



HiCapPLUS Final Report

Year 3 Annual Evaluation Report

August 2018

About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

This report reviews the third and final year of the HiCapPLUS project at the Washington Office of Superintendent of Public Instruction (OSPI). It is submitted at the request of OSPI to help assess the effectiveness of the program.

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Executive Summary

For the past three years, Education Northwest has studied the implementation of the HiCapPLUS project (a grant award from the U.S. Department of Education's Javits Gifted and Talented Students Education Program), which is administered by the Washington Office of Superintendent of Public Instruction (OSPI). The HiCapPLUS project supports the delivery of instruction and services to Highly Capable¹ students across Washington state—regardless of economic disadvantage, disability, or English proficiency. This project is a partnership among OSPI, three Educational Service Districts (ESD), seven districts, the University of Washington, and Whitworth University. The first two years of the pilot focused on OSPI partners developing and testing two sets of online professional learning modules: “Equity and Access” and “Pedagogies and Strategies that Enhance Learning for Highly Capable Students.” This was followed by a series of nine HiCapPLUS professional learning module workshops, one in each of Washington’s nine ESD regions, to introduce the modules to a wider group of stakeholders.

This report presents findings about the HiCapPLUS project in its third and final year. It also provides recommendations for strengthening the online modules and sustaining the work after the grant period ends. The report is organized into two sections. The first provides an overview of module development and pilot partner implementation, and the second provides a deeper look into stakeholders’ feedback on the modules and anticipated module dissemination activities in the third and final year of the project. In 2017-18, Education Northwest evaluators gathered feedback on the project primarily from participant surveys at each workshop, as well as from the pilot districts and ESD partners through observation and document review.

Key findings

- Most participants found the overall event and package of online learning modules useful and appreciated resources and materials.
- Most participants found the variety of module content useful and felt these modules would work for a range of stakeholders in their school or district.
- Participants anticipated using the “Pedagogies and Strategies” modules most frequently.
- Most participants anticipated using the online module content primarily for professional development and planning.
- The HiCapPLUS project met all goals related to establishing an online learning system, providing technical assistance, and leveraging relationships statewide for module dissemination.

¹ “Highly Capable” is Washington’s term for gifted students. Washington funds appropriate services for gifted students within basic education rather than as a supplement.

Recommendations

Based on participant and pilot partner feedback, Education Northwest offers three recommendations to further strengthen the modules and supports for Washington state's Highly Capable programs:

1. Maintain support for LEAs to access and facilitate the online modules.
2. Continue to serve as a point of contact to connect schools and districts for collaboration and share school and district module activities and examples.
3. Provide ongoing guidance for LEAs to equitably respond to changes in state law that prioritize identification of low-income students for Highly Capable programs.

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Project Implementation

HiCapPLUS is a pilot project in Washington state designed to support the delivery of instruction and services to highly capable students, with a special focus on the identification and instruction of underrepresented students. The pilot focused on professional learning and technical assistance for teachers and program directors to adapt module content to support the identification and instructional needs of their school and/or district, as well as develop a system of learning content that is available online through public domain and distributed widely through the Washington Office of Superintendent of Public Instruction (OSPI) and its partners.

OSPI led this project and partnered with experts from the University of Washington and Whitworth University to determine effective practices for identification, instruction, and program operation and to create two sets of online professional learning modules. Ten² pilot local education agencies (LEAs)—that is, school districts and educational service districts (ESDs)—volunteered to implement the modules, participate in professional development and technical assistance meetings and webinars, and provide feedback on module content and implementation.

The final phase of this work involved disseminating information through a series of professional learning workshops on the module content in all nine LEAs to support continuous improvement of Washington’s gifted education programs.

Project goals, objectives, and progress

The HiCapPLUS project focused on three primary goals:

1. Improve teaching, learning, and student achievement by developing and implementing a **self-sustaining and comprehensive professional learning system** that integrates research-based instructional and curricular strategies, best practices for identification and assessment, program evaluation, and related support materials.
2. Improve district program operation by developing and implementing a system of **technical assistance that supports districts as they plan, conduct, evaluate, and improve program operations** to identify and serve gifted and talented students. In the delivery of technical assistance, share information that guides districts as they adapt these methods for all students.
3. **Leverage existing and emerging collaborative relationships** OSPI has with LEAs, institutions of higher education, and other organizations for the dissemination of the content and materials developed through the HiCapPLUS project.

² The original number of pilot partners was eleven. Olympia school district no longer able to continue as a HiCapPLUS pilot partner in year one.

Goal 1: Implementation of online professional learning environment

Performance measures for goal 1 focused on launching a useful, user-friendly, navigable online environment on the OSPI web server to accommodate the project's professional learning and technical assistance content. In year 1, OSPI established a professional development platform for the pilot sites using Canvas, an easy-to-use, cloud-based learning management system. The online platform was tested by pilot participants in years 1 and 2 and reviewed by HiCapPLUS module workshop participants in year 3. Across all three years, the project met all goal 1 performance measures (table 1).

Table 1. Progress on performance measures for implementation of an online professional learning environment, 2016-2018

Goal 1 Performance Measure	Sample	Met
Year 1: At least 82 percent of pilot LEA representatives will agree the online environment is useful.	23 survey respondents from pilot districts and ESDs who attended one of three August events	Yes
Year 2: At least 80 percent of pilot LEA representatives will agree the online environment is useful.	12 pilot districts and ESD representatives	Yes
Year 3: At least 80 percent of HiCapPLUS module workshop participants will agree the online environment is useful.	235 survey respondents from nine HiCapPLUS module workshops across Washington state	Yes

Goal 2: Provide technical assistance to districts as they plan, conduct, evaluate, and improve program operations

Performance measures for goal 2 focused on developing the online learning modules and supporting their use and implementation with state stakeholders: pilot districts and ESD partners for years 1-2 and workshop participants in year 3.³ In the first two years of the pilot, OSPI and its partners developed and tested two sets of online professional learning modules:

- **“Equity and Access”**
 - Module 1: “An Overview of Identification Processes and Practices”
 - Module 2: “A Deep Dive into the Uses of Multiple Criteria”
 - Module 3: “Challenges and Issues in Addressing Diversity”
 - Module 4: “Developing an Array of Services for Highly Capable Students”
- **“Pedagogies and Strategies that Enhance Learning for Highly Capable Students”**
 - Module 1: “Creating the Environment to Address Diverse Learning Needs”
 - Module 2: “Social-Emotional Learning”
 - Module 3: “Using Assessment to Make Effective Instructional Decisions”
 - Module 4: “Inquiry-Based Instructional Approaches”
 - Module 5: “Integrating Individual or Small Group Investigations”
 - Module 6: “Promoting Creativity”

³ A third performance measure that specified at least 75 percent of pilot districts have fully compliant Highly Capable reports was petitioned to be removed from the annual performance measures in year 2.
2 Education Northwest

Module content was developed by Dr. Nancy Hertzog at the University of Washington and Dr. Jann Leppien at Whitworth University. These online professional learning modules were designed to be used in various ways and settings at the school, district, or regional level through ESDs. Each set of modules also included a facilitator’s guide to inform use and implementation (see Appendix A for a detailed description of module content and use).

In years 1-2, OSPI provided pilot districts and ESDs with a series of workshops and webinars to provide feedback on module content, receive technical assistance, and engage with colleagues. HiCapPLUS workshop participants provided feedback on module content and use in year 3. Across all three years, over 80 percent of pilot participants and HiCapPLUS module workshop participants either agreed or strongly agreed that the online modules and the technical assistance events on module content provided by OSPI were useful (table 2).

Table 2. Progress on providing technical assistance to LEAs to improve programming, 2016-2018

Goal 2 Performance Measure	Sample	Met
Year 1: At least 82 percent of pilot LEA representatives will agree the technical assistance events were useful.*	23 survey respondents from pilot districts and ESDs who attended one of three August events	Yes
Year 2: At least 80 percent of pilot LEA representatives will agree the technical assistance units are useful.	Eight of 10 pilot participant district and ESD survey respondents	Yes
Year 3a: At least 80 percent of HiCapPLUS module workshop participants will agree the content of the online modules is useful.	251 survey respondents from nine HiCapPLUS module workshops across Washington state	Yes
Year 3b: At least 80 percent of HiCapPLUS module workshop participants will agree the one-day event was useful.	231 survey respondents from nine HiCapPLUS module workshops across Washington state	Yes

*Module technical assistance units were not available for evaluation in year 1.

Goal 3: Leveraging existing and emerging collaborative relationships

Performance measures for goal 3 focused on promoting the HiCapPLUS project by sharing information and knowledge gained through the project with districts, ESDs, schools, and education partners statewide. The pilot districts and ESD participants met in person up to two times each to provide feedback on module content and implementation of action research projects in their districts or ESD.

In year 1, OSPI and partners presented about the HiCapPLUS project at the 2015 annual statewide conference of the Washington Association of Educators of the Talented and Gifted (WAETAG), created a HiCapPLUS project page on OSPI’s website, and emailed information about the project to ESD superintendents. In year 2, OSPI and partners presented at the 2016 WAETAG conference (with assistance from the pilot participants) and provided a series of webinars for pilot participants on supporting their action research projects using module content. In year 3, OSPI and partners conducted a series of professional learning workshops with the modules in all nine ESD regions. Across all events, at least 80 percent of pilot and HiCapPLUS module workshop participants agreed or strongly agreed that HiCapPLUS

leverages existing and emerging collaborative relationships among OSPI, LEAs, and institutions of higher education (table 3).

