



**HIGH ABILITY: A LOOK AT OUR  
PROGRAM**

# WHAT WE WILL DISCUSS

- Information about Tecumseh's high ability teachers and classes
- Information about High Ability Intervention
- Information about high school credits and tracking at Jeff
- Final thoughts on high ability students and their challenges

# CLASS OFFERINGS AT TECUMSEH



7TH  
→  
GRADE

# HIGH ABILITY CLASSES AT TECUMSEH- CHALLENGE

## ■ 7<sup>th</sup> grade Challenge

- Language Arts- 7<sup>th</sup> grade standards (includes summer project)
- Math- Pre-Algebra
- Science- 7<sup>th</sup> grade standards (includes Science Fair)
- Social Studies- 7<sup>th</sup> grade standards

## ■ 8<sup>th</sup> grade Challenge

- Language Arts- 8<sup>th</sup> grade standards (includes summer project)
- Math- Algebra I (high school credit class)
- Science- 8<sup>th</sup> grade standards (includes Science Fair)
- Social Studies- 8<sup>th</sup> grade standards

# HIGH ABILITY CLASSES AT TECUMSEH- EXCEL

## ■ 7<sup>th</sup> grade Excel

- Language Arts- 8<sup>th</sup> grade standards (includes summer project)
- Math- Algebra I (high school credit class)
- Science- 8<sup>th</sup> grade standards (includes Science Fair)
- Social Studies- 7<sup>th</sup> grade standards

## ■ 8<sup>th</sup> grade Excel

- Language Arts- 9 Honors English (high school credit class) (includes summer project)
- Math- Honors Geometry (high school credit class)
- Science- Honors Biology (high school credit class) (includes Science Fair) (includes summer project)
- Social Studies- 8<sup>th</sup> grade standards

WHAT HAPPENS IF WE FEEL A STUDENT IS NOT IN THE BEST PLACEMENT FOR HIM OR HER TO BE SUCCESSFUL?



# HIGH ABILITY INTERVENTION

- If we notice that a student is struggling in a High Ability class, the teacher will reach out to me.
- We will look at the student's grades, test scores, work habits, etc.
- We will go through 9 weeks of RTI for the student.
  - This typically includes a point sheet so we can have clearly stated goals for the student to work towards and so we can collect data to determine if the student is making positive changes.
- After the 9 week RTI process, we will meet to determine the best outcome for the student, whether it be that he or she remain in the high ability class or be removed from the class.

# OTHER WAYS THAT STUDENTS MOVE LEVELS

- If a teacher notices that a student should be moved from Challenge to Excel, the teacher will let me know.
- We will look at test scores, grades, work habits, etc.
- Parent will be contacted to see if they agree with the change. If so, the student can be moved up on a trial basis to ensure they receive support to be successful in the new class.

OR

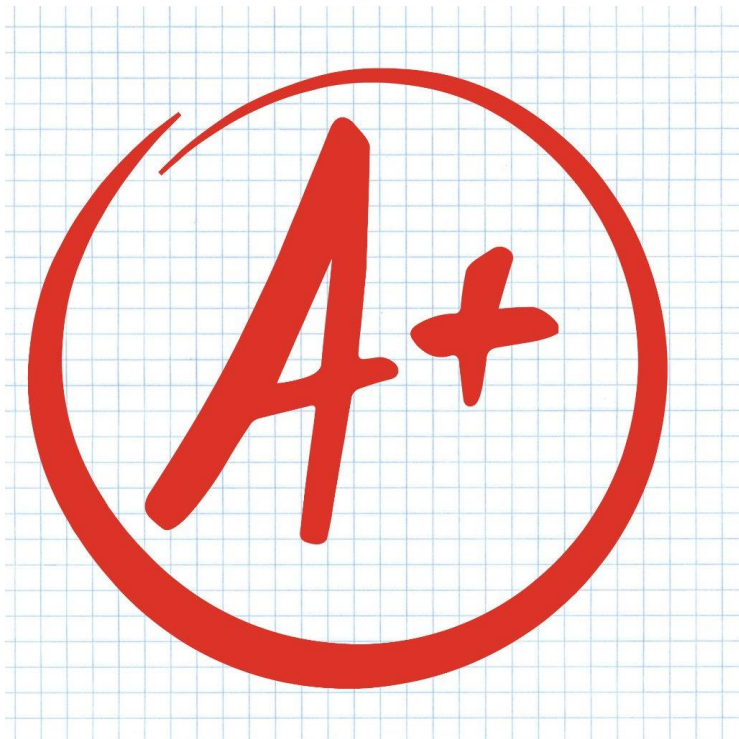
- Parent initiated changes

OR

- At the end of 7<sup>th</sup> grade, teachers can make recommendations for students that should be switched. We will look at test scores, grades, teacher recommendations, etc. to determine the best placement for 8<sup>th</sup> grade.



