

**What does outstanding mean?**  
*Local decision; Guidance is 96%tile or higher*

**What scores to use?**  
**AGE rat Grade Scores**  
 For Language Arts: Verbal Reasoning  
 Language and Reading subtest scores  
 For Math: CogAT (K-3): Quantitative Reasoning  
 Quant (Non-verbal) Partial composite  
 mView or OLSAT (Grades 3-5): Nonverbal subtest  
 (combination of nonverbal and quantitative reasoning)  
 Students who qualify in both areas are tagged as  
 General Intellectual on the STN

**Who should be tested and at what grades?**  
 Recommendation: All students in K and 2  
 Systematically screen students before middle and before  
 high school and in 10th grade with PSAT

**When should testing take place?**  
 Recommended: All students should be tested second semester  
 2nd grade when a district is using criterion-referenced  
 measures a test.

**Pathways to Identification**  
 Outstanding score on norm-referenced measure of ability (e.g. CogAT, mView, OLSAT, PSA)  
 Outstanding score on norm-referenced measure of achievement (e.g. NWEA, Iowa Assessments, Terra Nova)  
 Qualitative data **only if** scores on either ability or achievement measures fall just below guideline score for identification (e.g. work samples, teacher rating scale)



**What is the most streamlined, defensible ID process?**

*Test students with the ability measure.*  
 > If students score at the 96%tile or higher, identify as HA in corresponding domain.

*For students who scored between 80-95th percentile, test with the norm-referenced achievement measure*  
 > If students score at the 96%tile or higher, identify as HA in corresponding domain.

*If students fell just short of the 96%tile on either ability or achievement measure, review additional, qualitative data (work samples, teacher rating scales, etc.) to determine appropriate placement.*

**What about appeals?**

- Written request with justification
- Set time limit
- Provide alternative tests

**National or local norms?**  
*Use the most inclusive set*

# High Ability Coordinators 101

*Kristie Speirs Neumeister, Ph.D.*

*Virginia Burney, Ph.D.*

Getting a handle on high ability  
in your district:



# District Responsibility - Developing Policies & Programs

Leadership & Commitment to Excellence

Defensible Identification

Services & Curriculum

Stakeholder Support

Evaluation of Program Effectiveness

## Building Responsibility - Leadership in Implementation

Fidelity of Services

Support for Differentiation

In-Depth Training in Gifted Education

Assessing Teacher Effectiveness

## Classroom Responsibility

Differentiating Instruction

Monitoring Achievement

Multifaceted  
Identification  
Plan

Curriculum  
and  
Instruction

**Required  
Written  
Plans**

Program  
Evaluation

Guidance  
and  
Counseling

Professional  
Development

```
graph LR; A[Identify advanced potential] --> B[Provide appropriate environment]; B --> C[Produce advanced achievement];
```

Identify  
advanced  
potential

Provide  
appropriate  
environment

Produce  
advanced  
achievement

K-12: Identify and provide appropriately differentiated curriculum and instruction in core content areas (IC 20-36-2)

## Optional Domains:

- General Creative
- Visual and Performing arts
- Technical and Practical Arts
- Interpersonal



**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 others of the same age, experience, or environment" (IC 20-36-1)**

## Pathways to Identification

- *Outstanding score on norm-referenced measure of ability (e.g. CogAT, InView, OLSAT, PSAT)*
- *Outstanding score on norm-referenced measure of achievement (e.g. NWEA, Iowa Assessments, Terra Nova)*
- *Qualitative data **only if** scores on either ability or achievement measures fall just below guideline score for identification (e.g. work samples, teacher rating scale)*

What does outstanding mean?

