

# EQUITY SUMMIT ON GIFTED EDUCATION



## Contributors to the Equity Summit on Gifted Education February 9-10, 2017

Jamila Appleby, ELL Teacher  
Stratton Elementary Equity Team  
Champaign, IL

Jamila Appleby is an ELL teacher at Stratton Academy of the Arts in Champaign, Illinois. Previously, she taught kindergarten through third grade. This year marks her 17<sup>th</sup> year at Unit 4 Schools. Jamila earned her B.S. in Education with a concentration in English in 1998 from Eastern Illinois University and her Master of Education in Curriculum and Instruction from the University of Illinois at Urbana-Champaign in 2004. Jamila is currently planning to resume her doctoral studies with an interest in language and literacy as it relates to cultural relevance, identity, and power.

Angelica Alvarez, School Board Member;  
Highline Public Schools  
Burien, WA

Angelica Alvarez represents District 2 on the Highline School Board. She was originally elected in November of 2009. Angelica lives in Burien and is a strong advocate for all children. Born and raised in San Luis, Arizona to migrant field workers, Angelica has traveled and worked in the fields alongside her family most of her life. Following high school graduation, Angelica began working in social services and education. Ms. Alvarez also works for Puget Sound ESD as a P-3 Systems Coach, working with Road Map districts to improve their P-3 approaches.

### Interrupted and Transformed Pedagogies

Ms. Appleby will share her experiences in teaching after being introduced to Project Based Learning in 2001. She reveals that her conception of pedagogy was interrupted and transformed in ways that changed her position as an educator permanently. She shares how she is forever grateful to Dr. Nancy B. Hertzog and Dr. Lillian Katz for this "amazing gift."

### Serious About Equity: Highline as a P-12 School District

Highline Public Schools is systematically shifting from a K-12 to a P-12 district. With high-level support from the school board and the superintendent, the district has spent the past five years deepening and strengthening its inclusion of pre-school as a fundamental responsibility of the district. Some of the district's strategies include: ensuring all principals and assistant principals receive extensive professional education in P-3; building meaningful partnerships with community-based programs and early learning providers; establishing a prominent P-5 division within the central office; revamping professional development for teachers, beginning in PreK and building incrementally through 5<sup>th</sup> grade. Ms. Alvarez will discuss Highline's dedication to a strong system of education that begins in early childhood and how these efforts contribute to the district's overall goals for student success.

Cameron Blood, Student  
Garfield High School  
Seattle, WA

Maria Breuder, Principal  
McGilvra Elementary School  
Seattle School District  
Seattle, WA

Maria Breuder has been an educator for over 15 years, as a classroom teacher and as an administrator. She is currently the principal of McGilvra Elementary in Seattle Public Schools. Maria holds a Bachelor's Degree in Psychology from Lewis & Clark College, a Master's in the Arts of Teaching from Lewis & Clark College, her Principal Certification from Seattle Pacific University and is currently a Doctoral candidate in the Leadership for Learning (L4L) program at the University of Washington. Her focus in her Doctoral work is on racial equity for Advanced Learners, including access, pathways and programming in Seattle Public Schools.

Jenny Choi, Bilingual Education Program Supervisor  
Office of Superintendent of Public Instruction (OSPI)  
Olympia, WA

Jenny Choi is a Bilingual Education Program Supervisor at the Office of Superintendent of Public Instruction, where her focus is research on best practices for English Language Development programs. She is the lead on the Asian American Pacific Islander Data Disaggregation Initiative. Previously, Jenny was a bilingual elementary teacher in South Korea. Her work in developing language learning programs that support cross-cultural exchange led her to New York University where she earned a M.A. in International Education.

Andrea Cobb, Executive Director of the Center for the Improvement of Student Learning, Office of the Superintendent of Public Instruction (OSPI)

Andrea Cobb is the Executive Director of the Center for the Improvement of Student Learning within the Office of the Superintendent of Public Instruction. She leads the agency's efforts to connect policymakers, schools, families and communities with research and information about

Discussion of the Racial Equity Analysis Tool (REAT)

The Advanced Learning (AL) office in Seattle Public Schools (SPS), in close collaboration with the SPS Department of Equity and Race Relations, has developed an array of equity initiatives over the past few years. All of these were intended to address the disproportionality evident in the demographics of the AL student population. During the 2016-17 school year, the AL office is in the process of implementing the Racial Equity Analysis Tool (REAT). In this presentation, SPS administrators will familiarize the audience with the REAT and explain exactly how the REAT is being implemented by the AL team.

Providing English Learners Equal Access

Alyssa Westall and Jenny Choi, Bilingual Education Program Supervisors at OSPI, will share data pertaining to the identification of English Learners as Highly Capable and will share information from the Department of Education's 2015 toolkit chapter: "Providing English Learners Equal Access to Curricular and Extracurricular Programs."