Table 3. Progress on leveraging existing and emerging collaborative relationships, 2016-2018

Goal 3 Performance Measure	Sample	Met
Year 1: At least 82 percent of pilot LEA representatives will agree that HiCapPLUS leverages existing and emerging collaborative relationships among OSPI, LEAs, and institutions of higher education.	23 survey respondents from pilot districts and ESDs who attended one of three August events	Yes
Year 2: At least 80 percent of pilot LEA representatives will agree that HiCapPLUS leverages existing and emerging collaborative relationships among OSPI, LEAs, and institutions of higher education.	Eight of 10 pilot representative survey responses	Yes
Year 3: At least 80 percent of HiCapPLUS module workshop participants will agree that HiCapPLUS leverages existing and emerging collaborative relationships among OSPI, LEAs, and institutions of higher education.	223 survey respondents from nine HiCapPLUS module workshops across Washington state	Yes

LEA pilot partners and activities

ESDs and public school districts joined the HiCapPLUS project as pilot sites to develop, test, and implement the modules in their local context. As a group, they represented a wide array of student demographics and enrollments, education resource bases, staffing, and approaches to professional learning. (See Appendix B for a description of the role of ESDs in supporting Highly Capable programs)

- **ESDs:** 113, 171, and 189
- **Districts:** Bridgeport, Camas, Mount Vernon, Pasco, Pateros, Spokane, and Wenatchee

In particular, several districts serve a significant number of English learners, students who are eligible for free or reduced-price meals, and students with disabilities. Table 4 provides a description of pilot LEAs' student populations.

Table 4. Student demographics of pilot ESD and districts, 2016-17

LEAs (N = Total number of students)	Percent transitional bilingual	Percent female	Percent free or reduced-price meals	Percent non- white
Bridgeport (N = 864)	49%	50%	89%	93%
Camas (N = 7,096)	3%	49%	14%	25%
Mount Vernon (N = 6,664)	24%	50%	62%	62%
Pasco (N = 17,878)	36%	49%	74%	76%
Pateros (N = 311)	14%	48%	67%	61%
Spokane (N = 30,832)	6%	49%	57%	32%
Wenatchee (N = 7,735)	25%	48%	55%	55%
ESD 113 (N = 73,859)	5%	48%	46%	35%
ESD 171 (N = 47,618)	19%	49%	59%	52%
ESD 189 (N = 168,004)	10%	49%	38%	39%

Source: OSPI

Pilot activities

Pilot participant activities primarily focused on sharing feedback on the content of the modules and the online learning environment, as well as providing insight to the HiCapPLUS project on the implementation of these modules in their local context.

The first year of the HiCapPLUS project centered on module development and feedback. OSPI and partners conducted three workshops for the pilot partners in August 2016 to:

- Preview one module guided by a facilitator
- Explore an additional module of the district’s or ESD’s choice
- Plan with colleagues
- Provide feedback to improve the modules and HiCapPLUS

During these workshops, participants provided positive feedback and suggestions for future development of the modules (such as tailoring them to specific audiences, making content more accessible, and helping guide users to content in the modules). At the workshops, participants began developing action plans based on the modules that required them to identify a local issue or need and to engage in reflective cycles of inquiry about how to address it.

The second year of pilot activities focused on implementation of the first four modules. OSPI and partners conducted several events, such as a workshop at the 2016 WAETAG conference, three online implementation workshops, and one in-person and one virtual meeting to provide technical assistance and feedback on implementation. During these events, pilot participants shared their experiences with implementing at least one more module in their district or ESD, as well as their progress on their action research projects. Five districts (Bridgeport, Camas, Mount Vernon, Spokane, and Wenatchee) said they began their action research projects. The remaining LEAs planned to implement their projects in the new school year. The action research projects created opportunities for pilot sites to collaborate internally and externally on their local inquiry

topic. Three districts focused on internal collaboration, but two pilot sites (Camas and ESD 113) were collaborating and/or communicating with other LEAs about their action research topic.

In year 3, pilot districts and ESDs continued and expanded their work from year 2. They used the modules in various ways—from providing targeted resources to stakeholders to facilitating online professional learning communities. Several pilot LEAs worked to build district- and school-level capacity to serve underrepresented highly capable students, with a focus on finding unidentified students and providing tools, resources, and professional development to teachers. ESD pilots continued to support targeted districts with module implementation, bring more resources to the region, and build capacity for and awareness of the modules (table 5).

Table 5. Selected examples of year 3 pilot LEA activities, 2017-18

Pilot LEAs	Module implementation	Summary of year 3 activities
Bridgeport School District	<ul style="list-style-type: none"> • Modules being used as a “toolbox” of resources for teachers to meet diverse needs of students • Socio-emotional learning modules are helping build individual instructional plans for students 	<ul style="list-style-type: none"> • Integrated counseling team into Highly Capable steering committee • Counselors now in charge of individualized education programs, follow-up assessments, and year-end student interviews • Presented future Highly Capable professional development programming to educators and support staff (K-12) • Piloted summer 2018 professional development with seven teachers to complete the socio-emotional module and provide feedback
Mount Vernon School District	<ul style="list-style-type: none"> • Various modules being used for professional development • Focus on instructional and socio-emotional module content 	<ul style="list-style-type: none"> • Continued efforts to serve underrepresented students in Highly Capable programming (i.e., Latina/o and female students) • Focus on family engagement and outreach to Spanish-speaking families about Highly Capable services • Modules set up as online course series for entire district with three tiers of participation by individual choice • Submitted a proposal for WAETAG, which was accepted • Established universal screeners in grades 2 and 5 • Increased inquiry-based activities and number of assessments for analysis of Highly Capable students
Pateros School District	<ul style="list-style-type: none"> • Various modules being used for professional development and differentiated needs • Modules primarily used with HiCap team; some resources offered to teachers 	<ul style="list-style-type: none"> • Worked with teachers to explore identification and classroom extensions for students • Re-examined student and discipline data to identify underserved Highly Capable students; confirmed findings with current and former teachers, direct observation • Surveyed staff members for professional development needs, guided topics for professional development days and professional learning communities; planning on offering clock hours for online module learning
ESD 189	<ul style="list-style-type: none"> • Various modules being used with professional learning community • Using Module 4 inquiry-based learning with clustered classrooms 	<ul style="list-style-type: none"> • Continuing efforts to use modules in a professional learning community online learning group • Seeking to align professional learning community work with Highly Capable cooperative • Brought the Supporting Emotional Needs of the Gifted (SENG) workshop to ESD 189 • Working with two schools to create building-wide cluster grouping

		<ul style="list-style-type: none"> Integrating module use with student coursework Supporting Mount Vernon School District with implementation activities
ESD 171	<ul style="list-style-type: none"> Various modules being used for professional development with teachers and administrators in the region, and on-boarding materials for staff Focus on equity in identification 	<ul style="list-style-type: none"> Utilized module content for Highly Capable Program (HCP) Cooperative training ESD staff attended HiCapPLUS workshops, and used modules in bilingual trainings Used modules to trained and on-board staff
ESD 113	<ul style="list-style-type: none"> Some modules used for online professional development Focus on access and equity, socio-emotional and pedagogy and strategies modules 	<ul style="list-style-type: none"> Increased district partnerships around highly capable work Brought in university partner for inquiry-based learning training Convened districts around pedagogy and strategies modules for workshop

Source: OSPI

Washington State HiCapPLUS Module Workshop

Participant Feedback in Year 3

To provide in-depth information about statewide module feedback and intended use in the third and final year of the project, this evaluation gathered HiCapPLUS stakeholder feedback from the nine HiCapPLUS module workshops. During the event, participants were asked to complete an online survey to provide feedback on the overview of the modules, their thoughts on the specific module they reviewed at the event (i.e., usefulness, additions, relevancy for stakeholders), overall feedback on the event. They were also asked to describe their next steps with the modules and whether they would like to share examples of local best practices to identify “bright spots” of highly capable regional programming to be used for internal purposes. Overall, 256 educators across nine LEAs responded to the HiCapPLUS module workshop feedback surveys, for a response rate of 74 percent.

The following key findings emerged from the survey responses:

- Most participants found the overall event and package of online learning modules useful and appreciated resources and materials.
- Most participants found the variety of module content useful and felt these modules would work for a range of stakeholders in their school or district.
- Most participants anticipated using the online module content primarily for professional development and planning purposes.

Description of HiCapPLUS professional learning module workshops

In its third and final year, the HiCapPLUS project focused on disseminating online professional learning modules across all nine participating LEAs (table 6) from January 11 to April 25. These all-day workshops were free to all public school educators, as well as educators from private schools approved by the State Board of Education. The workshops were presented by at least one module creator (Dr. Hertzog or Dr. Leppien), OSPI, and HiCapPLUS pilot district partners.

The goals of the workshops were to:

- Learn strategies to address equitable identification of low-income highly capable students
- Gain resources that support teachers who work with advanced learners
- Join other regional educators to explore the modules and examine ways to facilitate their implementation

Each workshop provided an overview of the online modules, a guided investigation, and a deep dive into at least one module (followed by debrief and evaluation activities). At the end of each workshop, participants received a survey about the activities they had just completed.