# HIGH SCHOOL CREDITS



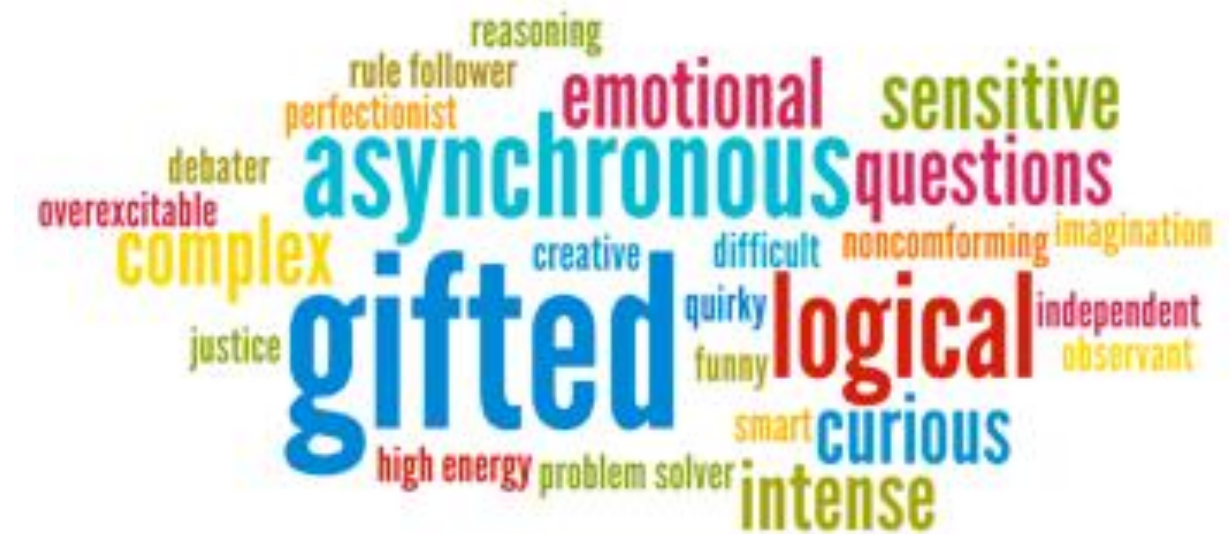
# HIGH SCHOOL CREDITS

- As previously stated, your child will have the opportunity to earn some high school credits while in 7<sup>th</sup> and/or 8<sup>th</sup> grade.
- Jefferson High School course offering booklet- help you to understand high school course tracking
- More questions can be directed to your child's high school counselor.

## High School Counselor Breakdown

- A-De (Halston Ziembo)
- Di-I (Tyler Crum)
- J-Ne (Louanne Condreay)
- Ni-Su (Kelly Myers)
- Sw-Z & ENL Students (Alma Valle)
- TOR Students (Ginger Clark)

# FINAL THOUGHTS ON HIGH ABILITY STUDENTS



# SOCIAL AND EMOTIONAL CHARACTERISTICS COMMON AMONG HIGH ABILITY STUDENTS

- **Over-excitability**
  - Focus on a particular topic
  - Greater sensitivity to environment (ex. loud noises, bright lights)
  - Surplus of physical energy
  - Vivid imagination/ creativity
  - Heightened emotional sensitivity
- **Asynchronous development**
  - Physical, cognitive, and emotional development may be at different places all within the same child. The child may find it difficult to communicate with age-equivalent peers who are below the child's intellectual level, even if they are at the same level emotionally.

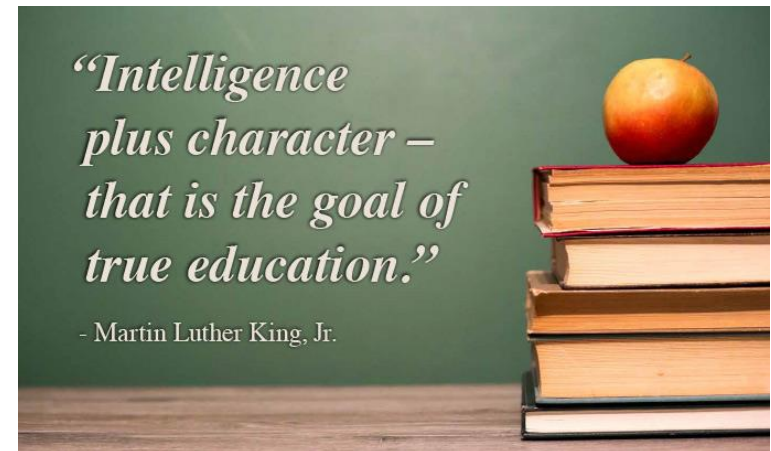
# SOCIAL AND EMOTIONAL CHARACTERISTICS COMMON AMONG HIGH ABILITY STUDENTS

- Self-esteem/ Identity Issues
  - Feeling different from one's same age peers
  - Cultural/ linguistic/ SES differences among gifted students
- Perfectionism
  - Place unrealistically high standards for themselves
  - Place unrealistically high standards for others
- Anxiety
  - Pressure to perform in high ability classes
  - Can manifest as school-avoidance
  - Difficulty managing stress

Keep an eye out for these things and contact your child's counselor if you are concerned!

# FINAL THOUGHTS

- Taking a step back
- Demanding nature of our high ability program
- Your child's success is a top priority! Please let us know when issues arise so that we can best support our students here.



WHAT QUESTIONS DO YOU HAVE FOR US?

