

High Five-March

Supporting High Ability Students through our Five Goals

It is time to get some R & R

You made it through the longest months without a break. This newsletter focuses on preparing for Spring Break and giving you some PD opportunities to think about and look forward to learning more about how to support your HA students. Check them out below!



Professional Development



2025 SEL HA Training.pdf

Email Kim Jovic to Register and let me know if you would like the virtual or in person session.

[Download](#)
556.2 KB



2025 High Ability Thinking Skills Training Workshop Flyer.pdf

Email Kim Jovic to Register and let me know if you would like the virtual or in person session.

[Download](#)
453.7 KB

IMPORTANT DATES 📅

Noetic Math Spring Contest: April 3-17

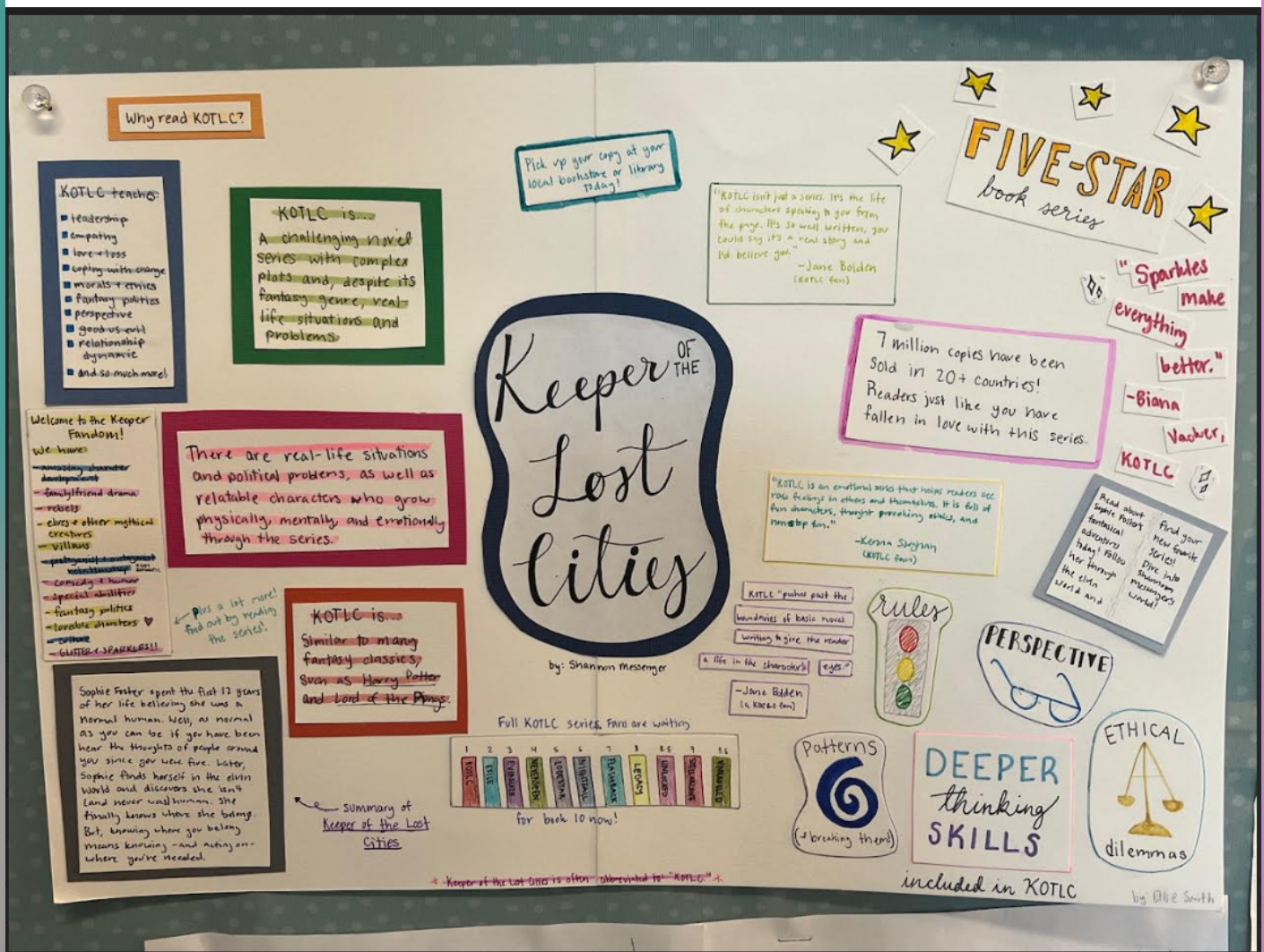
Broad Based Planning Committee Meeting: April 9th 4-5 p.m.

