

## **Topics that will be of particular interest to Indiana educators**

- Since 2007, Indiana has mandated identification and services for students with High Ability in the General Intellectual or Specific Academic domains, K-12. Since schools must provide appropriately differentiated curriculum and instruction in core content areas to identified students, sessions that provide ideas for curriculum and instructional strategies in these areas would be especially appreciated.
- Additional domains of high ability are recognized in Indiana Code (creativity, visual and performing arts, technical and practical arts and interpersonal (leadership)). These are optional domains, and districts are beginning to consider offering additional services in one or more of these areas. Sessions that provide guidance on appropriate identification measures to use and ideas for how to provide services in these additional domains would be beneficial.
- Indiana continues to make the identification and services for high ability students from traditionally underrepresented populations a priority. Sessions are needed that provide strategies for how to develop a “watch group” program at the primary level for students from these populations whose scores fell just below the level needed for identification. The goal of this programming would be to maximize their reasoning skills and achievement, so they may qualify for additional high ability programming in future grades.
- The Indiana definition of a High Ability student mirrors the definition found in the federal ESEA. A high ability student is one who “performs at or shows the potential to perform at an outstanding level of accomplishment in one or more domains when compared with others of the same age, experience, or environment.” As a result, a child might qualify on a measure of ability OR on a norm-referenced measure of achievement. For nearly 15 years Indiana has emphasized the need for universal screening with a measure of reasoning potential at the primary level. Indiana attendees would appreciate sessions on identification that align with the state definition and guidance.
- The most common services offered for middle and high school students are advanced courses (Honors, Advanced Placement, Dual Credit, or International Baccalaureate). Indiana attendees would benefit from sessions focused on additional services that could be offered for secondary students beyond just advanced courses.
- Indiana has many school districts that are rural or small (fewer than 2000 students). Sessions that offer strategies and ways to address the challenges of providing services for students in these schools will be well received.
- The Indiana Department of Education is developing a new school performance dashboard that will focus on 5 characteristics indicative of a student’s success beyond high school:
  - Academic mastery;
  - Career and postsecondary readiness: credentials and experiences;
  - Communication and collaboration;
  - Work ethic; and
  - Civic, financial, and digital literacy.Sessions that feature applications of these areas specific to high ability learners and ideas for how to assess them would be beneficial.