*Local decision; Guidance is 96%tile or higher*

**National or local norms?**

*Use the most inclusive set*

## **Who should be tested and at what grades?**

*Recommendation: ALL students in K and 2*

*Systematically screen students before middle and before high school and in 10th grade with PSAT*

## When should testing take place?

*Recommendation: Kindergarteners need to be tested second semester  
Other grades: when it fits into testing calendar; if possible, second semester is best.*

# What scores to use?

## ***AGE not Grade Scores***

*For Language Arts: Verbal Reasoning  
Language and Reading subtest scores*

*For Math: CogAT (K >): Quantitative Reasoning  
Quant/Non-verbal Partial composite  
InView or OLSAT (Grades 3 >), Nonverbal subtest  
(combination of nonverbal and quantitative reasoning)*

*Students who qualify in both areas are tagged as  
General Intellectual on the STN*

# What is the most streamlined, defensible ID process?

*Test students with the ability measure.*

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# What about appeals?

- *Written request with justification*
- *Set time limit*
- *Provide alternative tests*

# Exit Procedures

- *Conference with all parties*
- *Establish interventions*
- *Set a timeline for implementation*
- *Conference with all parties*
- *If exiting, remove HA designation from STN*

High Ability  
Individuals

High  
Performance

Prodigies

Creative Producers

High Achievers

Underdeveloped  
Performance

Twice Exceptional

Low SES

Culturally/  
Linguistically Diverse

Underachievers

```
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Identify  
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Provide  
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**Services**

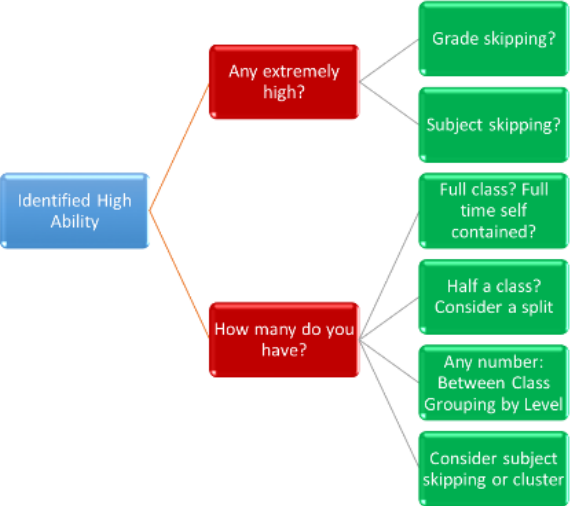


# Services

## Individual

Acceleration	Enrichment
