

# Virginia Beach City Public Schools

## Local Plan for the Education of the Gifted

2020-2025

<b>LEA#</b>	<b>128</b>	
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<b>Local School Board Chairperson</b>	<b>Mrs. Carolyn T. Rye</b>	
<b>Date Approved by School Board</b>	<b>August 25, 2020</b>	

### **Local Plan for the Education of the Gifted**

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the Department of Education (DOE) will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia DOE's Web site [http://www.doe.virginia.gov/instruction/gifted\\_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the DOE for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia DOE has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop-down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop-down box, simply right click on the highlighted 'choose an item' wording and the drop-down arrow should appear on the right. Right clicking on the arrow will then allow the drop-down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop-down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have on-line access.

For more information, contact the Virginia DOE specialist for Governor's Schools and Gifted Education at 804-225-2884.

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### **General Information Regarding the Gifted Program in Virginia Beach City Public Schools**

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least GIA or SAA. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in SAA and/or visual and/or performing Arts that are identified by the school division.

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA)	Grades K-12
Specific Academic Aptitude (SAA)	Not Served
Career and Technical Aptitude (CTA)	Not Served
Visual and/or Performing Arts Aptitude (VPA) - Visual Arts	Grades 3-12
Visual and/or Performing Arts Aptitude (VPA) - Dance	Grades 3-12

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

## **Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1)**

### **A. Division Statement of Philosophy for the Education of Gifted Students**

*The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.*

*The mission of the Virginia Beach City Public Schools Gifted Programs is to challenge students with differentiated interdisciplinary opportunities, to provide a flexible, innovative curriculum which promotes self-efficacy, productivity, creativity, and leadership, and to develop individual talents, special abilities, and a commitment to excellence.*

The gifted education program in Virginia Beach City Public Schools (VBCPS) is a kindergarten through grade twelve program based on the school division's philosophy of individual worth and empowerment of students through knowledge and skills for the future. Because they learn quickly, they require school experiences that are differentiated from the experiences provided for other students. They need learning experiences that provide deep and complex content, accelerated and enriched processes, and authentic and relevant products. These experiences need to be based on their readiness level, their interest, and their learning preference. Dynamic curriculum that deals with complex issues and requires probing for depth of learning provides the framework for gifted students to reach their academic potential.

Gifted students need support, encouragement, and opportunities to interact with other gifted students who naturally challenge one another. They require opportunities to pursue their particular interests, to share the results of these pursuits with real audiences, and to have products of their learning critiqued. For gifted students, this philosophy of empowerment through skills and knowledge demands curricular experiences designed to enhance the students' thinking abilities, academic proficiencies, and special talents.

The educational program for gifted students in VBCPS is based on the belief that gifted students need a dynamic learning environment. The values and beliefs reflected in the mission statement of the gifted program are realized through the program goals.

The program goals are:

- To develop an understanding of the characteristics which distinguish gifted and talented students from the general school population.
- To implement the Code of Virginia and the Board of Education Regulations Governing Educational Services for Gifted Students, including but not limited to the use of multiple criteria to identify gifted students.
- To provide continuous staff development for administrators, teachers, and resource personnel.
- To provide educational programs which will enable each gifted and talented

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student to develop his or her abilities to their fullest potential.

- To provide for continuous formative and summative evaluation of the program for the gifted and talented.
- To improve awareness and understanding of the gifted and talented program among school personnel, parents, and other community members.
- To develop a long-range division-wide plan for the future of gifted and talented education.
- To ensure that each school provides students identified as gifted with instructional programs taught by teachers with special training or experience in working with gifted students.

## **B. Division Operational Definition of Giftedness**

This section should include an operational definition for each area of giftedness (GIA, SAA, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for “giftedness” used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

Children who have been identified as gifted and talented (GT) have the potential to achieve high levels of accomplishment that need to be recognized and addressed. These students exhibit unusual performance capability in intellectual endeavors in one or more academic areas: mathematics, science, social studies, and/or language arts as assessed through multiple sources of information to include nationally norm referenced tests, a Gifted Behaviors Rating Scale, student work samples, and other evidence that supports a need for advanced academic services. In order to meet their needs and develop their abilities, these advanced learners require a differentiated curriculum that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction through a broad range of opportunities that enrich and extend the program of studies in all subject areas.

In VBCPS, we ascribe to the tenets included in the 8 VA. ADMIN. CODE § 20-40-20 definition in relation to areas in which Virginia Beach identifies students for gifted services. “Gifted students” means those students in public elementary and secondary schools beginning with kindergarten through graduation whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated abilities and who have evidence of high performance or capabilities, which may include leadership.

- Intellectual aptitude or aptitudes. Student readiness for gifted educational services is determined by multiple and varied criteria: application information; parent recommendation and teacher information forms, which include characteristics of gifted students and anecdotal notes based on observations; evidence of superior academic performance based on a norm-referenced assessment of aptitude; report cards and other achievement data.
- Visual arts aptitudes. Student readiness for gifted visual arts education services are determined by committee screening using student portfolio submitted as part

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of the Gifted Visual Arts Program. Students selected for an audition are invited to participate in a day long process of performance tasks in art. Performance evidence and notes taken during the audition are used to determine abilities and potential requiring a specialized program in visual arts.