Effective Strategies for Closing Educational Opportunity and Achievement Gaps

Andrea Cobb, Executive Director of Center for the Improvement of Student Learning (CISL) at OSPI, will speak to its efforts to connect policymakers, schools, families and communities with research and information about effective strategies for closing educational opportunity and achievement gaps and improving student learning

effective strategies for closing educational opportunity and achievement gaps and improving student learning generally. Andrea has a Master's in Public Administration from the Evans School of Public Policy and Governance and is currently pursuing a PhD in Education Leadership and Policy Studies at University of Washington.

Teddi Beam-Conroy, Director of Elementary Teacher Education Program  
University of Washington College of Education  
Seattle, WA

Teddi Beam-Conroy is the director of the University of Washington Elementary Teacher Education Program. Before that, she was an Associate Professor of Bilingual and ELL Education at Heritage University in Seattle, WA. In addition to 20 years as a bilingual classroom teacher, she was the Bilingual/ELL Gifted and Talented Teacher Consultant for the Northside Independent School District in San Antonio, TX. She earned her PhD in Curriculum and Instruction in Bilingual/Bicultural Education from the University of Texas at Austin.

Gary Cohn, Superintendent  
Everett Public Schools  
Everett, WA

Dr. Cohn has been Superintendent of Everett Public Schools since July 2009. He was superintendent of Port Angeles School District, vice president at Lake Washington Technical College, and a teacher and administrator in the Lake Washington and Northshore school districts. Gary holds a Bachelor of Arts from the University of Puget Sound, a Master of Business Administration from Seattle University, a Doctor of Philosophy from the University of Washington, and Washington State teaching, principal, and superintendent certificates. Dr. Cohn was recently named 2017 Superintendent of the Year to the Washington Association of School Administrators.

generally.

The Center is created in Washington state law with the specific charge of:

1. Facilitating access to research and information on learning improvement,
2. Identifying and disseminating information about effective programs,
3. Serving as a clearinghouse for best-practices in several areas of education,
4. Analyzing the progress of our innovative schools,
5. And most recently for developing the Washington Integrated Student Supports Protocol.

Gifted, Bilingual, and Mexican/Mexican-American: Learning from the Students\*

What are the experiences of gifted ELs along the P-12 educational trajectory? A phenomenological study that asked the question "How do gifted Latino high school students who have participated in a bilingual education program negotiate their cultural, linguistic, and academic identities in the figured work of schools?" provides us insight into what we are doing well, what we need to improve, and how policy that focuses on "access" perpetuates underrepresentation.

Equity Initiatives in Everett Public Schools

Everett Public Schools is committed to the expansion of rigorous and challenging courses as areas of strategic importance to ensure students graduate from high school prepared to meet the challenges of a wide-range of post-secondary options. Dr. Cohn will outline the comprehensive initiatives that have been implemented to provide equitable access to rigor. In particular, he will focus on how this work has contributed to breaking down barriers to provide students access to rigorous, challenging, accelerated, or enhanced curriculum and instruction, as well as providing accelerated supports to build community, strengthen academic achievement, and develop cognitive and social/emotional skills for school and post-secondary success.

Kristina Henry Collins, Professor and Researcher on STEM Identity and Talent Development  
Texas State University  
San Marcos, TX

Dr. Kristina Henry Collins completed her doctoral work in educational psychology at The University of Georgia where she also earned her Ed.S. Degree, specializing in gifted & creative education (GCE) and educational leadership. Dr. Collins also holds an M.S.Ed. Degree in mathematics (Jacksonville State University), B.S. degree in engineering (University of Alabama), a military science diploma (USN) in cryptography and electronic surveillance with over 20 years of educational teaching and leadership experience, including title 1 and rural school settings. Her research agenda include STEM identity development, especially for those from marginalized racial backgrounds; multicultural gifted education; and mentoring across the life span.

Ismael Fajardo, Research Associate  
University of Washington College of Education  
Seattle, WA

Ismael Fajardo, Ph.D. is a postdoctoral research associate in the College of Education at the University of Washington, Seattle. His research examines the P-16 pipeline for males of color, specifically secondary preparation and postsecondary transitions, retention, and success. He uses mixed-method research approaches to understanding the conditions that create accessible and equitable environments in order to inform local, state, and national policy and practice. Dr. Fajardo is involved with the Brotherhood Initiative at the University of Washington, Project MALES at the University of Texas, Austin, and RISE for Boys and Men of Color at the University of Pennsylvania.