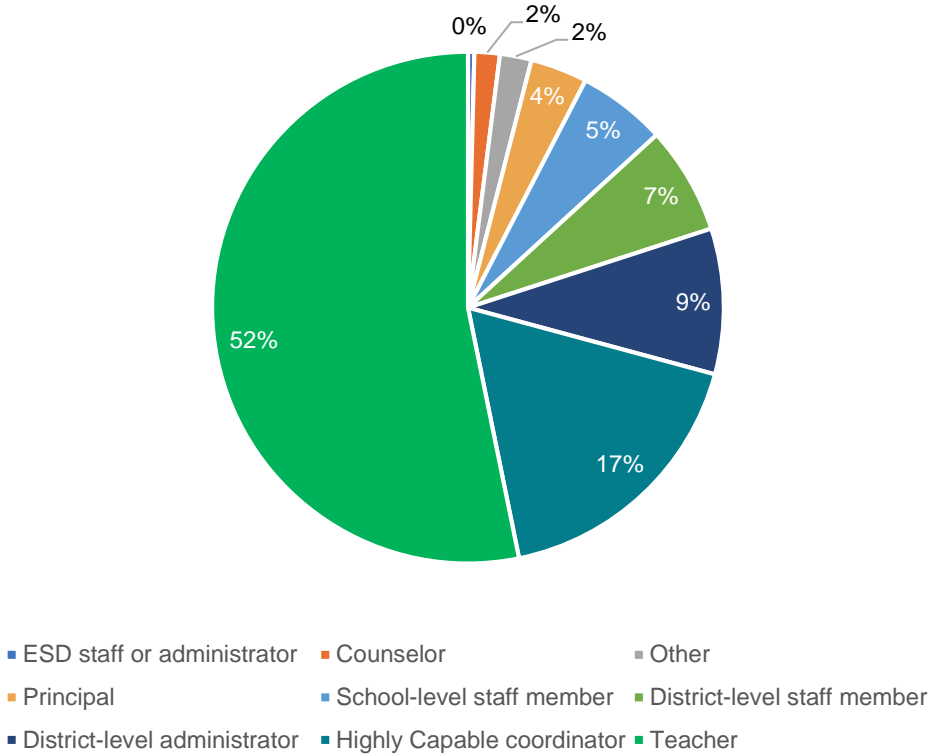
Table 6. Workshop locations and overall attendance

Region	Meeting Site	Attendance
101	Spokane Public Schools – Libby Center	26
105	ESD 105 (Yakima)	50
112	Vancouver School District – Bates Center for Educational Leadership	62
113	Tumwater/Olympia – Capital Region ESD 113	47
114	Bremerton School District Office	19
121	Pierce County Skills Center	41
123	Pasco School District Office	24
171	North Central ESD 171 – Confluence Technology Center	39
189	Northwest ESD 189 (Anacortes)	40

Source: Education Northwest analysis of HiCapPLUS module workshop survey data.

Three-hundred and forty-eight educators attended these workshops across Washington state. Survey respondents reflected a diverse cross-section of positions, such as college instructor, librarian, principal, and instructional coach. Most respondents were teachers and Highly Capable coordinators, who collectively represented over 70 percent of respondents (figure 1).

Figure 1. Most HiCapPLUS module workshop participants were teachers (N = 256)



Source: Education Northwest analysis of HiCapPLUS module workshop survey data.

Most participants found the overall event and package of online learning modules useful and appreciated resources and materials

Roughly 90 percent of participants felt that the one-day event previewing the module content and support for implementation was useful (figure 2). Along those lines, most participants described the content and online format of the modules as “useful,” and they appreciated the opportunity to gain resources and guidance from OSPI on how to support identification and instruction for a wide array of Highly Capable students.

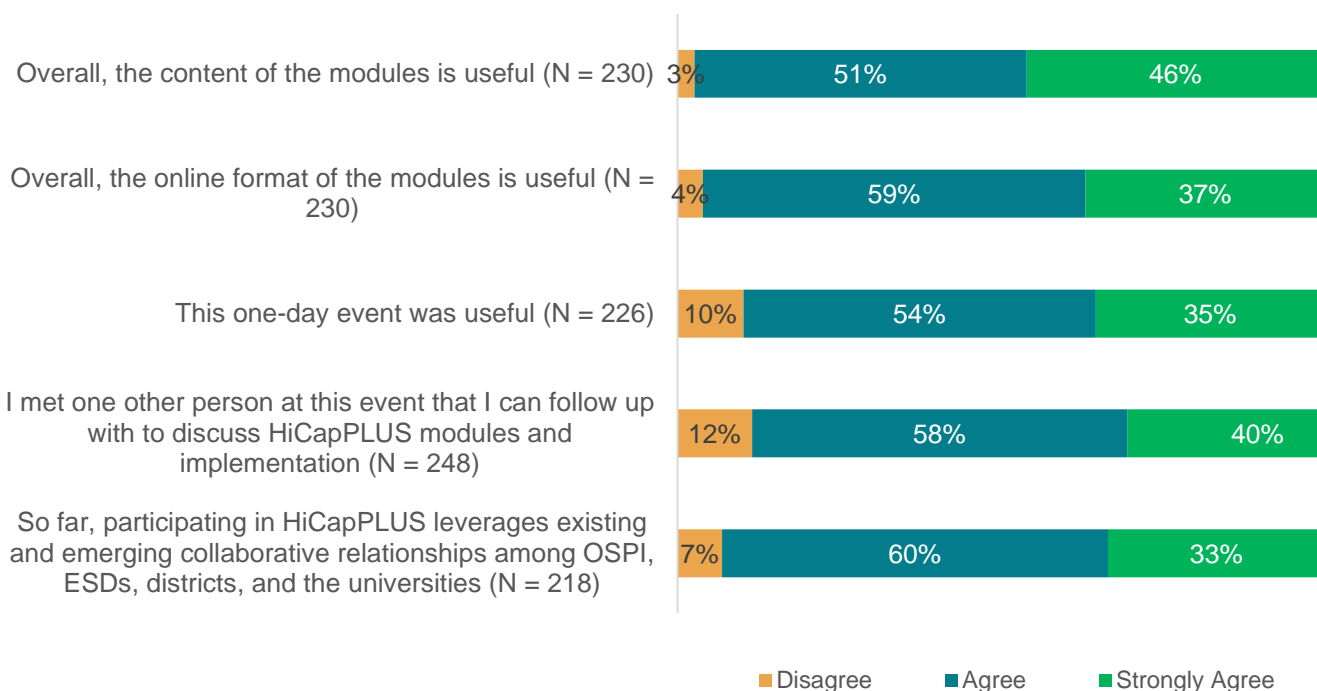
Fantastic job! So excited to feel supported and have the tools to get there.

Thank you for all your hard work on this terrific group of resources for our teacher candidates and our work with staff and students.

In addition, several respondents said they appreciated the examples pilot LEAs presented that illustrated how the modules worked in their district or ESD. (Pilot presenters included representatives from the Mount Vernon and Bridgeport school districts.)

I especially liked hearing how Mount Vernon has implemented the new ways of selecting [their] HiCap students and all their work with the community.

Figure 2. Participant survey responses regarding the workshop presentation of online learning modules



Source: Education Northwest analysis of HiCapPLUS module workshop survey data.

Finally, most participants said they met at least one other person at the event to follow up with about HiCapPLUS module implementation and activities and that the HiCapPLUS project

leverages existing and collaborative relationships among OPSI, ESDs, districts, and university partners. A few respondents said they wished the workshop could have been more interactive. In response, OSPI and its partners consistently engaged in a cycle of inquiry to continuously improve their delivery of workshop content.

Most participants found the variety of module content useful and felt these modules would work for a range of stakeholders in their school or district

Following a presentation that described one module's content in detail, workshop participants were given an opportunity to explore all online module content during the event. They described the deep-dive presentation of a single module and preview of available content and activities in the online learning platform as "useful." As such, most participants felt that the modules produced by OSPI and its partners were useful and appropriate for their school or district. Several participants noted the helpfulness of the modules in terms of identifying Highly Capable students, particularly in light of new legislative mandates.⁴

*["Equity and Access"] Module 1 ["An Overview of Identification Processes and Practices"] is helpful for finding other ways to identify our underserved students.
["Equity and Access"] Module 4 ["Developing an Array of Services for Highly Capable Students"] helps give our district ideas for services we can provide to our population.*

Drawing attention to underrepresented populations [and] emphasizing the need to be aware of and address barriers to identification [are useful aspects of the modules].

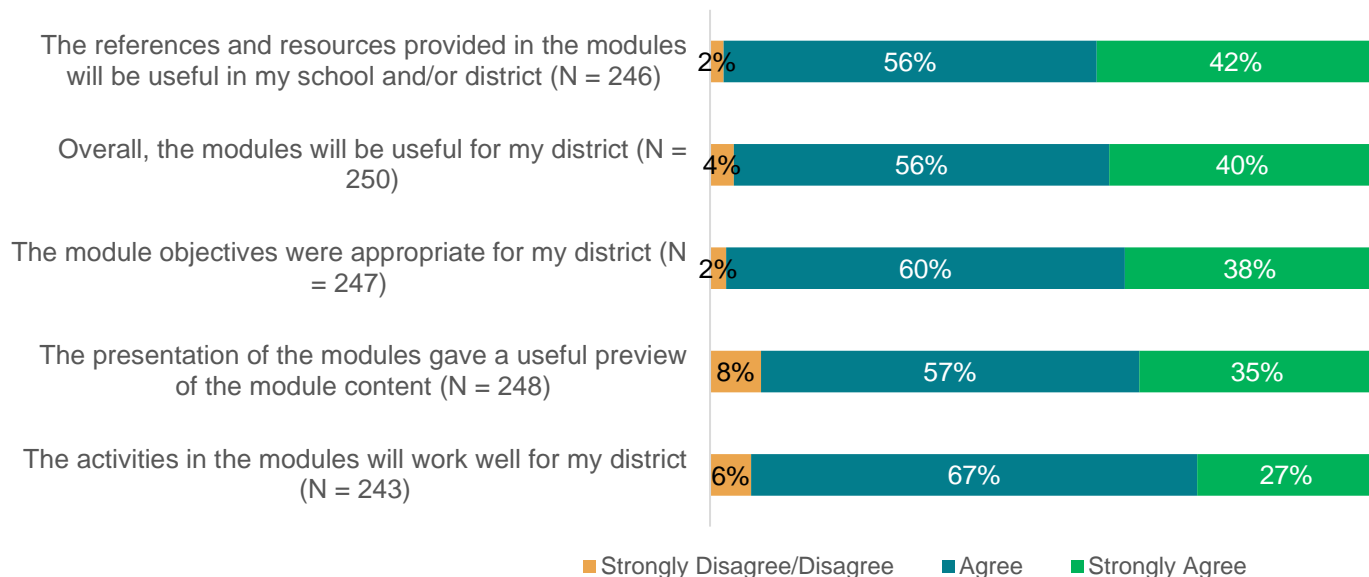
Each module provides a PowerPoint presentation with scripted text to inform the audience and guide facilitation, activities and readings to engage critical thinking for program improvement, research-based articles and resources, and a summary of key ideas and action steps to improve services. Workshop participants said these materials were particularly helpful.