- Performing arts (dance) aptitudes. Student readiness for gifted dance education services are determined by audition/performance evidence indicating abilities and potential requiring a specialized program in dance education.

## **Part II: Program Goals and Objectives (8VAC20-40-60A.2)**

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

### **A. Identification:**

**Goal Statement:** To provide a systematic identification process that reflects the delivery of services.

#### **Objectives:**

1. Research, identify, and implement assessment measures to identify students from underrepresented, underserved, and under-resourced populations.
2. Utilize multiple criteria for identification with equal consideration given to quantitative and qualitative information using a profile approach.
3. Communicate information about gifted identification, placement, and Old Donation School selection to school staff, students, parents/guardians, and the community.
4. Increase training opportunities for school staff and parents/guardians in completing the application for gifted services to facilitate equitable identification and placement decisions.
5. Ensure equitable access for all students to gifted education services from identification to program placement in the effort to increase student access and opportunities for advanced level coursework.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Identification</b> To provide a systematic identification process that reflects the delivery of services.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
1. Research, identify, and implement assessment measures to identify students from underrepresented, underserved, and under-resourced populations.	<p>1.1 Develop and implement a formalized process to find twice-exceptional learners that includes communication with psychological services and special education personnel.</p> <p>1.2 Continue to research standardized ability tests to find appropriate measures to match gifted identification procedures with the delivery of gifted services.</p> <p>1.3 Research current methods for collecting qualitative information for students referred for gifted services.</p> <p>1.4 Review current classroom assessment tools to identify students who may be potential candidates for gifted services to increase student access and opportunities for advanced level coursework.</p> <p>1.5 Conduct an annual review of screening, referral, identification, application, selection data, and procedures to ensure equitable representation of students to include the gifted resource program.</p> <p>1.6 Conduct an annual review of referral, application, selection data, and procedures to ensure equitable representation of students at ODS.</p> <p>1.7 Explore the practice of using local norms for selection and placement of gifted students at ODS.</p> <p>1.8 Consider the feasibility of implementing a lottery system for selecting identified gifted students for available seats at ODS grades 2-8.</p>	Director of K-12 and Gifted Programs	Implementation of appropriately researched and validated assessment measures will identify more students from underrepresented, underserved, and under-resourced populations.



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2. Utilize multiple criteria for identification with equal consideration given to quantitative and qualitative information using a profile approach.	<p>2.1 Seek feedback to refine and continue the student interview component of the online application using research-based questions for all intellectual gifted program applicants to amplify student voice.</p> <p>2.2 Utilize high-quality, authentic performance-based assessments and rubrics based on K-12 gifted program benchmarks to increase diversity of identified students and provide more opportunities for students to display gifted characteristics.</p> <p>2.3 Incorporate anecdotal notes to describe exceptional work samples and aptitude for learning into the teacher/Gifted Resource Teacher comment (GRT) section of the application.</p> <p>2.4 Continue a systematic review of student achievement data at the secondary levels for possible referral for gifted services (e.g. Pre-Scholastic Assessment Test (PSAT), Scholastic Aptitude Test (SAT), and American College Testing (ACT)).</p>	Director of K-12 and Gifted Programs	Quantitative and qualitative information as part of the profile approach for gifted identification will be given equal consideration for all applicants.

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<p>3. Communicate information about gifted identification, placement, and ODS selection to school staff, students, parents/guardians, and the community. (continued)</p>	<p>3.1 Add a gifted education link or Quick Response (QR) code on all school websites to connect to the division's website gifted page, gifted application management system, and additional information about gifted services.</p> <p>3.2 Develop and annually update informational videos to educate and inform students and parents/guardians about the application process for the gifted visual arts and gifted dance programs.</p> <p>3.3 Revise and develop a video presentation highlighting gifted characteristics to be included as an annual mandatory training module for school personnel and available for parents/guardians.</p> <p>3.4 Communicate timelines and gifted education application deadlines utilizing technology that includes school websites, Alert Now, and Twitter.</p> <p>3.5 Create and implement a gifted questionnaire for parents/guardians to complete during enrollment to inform the school and GRT of student participation in gifted education outside of VBCPS.</p> <p>3.6 Develop and implement separate online application sites for the intellectual program and gifted in visual arts and gifted dance.</p> <p>3.7 Align submission deadlines for all gifted education programs.</p> <p>3.8 Conduct frequent updates on social media sites with information about gifted application deadlines and programs.</p>	<p>Director of K-12 and Gifted Programs</p>	<p>Gifted program information about identification, placement, and ODS selection will be improved for staff, students, parents/guardians, and the community.</p>