### Building a Culturally Responsive Foundation

Dr. Kristina Henry Collins, through a focus of her work as a STEM researcher and practitioner, offers information to inform a culturally responsive foundation to build upon for research and teaching marginalized students' in their identity and talent development journey. Her discussion of students' engagement in terms of attitudes, access, assessment, and accommodations (Frasier, 1997) provide stakeholders with practical and simplified information that can be considered when designing equity-based, quality-learning activities and talent development for all students that exhibit [STEM] interest, gifts, and talents, especially those of culturally and diverse backgrounds.

### Empowering Voices of Males of Color

The Brotherhood Initiative will provide an overview of the current campus-wide effort designed to empower males of color to achieve their dreams and transform the way higher education institutions across the region recruit, retain, support, and prepare students for success. This presentation will share current student voices and experiences of males of color at the University of Washington. More specifically, the current barriers students experience and the various sources of capital they utilize along the educational pipeline.

Mary Fertakis, Board of Directors  
Tukwila School District  
Tukwila, WA

Mary Fertakis is the Director, Tukwila School Board, Past President of WSSDA, and serves on the Washington State legislature's Expanded Learning Opportunities Council. She is the CEO of Fertakis Consulting, specializing in P-12 education, equity issues, and alignment between education policy and housing, transportation, workforce, health, and human services policies to improve student outcomes. She has a B.A. in Political Science/International Studies (UW); ELL Teaching Certification (Seattle University); Master's in Education Policy (UW); P-3 Executive Leadership Institute (UW); Harvard Graduate School of Education - P-3 and Family Engagement Institutes.

Ashley Flynn, Project Manager  
Johns Hopkins Center for Talented Youth (CTY)  
Baltimore, MD

Ashley is a project manager for the Johns Hopkins Center for Talented Youth. She works in the research and evaluation department and oversees CTY's Baltimore Emerging Scholars program which offers extracurricular enrichment to advanced elementary school learners in the area. Ashley earned her M.S.Ed. in Urban Education from Johns Hopkins University and her B.A. in Psychology from Dickinson College. Before joining CTY, Ashley taught secondary mathematics and psychology in Baltimore City Public Schools.

School Board Perspective on Addressing Equity in  
School Districts

How does a school district build a race and equity agenda? What is involved in looking at policy through a race and equity lens? What types of initiatives are taking place in school districts to address inequities in the education system? Hear from a school board Director about the policy aspects of addressing this fundamental issue impacting student success.

From East to West: Context Matters

All advanced learners should have the opportunity to participate in supplemental academic enrichment programs, but for disenfranchised students there are many barriers to doing so. This session will explore two case studies drawn from CTY's efforts to improve access and inclusion in different settings: Baltimore, Maryland and San Luis, Arizona. Our experience highlights the importance of context in addressing the excellence gap and building successful academic interventions. One size certainly does not fit all, and programs for advanced learners from underserved backgrounds must take variable circumstances and conditions into account to be effective.

Dan Finkel, Founder and Director of Operations  
Math for Love  
Seattle, WA

Dan Finkel is the Founder and Director of Operations of Math for Love, a Seattle-based organization devoted to transforming how math is taught and learned. A teacher of teachers and students, Daniel works with schools, develops curriculum, leads teacher workshops, and gives talks on mathematics and education throughout the Pacific Northwest and beyond. Dan is one of the creators of Prime Climb, the beautiful, colorful, mathematical board game, and of Tiny Polka Dot, the number-loving learning game for young children. He is also co-architect of Seattle Public School's Summer Staircase math program.

Jailyn Fonseca, Student  
Ingraham High School  
Seattle, WA

Varsha Govindaraju, Law Student and Robinson  
Center Alum  
University of Washington School of Law  
Seattle, WA

Varsha Govindaraju is a Gates Public Interest Law Scholar and current 1L at the University of Washington School of Law. Varsha entered the UW through the Robinson Center Academy Program in 2011, majoring in Anthropology and LSJ: Law, Societies and Justice. After getting involved in Seattle and college activism, Varsha moved to Cambodia as Henry Luce Scholar working for a local gender based violence prevention NGO. With a background in gender based violence prevention, educational intervention and international development, she seeks to work in holistic and community based lawyering. She enjoys motorcycle riding, expanding her palate, and facilitating new perspectives.

The Importance of Appropriate Early Math  
Experiences

Here is a misconception in mathematics education: that gifted students deserve challenging work, and everyone else should spend all their time on rote skill building. In fact, all students benefit from doing mathematics that in an environment that privileges playfulness, critical thinking, rigor, and autonomy. In this segment, I'll share some of the work Math for Love has been pursuing with young children, including our partnership with Seattle Public Schools for the Summer Staircase and our work with Pre-Kindergarten teachers and parents. I'll argue that the play-based & rigorous approach to young children's mathematics helps all children, gifted and otherwise.

