WELCOME!

Please take a moment to write down on a post-it any burning questions you hope to have answered today.
Robinson Center

- Early Admittance Programs to University of Washington
  - Transition School/ Early Entrance (EEP)
  - UW Academy

- **Saturday Program**
  - High Interest - No Qualifications

- **Summer Programs**
  - Qualifications for Specific Subject Areas

- **New 2016 - TS-Online** – History and Composition
HI-CAP PROGRAM MODEL

A Holistic Approach

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Land acknowledgment

• I live and work on Duwamish land

• I acknowledge the Indigenous custodians of these lands as part of protocol. To do so recognizes Indigenous peoples long-standing presence in this territory. It points out for us the intimate connection of land to identity, expressed through our stories, practices, and beliefs.

- Professor Jan Hare
Housekeeping

- Restrooms
- Breaks and lunch
- Folders
Agenda

• 9:00 - 9:30 Welcome, Introductions, Goals
• 9:30 - 10:30 College and Career Counseling
• 10:30 - 10:45 Break
• 10:45 - 11:45 Teacher and Parent Collaboration
• 11:45 - 12:00 Wrap-up, next steps
• 12:00 - 1:00 Lunch
INTRODUCTIONS

- Name
- Location
- Position/Age range of interest
Goals for the morning session

- Strategize how college and career counseling is done at all age levels for hi-cap students

- Develop ways to increase parent and teacher involvement in hi-cap programming
Goals for today

Hi-cap Program Model

- Meeting each individual student’s needs
- Incorporating in learning and relationship building
- Creating a community of support and development
- Moving learning beyond the classroom with experiences
A note on language

- Gifted
- Talented
- Highly capable
- Advanced learner
College/career planning

- Moving learning beyond the classroom with experiences
Career Timeline

• How did you end up where you are today?
  • (Top of page) What was the first job you can remember being interested in and why?
  • (Bottom of page) What is your current job?
  • Fill in the middle with the jobs you considered/had along the way.
  • Go back through and fill any thoughts or stories on why/when you made each shift.
What are we preparing students for?

• Who knows?

• 21st century skills
  • Collaboration and teamwork
  • Creativity and imagination
  • Critical thinking
  • Problem solving
Adult Skills

- Handle interpersonal problems
- Manage assignment, workload, deadlines
- Find their way around
- Contribute to the running of a household
- Earn and manage money
- Cope with ups and downs
- Talk to strangers
- Take risks

http://qz.com/644491/a-stanford-dean-on-adult-skills-every-18-year-old-should-have/?utm_source=atlfb
What is the current message?

• How are careers currently talked about with your students?

• How do these messages shift with age and perceived ability?
The importance of starting early

- What happens at one level of development will influence subsequent levels

- Our responsibility as adults in the lives of children and young adults is to provide many and varied developmentally appropriate opportunities for career awareness, career exploration and the development of life career planning skills. To be personally meaningful to children as individuals, the experiences must be accompanied by opportunities to express individual thoughts and beliefs as they develop.

- Magnuson, C. & Starr, M., 2000
What does this look like?

- Provide areas in which children are free to explore and wonder
- Encourage make-believe play and the use of objects in creative ways
- Provide free-time choices, academic project ideas, reading materials, and games on different levels of difficulty.
- Each day, a myriad of workers passes through the doors of your school. Invite workers to stop by your class for a few minutes.

- Magnuson, C. & Starr, M., 2000
What does this look like?

- If a child repeatedly chooses the tools/hat of a firefighter, expand her possibilities by asking what she thinks about being a carpenter or physician. Make tools of other occupations available, without discouraging her choices of a firefighter’s tools.

- Encourage a youngster interested in plants to work with and talk with you as you care for the plants, gradually guiding him to learn when to water and how to identify leaves that need plucking.

- Magnuson, C. & Starr, M., 2000
Multipotentiality

• the state of having many exceptional talents, any one or more of which could make for a great career  
  Fisher, 2010

• Can be exciting or debilitating

• May not factor in interest level of each area for student

• Could also be a result of lack of challenge in current classes  
  Frazier, 2012
Emilie Wapnick

- TEDxBend
- Putty Like
Career Counseling

• Try out through job shadowing or internship (try to link to someone with whom student identifies)

• Seek out more challenge in favorite areas through enrichment or college classes

• How do different identities impact career aspirations?

• How can early jobs help to build longer term skills?
Activities: Values sort/self-interest assessment
College Counseling

What is the messaging?

- Elementary
- Middle School
- High School
College Counseling

What do they hear?

- Ivy League
- Certain major
- Make money
- Doctor, lawyer
- PhD
- Prestige
College Counseling

When they are young…

- Get them on campus
- Get families on campus
- Seeing themselves there
- Orienting to the system
- Connecting with resources
- Considering cost
- Familiar with all options (2 year, 4-year, technical school)
College Counseling

In MS/HS:

- Focus on finding schools that fit interests rather than ‘top’ schools
- What schools have unique programs that could provide a new challenge?
  - Honors
  - Co-op
  - Study abroad/research
  - Interdisciplinary majors
  - Graduate level courses
College Counseling

- Put in touch with alumni
- Schools that offer all majors of interest
- Urban vs rural – environment matters
- Finances, community support, campus connections

- Where are your knowledge gaps? (HBCU, women’s, military, culinary, 2 year)

Flick, 2012
Break!
QUESTIONS FROM TODAY
Parent/teacher engagement

• Creating a community of support and development
WHAT’S WORKING?
What’s missing?
Engaging parents

• No one type of gifted family

• Family dynamics may influence how giftedness is expressed

• How does the family view the student?

• To what resources does the family have access?

• How has the student’s needs/abilities restructured the family?

Hermann & Lawrence, 2012
Engaging parents

• Helping parents understand asynchrony

• Connecting parents with resources and supports

• Making parents aware of options and opportunities for student

• Assessing and supporting a power balance between student and family

• Identifying and addressing unique characteristics
  • 1st/1.5 gen
  • Single-parent
  • Financial limitations
  • Sibling relationship/birth order
Example: RC Parent programs

- Purpose
- Topics
- Frequency
- Assessment
Parents!

- What has worked for you or what would you add?
Engaging teachers

- What can they do to help and support students?
  - Build healthy relationship with students
  - All students are engaged and learning (ZPD)
  - Checking how students know what they know
  - Does classroom feel safe for all students? How do you know?
Engaging teachers

- Gifted students prefer teachers who:
  - Listen
  - Attend out-of-class activities
  - Are available for discussion outside of class
  - React favorably to criticism (questions and feedback)

Robinson & Bryant, 2012
Engaging teachers

• How can we support teachers?
  • Team meetings to add perspectives
  • Offering own insights
  • Student helper
  • Creating ‘safe space’ where talent can shine
  • Partnering with students in learning (ego-less)
Teacher PD

- How can you encourage teachers to push their thinking and knowledge?
- Focus on differentiation and project-based learning
- How are teachers engaged with hi-cap programming?
- What supports are offered for their most challenging students?
Teachers!

• What else has helped or would help?
Activity

- Group check-in
  - Norms
  - Facilitator role
  - 10 minutes
Closing and plans for next steps

• Take the next 3 minutes to reflect back on this morning’s learning and your notes.

• What are 1-2 things you can take back with you to incorporate into your school’s hi-cap program?
Lunch!
Resources