The files, specifically the PowerPoint presentations, were very useful.

The PowerPoints with specific notes about them — this is amazing!

⁴ In July 2017, Engrossed House Bill 2242, Section 412, mandated that "district practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students."

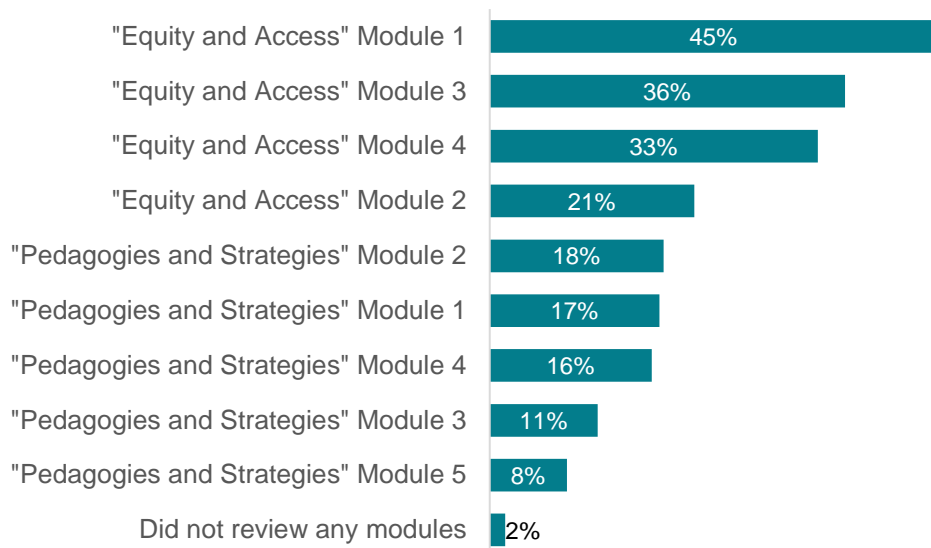
Figure 3. Participant survey responses to statements about the overview of the online modules at their workshop



Source: Education Northwest analysis of HiCapPLUS module workshop survey data.

When allowed to explore the materials on their own, most respondents noted that they reviewed the *Equity and Access* modules, while less than 18 percent of respondents reported reviewing the *Pedagogies and Strategies that Enhance Learning for Highly Capable Students* modules during the deep-dive session (figure 4).

Figure 4. Percentage of workshop participants who reviewed modules at the event (N = 256)



Source: Education Northwest analysis of HiCapPLUS module workshop survey data.

Overall, participants felt that they did not have enough time with the materials to suggest improvements and/or additions. Only a few respondents had suggestions for the modules they reviewed:

- Provide more step-by-step instructions on how to access the materials
- Differentiate materials for staff members (i.e., content guides for different audiences)
- Offer suggestions or guidelines for introducing the materials to stakeholders

Teachers and administrators were cited as the groups to benefit the most from the modules

When asked who would most benefit from whichever module they reviewed, more than half of workshop participants identified teachers, followed by a third who identified administrators.

I think every teacher and administrator in our district would benefit. I hope to share it with them in staff meetings and training.

Less than a quarter of workshop participants cited Highly Capable coordinators as most benefiting from the modules. However, Highly Capable coordinators—particularly those new to the position—felt that the modules were a great resource for them.

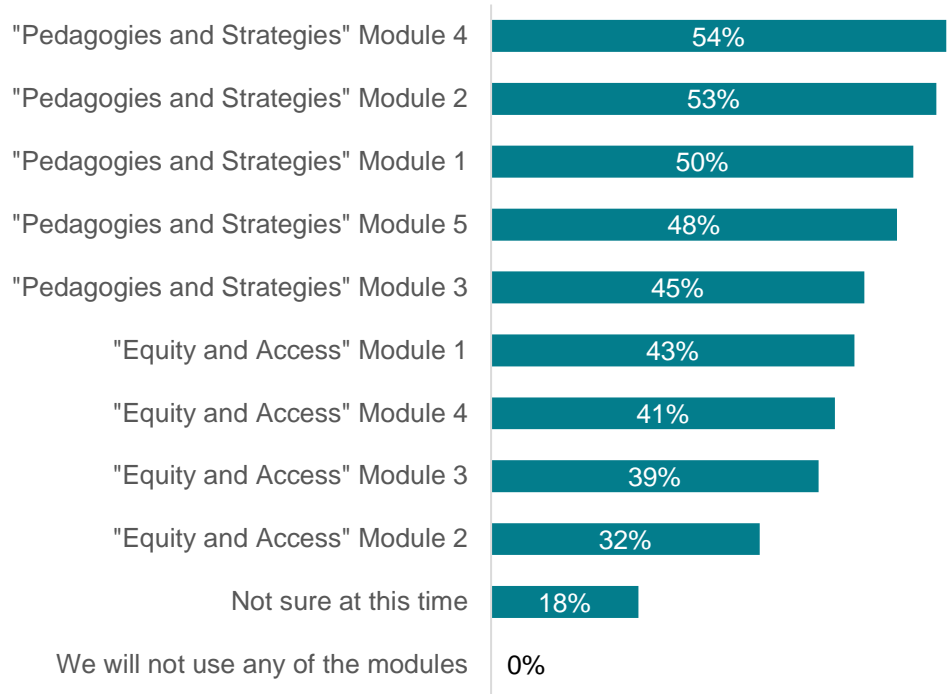
Being a new HiCap coordinator, this is going to be very helpful for me personally. This will also be helpful for regular classroom teachers and administrators.

A few respondents said they would involve external stakeholders in HiCapPLUS work through weekly staff meetings and professional learning communities at their school or district.

Participants anticipated using the “Pedagogies and Strategies” modules most frequently

Although more than half of the workshop participants felt that all the modules would be used, most felt that the “Pedagogies and Strategies” modules would be used the most by teachers and district personnel. Specifically, about 45 percent or more of respondents reported that the following modules were most likely to be used in their LEA: “Inquiry-Based Instructional Approaches” (Module 4), “Social-Emotional Learning” (Module 2), “Creating the Environment to Address Diverse Learning Needs” (Module 1), and “Integrating Individual or Small Group Investigations” (Module 5).

Figure 5. Which module(s) do you anticipate your teachers and/or district personnel will use? (select all that apply) (N=256)

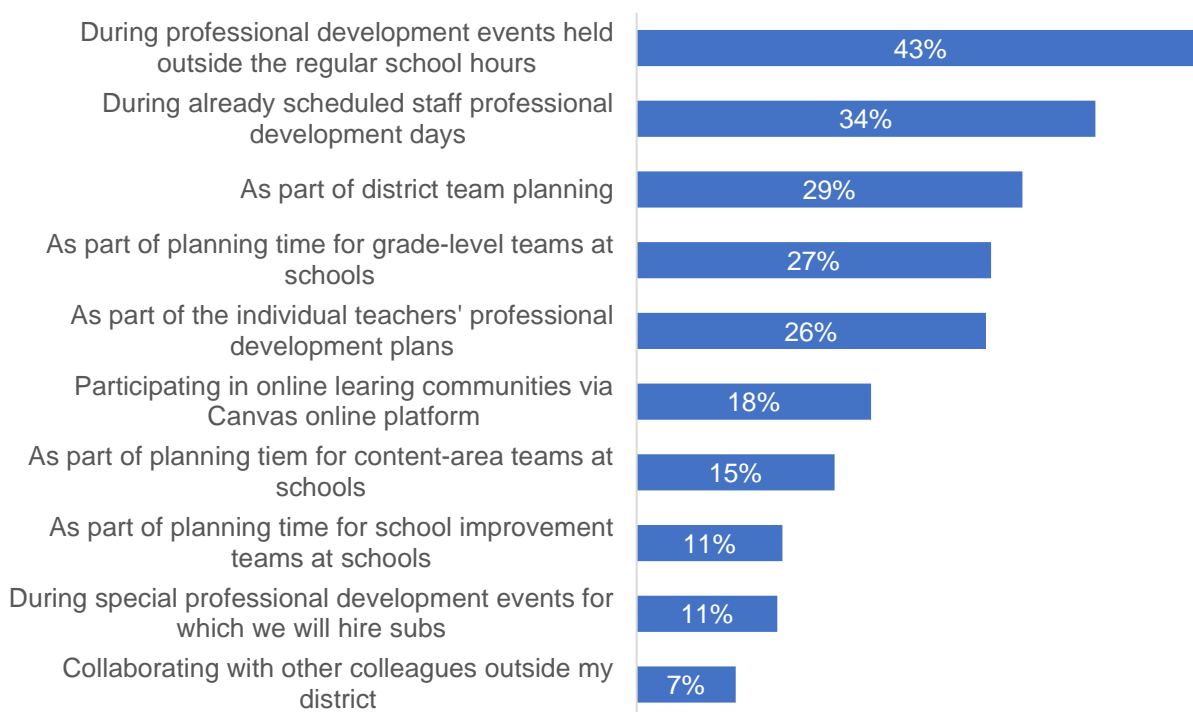


Source: Education Northwest analysis of HiCapPLUS module workshop survey data.