HA Identification Meeting: April 24th 4-5:30 p.m. (let me know if you are interested in attending and I will be sure to include you on the invite)

Developing Critical Thinking Workshop: May 12th from 9-2:30 p.m. (Registration Required)

Addressing SEL Needs Workshop: May 13th from 9-2:30 p.m. (Registration Required)

A student internalizing the use of Depth and Complexity prompts to persuade



Divergent Thinking Activity

Here is an example of a divergent thinking lesson that I implemented in my classroom. If you would like a copy of this book to explore more about introducing flexible thinking and problem solving with your students, please contact Kim Jovic.

Generating Ideas Lesson

Objective: Generate many and varied ideas quickly.

Before tackling any divergent thinking ideas, it is important to set up guidelines in order to give everyone permission to let their brains loosen up and allow many ideas to flow.

Creative Thinking Guidelines

1. Avoid Judging the Ideas
2. Generate Many Ideas
3. Stretch Your Mind
4. Combine and Connect Ideas

Flexible Thinking Activity

Play Connection

"How is _____ like a _____?"

Students are forced to make connections between the words and encouraged to come up with as many connections as possible.

Examples:

How is a pencil like a plastic fork?

How is a flower like a dog?

Read *Round Trip* by Ann Jonas aloud.

Ask how the author showed creative thinking after reading the book.

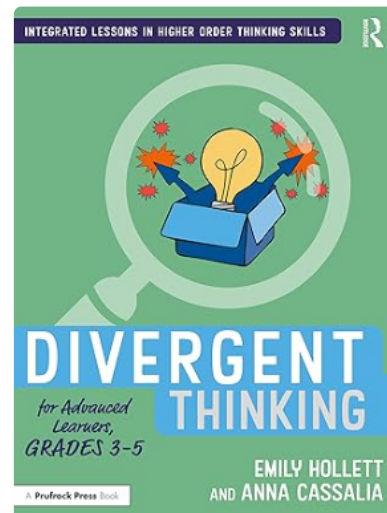
Follow up activity: Writing a synectics sentence

Using the images of a xylophone, magnet, puzzle, robots, lightbulb, flower, camera students will complete the following:

A drive to the city is like a(n) _____ because _____.

A drive to the country is like a(n) _____ because _____.

Example: A drive to the city is like a magnet because the energy and excitement of the busy city draws you to it.



Math Rigor

Do you want to up the rigor in math for your students? Check out the Noetic Problem of the Weeks or the 2024 Spring Contest Questions. The answer keys are included in the document.