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3. Communicate information about gifted identification, placement, and ODS selection to school staff, students, parents/guardians, and the community.	<p>3.9 Continue to offer parent/guardian meetings and support at each school level in communicating gifted program offerings to foster authentic communication outlets to engage the community.</p> <p>3.10 Implement community outreach meetings at cultural centers, religious institutions, and other organizations to promote gifted program opportunities and build partnerships with diverse groups.</p> <p>3.11 Increase communication in all schools regarding gifted service options to engage parents/guardians.</p> <p>3.12 Enhance communication to inform parents/guardians of gifted test results on ParentVUE.</p> <p>3.13 Continue disseminating information about gifted programs and application deadlines to the military community through communication with military counselors employed by VBCPS and locally based liaisons.</p>	Director of K-12 and Gifted Programs	Gifted program information about identification, placement, and ODS selection will be improved for staff, students, parents/guardians, and the community.

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4. Increase training opportunities for school staff and parents/guardians in completing the application for gifted services to facilitate equitable identification and placement decisions.	<p>4.1 Strengthen the level of cultural competency among school level personnel to impact identification for gifted services.</p> <p>4.2 Expand training for English as a Second Language (ESL) teachers on the characteristics of gifted learners and referral procedures.</p> <p>4.3 Develop and provide an instructional video on the identification process and application completion to assist teachers and parents/guardians as they engage in completing application components.</p> <p>4.4 Develop informational videos for parents/guardians, students, and community patrons on the characteristics of intellectually gifted students and students gifted in visual arts and gifted dance.</p> <p>4.5 Develop a video or module to assist building administrators in assessing information specific to their schools by navigating the online gifted application dashboard.</p> <p>4.6 Provide workshops for gifted staff on the use of accessing reports and other information using the online gifted application dashboard.</p>	Director of K-12 and Gifted Programs	Training opportunities in completing the gifted application will increase for school staff and parents/guardians.

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<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
5. Ensure equitable access for all students to gifted education services from identification to program placement in the effort to increase student access and opportunities for advanced level coursework.	<p>5.1 Continue to include special education personnel to serve as members of gifted identification and ODS selection committees.</p> <p>5.2 Translate the online application into multiple languages to attend to the diversity of the population in VBCPS and to strengthen connections with families.</p> <p>5.3 Inform students and parents about gifted visual arts and gifted dance programs by posting informational videos on school websites with a QR code and links to the online gifted application sites.</p> <p>5.4 Increase gifted in visual arts and gifted dance applications by offering training for physical education and art teachers on the characteristics of gifted learners in dance and visual arts.</p> <p>5.5 Utilize world language teachers as resources to provide opportunities for gifted representatives to meet with diverse community groups.</p> <p>5.6 Increase collaboration between ESL teachers and GRTs prior to the gifted application process for English Language Learner (ELL) applicants.</p> <p>5.7 Continue the use of the blind application process by redacting demographic information for the intellectual program selection at ODS.</p> <p>5.8 Explore the feasibility of utilizing translation and interpretation services to assist non-English speaking parents/guardians with completing the gifted application.</p> <p>5.9 Create a database of community members to serve as liaisons for non-English speaking parents as they navigate the gifted application and identification procedures.</p>	Director of K-12 and Gifted Programs	Access to gifted programs will be increased for all students.

**B. Delivery of Services**

**Goal Statement:** Provide a comprehensive continuum of services which address the needs of all identified gifted learners.

**Objectives:**

1. Provide and promote a variety of high-quality program options to challenge all gifted students effectively and consistently.
2. Ensure that delivery of services is in alignment with gifted identification components.
3. Provide gifted program support for all students identified for gifted services, with a specific focus on students who are underachieving, twice-exceptional, underrepresented, ELLs, and/or socioeconomically disadvantaged.
4. Use research-based services and interventions to support and develop social-emotional growth for all identified gifted students.
5. Foster a culture of support and growth for students identified in the gifted visual and performing arts.
6. Develop and implement appropriate evidence-based enrichment offerings for all identified gifted students.
7. Monitor and ensure appropriate and equitable levels of staffing are provided to adequately identify and serve the gifted population in VBCPS.

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<b>Gifted Plan Component ... Goal Statement ...</b>	<b>Delivery of Services</b> Provide a comprehensive continuum of services which address the needs of all identified gifted learners.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
1. Provide and promote a variety of high-quality program options to challenge all gifted students effectively and consistently. (continued)	<p>1.1 Use existing structures, such as Professional Learning Communities, parent meetings, and open houses to provide gifted stakeholders with ongoing communication about programming options for gifted learners.</p> <p>1.2 Continue to work collaboratively with building administrators to ensure effective implementation of gifted program services to promote equitable delivery of gifted services.</p> <p>1.3 Ensure a variety of opportunities to build GRT, gifted cluster teacher, and ODS teacher capacity in gifted pedagogy, characteristics of gifted learners, and gifted instructional models to meet the needs of all gifted learners.</p> <p>1.4. Explore options to provide all identified gifted learners with learning experiences at ODS.</p> <p>1.5 Following the selection process, ensure that curriculum development at ODS evolves to meet the needs of diverse gifted learners.</p> <p>1.6 Develop and implement a plan for gifted services at Renaissance Academy, including a transition plan with the students' home schools.</p>	Director of K-12 and Gifted Programs	All identified gifted learners will experience a rigorous program with diverse learning experiences and high-quality program options.