Most participants anticipated using the online module content primarily for professional development and planning purposes

Overall, participants expected teachers and/or district personnel to use the modules during professional development time held outside of regular school hours, as well as in district planning meetings and professional development and grade-level planning for school staff members. Less than half of participants said the online platform would be used for professional learning communities, school improvement, additional professional development events, or collaboration outside of their school or district.

Figure 6. How do you anticipate your teachers and/or district personnel will access the modules? (select all that apply) (N=256)



Source: Education Northwest analysis of HiCapPLUS module workshop survey data.

Participants' next steps involve reviewing and sharing the modules

In open-ended survey responses, over half of workshop participants said their next steps involved reviewing the materials more thoroughly and sharing this information with colleagues. A few respondents said they would use the materials to plan professional development for others and themselves.

I will dig deeper into [the modules] so that I have a greater understanding of the material in them. This will allow me to know what will work best for my district.

I can't wait to get back and share what I've learned and plan our next steps for identification and diversity. This really does offer so many tools. It also is supportive to connecting all areas of Highly Capable.

To complete these next steps, participants said they will need time to process and develop the materials. They also said they will need to collaborate with others to help support facilitation of the online materials.

Recommendations for the HiCapPLUS Project

Based on feedback from workshop participants, Education Northwest offers the following three recommendations for the HiCapPLUS project:

Maintain support for LEAs to access and facilitate the online modules

We recommend continuing to provide infrastructure and staffing at OSPI to support accessing and navigating Canvas and to assist regional stakeholders with facilitating the modules in their local context (for example, providing continuous online technical support to stakeholders so they can get oriented to Canvas, use the online learning platform, and access materials). Workshop participants also indicated the need for ongoing professional development that facilitates the use of Canvas.

I will probably be calling for help on where to find the facilitator notes/guides.

I am looking forward to learning more about the indexing of content, recommendations for timing/pacing, and about what the pros and cons are for different delivery formats (online, face-to-face, flipped classroom, leadership overviews, etc.).

In addition, we recommend continuing to index and organize the materials in Canvas to support local module facilitators. For example, online handouts could provide guidance for suggested pathways for different audiences. We also suggest that OSPI provides supports to help stakeholders navigate administrative support issues with implementation (such as guidelines on recommended clock hours for each module or certification requirements for staff members to be able to lead district or school professional development sessions).

Continue to connect schools and districts for collaboration and share module activities and examples

Statewide stakeholders would appreciate learning more from other districts and schools on how to implement the module materials into their local context. As such, we recommend that OSPI continues to document “bright spot” examples of HiCapPLUS module implementation across Washington state. We also recommend that OSPI continues to connect similar schools and districts to each other to support collaborative learning and module implementation.

In a perfect world, it would be wonderful to have OSPI collect resources that districts have already done so we can go to a central place to find the resources (i.e., under math-resources-grade level-specific investigations/assessments/performance tasks/etc.).

[I] would love to collaborate with neighboring school districts or ESDs to support this rollout.

In addition, we recommend providing school or district examples of HiCapPLUS module implementation on OSPI’s website, along with an updated list of upcoming workshops, local Highly Capable networks, and conferences (such as WAETAG).

Provide ongoing guidance for LEAs to equitably respond to changes in state law that prioritize identification of low-income students for Highly Capable programs

As mentioned in the HiCapPLUS module workshop presentations, stakeholders will continue to need guidance in interpreting changes in state law (Engrossed House Bill 2242, Section 412 and Engrossed Second Substitute Senate Bill 6362) and Washington Administrative Code regarding the identification of underrepresented Highly Capable students. The content delivered in the HiCapPLUS online modules—particularly on identification and assessment—serves as a unique opportunity for OSPI to provide LEAs with guidance on policy interpretation and to align their action plans with module work. We recommend continuing to build on the existing module work, such as providing specific examples of best practices in the field or a crosswalk and/or suggested materials or readings of the HiCapPLUS module materials related to aspects of the new mandates to support equitable policy implementation at the local level.

Appendix A: Description of Module Content and Facilitator's Guide

Access and Equity

A Professional Development Course to Support Programs for Highly Capable Students in Washington State

FACILITATOR GUIDE

Draft 3

December, 2017

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.

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 Multidisciplinary 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.)*

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.)*

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.)*

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

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.)*

HiCapPLUS
Pedagogies & Strategies That Enhance Learning
for Highly Capable Students

An On-line Professional Development Course to Support
Programs for Highly Capable Students in
Washington
State

FACILITATOR GUIDE

September,
2017

Purpose

The Facilitator Guide for the course, *Pedagogies and Strategies That Enhance Learning for Highly Capable Students* is intended to be more than a basic reference manual. It is provided as 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 *Pedagogies and Strategies*

Welcome to the professional development course, *Pedagogies and Strategies That Enhance Learning for Highly Capable Students*, created in partnership with 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. It 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 six 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 Objectives

The following are the learning objectives for each of the six modules of the *Pedagogies and Strategies* course:

Module 1: Creating the Environment to Address Diverse Learning Needs

1. Understand the importance of creating a classroom climate that is safe, nurturing, and honors individual differences.
2. Understand that differentiated instruction requires procedures and structures that promote small group interactions and time to address individual learning needs.
3. Structure environments to encourage the use of choice and challenge to encourage self-awareness, self-efficacy, and personal empowerment.

Module 2: Social and Emotional Learning

1. Understand the important relationship between social emotional learning and student growth and achievement.
2. Learn psychological theories that inform teacher beliefs, behaviors, and instructional practices.
3. Create safe classroom environments that lead to the development of students' social and emotional learning skills.
4. Use instructional strategies to enhance and develop students' pro-social competencies.

Module 3: Using Assessment to Make Effective Instructional Decisions

1. Examine how assessment informs decisions made about the teaching and learning process.
2. Acquire knowledge in the use of the procedure called, "Curriculum Compacting" and other assessment techniques that result in appropriate adjustments to curriculum for students who have already mastered content, skills and/or standards.
3. Explore alternate formative assessment strategies that can be used to assess student learning.

Module 4: Inquiry Based Instructional Approaches

1. Understand the importance of inquiry to make learning relevant, and to address individual differences.
2. Gain skills at differentiating instruction through inquiry.
3. Be introduced to three approaches (project-based learning, problem-based learning, and design-based learning), that integrate inquiry into the instructional design of the curriculum.
4. Gain skills to redesign or "flip" curricular units into project investigations.

Module 5: Integrating Individual or Small Group Investigations

1. Explore reasons why independent study and group investigations are recommended as an instructional strategy in programs for highly capable students.

2. Analyze examples of student investigations as exemplars to highlight the differences between traditional student projects and in-depth student investigations.
3. Provide procedural steps, processes, and procedures for facilitating independent or group investigations.
4. Gain a better understanding of how to assess and evaluate student growth through independent or small group investigations.

Module 6: *Promoting Creativity*

1. Know that there are many ways to nurture creativity and curiosity in the classroom.
2. Understand that teachers play a critical role in fostering students' creative thinking.
3. Integrate opportunities to develop creative thinking skills in their curriculum and instruction.

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 *Pedagogies and Strategies* 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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- 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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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:

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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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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.)*

Appendix B: Role of Educational Service Districts in Support of HiCapPLUS Status Report: Year 3

The Role of Educational Service Districts in Support of HiCapPLUS Status Report: Year 3

A Project Funded by the Javits Gifted and Talented Students Education Program

A Status Report to the State of Washington Office of Superintendent of Public Instruction

Submitted by
Todd Christensen, Ed.D.

PURPOSE

This status report was generated as a component of the HiCapPLUS Project, administered through the Office of Superintendent of Public Instruction (OSPI) for the state of Washington. Funding for this project was provided through a grant from the Javits Gifted and Talented Students Education Program. Funding was provided for a three-year period: Year 1 – September 1, 2015 through August 31, 2016; Year 2 – September 1, 2016 through August 31, 2017; and Year 3 – September 1, 2017 through August 31, 2018. This report delineates activities across all three years of the project, but most prominently on activities conducted during Year 3 of the grant cycle.

A primary purpose of this report is to provide a comprehensive summary of the role and function of Educational Service Districts (ESDs) in support of HiCapPLUS activities and initiatives. Three Educational Service Districts served as pilot ESDs in the project, working in concert with the other project partners, including the Washington State Office of Superintendent of Public Instruction (OSPI); two university partners, and seven pilot school districts. While some activities addressed are specific to the ESDs most of the activities and many of the significant accomplishments of the HiCapPLUS Project are the result of collaboration and interaction among the project partners. (The participation and activities of pilot ESDs are delineated in this report under Section I: Summary of ESD Partners in the HiCapPLUS Project.)

An additional purpose of this report is to identify challenges, explore opportunities and make recommendations for the continued involvement of ESDs to help assure sustainability of the HiCapPLUS initiatives beyond the three-year cycle of the project. ESDs can play an important role in supporting the implementation and utilization of professional development resources that were generated as a component of the project. Also, ESDs can continue to develop networks and support collaboration among the project partners and with other educational agencies that share a commitment to address the needs of highly capable students. (Suggestions for sustainability of project initiatives are presented in this report under Section II: Challenges, Opportunities and Recommendations.)

While this status report focuses primarily on activities conducted during Year 3 of the HiCapPLUS Project, similar status reports regarding the role of Educational Service Districts were submitted at the conclusion of Year 1 and Year 2 of the project. Collectively, the three reports provide an account of ESD involvement in HiCapPLUS activities over the three-year course of the project.

SECTION I: SUMMARY OF ESD PARTNERS IN THE HICAPPLUS PROJECT

BACKGROUND

Public Education for the state of Washington falls under the jurisdiction of the state Office of Superintendent of Public Instruction (OSPI). Across the state, 295 school districts with elected board members have responsibility and authority for local control and oversight of public

schools and programs within their respective regional boundaries. In addition, there are nine Educational Service Districts (ESDs), regional administrative organizations with oversight by the State Board of Education. Each ESD is governed by board members elected by the school directors of each school district within the boundaries of the ESD.

