*Access and Equity*

A Professional Development Course to Support

Programs for Highly Capable Students in

Washington State

FACILITATOR GUIDE

Draft 2

October, 2016

**Purpose**

The Facilitator Guide for the course, *Access and Equity* is intended to be more than a basic reference manual. It is intended to be an interactive document to help facilitators plan, prepare and implement the modules within the course. Facilitators are encouraged to download this Facilitator Guide as an electronic document and utilize the document to insert notes, comments and follow-up tasks. From this process, the guide becomes a personalized document that can be employed in strategic planning prior to implementation of the modules.

**Introduction to *Access and Equity***

Welcome to the course entitled, *Access and Equity,* created in partnership among Whitworth University, the University of Washington, and the Office of Superintendent of Public Instruction. This course is a component of HiCapPLUS, a project supported by the Jacob K. Javits Gifted and Talented Students Education Program. The course is designed to introduce a variety of audiences to the importance of developing accessible and equitable programs for highly capable students in the State of Washington. Included in the course are four modules related to the Washington Administrative Codes (WACs) that describe the relationship between students with advanced academic needs and providing the services to ensure their growth and continuous progress.

The course modules are designed with flexibility in mind. They may be utilized in a variety of ways and within a variety of settings such as individual school buildings, district-wide, or regionally through Educational Service Districts (ESDs). Some districts may consider using them as professional development with clock hour designation. Other districts may decide to use them as a basis to provoke discussion in Professional Learning Communities. Facilitators may also use them as “flipped” classrooms, whereby teachers access module content at home, and engage in discussions in school settings. In all cases, it is the intent that the modules will serve as a resource to improve and examine a district’s comprehensive services in relation to research-based practices in the field of gifted education.

Each module is consistent in design and includes the following components:

1. a PowerPoint lecture with scripted text to inform the audience;
2. activities and readings that are designed to engage the participants in critical thinking about the ways to improve their school district’s program;
3. additional resources that include current research and seminal articles that are research-based and inform our practices; and
4. a summary of key ideas and a call for action to investigate ways to improve programming practices in programs for highly capable students.

Module 1, “An Overview of Identification Processes and Practices,” focuses on recognizing and adhering to the stages of identification processes outlined by Washington Administrative Codes [WACS]. These practices are designed to ensure that the highly capable programs are accessible to children across socioeconomic, ethnic, and linguistically diverse populations of students.

Module 2, “A Deep Dive into the Uses of Multiple Criteria,” discusses the legal requirement to use many and varied assessments to identify students’ academic needs and align them to appropriate services.

Module 3, “Challenges and Issues in Addressing Diversity,” highlights the need for culturally competent and responsive teaching to identify advanced learning needs in diverse learners. The module examines issues related to the identification and subsequent services for culturally, linguistically, and academically diverse students. The module shares current research, best practices, and understandings about diverse populations of highly capable students.

Module 4, “Developing an Array of Services for Highly Capable Students,” describes a variety of administrative and instructional strategies that may be designed to serve highly capable students. The focus of this module is to emphasize that no one program design may match all the learning needs of highly capable students within a school district. The module shares the categories of service options by the State of Washington. The audience for this module includes both teachers and administrators who design instruction and services for highly capable youth.

Although some audiences may benefit more from one or more of the modules, it is suggested that all stakeholders would benefit from increased knowledge and skills with which they may design and implement more equitable highly capable programs.

**Planning and Preparation for Implementation of the *Access and Equity* Module**

This section of the Facilitator Guide is provided to support planning and preparation for utilization of the *Access and Equity* course modules. Included in this section are five key components that facilitators are encouraged to address in the planning process. Many of the key components include examples or recommendations for consideration by the facilitator. At the end of each key component is a section for notes, comments and follow-up activities. Facilitators are asked to reflect on each key component, then add relevant comments that focus on specific needs or initiatives at the facilitator’s own building, district or ESD setting.

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**Key Component 1: Identifying Your Audience**

The modules cover an extensive amount of information and a variety of related activities. At the same time, components of the modules can be utilized to address specific learning needs of participants (i.e. students) in the course. To begin the planning process, clearly identify your intended audience. With whom will you be working? What are their respective needs, current levels of understanding, and expected outcomes from participation in the course? What components of your district’s Basic Education program might be leveraged or incorporated into the work you will be doing with your students? Examples of a possible learning groups could include the following:

* building-level teachers and staff who serve highly capable students through building-based programs or services;
* district-level administrators, specialists with responsibilities for developing and supporting services for highly capable students across the district;
* your district’s Mulitidisciplinary Selection Committee which has responsibility for overseeing the identification process and the placement of identified students into appropriate services; and
* an Educational Service District may choose to utilize the modules for professional development or training with a Professional Learning Community, comprised of members from school districts within their service region.