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<b>Gifted Plan Component... Goal Statement ...</b>	<b>Delivery of Services</b> Provide a comprehensive continuum of services which address the needs of all identified gifted learners.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
1. Provide and promote a variety of high-quality program options to challenge all gifted students effectively and consistently.	<p>1.7 Ensure that school principals and GRTs provide a continuum of gifted services that meets the needs of their school's gifted student populations to include:</p> <ul style="list-style-type: none"> <li>• cluster grouping</li> <li>• appropriate gifted pedagogy and strategies</li> <li>• professional development for staff</li> <li>• collaboration/coaching model between cluster teacher and GRT</li> <li>• parent education and program communication</li> <li>▪ communication and collaboration with key stakeholders to address the unique social-emotional needs of the gifted learner</li> <li>• enrichment opportunities</li> </ul> <p>1.8 Collaborate with the Technical and Career Education Center (TCE) and Advanced Technology Center (ATC) staff to increase student and parent awareness of course offerings and industry certifications as a viable pathway for gifted students.</p>	Director of K-12 and Gifted Programs	All identified gifted learners will experience a rigorous program with diverse learning experiences and high-quality program options.



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<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
2. Ensure that delivery of services is in alignment with gifted identification components.	<p>2.1 Provide classroom learning opportunities for gifted students to reveal their potential for exceptional performance as critical thinkers, creative producers, analytical thinkers, and intense learners.</p> <p>2.2 Use instructional opportunities to support the growth of social-emotional characteristics of gifted learners.</p> <p>2.3 Offer personalized learning opportunities for students to demonstrate their strength and agency in an area of interest.</p>	Director of K-12 and Gifted Programs	Tight alignment between the gifted identification process and delivery of services will be evident through the processes in both areas.

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<b>Gifted Plan Component ... Goal Statement ...</b>	<b>Delivery of Services</b> Provide a comprehensive continuum of services which address the needs of all identified gifted learners.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
<p>3. Provide gifted program support for all students identified for gifted services, with a specific focus on students who are underachieving, twice-exceptional, underrepresented, ELLs, and/or socioeconomically disadvantaged. (continued)</p>	<p>3.1 Seek opportunities for GRTs to be involved in educational planning and course selection for identified gifted learners.</p> <p>3.2 Identify and monitor at-risk gifted learners (including ELLs and twice-exceptional learners) and provide appropriate tiered interventions and support.</p> <p>3.3 Collaborate with school departments and offices to provide appropriate services for all gifted learners (i.e., Office of Program for Exceptional Children (OPEC)/Twice-Exceptional Learners; ESL/ELLs; Student Support Services, Office of Social Work Services/Psychological Services, Student Support Specialists).</p> <p>3.4 Provide instructional staff who work with gifted learners with a repertoire of resources needed to differentiate for diverse students.</p> <p>3.5 Utilize K-1 Emerging Scholars Initiative (ESI) services in all Title I and former Title I schools to identify potential and ensure early and equitable identification of giftedness.</p> <p>3.6 Expand the work of the ESI to include opportunities for secondary Title I schools (e.g., Project E-Ignite) to ensure equitable identification of giftedness and/or potential.</p>	<p>Director of K-12 and Gifted Programs</p>	<p>The academic success of all identified gifted learners, with specific attention to those who are twice-exceptional, underrepresented, ELLs, and/or socioeconomically disadvantaged.</p>

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Gifted Plan Component ... Goal Statement ...	Delivery of Services Provide a comprehensive continuum of services which address the needs of all identified gifted learners.		
Objectives	Activities	Person Responsible	Expected Results
<p>3. Provide gifted program support for all students identified for gifted services, with a specific focus on students who are underachieving, twice-exceptional, underrepresented, English Learners, and/or socioeconomically disadvantaged.</p>	<p>3.7 Ensure GRTs in each elementary and middle school collaborate with classroom teachers to identify students who are potentially gifted to create a “talent pool” based on qualitative data by collecting anecdotal notes. Special attention should focus on the transition between elementary, middle, and high school. Data should be revisited for students yearly to determine if they should be referred for gifted identification.</p> <p>3.8 Leverage the VBCPS Student Response Team (SRT) process and Tiered System of Support to design appropriate interventions to address the academic and social-emotional needs of struggling/underachieving gifted learners.</p> <p>3.9 Establish a strong collaborative network between school counselors and GRTs to examine and act upon underachievement data for identified gifted learners, by utilizing best practices specific to increase the achievement of underachieving gifted students.</p> <p>3.10 Cultivate ongoing social-emotional support for gifted learners, especially for African American males, through the use of school-based initiatives such as mentorships, independent study projects, student advisory, student conferencing, and morning meetings, as well as practices, such as bibliotherapy that match students’ abilities (based on <i>The Bill of Rights for Gifted Students of Color</i> - National Association for Gifted Children (NAGC) March 26, 2018).</p>	<p>Director of K-12 and Gifted Programs</p>	<p>Tight alignment between the gifted identification process and delivery of services will be evident through the processes of both areas.</p>