Shaping, Belonging, and Success

This talk will be focusing on how high school inequity shapes representation, success, and feelings of belonging for gifted students in early entrance programs. Using a personal narrative, this talk seeks to show how middle and high school education impacts success in these accelerated programs as well as opportunities to even access them.



E. Jean Gubbins, Professor and Associate Director of the National Center for Research on Gifted Education (NCRGE)  
University of Connecticut  
Storrs, CT

Dr. E. Jean Gubbins is Professor in the Department of Educational Psychology, University of Connecticut. Through grants from the United States Department of Education for The National Research Center on the Gifted and Talented (NRC/GT), Dr. Gubbins implemented research studies on curricular strategies and practices in science, technology, engineering and mathematics (STEM) high schools, reading and mathematics education in elementary schools, professional development, and gifted education pedagogy for all students. Currently, she is Associate Director for the National Center for Research on Gifted Education, focusing on exemplary practices in identification and programming for gifted and talented students from underrepresented groups.

Tom Halvorsen, Director of Masters in Educational Policy  
University of Washington College of Education  
Seattle, WA

Dr. Halverson's research and teaching focus on three central areas: education policy and the politics of policymaking, international and comparative education, and organizational/leadership studies. He focuses predominantly on the pre-implementation phases of the process of making policy within state, national, and international contexts, on the methodological challenges of exploring systems, policies, and practices outside the United States, and the development and evaluation of preparation programs for educational leaders. Dr. Halverson was a co-principal investigator on a national leadership study focusing on the roles, responsibilities, and authority of school leaders and their impact on improving student learning and increasing equitable educational opportunities for all students.

Research on Gifted Education's Study of English Learners

Equity in education must include multiple opportunities to promote biliteracy. Focusing on biliteracy builds confidence in self, promotes culturally sustaining pedagogy, and creates personal and educational pathways to accelerated and enhanced instruction. The National Center for Research on Gifted Education's study of English learners confirmed the importance of the following professional practices:

- Adopting Universal Screening Procedures
- Creating Alternative Pathways to Identification
- Establishing a "Web of Communication"
- Viewing Professional Development as Lever for Change

These themes emerged from a qualitative study in three states based on interviews with 225 persons at 16 sites. Highlights related to the practices will be presented.

Equity, Equality, and the Margin of Perceived Competitive Advantage: Or why creating sustainable equity policy in education is nearly impossible.

In this working lunch we will explore the complexities of trying to develop and implement equity-focused education reform policies. There are a number of different ways to define "equity" within an educational context, and at the ends of this continuum, equity can be understood to mean (and result in) very different outcomes for students, teachers, schools, and communities. At the root of this difference is the way one defines "fairness"- would it be more fair for everyone to be seen as equal, or to recognize disparity ("unequalness") and work toward parity? We will explore these complexities within schools and educational systems.



Nancy B. Hertzog, Director, Robinson Center for Young Scholars, Professor  
University of Washington College of Education  
Seattle, WA

Dr. Nancy Hertzog received her master's degree in gifted education from the University of Connecticut, and her Ph.D. in special education from the University Illinois. She has an extensive background and expertise in gifted education and curriculum development. From 1995-2010 she held a faculty position in the Department of Special Education and directed University Primary School, an inclusive early childhood program at the University of Illinois at Urbana-Champaign. Dr. Hertzog has extensive experience training teachers in the project approach and has written web-based curricular guides that has won national recognition from the National Association for Gifted Children.

Jody Hess, Program Supervisor of Highly Capable Program (HCP) and Project Director of HiCap PLUS Javits Grant  
Office of Superintendent of Public Instruction  
Olympia, WA

Ms. Hess is Project Director for HiCap PLUS. She directed Highly Capable Programs for Tacoma Schools. She led Project NET-Nurturing Exceptional Talent classroom-based instructional model of talent development, which increased identification and participation in Tacoma's Highly Capable Programs, by students living in poverty, students with disabilities, and English learners. Ms. Hess is Program Supervisor, Special Programs in Washington State. A former school principal, Ms. Hess has been teacher of gifted students, as well as instructor in Specialty Endorsement for Center for Gifted Education, Whitworth University, Spokane, Washington.

## Advocating Equity and the Pedagogy of Gifted Education

Advocacy for equity in gifted education involves more than identifying diverse students to participate in gifted programs. It involves recognizing systemic and structural barriers to access to rigorous, challenging, and accelerated curriculum and instruction. This Summit will explore changes that need to take place in all aspects of our educational system including greater access to high-quality early childhood programs, increasing the diversity of the educator work force, and comprehensive changes in instruction. Most importantly, we need teachers that value competencies that all students bring to the learning environment, and can design opportunities for talent development to maximize growth and potential.