<ul style="list-style-type: none"><li>• Early entrance</li><li>• Multi age grouping</li><li>• Grade skipping</li><li>• Subject skipping</li><li>• Dual enrollment</li><li>• Early matriculation</li><li>• Credit by examination</li><li>• Self paced</li><li>• Distance learning</li></ul>	<ul style="list-style-type: none"><li>• Pull-out options</li><li>• Mentorships</li><li>• Independent study</li><li>• Electives</li><li>• Extensions</li><li>• Individual variation</li></ul>

## Group



Ways to say Yes  
Not reasons to say No

Ways to say Yes  
Not reasons to say No



# Individual

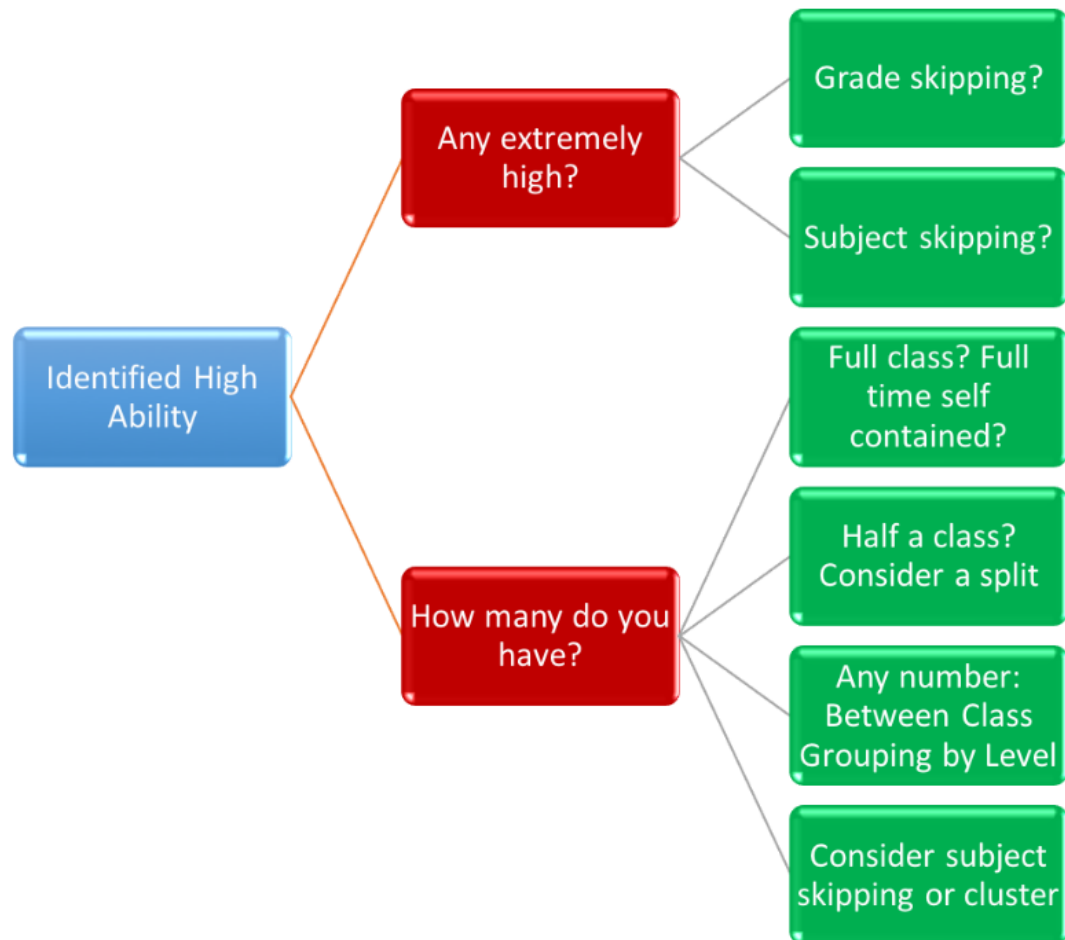
## Acceleration

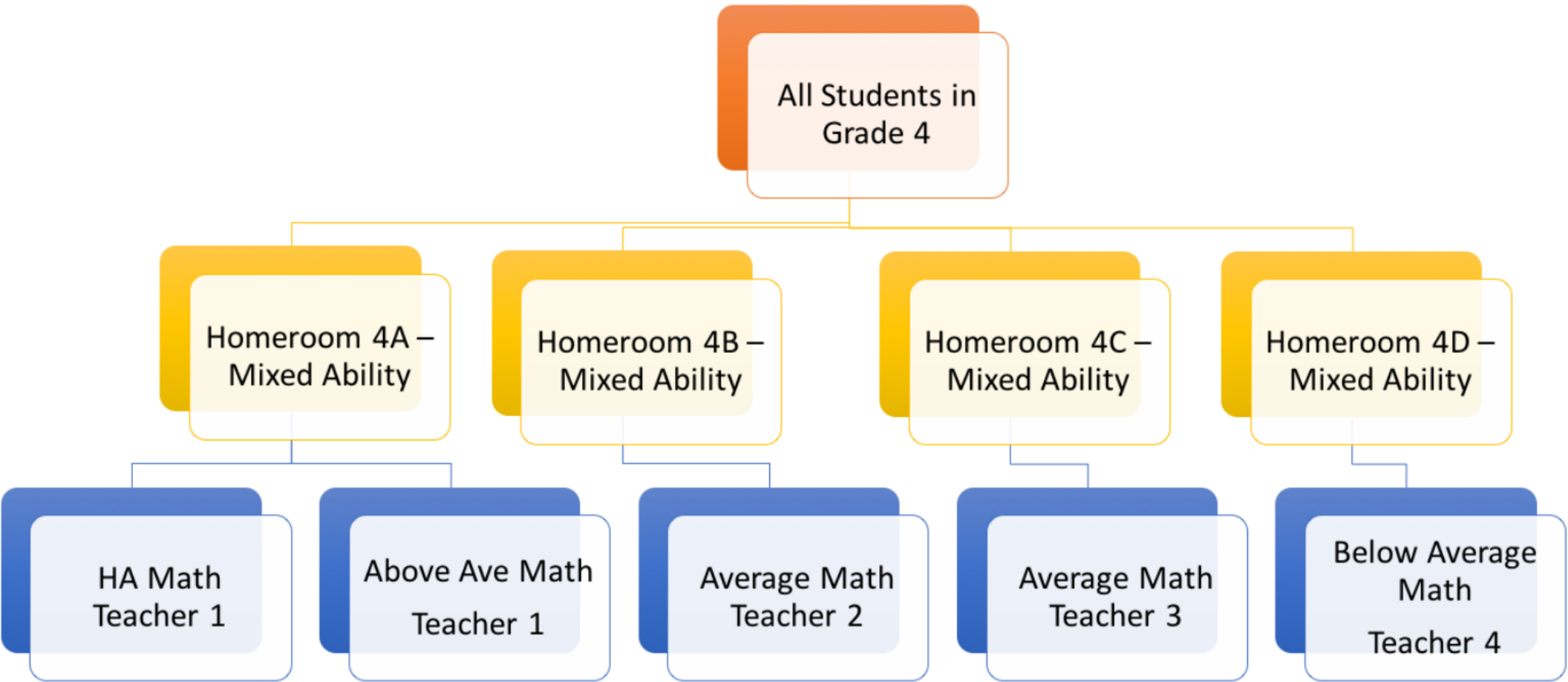
- Early entrance
- Multi age grouping
- Grade skipping
- Subject skipping
- Dual enrollment
- Early matriculation
- Credit by examination
- Self paced
- Distance learning

## Enrichment

- Pull-out options
- Mentorships
- Independent study
- Electives
- Extensions
- Individual variation

# Group





Teacher  
1

All Gifted  
Learners

Average  
Learners

Teacher  
2

Above  
Average

Average  
Learners

Below  
Average

Teacher  
3

Above  
Average

Average  
Learners

All far below  
learners

# **IDOE Resources**

# High Ability Resources

Posted: Wed, 01/16/2019 - 8:07am










Updated: Fri, 07/19/2019 - 9:01am

## Comprehensive English Language Arts Curriculum Units

### Phase I

- [Unit K: Connecting to My World](#) 
- [Unit 1: Signs and Symbols](#) 
- [Unit 2: Connections of the Heart](#) 
- [Unit 3: The Changing Faces of Story](#) 
- [Unit 4: Making a Difference](#) 
- [Unit 5: The Hero's Journey](#) 
- [Unit 6: Power of the Mind](#) 
- [Unit 7: Powerful Words and Wisdom](#) 
- [Unit 8: Leaders, Legacies, and Leverage](#) 

### Phase II

- [Unit 2: Exploring Structure in Language and Literature](#) 
- [Unit 3: Beauty in Interactions](#) 
- [Unit 4: Systems in Life and Literature](#) 
- [Unit 5: Values and Their Influence](#) 
- [Unit 6: Honor Through the Ages](#) 
- [Unit 7: Growth: Down the Rabbit Hole](#) 
- [Unit 8: Identity Ignition: Recognition of Self in Society](#) 
- [Unit 9: Perspectives: Turning Mirrors into Windows](#) 
- [Unit 10: Influence in the World Around Us](#) 