In determining the membership in the HiCapPlus Project OSPI selected seven school districts and three ESDs as pilot members. In addition, the project included two university partnerships with the University of Washington and Whitworth University. School districts and the ESDs were selected for their diverse geographic and demographic make-up, and for the potential for participation and support of the HiCapPLUS Project. Pilot member school districts are listed below with their regional ESD and district student population.

Pilot School Districts: (Regional ESD and district student population)

- Bridgeport: (ESD 171—623 students)
- Camas: (ESD 112—6,483 students)
- Mt. Vernon: (ESD 189—1,743 students)
- Pasco: (ESD 123—14,438 students)
- Pateros: (ESD 171—280 students)
- Spokane: (ESD 101—29,637 students)
- Wenatchee: (ESD 171—7,443 students)

Pilot Educational Service Districts (ESDs)

Capital Region ESD 113; Tumwater, Washington

ESD 113 serves 44 public school districts across five counties in the southwest region of the state.

North Central ESD 171; Wenatchee, Washington

ESD 171 serves 29 public school districts across four counties in the north central region of the state.

Northwest ESD 189; Anacortes, Washington

ESD 189 serves 35 public school districts across five counties in the north Puget Sound region of the state.

COMMUNICATION AND DATA COLLECTION

Ongoing communication among the three pilot ESDs and the project partners was accomplished through a variety of formats. Regional workshops hosted at each of the pilot ESDs provided opportunities for face-to-face conversations. Emails and phone conversations were utilized throughout Year 3 to share updates and address challenges. On-line teleconferencing was scheduled utilizing the Zoom platform, including meetings twice monthly to confer and share among the project partners. Additionally, regional workshops and the

state WAETAG conference provided opportunities for interaction and sharing among all project partners.

Data collection specific to the ESDs was conducted primarily by Todd Christensen, a contracted consultant for OSPI, and by Jody Hess, Program Supervisor for Highly Capable Programs and Project Director for the Javits HiCapPLUS Project at OSPI

Staff members from the three pilot ESDs who were directly involved with HiCapPLUS activities and who contributed information to the data collection process include the following.

Capital Region ESD 113

Russell Rice, Content Specialist for Secondary Literacy, the Office of School and Student Success, and Highly Capable Education. ESD representative in the HiCapPLUS Project

North Central ESD 171

Shelley Seslar, Managing Director of Student Support. Responsibilities for multiple programs including Highly Capable. ESD representative in the HiCapPLUS Project

Northwest ESD 189

Pam Estvold, Assistant Superintendent of Teaching and Learning

Todd Christensen, contracted consultant for the NW ESD Highly Capable Co-op and ESD representative in the HiCapPLUS Project.

PILOT ESD STRUCTURE AND FUNCTION

As noted previously, the State of Washington is divided into nine ESD regions. Each ESD operates somewhat autonomously and as a result activities and services related to support for highly capable students vary widely among the ESDs. Each of the three pilot ESDs does have existing components in place to support regional school districts in serving highly capable students. During the Year 3 cycle each of the pilot ESDs was directly involved with HiCapPLUS activities and with collaboration among project partners. Two of the pilot ESDs also have within their regions one or more of the pilot school districts, thereby providing opportunities for direct interaction between the ESD and a pilot district. The following is a brief synopsis for each of the three pilot ESDs. In most cases the activities noted have been implemented and have evolved across all three years of the project.

ESD SERVICES FOR HIGHLY CAPABLE PROGRAMS

For all three of the pilot ESDs responsibilities for highly capable education and support for the HiCapPLUS Project were managed by administrators or specialists who had multiple duties at their respective ESD. No ESD had staff assigned solely to highly capable education or to the HiCapPLUS Project. In each ESD the staff member with responsibility for highly capable education also served as the primary representative to the HiCapPLUS Project. Previous experience or training in the field of highly capable education among ESD staff ranged from limited to extensive training and experience.

The time and resources allocated to highly capable education initiatives varied widely among the three ESDs. In all cases, the time available to support highly capable education was a very minor portion of the overall time and responsibilities of those administering program support. Time expended by each ESD on direct support for highly capable initiatives, (e.g., not including planning time, travel, unstructured assistance, or specific HiCapPLUS activities), ranged from approximately 80 hours to over 120 hours per year. Each ESD did offer some form of support for technical assistance and professional development in highly capable education. These were either in the form of direct support to individual school districts or in a collective format such as cooperatives, consortiums, or professional learning communities (PLCs). Activities specific to the HiCapPLUS Project were often incorporated into the overall activities for highly capable program support.

ESD 113

Highly Capable services in ESD 113 are coordinated by Russell Rice, Content Specialist for secondary literacy, the Office of School and Student Success, and highly capable education. The ESD offers a consortium, *Highly Capable Partners*, which provides technical assistance and professional development to member districts. The partnership is comprised of six regional school districts. There are no pilot school districts for HiCapPLUS within the region of ESD 113.

Consortium activities during Year 3 included three general membership meetings, two meetings of the professional learning community (PLC), and three professional learning events, (i.e., professional development workshops). One of the professional development activities was a two-day workshop on Inquiry-Based Learning, conducted by Dr. Nancy Hertzog of the University of Washington. Dr. Hertzog is one of the university partners in the HiCapPLUS project.

ESD 171

Highly Capable services for ESD 171 are coordinated by Shelley Seslar, Managing Director of Student Support. Three of the HiCapPLUS pilot school districts are within the ESD 171 region, Wenatchee, Pateros and Bridgeport School Districts. The ESD offers a Highly Capable Cooperative, currently comprised of 17 school districts. The Co-op program is currently in transition, being moved from Student Support to Learning and Teaching. This will result in different staff taking on support for highly capable programs. A primary goal at the ESD is to embed highly capable education into professional development work in subject areas. With the move to Learning and Teaching, the Highly Capable Co-op will have a more academic and instructional focus, and less of a support role.

ESD 189

Highly capable services at ESD 189 are coordinated by Pam Estvold, Assistant Superintendent for Teaching and Learning, and by Todd Christensen, a contracted consultant for the ESD. The ESD supports a Highly Capable Programs Cooperative, currently comprised of 14 school districts within the ESD region. One of the co-op member districts, the Mt. Vernon School District, is also one of the pilot school districts for the HiCapPLUS Project. During Year 3, activities implemented by the ESD 189 Highly Capable Co-op included the following:

- HiCap Co-op Council. The Co-op council is comprised of one member from each of the 14-member school districts. The council meets two times per year and makes all decisions regarding program activities and budget expenditures.
- HiCap Co-op PLC. The Co-op Professional Learning Community is comprised of educators from each member district for on-going, collegial learning. The PLC meets four times per year. During Year 3 the primary focus of the PLC was addressing the social and emotional needs of highly capable students.
- Technical Assistance. Each Co-op member district received an allocation of six technical assistant hours provided by the ESD contracted consultant. Technical assistance was provided to support challenges, needs and initiatives at the district level.
- Professional Development. Over the course of Year 3, six professional development workshops were offered through the Co-op. Workshop topics included *Concept Based Curriculum and Instruction, Understanding the Social and Emotional Needs of Gifted Students, Differentiation for the Individual Child, Thinking Maps, Language Acquisition Design Instructional Strategies, and Twice Exceptional Students*. The ESD also hosted a Project Based Learning Institute with the Buck Institute for Education.

GOALS OF THE HICAP PLUS PROJECT

From its inception the HiCapPLUS Project identified three goals that clarified the intent of the project and defined the roles of pilot ESDs and pilot school districts. The goals focused on supporting school districts and ESDs to increase their capacity to identify and serve Highly Capable students. To meet these goals online professional development modules were developed by the university partners, and in turn the modules were reviewed and implemented by the pilot school districts and pilot ESDs. Once refined the modules would then be released to the broader educational community across the state. The following are the specific goals established for pilot ESDs and school districts in the HiCapPLUS Project.

Goal 1. Improve teaching, learning and student achievement by developing and implementing a self-sustaining and comprehensive professional learning system that integrates research-based instructional and curricular strategies, best practices for identification/assessment, program evaluation and related support materials. This system will expand district capability to plan, conduct, and improve programs to identify and serve gifted and talented students.

Goal 2. Improve district program operation by developing and implementing a system of technical assistance that assists districts as they plan, conduct, self-evaluate and improve program operations to identify and serve gifted and talented students. In the delivery of technical assistance, share information that guides districts as they adapt these methods for all students.

Goal 3. Leverage existing and emerging collaborative relationships the OSPI has with educational service districts (ESDs), institutions of higher education (IHEs), and other organizations for the dissemination of the content and materials developed through the HiCapPLUS Project.

ONLINE PROFESSIONAL DEVELOPMENT COURSES

To address the project goals two on-line professional development courses were created by the university partners, Dr. Nancy Hertzog of the University of Washington, and Dr. Jann Leppien of Whitworth University. The first course, *Access and Equity*, was released to pilot districts and pilot ESDs during Year 2. The second course, *Pedagogies and Strategies that Enhance Learning for Highly Capable Students*, was released during Year 3, initially to the pilot districts and pilot ESDs. After refinements to the modules both courses were released to districts, ESDs and other educational organizations through a series of regional roll-out workshop across the state.

OVERVIEW OF PROFESSIONAL DEVELOPMENT MODULES

The content of the first online course, *Access and Equity*, is structured within four modules related to the Washington Administrative Codes (WACs). The modules describe the relationship between students with advanced academic needs and providing the services to ensure their growth and continuous progress. The four modules of the *Access and Equity* course are:

- Module 1: *An Overview of Identification Processes and Practices*
- Module 2: *A Deep Dive into the Uses of Multiple Criteria*
- Module 3: *Challenges and Issues in Addressing Diversity*
- Module 4: *Developing and Array of Services for Highly Capable Students*

The courses are provided online through the Canvas platform. Each module provides a number of components and resources, including a PowerPoint lecture, Key Readings and Resources. A key component of each module is support for Action Research, a professional inquiry process in which course 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. The activities proposed in the "Take Action" section of each module are intended to direct course participants in the Action Research process, and hopefully resulting in a positive impact on support for highly capable students.