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<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
4. Use research-based services and interventions to support and develop social-emotional growth for all identified gifted students.	<p>4.1 Share resources regarding supporting the social- emotional needs of gifted learners (books, professional learning opportunities/workshops, etc.) with stakeholders, including instructional staff, administrators, parents, and the community.</p> <p>4.2 Work collaboratively with school counselors to provide information and resources on topics of specific interest to gifted learners and their parents such as:</p> <ul style="list-style-type: none"> <li>• Self-advocacy</li> <li>• Stress</li> <li>• Self-regulation</li> <li>• Mindset</li> <li>• Engagement/achievement</li> <li>• Perfectionism/fear of failure</li> <li>• Culturally diverse learners</li> <li>• Twice-exceptional learners</li> <li>• Decision-making skills</li> <li>• Organization/time management</li> <li>• Academic and career planning</li> <li>• Multiple pathways available to students and specific to gifted learners</li> </ul>	Director of K-12 and Gifted Programs	Identified gifted students will be supported in social, emotional, and academic growth from a variety of stakeholders, to include instructional staff, parents, and the community.

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5. Foster a culture of support and growth for students identified in the gifted visual and performing arts.	<p>5.1 Monitor the placement of students identified gifted in visual or performing arts in cluster classrooms/teams in grades 3-10, to include gifted visual arts and gifted dance education students who attend ODS or the Governor's School for the Arts (GSA).</p> <p>5.2 Promote a collaborative partnership between GRTs, school counselors, classroom teachers, and building administrators to support the academic and social-emotional needs of students participating in off-site gifted programs.</p> <p>5.3 Ensure communication systems are in place to support the needs of gifted students in the gifted visual or performing arts programs, especially during transition years of grades 5 and 8.</p> <p>5.4 Support collaboration between visual and performing arts staff, GRTs, school counselors, and classroom teachers to retain art and dance students in their respective programs when obstacles occur.</p> <p>5.5 Develop and implement opportunities to integrate and expand prerequisite skills to ensure equitable access to a multitude of programs and options.</p>	Director of K-12 and Gifted Programs	Students identified as gifted in visual and performing arts will benefit from support from GRTs, school counselors, and instructional staff as students participate in programs and instruction designed to meet their specific needs.

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<b>Gifted Plan Component ... Goal Statement ...</b>	<b>Delivery of Services</b> Provide a comprehensive continuum of services which address the needs of all identified gifted learners.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
6. Develop and implement appropriate evidence-based enrichment offerings for all identified gifted students.	6.1 Promote summer enrichment offerings available through public and private organizations.  6.2 Provide opportunities for the development of leadership skills.  6.3 Facilitate and support mentorships, internships, and vocational experiences that match student interests and aptitudes.  6.4 Expand student enrollment and participation in independent study and in blended enrichment courses tailored specifically to gifted learners, such as SPARKS and Think Tank at the high school level.  6.5 Promote and provide opportunities for gifted students to participate in service learning.	Director of K-12 and Gifted Programs	Extended student learning opportunities will be available for all gifted learners.

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<b>Gifted Plan Component ... Goal Statement ...</b>	<b>Delivery of Services</b> Provide a comprehensive continuum of services which address the needs of all identified gifted learners.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
7. Monitor and ensure appropriate and equitable levels of staffing are provided to adequately identify and serve the gifted population in VBCPS.	7.1 Examine gifted identification trends at elementary, middle, and high school levels to determine and recommend additional staffing needs as needed.  7.2 Advocate for a GRT position at Renaissance Academy.  7.3 Advocate for additional GRT positions to support schools that house special instructional programs (e.g., Spanish Immersion).	Director of K-12 and Gifted Programs	Appropriate levels of staffing to support gifted learners will be provided.

**C. Curriculum and Instruction:**

**Goal Statement:** Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.

**Objectives:**

1. Develop concept-based curriculum units based on themes, issues, and real-world problems with an increased focus on the integration of equitably diverse, cross-curricular, and personalized learning experiences.
2. Design high quality, culturally responsive, authentic performance-based assessments and rubrics that integrate K-12 gifted program benchmarks.
3. Develop differentiated curriculum that attends to the social-emotional, cultural, and academic needs of diverse populations of K-12 gifted learners.
4. Promote student problem-solving skills (inquiry, critical/creative thinking, research, global competence) through integrated, authentic learning opportunities.
5. Provide opportunities for gifted learners to develop, self-assess, and strengthen communication and collaboration skills.
6. Build and incorporate collaborative partnerships for planning, modifying, and expanding curriculum and instruction for diverse populations of gifted learners.
7. Provide meaningful learning options and avenues for critical/creative thinking and expression in curriculum and instruction for students identified gifted in the visual and performing arts.
8. Provide opportunities for gifted learners to develop, strengthen, and understand their sense of self (identity) in and through curriculum.
9. Implement culturally responsive practices with gifted learners that develop empathy and personal accountability to ensure that they become productive leaders in a multicultural, diverse, and global society.