## Professional Development Across the State

Jody Hess, Program Supervisor for Highly Capable at OSPI, will provide a look at Washington's Jacob K. Javits HiCapPLUS project to develop Professional Learning and Technical Assistance modules to support educators to identify and serve Highly Capable. Of special concern are underserved subgroups: twice exceptional, students impacted by poverty and English Learners who often are overlooked by traditional identification procedures.



Curtis Hisayasu, Associate Director of Programs,  
Robinson Center for Young Scholars  
University of Washington  
Seattle, WA

Curtis Hisayasu is the Director of our EEP and UW Academy Programs, as well as the English instructor for the Early Entrance Program's Transition School. He has a Ph.D. in 19th and 20th Century American Literature. While working towards this degree, he has also taught several classes for the English Department and has served as a liaison between the UW Extension "UW in the High Schools" Program and the Expository Writing Program, training teachers and coordinating college level composition curriculum in local area schools. Dr. Hisayasu's current research interests include theories of citizenship and national belonging, American urbanism, and histories of race and industrialism.

Sumiko Huff, Academic Director  
Rainier Scholars  
Seattle, WA

Sumiko joined Rainier Scholars in 2009, following 12 years with the Seattle School District where she spent seven years as an elementary school teacher, one year as an Assistant Principal at Wing Luke Elementary and four years as Principal at Hawthorne Elementary, a Title 1 school in South Seattle. As Academic Director, Sumiko is responsible for the design and implementation of the Academic Enrichment Phase at Rainier Scholars. Sumiko has a BA from Willamette University; Master's in Teaching from Seattle University; Principal Certification through City University; and is currently a Doctoral Candidate in the Leadership for Learning program at the University of Washington.

## The Student Experience

Any inquiry into issues of equity in education must acknowledge the experiences and perspectives of the students themselves. This session will highlight the experiences of students – both those that are currently enrolled in hi-cap programs and those who are underrepresented in these programs. For researchers, program administrators, and teachers, engaging these experiences can help us to expand our definition of an equitable learning environment, and to critically assess the limits of our current programs and policies. For students and parents, these voices can help us to think about what it really means to support difference and diversity within our own communities.

## Rainier Scholars Mission

Rainier Scholars cultivates the academic potential and leadership skills of hard-working, low-income students of color. By creating access to transformative educational opportunities and providing comprehensive support to scholars and families, we increase college graduation rates and empower new generations of leaders.

René Islas, Executive Director  
National Association for Gifted Children (NAGC)  
Washington, DC

René Islas is the executive director of the National Association for Gifted Children. Prior to joining NAGC, Islas served as Sr. Vice President of Learning Forward where he launched the Center for Results under a social enterprise model to support leaders in education in developing systems to improve teacher effectiveness and implement quality practice in educator professional learning. Islas is a national leader and recognized expert in education policy. His government experience includes advising the U.S. Secretary of Education and playing a pivotal role in the creation of the Teacher Incentive Fund and School Improvement Grant programs.

Luke Kasim, Director of Recruitment  
Johns Hopkins Center for Talented Youth (CTY)  
Baltimore, MD

Luke is Director of Recruitment for Johns Hopkins Center for Talented Youth. He has experience in educational recruitment, outreach, and admissions, most recently as assistant vice president of partnerships at University of Maryland University College (UMUC). Luke has an M.Ed. from University of Virginia and BA from University of Maryland. Before UMUC, Luke was director of admissions at John Cabot University (Italy) and Community College of Philadelphia (CCP). Prior to CCP, Luke was Assistant Director of Admissions at College of Southern Maryland. Luke has developed partnerships with K-12 districts, community colleges as well as developing and implementing metrics-based recruitment strategies.

## National Initiatives to Improve Access and Equity

The National Association for Gifted Children (NAGC) is mobilizing a national movement to change minds, policies, and practices in service of all gifted and talented children. Our vision is that giftedness and high potential are fully recognized, universally valued, and actively nurtured to support children from all backgrounds in reaching for their personal best and contributing to their communities. René will guide participants in reflecting on lessons learned from movements in our nation's history and call leaders to commit to engaging in specific actions that will improve equity and access for all gifted learners, especially the vulnerable.

Kristie Kauerz, Research Assistant Professor of P-3 Policy and Leadership  
University of Washington College of Education  
Seattle, WA

Kristie specializes in education reform efforts that address the continuum of learning from birth through 3<sup>rd</sup> grade. Kristie's expertise spans policy, research, and practice as well as birth-to-five system-building and K-12 reform. At the UW, Kristie directs the National P-3 Center and is faculty director of the Washington P-3 Executive Leadership Certificate Program, a first-in-the-nation year-long program to co-enroll elementary principals, early learning site directors, and district central office administrators to work together to build strong systems of early education for young children. Kristie's expertise is based in her work with more than 40 states and dozens of school districts around the country.

