**Module 1: An Overview of Identification of Processes and Practices**

# Summary Ideas

* School districts should establish comprehensive, cohesive, and ongoing identification processes and procedures for identifying highly capable students that are aligned with the Washington Administrative Code governing highly capable programs.
* The purpose of identification is to look for students who require enhanced and advanced learning experiences responsive to their learning needs.
* The identification of highly capable students is an ongoing process that includes notification, referral and screening, parent permissions, assessment, selection, and procedures necessary to appeal a selection decision and exit a student from highly capable services.
* The identification process and the assessments used should align with a program’s definition of giftedness and the types of services provided to students in K-Grade 12 to ensure continuous growth.
* All identification processes and procedures should be communicated to all members of the local and school community.
* Proper annual public notification about the identification process and procedures should be published or announced in multiple ways in appropriate languages to each community through district publications or other media with circulation adequate to notify parents and students throughout the district.
* The identification process should include the use of both multiple sources and multiple types of assessment, both qualitative and quantitative data, to build better profiles of students’ behaviors and area(s) of strength.
* Proper forms to support the notification, referral, screening, assessment, and selection procedures should be designed to support the district’s identification plan.
* Proper permissions must be sought from parent/legal guardians before any major identification activity takes place, (i.e., testing, selection/placement, and appeals/exits).
* Providing professional development to families, staff, faculty, administrators and, in particular, the Multidisciplinary Selection Committee members in understanding the identification process, procedures, and use of the assessments creates a more effective system for recognizing and supporting the advanced learning needs of highly capable students.

# Take Action Research Possibilities:

Examine your own district identification process and procedures that guide the notification, referral, assessment, and selection components found in your identification plan. Are there any changes that need revision to align them to best practices discussed in this module?

Questions to Prompt Possible Action Steps:

1. Is the identification process and procedures clearly written and made available to all members of your local and school community?
2. Are educators and parents knowledgeable about how this identification process works?
3. Are there any forms that need to be created to support the identification process and its procedures?
4. To what extent are the identification procedures effective for all grade levels and sensitive to student age?
5. Do the procedures reflect the diversity in primary languages, cultures, economics, and academics as the talents and abilities of students are assessed during the screening and selection processes?
6. Are the selected assessment tools reflective of qualitative and quantitative data that assist you in identifying students’ area(s) of strength?
7. Is there a link between the students’ needs and the definitions and procedures related to identifying highly capable students?