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<b>Gifted Plan Component... Goal Statement...</b>	<b>Curriculum and Instruction</b> Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
<p>1. Develop concept-based curriculum units based on themes, issues, and real-world problems with an increased focus on the integration of equitably diverse, cross-curricular, and personalized learning experiences. (continued)</p>	<p>1.1. Develop high-quality gifted curriculum that explicitly builds upon and connects the VBCPS Continuum for 21st century skills, including critical thinking, communication, collaboration, creativity, and citizenship (5C's) with the VBCPS Graduate Profile to support gifted learners' acquisition of these skills and attributes.</p> <p>1.2 Design high-quality gifted curriculum units that are culturally responsive using curriculum planning structures (e.g. PFM from Dr. Yvette Jackson's <i>The Pedagogy of Confidence</i>) to foster self-directed learning opportunities that attend to the cognitive and affective needs of gifted learners.</p> <p>1.3 Expand the use of inquiry-based models to provide authentic, experiential learning opportunities for gifted learners (e.g. Problem-Based Learning (PBL), Argument Driven Inquiry (ADI), Scientific Inquiry, Action Research, Thinking Like a Historian) that enable student ownership of learning.</p> <p>1.4 Expand and incorporate the use of effective instructional technology tools and a variety of blended learning platforms (e.g., Schoology, Pear Deck, Flipgrid, Google Extensions) to infuse personalized learning opportunities into gifted curriculum to provide gifted students with authentic, student-centered options.</p>	<p>Director of K-12 and Gifted Programs</p>	<p>Gifted curriculum is conceptual, culturally responsive, and integrates equitably diverse, cross-curricular personalized learning experiences.</p>