Kurt Lauer, Principal  
Federal Way Academy  
Federal Way, WA

Kurt Lauer has been the Director/Principal of Federal Way Public Academy for the past thirteen years. Kurt has spent most of his educational career committed to providing a rigorous and intellectually challenging education to every student, regardless of their current academic ability or their socio-economic status. Prior to working with the Public Academy, Kurt spent ten years in the Seattle Public Schools, where he ran a blended program of students who qualified for Gifted Education with the students in the regular education program. This program insured that every student would have access to the same high levels of education.

## Equity Begins Early

Achievement gaps are prevalent metrics used to highlight a multitude of disparities that exist among sub-populations of children in 3<sup>rd</sup> grade and beyond. Lesser known, but perhaps more important, nationally representative data show those gaps begin as early as nine months of age. Over the past 50 years, there has been extensive effort to focus on early care and education (e.g., Head Start, PreK, P-3) as an effective means to close achievement gaps early and to set all children on a sturdy path for education and lifelong success. This presentation will address the early childhood developmental continuum (birth-through-age-8) as the "sweet spot" for tackling achievement gaps.

## Delivering a Highly Capable Education to Every Student – Federal Way Public Academy

For the past eighteen years, Federal Way Public Academy has delivered a rigorous, challenging and advanced curriculum to a diverse range of students in a public school setting. The school's only admission requirement is that the student lives within the Federal Way School District boundaries. Kurt Lauer will outline how a school can deliver a high level of instruction to a diverse range of students. At Public Academy, you may find a student who has a perfect SAT score paired with a student who has been diagnosed with a learning disability. Whatever the academic background of the student, Public Academy is committed to delivering the highest level of instruction to every student.



Cindy Le and Nancy Khuc, Students  
Mount Rainier High School  
Des Moines, WA

Cindy Le and Nancy Khuc are both sophomores attending Mount Rainier High School in Des Moines, WA. They have been lifelong neighbors and have practically grown up together. Cindy Le first attended Highland Park Elementary in the Seattle Public School District, before moving to Hilltop Elementary in the Highline District. Nancy Khuc attended Hilltop Elementary until third grade when she was accepted into the Challenge Program at Cedarhurst Elementary, Sylvester Middle School, and Chinook Middle School. The girls were reunited at Mount Rainier High School. Their home schools have Advanced Placement scores that are among the worst in Washington State.

Jann Leppien, Associate Professor and Margo Long  
Endowed Chair in Gifted Education  
Whitworth University  
Spokane, WA

Jann Leppien, Ph.D. is an associate professor and the Endowed Chair in Gifted Education at Whitworth University in Spokane, Washington. The Center focuses on providing educators with a specialty endorsement or master's degree in gifted education, engaging in research, providing professional development, and collaborating with other agencies striving to improve services for advanced students. Special interest areas include designing high quality curriculum and instruction and program development to match advanced learner needs. She has served on the NAGC Board of Directors and is coauthor of *The Multiple Menu Model: A Practical Guide for Developing Differentiated Curriculum*, *The Parallel Curriculum: A Design to Develop High Potential and Challenge High-Ability Students* and series editor for content related PCM books.

Petitioning for Advanced Classes

A few years ago, Mount Rainier administrators decided they would implement the Middle Years International Baccalaureate program at grades 9 and 10. A few weeks before the end of last school year, we learned this meant all honors classes would be eliminated. Upset by this decision, we decided to create a petition to keep honors. We were able to collect 354 signatures within three days. We also raised awareness about this issue during a Highline District Board meeting in June and promptly met with the new principal of our school who started on July 1. We are hoping that the school develops a better curriculum that suits all students.

Whitworth's Center for Gifted Education

Whitworth's Center for Gifted Education in Spokane, Washington supports and develops policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. To this end, the Center supports and engages in research, staff development, advocacy, and communication and collaboration with other organizations and agencies that strive to improve access and equity to highly capable services. Whitworth University also offers an online Master's degree and a Gifted Education Specialty Endorsement in the field of gifted education



Stephen Martin, Highly Capable Coordinator of the Advanced Learning Office  
Seattle School District  
Seattle, WA

Stephen Martin is the Supervisor of Highly Capable Services and Advanced Learning Programs in the Seattle Public Schools. His office is responsible for the testing and eligibility decisions for 5,000 Seattle public and private school students who are referred each year, and professional development for teachers of advanced students. He has worked in the Philippines and Germany, and in MA, CO, and WA as teacher, K-8 principal, and gifted coordinator. Stephen has served two terms as president of the Washington Association of Educators of the Talented and Gifted, and worked on the Advocacy Committee of the National Association for Gifted Children.

