of unusual interests for boys, greater than usual amount of independence for girls); shows emotional sensitivity.					
19. Is sensitive to beauty; attends to aesthetic characteristic of things.					
20. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.					
21. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.					
Column Totals:					

TOTAL SCORE: _____

CREATIVITY SCORE: _____

Teacher Signature/Date

COMMENTS: (use additional sheet, if needed)

Adapted from the Scale for Rating Characteristics of Superior Students by Joseph S. Renzulli/Robert K. Hartman and Renzulli-Hartman Scale for Rating Characteristics of Creative Students (Items #12 – 21 rate creativity specifically).

DEADLINE: To Special Services Department. Attention: Carla Kirkpatrick by November 30, 2009

Woodland School District

PARENT INVENTORY

Hi C Program

NAME: _____ **DATE:** _____

GRADE: _____ **TEACHER:** _____

Directions: On the scale below, indicate the degree to which this trait is found in your child.

	Seldom		Almost		
	Or Never		Always		
	1	2	3	4	5
1. Is alert beyond his/her years.					
2. Has interests of older children or of adults in games and reading.					
3. Sticks to a project once it is begun.					
4. Is observant.					
5. Other children call him/her to initiate play activities.					
6. Is concerned with details.					
7. Is able to plan and organize activities.					
8. Has above average coordination, ability.					
9. Often finds and corrects own mistakes.					
10. Has a wide variety of interests.					
11. Is able and willing to work with others.					
12. Chooses difficult problems over simple ones.					
13. Sets high standards for self.					
14. Likes to do many things and participates whole-heartedly.					
15. Likes to have his/her ideas known.					

Woodland School District
PARENTS PERMISSION FORM
FOR Hi C TESTING

NAME: _____ GRADE: _____ TEACHER: _____

I, as parent or guardian, have considered the opportunity for my child to be evaluated for possible placement in the gifted program.

_____ I was hereby give my permission for the school to administer the Otis Lennon School
Initial Abilities Test & Raven's Progressive Matrices Test.

_____ I was given the opportunity for my child to be evaluated for the gifted program, however,
Initial I do not desire to do so at this time.

Signature

Date

Please return this form to the Special Services Department promptly.
Attention: Carla Kirkpatrick

District Use

Received to Special Services Department and student added to list to test: _____ <p style="text-align: right;">Date</p>
--

Summary of Evaluation Results

Gifted Program Identification Criteria

Student's Name: _____

Grade: _____

Date: _____

	Criterion Score	Met	Not Met
1. Parent Inventory (min. 120/150)	_____	_____	_____
Teacher Rating Scale (min. 80/105)	_____	_____	_____

	Percentile	Met	Not Met
2. Creativity 70% or better	_____	_____	_____
3. Otis Lennon School Abilities Test (OLSAT) 95%	_____	_____	_____
4. Raven's Progressive Matrices	_____	_____	_____

	Score	Met	Not Met
5. WASL			
Reading	_____	_____	_____
Math	_____	_____	_____
Writing	_____	_____	_____
Science	_____	_____	_____

Highly Capable Program

AGREEMENT FOR PARTICIPATION

In order to officially enroll _____ in the Hi C Program for the 2010-2011 school year, the form below needs to be completed.

No later than Friday, February 5, 2010. Your signature, as well as that of your child, indicates your agreement to the following conditions and expectations:

1. Maintain regular and punctual attendance - no more than five (5) absences or tardies in any grading period;
2. Maintain general education classroom grades of "C" or better.
3. Complete all Hi C projects and assignments according to the specified criteria;
4. Perform at a level consistent with ability;
5. Actively participate in classroom discussions, activities, and lessons at a level consistent with ability;
6. Behave in accordance with Woodland Intermediate and Middle School guidelines, the school's rules and regulations, and the classroom teacher's established management system. A student's behavior, attitude, or work habits may not interfere with another student's learning.
7. Adhere to the Exit process, which involves submitting a "Request to End Placement/" form. Contact the Special Services Department to acquire the form or from the website.
8. All placements are provisional and may undergo periodic review to ensure that each student is demonstrating consistent progress. Should the determination be made that a student is not demonstrating consistent progress, a conference to discuss alternatives will be scheduled with parents, teacher, and the Highly Capable Program Director. This may result in a change of placement.

I agree to adhere to the listed conditions and expectations:

Parent's Signature

Student's Signature

Address

Student's Printed Name

Phone

2010-2011 School/Grade

Please Sign and Return to:

Deb Kernen-Highly Capable Program Director
Special Services Department, Woodland School District
600 Bozarth St.
Woodland, WA 98674

MUST BE RETURNED BY Friday, February 5, 2010

Or _____ I have been given the opportunity to place my child in the gifted program, however I do not desire to do
Initials so at this time.

Woodland School District
Hi C Program
Request to End Placement

_____ I, as parent or guardian, give my permission for my student to be removed from the Hi C
Initials Program.

REASON: _____

Parent/Guardian Signature

Date

Student Signature

Date

Please submit this form to the Hi C teacher once completed

<p>District Use</p> <p>Hi C Teacher Signature: _____ Received on: _____</p> <p>Received to Special Services Department and student removed from Hi C class list: _____</p>

Woodland School District 404
600 Bozarth St.
Woodland, WA 98674

Highly Capable Program
Phone: 360-225-1060
Fax: 360-225-1060

Highly Capable Program (Hi C) Appeal Packet

Directions-

- Any student with test data may pursue an appeal.
- An appeal may be initiated by any interested person on a student's behalf
- A student may be appealed more than once.
- Necessary components of an Appeal include the following:
 - Student Information
 - Student Background – Parent
 - Student Background – Teacher
 - Student Product Sample,
 - Additional test scores, evidence of student achievement (report cards), evidence of extraordinary circumstances may accompany the appeal packet.

Student Information

Name of Student: _____

Address: _____

Phone: Home _____ Parent's work: _____

Current Grade: _____ Teacher: _____

Appeal Initiated by: _____

Name

Relationship

Woodland School District
Hi C Program Appeals
STUDENT BACKGROUND-PARENT

Student Name _____ School _____ Grade _____

1. Describe the characteristics/behaviors/needs of a gifted learner that you have observed with your child:

2. Describe your child's academic progress, interactions with classmates, and special interest areas:

3. Describe how the regular curriculum has been modified to meet your child's special needs:

4. My child's test performance may have been influenced by:

Comments:

Woodland School District

Hi C Program Appeals

STUDENT BACKGROUND-TEACHER

Student Name _____ School _____ Grade _____

1. Describe the characteristics/behaviors/needs of a gifted learner that you have observed with your child:

2. Describe the child's academic progress, interactions with classmates, and special interest areas:

3. Describe how the regular curriculum has been modified to meet the child's special needs:

4. Test performance may have been influenced by:

Comments:

Note: Please attach copies of the most recent report cards, test data and any other supporting documentation.

Teacher Signature/Date