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Curriculum and Instruction</b> Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
1. Develop concept-based curriculum units based on themes, issues, and real-world problems with an increased focus on the integration of equitably diverse, cross-curricular, and personalized learning experiences. (continued)	1.5 Ensure that all curriculum for gifted learners reflects opportunities to attain the three VBCPS gifted program benchmark goals (e.g. focus on concept-based curriculum, interdisciplinary themes, knowledge, themes, issues, and problems that frame the external world; opportunities to develop critical thinking and creative abilities and problem-solving skills; opportunities to develop metacognitive skills that foster independent and self-directed learning to develop self-understanding).	Director of K-12 and Gifted Programs	Gifted curriculum is conceptual, culturally responsive, and integrates equitably diverse, cross-curricular, and personalized learning experiences.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Curriculum and Instruction</b> Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
2. Design high quality, culturally responsive, authentic performance-based assessments and rubrics that integrate K-12 gifted program benchmarks.	<p>2.1 Utilize student-centered coaching cycles with cluster teachers to develop and align formative/summative assessments and rubrics that appropriately measure gifted learner benchmark growth.</p> <p>2.2 Develop high-quality, authentic formative and summative assessments that provide opportunities for a multitude of descriptive and timely feedback to gifted learners using a balanced assessment approach that emphasis performance-based options.</p> <p>2.3 Cultivate mutually supportive partnerships and use experts in the field/other school division specialists to provide authentic, real-world learning and descriptive feedback for enhancing student achievement.</p> <p>2.4 Use a variety of digital platforms to manage curriculum documents, provide feedback to teachers, and organize performance-based assessments and rubrics.</p> <p>2.5 Analyze data results with schoolwide specialists, coaches, and classroom teachers to plan, teach, assess, and refine curriculum and learning opportunities for gifted students.</p>	Director of K-12 and Gifted Programs	Gifted curriculum benchmarks are embedded in performance-based assessments and rubrics. Rubrics serve as a tool in reporting the academic and social-emotional growth of gifted learners to parents and students.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Curriculum and Instruction</b> Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
3. Develop differentiated curriculum that attends to the social-emotional, cultural, and academic needs of K-12 gifted learners. (continued)	<p>3.1 Integrate the Collaborative for Academic, Social and Emotional Learning (CASEL) framework to infuse social-emotional learning (SEL) competencies into curriculum for gifted learners with an emphasis on developing empathy, social awareness, self-awareness, responsible decision making, self-management, and relationship skills.</p> <p>3.2 Implement specific curriculum resources (e.g. Jacob's Ladder Affective Reading Comprehension Program) to develop social-emotional intelligence and competencies of gifted learners.</p> <p>3.3 Continue to provide culturally responsive opportunities for acceleration in gifted learners' areas of strength and interest using a variety of print and virtual interest inventories and surveys to capitalize on gifted students' social-emotional skill development.</p> <p>3.4 Utilize curriculum compacting and independent study options to extend and enrich the curriculum for gifted learners through personalized learning that emphasizes inquiry-based and experiential learning opportunities.</p> <p>3.5 Continue to ensure that curriculum for gifted learners includes the development of self-advocacy and student agency, interpersonal and process skills (i.e., decision making, resilience, organization, time- management, and self-efficacy). Recommended resources: Advocacy workshops, Habits of Mind, Mindsets, Parallel Curriculum Model, Pedagogy of Confidence (Cultural Frame of Reference), <i>Smart but Scattered</i>, <i>The Inconvenient Student</i>, <i>Quiet</i>, <i>The Highly Sensitive Child</i>, <i>Renzulli's Schoolwide Enrichment Model</i></p>	Director of K-12 and Gifted Programs	Gifted curriculum attends to the social-emotional, cultural, academic, and diverse needs of gifted learners.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Curriculum and Instruction</b> Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
3. Develop differentiated curriculum that attends to the social-emotional, cultural, and academic needs of K-12 gifted learners.	3.6 Continue to utilize research-based techniques about gifted underachievement to identify effective models and strategies to support the reversal of the cycle of underachievement.  3.7 Continue to seek opportunities for collaboration between gifted staff and school counselors to ensure that the social-emotional needs of gifted learners are met.	Director of K-12 and Gifted Programs	Gifted curriculum attends to the social-emotional, cultural, academic, and diverse needs of gifted learners.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Curriculum and Instruction</b> Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
4. Promote student problem-solving skills (e.g. critical/creative thinking, inquiry, research) and global competence through integrated, authentic learning opportunities.	<p>4.1 Develop high-quality gifted curriculum that builds upon the VBCPS Continuum for 21st century skills, including 5C's.</p> <p>4.2 Expand opportunities for gifted learners to participate in mentorships, service learning, and experiential learning that extend beyond the curriculum.</p> <p>4.3 Increase independent research opportunities within units of study for students who have demonstrated mastery based on pre-assessment or formative assessment data.</p> <p>4.4 Continue to use the Parallel Curriculum Model's "Parallel of Practice" to have gifted learners take on the role of a working practitioner in authentic situations.</p> <p>4.5 Implement problem-based and project-based learning options into the curriculum to expand global competence.</p> <p>4.6 Expand use of gifted models and strategies that support the development of critical and creative thinking and problem solving (e.g. Paul's Reasoning Model, Harvard Project Zero, Project Clarion, Project M2 and M3, IIM, and Creative Problem Solving) to enable gifted students to develop an understanding of systems of knowledge, themes, issues, and problems that frame the external world.</p>	Director of K-12 and Gifted Programs	Inquiry, research skills and global competence skills are developed in gifted curriculum using critical and creative thinking and problem solving.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Curriculum and Instruction</b> Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
5. Provide opportunities for gifted learners to develop, self-assess, and strengthen communication and collaboration skills.	5.1 Identify and utilize effective structures for gifted learners to develop effective communication and collaboration skills.  5.2 Construct intentional opportunities for gifted learners to collaborate with experts in a variety of diverse fields.  5.3 Continue to revise curriculum to ensure that gifted learners have opportunities to develop and promote a deeper understanding of cultures around the world.  5.4 Revise curriculum to embed opportunities for gifted students to collaborate with a variety of experts in the field of study.  5.5 Provide opportunities for gifted learners to demonstrate social awareness by developing and refining leadership skills that foster communication building and collaboration skills.	Director of K-12 and Gifted Programs	Student communication and collaboration skills are developed and strengthened.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Curriculum and Instruction</b> Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
6. Build and incorporate collaborative partnerships for planning, modifying, and expanding curriculum and instruction for gifted learners.	6.1 Continue to analyze data results collaboratively with gifted instructional colleagues, coaching specialists, and classroom teachers to refine curriculum, instruction, and assessment.  6.2 Continue to develop collaborative partnerships among gifted staff, coaching specialists, and school counselors to advance the VBCPS graduate profile competencies within curriculum and instruction for gifted learners.  6.3 Continue to develop collaborative partnerships among gifted staff, community members, school counselors, and the VBCPS Community Advisory for Gifted Education to meet the cognitive and social-emotional needs of gifted students.	Director of K-12 and Gifted Programs	Planning, modifying, and improving gifted curriculum and instruction is supported by collaborative partnerships among various stakeholders.