Noetic Spring 2024 Contest Ques & Solutions - Google Drive

This browser version is no longer supported. Please upgrade to a supported browser.

drive.google.com



HA Drive for Teachers - Google Drive

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drive.google.com

A	B	C	D	E	F	G	H	I	J	K	L	M	N
			7th Grade Ilearn	SRI Ilearn	STAR Fall	Checkpoint 1	Annotations	Checkpoint 2	Annotations		Argument Orgar	Argument Elabo	Conventio
Ha Lang / Student 1	5779	Above Proficiency	1580L	1580L	Above Proficiency	3	Above Proficiency	3					
Ha Lang / Student 2	5765	Above Proficiency	1550L	1690L	At Proficiency	3	Above	2	3	3		2	
Ha Lang / Student 3	5762	Above Proficiency	1540L	1590L	Above Proficiency	3	Above Proficiency	3					
Ha Lang / Student 4	5744	Above Proficiency	1500L	-	Above Proficiency	3	Above	3	3	3		2	
Ha Lang / Student 5	5744	Above Proficiency	1500L	1460L	Above Proficiency	3			4	4		2	
Adv Lang Student 6	5742	Above Proficiency	1495L	1700L	At Proficiency	0	Above	3	3	3		2	
Ha Lang / Student 7	5739	Above Proficiency	1485L	1655L	Above Proficiency	2	Above Proficiency	1					
Ha Lang / Student 8	5736	Above Proficiency	1480L	1640L	Above Proficiency	3	Above	3	3	3		2	
Ha Lang / Student 9	5736	Above Proficiency	1480L	1700L	Above Proficiency	3	Above	3					

Beyond the Test: Targeted Interventions for our Above Students

In data analysis, schools often look at targeted interventions for kids who are struggling. There is great pressure from stakeholders to pass the state test. In this current system, do we ever look at targeted interventions for kids who are performing at an exceptionally high level? When we are making instructional and assessment decisions, do we look at our highest performers and consider their possible needs, too?

Take my top 10 students on the most recent ilearn test. They are all *above* proficiency on the grade level test. They all have high Lexile scores, potentially higher Lexile scores than *me*, the teacher. The majority of them score above proficiency on the grade level checkpoints. So, what do we do with them? Anything? Nothing? Teach items from the next grade level? Give them more work? Give them something fun to do while the other kids learn grade level standards? Therein lies the crux of high ability education. *What do we do with them?*

The first thing I did for these top achievers was dig a little deeper. Instead of looking at overall scores, I looked at the breakdown of the skill categories and the writing scores. While students 1 and 5 have perfect writing scores, the rest of the students do not. So I know I need to have specific targeted measures in writing. When our grade level teams and departments are creating common formative assessments, many of those are multiple choice and on grade level. These students have consistently performed above proficiency on these measures. Therefore, I may not need to continue to give them the same assessment as everyone else. Instead, they may need to spend more time on writing where the majority of them need to grow. It is important that I give this voice to those collecting and analyzing the data. Providing interventions for high ability students is the same as providing interventions for special education students and they need someone to give a voice to their needs.

The next thing I did was look at each of them as students instead of numbers on a spreadsheet. Here are the notes I made about each of them:

Student 1 Perfectionist, imbalance of time spent on homework, loves to be creative

Student 2 Questions purpose in life, hates reading, brilliant & deep thinker

Student 3 Extremely introverted, loves reading, has strong desire to make change

Student 4 Extreme perfectionism, time management imbalance, doesn't love reading

Student 5 Perfectionist, has many diverse interests

Student 6 Extremely introverted, underperforming, struggles greatly with emotion & task initiation

Student 7 First time being met with challenge, procrastinates, cannot complete things as quickly as he'd like to

Student 8 Struggles with task initiation and work completion

Student 9 Extremely gifted, struggles greatly with pressure from parents to be perfect, writes better than me- teaches me more than I teach him.

When I look at them as humans instead of just data, I realize some have strong emotional and executive functioning needs compared to their peers. Some have the desire and skills to take on projects that many others do not. *All of them* need something *different* than their peers.

In the next newsletter, I will include ideas of targeted interventions for these top performers and their needs. For this month, spend some time reflecting not only your data but your humans. They might need something that more testing cannot determine or fix. It may not be necessary to give the same measures to the same people knowing we're going to get the same results.

Colin Seale is an amazing speaker and advocate for social justice and challenging high ability students. He was also the keynote at IAG this year. I signed up to get emails from him with different tips and resources. Check out the testing topic below, the timing is perfect.