**Notes, Comments and Follow-up Activities:** *(Use the space below to add your own notes and tasks related to identifying your target audience.)*

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**Key Component 2: Determining the Specific Focus for Your Audience**

Each module begins with a *Description of Module* and *Module Objectives*. The *module* *description* includes NAGC-CEC Teacher Preparation or Program Standards to which the module is aligned and outcomes for the participants are suggested. The *module objectives* identify the primary activities, skills, and understandings that participants should experience from their participation in the module.

Review the description and the objectives for each module. Determine which module(s) will best address the needs and focus of your identified audience.

**Notes, Comments and Follow-up Activities:** *(Use the space below to (1) determine which module(s) you will use, and (2) specific objectives from the module(s) that will help guide your work with your participants.)*

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**Key Component 3: Determining the Current Level of Knowledge and Understanding of Your Students**

If your objective is to obtain survey data from a large, general audience, (e.g., district-wide or across an ESD) there are several formal survey instruments that you may wish to consider. A good example is the *Snapshot Survey of PK-Grade 12 Gifted Education Programming Effectiveness Factors* from NAGC. This survey is included in the Resources section of Module 1. Other surveys instruments include the *Master Checklist of Gifted Program Elements for Self-Assessment*, also from NAGC.

If your intent is to focus specifically on the knowledge and understanding of the students enrolled in your specific course, there are other, perhaps more relevant resources with which you can gain insights into your students. Each module includes a variety of reflection activities included in the *Discussions* section of the module. These activities are directly aligned with the objectives of the module, and each reflection activity will provide personalized feedback specifically from your students. You may wish to utilize a reflection activity as a pre-assessment to determine your students’ level of understanding and perceptions prior to implementation of the module.

**Notes, Comments and Follow-up Activities:** *(Use the space below to plan how you might utilize the reflection activities to obtain input from your students. Also, determine when the reflection activity will be assigned.)*

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**Key Component 4: Identifying Starting and Stopping Points for Presentation of the Modules**

Each of the four modules is very extensive, both in the content covered in the presentation and in its related activities and resources, (i.e. Key Readings, Discussions, Assignments, Action Research, and Resources). Once you have identified the current levels of understanding and the needs of your students then you will need to determine which components of the modules will best address those needs. The components that you utilize also must be balanced with the time and opportunity that you will have with your students. Consider the following when planning for implementation of the modules:

* The external Url links have the modules divided into parts. Focus on utilizing each part as a natural segment for presentation of the modules. Also, each module shows the time segment for each individual slide, with the accumulated time
* Each module contains *Discussions* and *Assignments*. These are appropriate points to pause the presentation and conduct the activity with your students.
* *Key Readings* and *Resources* may be assigned prior to the presentation of the modules or outside the actual presentation of the module.

**Notes, Comments and Follow-up Activities:** *(Use the space below to plan and organize how you will utilize each component of the module, i.e., Module, Discussions, Assignments, Key Readings, Resources, and Action Research.)*

**Module Number Part Number**

**Discussions**

**Assignments**

**Key Readings and Resources**

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**Key Component 5: Identifying Opportunities for Action Research**

A primary objective of the *Access and Equity* course is the attainment of new skills, knowledge and understanding by participants regarding support for highly capable students. An equally important objective of the course is to empower participants to utilize their new skills, knowledge and understanding to create and improve services for highly capable students, and ultimately to have a positive impact on the growth and learning of highly capable students.

Action research is a professional inquiry process in which participants identify a research question, investigate the question in the context being studied, (e.g., the participant’s educational role or setting), and take action as a result of the findings of the study.

Each Module includes a *Summary and Action Research* component. Within this section are guiding questions for reflection, examples of possible action research activities, and opportunities for action research to be focused and personalized to the needs and interests of the participant. Again, the intent of action research is to empower the participants to take action and to create change.

Review the *Summary and Action Research* section of the module with which you are working. Determine at which point in the module you will introduce the *Take Action* activities with your participants. Determine the time line for follow up, (e.g., submission of Action Plans from participants, sharing results of action research, and providing opportunities for collaboration among participants).

**Notes, Comments and Follow-up Activities:** *(Use this section to determine opportunities for Action Research and how these can be incorporated into Action Plans with your students.)*