Michelle Montgomery, Assistant Professor  
University of Washington Ethnic, Gender and Labor Studies  
Tacoma, WA

Dr. Michelle Montgomery (Haliwa Saponi/Eastern Band Cherokee) is an Assistant Professor at the University of Washington Tacoma, School of Interdisciplinary Arts & Sciences in Ethnic, Gender and Labor Studies/American Indian Studies. Dr. Montgomery's research focuses on adaptation to climate change, environmental ethics connected to land-base Indigenous identities, Indigenous cultural autonomy, and bioethics related to sociocultural and environmental health disparities within American Indian/Alaska Native/First Nations communities. She received her bachelor's degree in biology from North Carolina Agricultural & Technical State University, a master's degree in plant pathology from North Carolina State University, a master of arts in bioethics from the UW and a Ph.D. in language, literacy and sociocultural studies from University of New Mexico.

Working Lunch – Sharing Challenges and Solutions

Those responsible for district Highly Capable Programs have much to learn from one another. Here is an opportunity to identify some of the challenges we all face and to collaborate on solutions. Topics will include a focus on the equity language in WAC 392-170 and Policy 2190. Participants will be asked to share already successful or potentially promising efforts to reduce disproportionality in their highly capable programs.

Remaining and Becoming: A Personal Indigenous Perspective of Schooling

Although culturally responsive education for Indigenous youth has been advocated for over the past 40 years, schools and classrooms are failing to meet the needs of Indigenous students. Indigenous youth's daily encounters in a racially charged learning environment affect their identities and well-being. Schools are involved in framing ideas about race and in struggles around racial equity. They serve as a sorting mechanism, providing different students with access to different kinds of experiences, opportunities, and knowledge, which then shapes their future opportunities. In response, I will share my personal experiences for how this relationship is particularly true for disenfranchised Indigenous students through marginalized school policies and leadership practices.



Matthew Okun, Instructional Specialist of the  
Advanced Learning Office  
Seattle School District  
Seattle, WA

Dr. Matt Okun has spent over 15 years as a teacher educator. He also has over 20 years of classroom experience teaching in public middle and high schools in Washington, DC; Albuquerque, NM; and Seattle Public Schools. He was professor and clinical supervisor of interns at the University of New Mexico before accepting a similar position at Seattle Pacific University. He has given presentations at numerous conferences on creating socially just classrooms using differentiated instructional strategies and has scored portfolios for TPA and for ProCert. He currently is an Instructional Specialist for the Advanced Learning office at Seattle Public Schools.

Gayle Pauley, Assistant Superintendent  
Office of Superintendent of Public Instruction (OSPI)  
Olympia, WA

Gayle Pauley is Assistant Superintendent for Special Programs and Federal Accountability, Office of Superintendent of Public Instruction. The office is in charge of: Advanced Placement (AP), Consolidated Program Review, Highly Capable Program (HCP), Native Education, Learning Assistance Program (LAP), Migrant and Bilingual Education, Elementary and Secondary Education Act / Every Student Succeeds Act (ESSA), Paraeducators, Rural Education Achievement Program (REAP), School Library Media Programs and Teacher-Librarians, Title I, Title II, Part A. She has worked for over 35 years in gifted education and general education roles at building, district, and state levels.

Discussion of the Racial Equity Analysis Tool (REAT)

The Advanced Learning (AL) office in Seattle Public Schools (SPS), in close collaboration with the SPS Department of Equity and Race Relations, has developed an array of equity initiatives over the past few years. All of these were intended to address the disproportionality evident in the demographics of the AL student population. During the 2016-17 school year, the AL office is in the process of implementing the Racial Equity Analysis Tool (REAT). In this presentation, SPS administrators will familiarize the audience with the REAT and explain exactly how the REAT is being implemented by the AL team.

Every Student Succeeds Act – How Does It Impact  
Highly Capable Programs

Gayle Pauley, Assistant Superintendent for Special Programs at OSPI, will explore opportunities to provide equitable services and supports to underserved subgroups of Highly Capable students under the new federal law (*Every Student Succeeds Act*- reauthorization of *Elementary and Secondary Education Act*).

Amy Shelton, Professor, Associate Dean, and Director of Research  
Johns Hopkins School of Education and Center for Talented Youth (CTY)  
Baltimore, MD

Amy is the Director of Research for the Center for Talented Youth and a professor and Associate Dean for Research in the School of Education at Johns Hopkins University. She also serves on the steering committees for the university-wide Science of Learning Initiative. She is affiliated with professional organizations in psychology, neuroscience and education. Her research focuses on spatial skills and mechanisms of learning, couched in the broad context of understanding the characterization of individual learners, and her professional orientation takes a strong basic science approach that is informed by the problems and questions of practice and application.