A *Facilitator Packet* was created jointly by Dr. Hertzog and Dr. Christensen to serve as a planning and implementation resource for instructors who would be facilitating the *Access and Equity* course. The packet is comprised of several documents including a Facilitator Guide, an overview of technical requirements to access the course, an overview of the Canvas platform, and a sample invitation to solicit participation in the course.

The content of the second course, *Pedagogies and Strategies that Enhance Learning for Highly Capable Students*, is comprised of six modules that address learning environments and instructional approaches to support the needs of highly capable students. The six modules of the *Pedagogies* course are:

- Module 1: *Creating the Environment to Address Diverse Learning Needs*
- Module 2: *Social and Emotional Learning*

- Module 3: *Using Assessment to Make Effective Instructional Decisions*
- Module 4: *Inquiry Based Instructional Approaches*
- Module 5: *Integrating Individual or Small Group Investigations*
- Module 6: *Promoting Creativity*

As with the first course, the *Pedagogies and Strategies* course is accessible on-line on the Canvas platform. The format of the course also includes PowerPoint lectures, Key Readings, Resources and support for Action Research. A similar version of the Facilitator Packet is provided for the course as well.

REGIONAL ROLL-OUT WORKSHOPS

During the latter part of Year 3 the online modules were ready for dissemination to school districts and ESDs throughout the state. Nine regional roll-out workshops were organized and scheduled at various locations across the state. Each workshop was facilitated by members representing each of the project partners, (i.e., OSPI, universities partners, pilot school districts and pilot ESDs). Each workshop included a representative from Education Northwest, the agency that would be conducting the formal evaluation of the HiCapPLUS Project. Feedback from workshop participants would be utilized for both formative and summative evaluation of the professional development modules. Each of the three pilot ESDs hosted one of the regional roll-out workshops. The pilot ESDs supported communication, registration, facilities and implementation of the workshop.

INCORPORATION OF MODULES WITHIN PILOT ESD ACTIVITIES

During Year 2, each pilot ESD utilized various components of the modules within the professional development course, *Access and Equity*. Activities ranged from facilitation of an overview of the modules, to more intensive utilization of specific course modules for formal professional development, including provisions for the allocation of clock hours. Evaluative feedback during Year 2 helped refine the existing modules and direct the development of modules in the new course, *Pedagogies and Strategies that Enhance Learning for Highly Capable Students*.

During Year 3 the pilot ESDs continued to incorporate components of the modules within the programs and services for highly capable programs offered through each respective ESD. In addition to hosting a regional roll-out workshop, each pilot ESD shared and utilized the modules in various capacities through their established highly capable support activities, such as Highly Capable Co-ops, consortium/partnerships, and PLCs.

In some cases, technical assistance was provided to individual school districts within the ESD's region to support implementation of specific modules at the district level. One such example was the Granite Falls School District, one of the member districts of the ESD 189 Co-op. During Year 2 the district had collaborated with the ESD to initiate extensive professional development on cluster grouping as a program model for serving highly capable students at the elementary level. In Year 3 that work was extended through the use of Module 4: *Inquiry Based Instructional Approaches*. Teachers from cluster classrooms utilized the module to gain

expertise in incorporating inquiry based instructional strategies in their cluster classrooms. The professional development work also was leveraged with a three-day summer workshop conducted by Dr. Nancy Hertzog at the University of Washington. The workshop, “Inquiry-Based Learning in Elementary Classrooms,” supported participants in designing their own curriculum that integrates inquiry-based instruction through strategies such as project-based learning or design-based learning. Additionally, the professional development work with cluster teachers was extended through a three-day summer workshop, “Project Based Learning Institute.” The institute was hosted at ESD 189 and conducted by the Buck Institute for Education.

ESD COLLABORATION WITH PILOT SCHOOL DISTRICTS

Of the seven pilot school districts across the state, four are within the regional boundaries of the pilot ESDs. ESD 171 provides services to the Bridgeport, Pateros, and Wenatchee school districts. ESD 189 provides services to the Mt. Vernon School District. None of the pilot school districts is within the region of ESD 113. In ESD 171 collaboration with pilot school districts was primarily limited to information about the modules shared through the ESD’s Highly Capable Cooperative. Throughout Year 3 ESD 189 collaborated with the Mt. Vernon School District to incorporate Module 2: *Social and Emotional Learning*, as a component of the district’s on-going professional development for middle school staff who would be working with a new program model for highly capable students at the middle school level. Beyond Year 3, the school district will utilize the modules as components of an extensive online professional development series. Participants will be able to choose their level of involvement, ranging from a basic overview of a module to more intensive utilization including completion of assignments and conducting Action Research.

ESD COLLABORATION WITH NON-PILOT EDUCATION ORGANIZATIONS

During Year 3 there were several opportunities for sharing and collaboration with other organizations regarding the HiCapPLUS Project and specifically regarding the professional development modules. Activities with outside organizations included the following.

- The Washington Association of Educators of Talented and Gifted (WAETAG). The annual state-wide conference for WAETAG was held in October, 2017. During the conference break-out sessions were conducted by the HiCapPLUS university partners, Dr. Nancy Hertzog and Dr. Jann Leppien. The sessions included information regarding the content and materials of the modules. Additionally, several members of pilot school districts and pilot ESDs were in attendance at the conference. During a portion of the conference members of the project partners were brought together for an opportunity for sharing and interaction regarding Year 3 activities.
- Northwest Gifted Child Association (NWGCA). NWGCA is a state-wide organization that is primarily an advocacy group for parents and educators to support educational services for gifted students. Beginning in Year 2 and continuing into Year 3 the organization partnered with the Mt. Vernon School District and with ESD 189 to provide professional development in the area of social-emotional learning. The President of

NWGCA, Austina DeBonte, worked extensively with the district and the ESD. At the ESD she facilitated a workshop for Co-op members regarding the social-emotional needs of highly capable students. At the Mt. Vernon School District, she conducted several professional development presentations on social-emotional learning for district staff and for parents.

- Supporting Emotional Needs of the Gifted (SENG). SENNG is a national organization focused on providing information and support for the social-emotional needs of gifted children. In January, 2018 ESD 189 hosted a professional development workshop facilitated by Dr. Mike Postma, Executive Director of SENNG. The workshop was offered as an extension of the Highly Capable Co-op’s professional development activities on social-emotional needs of students, including the use of Module 2: *Social and Emotional Learning*. The initial workshop conducted by SENNG was well received by participants. Subsequently, SENNG organized a larger regional conference conducted in Seattle in May, 2018. One of the sessions offered at the conference was an introduction to the modules conducted by Jody Hess of OSPI, and Todd Christensen of ESD 189.
- Tulalip Tribes. The Tulalip Reservation lies within the boundaries of ESD 189. The Tulalip Tribes are federally recognized successors to the Snohomish, Snoqualmie, Skykomish, and other allied tribes signatory to the Treaty of Point Elliott. Educational services for Native students are accessed through public schools and private schools in local school districts adjoining the reservation. Also, the Tulalip Tribes are actively developing educational programs that will be implemented on the reservation. In September, 2017, the Tulalip Tribes hosted the Tribal Leaders Congress on Education. The group meets typically two or three times per year and includes representatives from most Native tribes from around the state. In collaboration with ESD 189, information regarding the HiCapPLUS Project was presented by Todd Christensen at the initial meeting of the Congress in September. There was significant interest and discussion regarding the topic of talent development among Native children. Within the conversation there were several insights shared regarding the disconnect between the views of identification and services for highly capable Native students held by Native peoples and the views and programs offered to serve highly capable students in public school systems outside the reservation.
- Whitworth University Summer Institute. An annual summer institute was hosted at Whitworth University by Dr. Jann Leppien, one of the university partners in the HiCapPLUS Project. The institute, held in June, 2018, was entitled, “Identifying and Developing Academic Potential: An Equitable Approach.” One of the sessions offered at the institute was facilitated by Jody Hess of OSPI, and Todd Christensen of ESD 189. The focus of the session was an overview of the online modules and how they could be accessed and utilized at the district level.

SECTION II: CHALLENGES, OPPORTUNITIES AND RECOMMENDATIONS

THE CHALLENGE OF SUSTAINABILITY

Over the three years of the HiCapPLUS Project considerable progress and achievements have been accomplished. As noted previously in this report, three goals were established to direct the work of pilot ESDs and pilot school districts as partners in the project. There is substantial evidence to confirm that all three goals have been successfully accomplished. At the same time, with the conclusion of the funding cycle provided by the Javits Gifted and Talented Students Education Program, the most immediate challenge is how to build upon the accomplishments of the past three years and how to move forward with the initiatives and resources of the HiCapPLUS Project. Based on reflection and on input from the project partners the following are possible opportunities through which that work might continue.

NETWORKING AND PARTNERSHIPS

As noted previously in Goal 3, a primary focus of the HiCapPLUS Project was to leverage collaborative relationships among OSPI, institutions of higher education, Educational Service Districts, and other organizations for the dissemination of content and materials developed through the project. The collaboration among the project partners has been fundamental in the development of the project and in its accomplishments. Consistent communication among project partners was often accomplished through regularly scheduled online teleconferences via Zoom. The available technology of Zoom and other online programs provides an economical and viable means to maintain ongoing communication and collaboration among current project partners as well as with new partners who may have an interest in supporting the continuation of project initiatives.