Grade/Unit	First Semester (9-12 weeks)	Mini Units (3 weeks) These do not have a singular focus but address standards not covered in the original units	Second Semester (9-12 weeks)
Kindergarten			<i>Connections to my World</i>
1 <sup>st</sup> Grade	<i>Signs and Symbols: Connections for Making Meaning</i>		
2 <sup>nd</sup> Grade	<i>Connections of the Heart</i>		<i>Exploring Structure in Language and Literature</i>
3 <sup>rd</sup> Grade	<i>The Changing Faces of Story</i>		<i>Beauty in Interactions</i>
4 <sup>th</sup> Grade	<i>Change: Making a Difference</i>	Mini Unit 4	<i>Systems in Life and Literature</i>
5 <sup>th</sup> Grade	<i>Change: The Hero's Journey</i>	Mini Unit 5	<i>Values and their Influence</i>
6 <sup>th</sup> Grade	<i>The Power of the Mind</i>	Mini Unit 6	<i>Honor through the Ages</i>
7 <sup>th</sup> Grade	<i>The Power of Words</i>	Mini Unit 7	<i>Identity: Down the Rabbit Hole</i>
8 <sup>th</sup> Grade	<i>Power: Leaders, Legacies, and Leverage</i>	Mini Unit 8	<i>Identity Ignition: Recognizing Self in Society</i>
9 <sup>th</sup> Grade	<i>Perspectives: Turning Mirrors into Window</i>		
10 <sup>th</sup> Grade	<i>Influence in the World Around Us</i>		

**Teacher to Teacher - High Ability Math Resources, K-5**

- Participants
- Badges
- Competencies
- Grades

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- Home
- Dashboard
- Calendar
- Private files
- My courses

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**Teacher to Teacher - High Ability Math Resources, K-5**

- High Ability Toolkit

# Teacher to Teacher - High Ability Math Resources, K-5

Home / My courses / Teacher to Teacher - High Ability Math Resources, K-5

## General

Announcements

## K-2 Resources

- Video: K-2 Math Resources
- High Ability Math K-2 Resource Introduction
- Math K-2 Computation and Algebraic Thinking Strand
- Math K-2 Data Analysis Strand
- Math K-2 Geometry Strand
- Math K-2 Measurement Strand
- Math K-2 Number Sense Strand
- K-2 Reasoning, Logic, Problem Solving, Visual Spatial, and Strategic Thinking