Ed Taylor, Vice Provost and Dean  
University of Washington Undergraduate Academic Affairs  
Seattle, WA

Dr. Ed Taylor, vice provost and dean of Undergraduate Academic Affairs at the University of Washington, oversees educational opportunities that enrich the undergraduate experience including First Year Programs, experiential learning programs, academic advising and support, educational assessment, the Center for Teaching and Learning and the University Honors Program. Taylor is a professor in the College of Education, and his research and teaching center on the moral dimensions of education, leadership in education and social justice. Taylor earned his Ph.D. in educational leadership and policy studies from the University of Washington.

## From East to West: Context Matters

All advanced learners should have the opportunity to participate in supplemental academic enrichment programs, but for disenfranchised students there are many barriers to doing so. This session will explore two case studies drawn from CTY's efforts to improve access and inclusion in different settings: Baltimore, Maryland and San Luis, Arizona. Our experience highlights the importance of context in addressing the excellence gap and building successful academic interventions. One size certainly does not fit all, and programs for advanced learners from underserved backgrounds must take variable circumstances and conditions into account to be effective.

Mia Tuan, Dean and Professor  
University of Washington College of Education  
Seattle, WA

A respected scholar and long-time academic leader, Dr. Mia Tuan assumes the deanship of the University of Washington College of Education on July 1, 2015. Tuan comes from the University of Oregon, where she was a professor of sociology and education studies. She served as interim dean of UO's College of Education from 2013 to 2014. She previously served as associate dean of UO's Graduate School, director of its Center on Diversity & Community, and director of the sociology department's honors program. Tuan's research focuses on racial and ethnic identity development, Asian transracial adoption, and majority/minority relations.

Manka Varghese, Associate Professor and Director of  
ELL Certificate Program  
University of Washington College of Education  
Seattle, WA

Dr. Varghese's main areas of research and teaching focus on the formation of second language teacher identity and connecting this identity work to how teachers can best develop equity and asset-oriented perspectives and practices in their classrooms. Her secondary research interest focuses on understanding and enhancing bilingual/immigrant students' college going selves and pathways. She engages in critical perspectives that involve the exploration of agency in her teaching and research frameworks. Her publications include journal articles and book chapters, and she currently serves on the editorial board of TESOL Quarterly, the flagship journal of the field of English language teaching.

Alyssa Westall, Bilingual Education Program  
Supervisor  
Office of Superintendent of Public Instruction (OSPI)  
Olympia, WA

Alyssa Westall has served as a Bilingual Education Program Supervisor at the Office of Superintendent of Public Instruction since 2011. In this role, she supports districts with implementation of their English Language Development Programs through grant approval, technical assistance, and compliance monitoring. Prior to this,

### Providing English Learners Equal Access

Alyssa Westall and Jenny Choi, Bilingual Education Program Supervisors at OSPI, will share data pertaining to the identification of English Learners as Highly Capable and will share information from the Department of Education's 2015 toolkit chapter: "Providing English Learners Equal Access to Curricular and Extracurricular Programs."



Alyssa's work focused on family engagement and language access as staff for the Center for the Improvement of Student Learning at OSPI. Alyssa began her professional career as an English teacher at the University of Guadalajara in Mexico, where she obtained her teacher education and lived for seven years.

Karen Westberg, Professor in Special Education and Gifted Education  
University of St. Thomas  
St. Paul, MN

Dr. Karen L. Westberg is a professor at the University of St. Thomas in Minnesota where she teaches coursework in gifted education and research methodology. Before teaching there, she was a principal investigator at The National Research Center on the Gifted and Talented and a faculty member in gifted education at the University of Connecticut. She has published articles in several journals including *Parenting for High Potential*, *Journal for the Education of the Gifted*, *Gifted Education International*, *Gifted Child Today*, and the *Gifted Child Quarterly*. Earlier in her career, she was a teacher and gifted education specialist in Minnesota.

Using Culturally, Linguistically, Economically, Diverse (CLED) Scales to Identify Students for Gifted Education Services

A longstanding issue in gifted education is the historic underrepresentation of culturally and linguistically diverse and economically diverse (CLED) students for advanced services. Students of color now outnumber whites in public schools in the U.S. (National Center for Education Statistics, 2014). Resolving inequities in gifted education has never been more urgent. Two new teacher rating scales were developed to increase teacher efficacy in spotting talent in high potential CLED students, for incorporating additional data into multiple measures in the identification process, and for serving as a means by which educators' cultural and linguistic competency can be further developed.