COLLABORATION WITH EDUCATIONAL ORGANIZATIONS

Significant inroads have already been established with several state and national organizations such as WAETAG, NWGCA, and SENG. Continued involvement with these organizations provides an excellent opportunity to reach a broader audience and disseminate information regarding resources and initiatives of the project.

COLLABORATION WITH TRIBAL LEADERS

Although interaction with Native American tribal leaders was somewhat limited, it is very evident that there are many challenges and opportunities to better define appropriate services for the development of talent among Native students. To be successful it is imperative that issues such as identification, program services and student achievement be examined from the cultural perspective of Native peoples.

An opportunity also exists to explore the possible role of the state-wide Native curriculum initiative, *Since Time Immemorial: Tribal Sovereignty in Washington State*. The curriculum has value both as a resource regarding the cultural perspectives of Native peoples, but also as a resource for possible incorporation into programs for highly capable students, both for Native and non-Native students.

UTILIZATION OF PROFESSIONAL DEVELOPMENT MODULES THROUGH ESDS

Each of the three pilot ESDs demonstrated capacity to effectively utilize components of the online professional development modules within their existing activities that support highly capable programs, (e.g., co-ops, PLCs, and district partnerships). Current roles of the pilot ESDs include the dissemination of information regarding the modules as well as integration of the modules into professional development activities implemented through the ESD.

While there was consistent communication and interaction among the three pilot ESDs over the course of the HiCapPLUS Project, interaction with the other six ESDs within the state was relatively minimal. Of the nine roll-out workshops conducted across the state, three were hosted by the pilot ESDs. Only one other roll-out workshop was hosted by an ESD, Yakima ESD 105. The pilot ESDs clearly demonstrated the potential for ESDs to have a role in the support and utilization of the modules in professional development activities. As the modules are now released state-wide, it would appear to be an excellent opportunity to enlist the support of the six non-pilot ESDs in the future dissemination and utilization of the modules. While ESDs operate independently, there are opportunities for sharing and communication among the nine ESDs, especially through the monthly meetings of the Association for Educational Service Districts (AESD). It may be a viable opportunity to use the AESD as an inroad for sharing and utilization of the HiCapPLUS modules among all nine ESDs across the state.

ALTERNATIVE ACCESSIBILITY TO THE MODULES

Initially the content of the professional development modules was released through the OSPI web server via the Canvas platform. There are many benefits with the Canvas platform. It is easily navigable, it has an extensive support system and information, and it is offered to educational organizations free of charge. At the same time there may be benefits to exploring alternative pathways by which the modules can be housed, accessed and utilized. By opening access to the modules through sources other than the Canvas platform, they could possibly become more customized to individual district needs and accessed specifically through district level web sites without the need for the broader Canvas platform.

ACKNOWLEDGMENTS

Having worked in the field of gifted education for over forty years, I have had the wonderful opportunity to work and interact with many gifted people. Many of those people have been children, students in our schools with hopes and expectations of having their talents developed and their potential attained. Many of the gifted people with whom I have worked have been adults, including the professional educators who have been involved in the HiCapPLUS Project. The success of this project would not have been accomplished without the collaboration and talents of these people. My sincere thank you goes to our partners at OSPI, Jody Hess and Jason Miller; our university partners, Dr. Nancy Hertzog and Dr. Jann Leppien; and our partners at the pilot ESDs, Russell Rice and Shelley Seslar. In addition, my appreciation goes out to all the wonderful, committed educators from our pilot school districts. It has truly been a pleasure working with the entire team of the project. Thank you all!

ABOUT THE AUTHOR

Todd Christensen, Ed.D.

Dr. Christensen has served in the field of gifted education for the past forty-five years. During that period, he has served as a teacher, program director and principal for highly capable programs. He earned his doctorate at the University of Washington in 1988 in the field of Curriculum and Instruction in Gifted Education. Currently Dr. Christensen is an educational consultant for highly capable education. He is contracted with Northwest ESD 189 and with the Office of State Superintendent of Public Instruction.

Appendix C: Survey Instrument

Introduction

This survey is part of an external evaluation of the HiCapPLUS grant, which is implemented by the Washington Office of Superintendent of Public Instruction (OSPI) and funded by the U.S. Department of Education. Education Northwest is conducting the external evaluation. The purpose of the evaluation is to provide information to OSPI and the U.S. Department of Education regarding implementation and results of the grant. Information from this survey will inform future planning and implementation of HiCapPLUS.

This survey will ask about your views of the usefulness of the event, any suggestions or changes to the modules or event, potential opportunities for contributions to the module content, your potential use of the online modules, and feedback on HiCapPLUS overall.

Other than the evaluators from Education Northwest and staff members working on the HiCapPLUS project, no one will see your individual responses. Further, we will not mention your name in any of our reports. There are no right or wrong answers, and there is minimal risk to completing this survey. Your response is voluntary, and you may skip any questions you do not want to answer. However, each response is very important because it will help us collect information that will shape the implementation of HiCapPLUS.

This survey is not for compliance, nor is it subject to consolidated program review. We are using the data only to plan and evaluate the project. It should take no more than 20 minutes to complete.

Please complete your survey today.

If you have any questions, please contact Dr. Kathryn Torres at 800-547-6339 or Kathryn.Torres@educationnorthwest.org.

Thank you for your help!

Background information

- Which district or educational service district (ESD) do you work in? _____
- What position best describes your role? (Select one)
 - District-level administrator
 - Highly Capable coordinator
 - District-level staff member
 - Principal
 - Teacher

- Counselor
- ESD staff member or administrator
- Other _____

Formative questions about the HiCapPLUS online modules

The modules are designed with flexibility in mind and may be used in various ways and in various settings, such as individual schools, districtwide, or regionally through ESDs. The following questions about the modules will provide formative feedback for future development of the HiCapPLUS project.

Please rate the extent to which you agree with the following statements about the overview of the “Challenges and Issues in Addressing Diversity” and “An Overview of Identification Processes and Practices” modules at this event.

Please rate the extent to which you agree with the following statements:	Strongly disagree	Disagree	Agree	Strongly agree
Overall, the modules will be useful for my school and/or district.				
The presentation of the modules gave a useful preview of the module content.				
The module objectives were appropriate for my school and/or district.				
The activities in the modules will work well for my school and/or district.				
The references and resources provided in the modules will be useful in my school and/or district.				
I met one other person at this event whom I can follow up with to discuss HiCapPLUS modules and implementation.				

The next section will ask you questions about the module you reviewed during this event.

- o Which module presentation did you review? (Select one)
 - o “Equity and Access”
 - Module 1: “An Overview of Identification Processes and Practices”
 - Module 2: “A Deep Dive into the Uses of Multiple Criteria”
 - Module 3: “Challenges and Issues in Addressing Diversity”
 - Module 4: “Developing an Array of Services for Highly Capable Students”
 - o “Pedagogies and Strategies that Enhance Learning for Highly Capable Students”
 - Module 1: “Creating the Environment to Address Diverse Learning Needs”
 - Module 2: “Social-Emotional Learning”

- Module 3: "Using Assessment to Make Effective Instructional Decisions"
- Module 4: "Inquiry-Based Instructional Approaches"
- Module 5: "Integrating Individual or Small Group Investigations"
- [] I did not review a module **[If selected, skip to the next section]**

What are useful aspects of this module?

Who would best benefit from this module, and how would you share it with them? How might you involve external stakeholders in this work?

What additions would you suggest? What is missing?

Feedback on the usefulness of the event

The following items are important for the federal evaluation of HiCapPLUS. Please rate the extent to which you agree with the following statements about the online modules and HiCapPLUS.

Please rate the extent to which you agree with the following statements:	Strongly disagree	Disagree	Agree	Strongly agree
Overall, the online format of the modules is useful.				
Overall, the content of the modules is useful.				
This one-day event was useful.				
So far, participating in HiCapPLUS leverages existing and emerging collaborative relationships among OSPI, ESDs, districts, and universities.				

Next steps and plans for action

The following questions ask about your intended and future use of the modules.

- Which module(s) do you anticipate your teachers and/or district personnel will use? (Select all that apply)
 - “Equity and Access”
 - Module 1: “An Overview of Identification Processes and Practices”
 - Module 2: “A Deep Dive into the Uses of Multiple Criteria”
 - Module 3: “Challenges and Issues in Addressing Diversity”
 - Module 4: “Developing an Array of Services for Highly Capable Students”
 - “Pedagogies and Strategies that Enhance Learning for Highly Capable Students”
 - Module 1: “Creating the Environment to Address Diverse Learning Needs”
 - Module 2: “Social-Emotional Learning”
 - Module 3: “Using Assessment to Make Effective Instructional Decisions”
 - Module 4: “Inquiry-Based Instructional Approaches”
 - Module 5: “Integrating Individual or Small Group Investigations”
 - Not sure
 - We will not use any of the modules

- How do you anticipate your teachers and/or district personnel will access the module(s)? (Select all that apply)
 - During professional development events held outside of regular school hours
 - During already-scheduled staff professional development days
 - During special professional development events for which we will hire subs
 - As part of individual teachers' professional development plans
 - As part of planning time for grade-level teams at schools
 - As part of planning time for content-area teams at schools
 - As part of planning time for school improvement teams at schools
 - As part of district team planning
 - Participating in online learning communities via Canvas
 - Collaborating with colleagues outside of my district
 - Other ways of collaborating (write-in response):

- What are some ways you plan to take action after this event? What are your next steps?

- What additional supports (e.g., online help, facilitation, and/or collaboration support) do you need for your next steps?

Overall feedback

Anything else about the event you would like to share?

[OPTIONAL]
Lastly, HiCapPLUS is looking for examples related to each module to share local best practices.

- Do you have an example related to the modules you saw today that could be shared with a larger group? If so, please describe it below and leave your contact information on this page if you would like to be contacted about your example. If not, please return your survey when completed.

Thank you!