```
graph LR; A[Identify advanced potential] --> B[Provide appropriate environment]; B --> C[Produce advanced achievement];
```

Identify  
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# Professional Development

- Characteristics of gifted learners
- Identification
- Strategies for promoting higher level thinking
- Strategies for addressing social and emotional needs

# Program Evaluation

- Annual internal review
- Every 5-7 years external review of all program elements by outside experts



*Working Together for Student Success*

# High Ability Coordinator Handbook

**2019-2020**

## Table of Contents

INTRODUCTION AND RATIONALE .....	1
REQUIREMENTS FOR SERVING HIGHABILITY STUDENTS .....	3
BROAD-BASED PLANNING COMMITTEE .....	4
MULTIFACETED ASSESSMENT PLAN .....	7
Required Domains for Identification and Services .....	9
Optional Domains for Identification and Services .....	10
Considerations for Selection and Use of Quantitative Measures .....	11
Appeals Process .....	14
Exit Procedure .....	14
Frequently Asked Questions on Identification .....	15
Sample Multifaceted Assessment Plan .....	18
Purpose of Identification and Parent Notification .....	23
SERVICE OPTIONS FOR STUDENTS WITH HIGH ABILITY .....	24
CONSIDERATIONS FOR STUDENTS FROM UNDERREPRESENTED POPULATIONS .....	31
CURRICULUM AND INSTRUCTION PLAN .....	33
COUNSELING AND GUIDANCE PLAN .....	37
PROFESSIONAL DEVELOPMENT PLAN .....	43
PROGRAM EVALUATION PLAN .....	50
PROGRAM CHECKLIST .....	51
GRANTS, REPORTS, AND DATA COLLECTIONS .....	57
High Ability Grant Budget Planning .....	60
ONLINE RESOURCES .....	62
ADVICE FOR COORDINATORS .....	64
GLOSSARY OF TERMS .....	67
INDIANA CODE AND RULES AFFECTING HIGH ABILITY STUDENT EDUCATION .....	77