Beyond Test Prep: Using Critical Thinking to Hack Achievement on the Big Exam
by Colin Seale

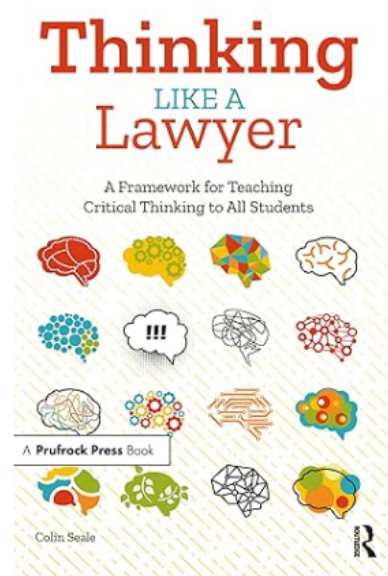
Two things we know to be true: 1) You can't "teach to the test," and 2) Test prep is not the be-all end-all goal of education.

But nothing is more frustrating than having kids know the content, but STILL get questions wrong because they are unfamiliar with the test format.

Fortunately, educators do not have to choose between providing rigorous and relevant learning experiences for students and preparing them for success on end-of-year state exams.

For one really practical, timely strategy from **Thinking Like a Lawyer** ([second edition is out now!](#)), check out this article and podcast from **Cult of Pedagogy**, [The Magic of Mistakes](#).

You can also download this [FREE lesson using our Mistake Analysis strategy](#) (plus the accompanying PowerPoint slides) that helps teachers not "teach to the test", but "teach to the test FORMAT", so that students learn to think like a test maker.



From IAG: Scholarships!

IAG will offer three scholarships for \$2000 to Indiana High School seniors in the spring of 2025! We will accept entries from January 20th through March 30th. Winners will be announced in April.

IAG offers two scholarship options. Students may only submit one entry per year, so please choose the competition that best fits your needs.

[Apply here!](#)

HA Screening Update

Students are taking the NWEA at Kindergarten. After Spring Break, kindergarten teachers will receive an email from SIGS-2 for students who scored on the bubble of qualifying. The email looks like the picture included. Once those scales are received, we will include that information in our April 24th HA Identification Meeting. Parents of students who qualify for the program will receive a ParentSquare email by the end of May. If you receive questions from parents, you can send them my contact information if they need more details.

From: SIGS-2 Support
Subject: Welcome to the online Scales for Identifying Gifted Students (SIGS-2)
Welcome to the online Scales for Identifying Gifted Students (SIGS-2). In order to access the online SIGS-2, please verify your following link:
Link will be here to login
Once you are in the system you will see a list of students who you will rate with the SIGS-2. These ratings are due on 1/31/25. Once you are in the system, please contact your coordinator. To complete the School Rating Scale (SRS), click on this icon located next to the student's name. Once you are in the system, please provide the student's parent or guardian with a paper copy of the SRS for completion. Your coordinator will provide the paper returned to you, enter the parent or guardian ratings into the system by clicking on the icon. After you log in, click on the list directions for using the SIGS-2 online scoring and report system.

HA Licensure and Tuition Reimbursement

Did you know Indiana is home to three universities that have specialized programs to help you meet the needs of gifted students? As you work to provide the best possible learning experiences for these gifted learners, you may find that this kind of advanced training and education becomes more and more important. Whether you're an experienced educator seeking to deepen your expertise and add to your credentials or are new to the field of education, these educational pathways will help you support gifted learners.

I previewed the three licensure programs in our last newsletter. The funding comes from our High Ability grant each year and you would be reimbursed after paying for the class, completing the class, and submitting your grade and the form below. Please let me know if you are thinking of applying.



2024-08-13 PTS- Tuition Reimbursement Agreement.pdf

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65.2 KB



Kim Jovic

Kim is using Smore to create beautiful newsletters