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<b>Gifted Plan Component... Goal Statement...</b>	<b>Curriculum and Instruction</b> Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
7. Provide meaningful learning options and avenues in curriculum and instruction for critical/creative thinking and expression for students identified gifted in the visual and performing arts.	7.1 Incorporate dance and movement into curriculum and instruction for gifted students.  7.2 Develop learning frameworks that enable gifted visual/performing artists to express ideas and impressions using a variety of instructional approaches.  7.3 Provide opportunities for gifted visual and performing artists to make academic and social-emotional connections within their specific arts areas (e.g. drawing, paintings, compositions, interpretations, performances, etc.).  7.4 Provide opportunities for gifted students to see exhibits at local art museums, listen to live performances by symphony orchestras, or attend plays/dance performances in the community.  7.5 Build partnerships with diverse groups of businesses and organizations to support a variety of learning experiences during and outside of the school day.  7.6 Offer multiple entry points into an art form, so that gifted students are introduced to the technical skills and habits of mind like artists in their field of interest.	Director of K-12 and Gifted Programs	Gifted students have a multitude of options to develop and express critical, creative, and artistic expression.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Curriculum and Instruction</b> Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
8. Provide opportunities for gifted learners to develop, strengthen, and understand their sense of self (identity) in and through curriculum.	<p>8.1 Utilize the Pedagogical Flow Map (PFM) as a resource to promote the development of self-identity and to nurture high intellectual performance in gifted learners as aligned to the High Operational Practices found in <i>The Pedagogy of Confidence</i> (e.g. Thinking Maps to Identify Student Strengths, Affirmation activities, Student-Led Parent Conferences).</p> <p>8.2 Develop metacognitive skills that foster independent and self-directed learning (Goal 3-Gifted Benchmark) by incorporating the CASEL framework competencies with gifted benchmarks to strengthen curriculum and instruction for gifted learners.</p> <p>8.3 Implement the “Advocacy Without Alienation” student and teacher workshops to provide gifted students with structures and processes for articulating their unique needs as learners.</p> <p>8.4 Provide ongoing opportunities for gifted learners to routinely explore topics of interest (e.g. passion projects, independent research).</p> <p>8.5 Incorporate strategies and instructional approaches that assist students in understanding how they learn best (e.g. interest inventories, learner profiles).</p> <p>8.6 Continue to implement the Parallel Curriculum Model’s Curriculum of Identity into existing and/or newly developed units of study.</p>	Director of K-12 and Gifted Programs	Gifted learners’ self-identity and advocacy skills are strengthened and understood.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Curriculum and Instruction</b> Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
9. Implement culturally responsive practices with gifted learners that develop empathy and personal accountability to become productive leaders in a multicultural, diverse, and global society.	<p>9.1 Develop awareness of the cultural diversity among students (e.g. Cultural Frame of Reference/<i>The Pedagogy of Confidence</i> by Dr. Yvette Jackson) and plan learning opportunities that are responsive and respectful.</p> <p>9.2 Develop real-world activities that extend curricular content and focus on a variety of diverse beliefs and culture (e.g. Museum of Contemporary Art (MOCA), educational outreach, field trips, Brock Environmental Studies Center, Virginia Aquarium, Chrysler Museum).</p> <p>9.3 Provide opportunities for students to interact with individuals of diverse cultures, abilities, and beliefs through real-world applications (e.g. Partners in Education).</p> <p>9.4 Incorporate personal management tools to develop personal responsibility, decision-making, and resiliency.</p> <p>9.5 Develop essential empathy habits that allow gifted learners opportunities for perspective-taking and developing their moral identities (based on the work of Dr. Michele Borba).</p>	Director of K-12 and Gifted Programs	Understanding, empathy, and respect for those of diverse abilities, beliefs, and cultures is developed.

**D. Professional Development:**

**Goal Statement:** Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.

**Objectives:**

1. Develop and implement professional learning opportunities for all gifted and instructional staff to become more effective advocates as they increase their understanding of gifted and learners in relation to their academic and social-emotional needs.
2. Implement professional learning opportunities for all instructional staff to gain a more comprehensive understanding of the social-emotional and academic needs of twice-exceptional students.
3. Provide learning opportunities for teachers, school counselors, administrators, and GRT on the characteristics and identification of GT learners to foster deeper learning and engagement with attention to underrepresented, underserved, and under-resourced populations, with an emphasis on African American males (ethnicity, gender, socioeconomic status, ESL).
4. Provide materials/resources to expand professional development experiences reflecting the latest pedagogical practices for all instructional staff members to ensure explicit connections within the curriculum to the division's Graduate Profile through student-centered coaching.
5. Provide opportunities for the study of gifted education through graduate courses, degree programs, professional development, and support for school personnel in their efforts to further their knowledge of gifted learners their social, emotional, and academic needs of gifted learners.
6. Expand the utilization of available technology to develop a repository to support instructional staff in meeting individual student needs through differentiated professional development, differentiated instruction, and innovative technology platforms to remain abreast of current trends.
7. Provide collaborative opportunities between gifted staff and administrators, curriculum coordinators, school counselors, special education teachers, ESL teachers, library media specialists, and instructional technology specialists to develop engaging, inspiring, challenging, and differentiated learning experiences.
8. Enhance differentiated training by integrating the use of a variety of student growth measures, including the Data-driven Improvement Planning Process (DDIPP), the gifted curriculum benchmarks, and the teacher and student dispositions to ensure Transformational Learning for gifted learners. (Attachment A)

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9. Refine professional learning with a focus on SEL strategies to implement transition plans for gifted students as they matriculate from one grade to the next with special attention to rising sixth, ninth, and twelfth graders.
10. Expand professional learning opportunities for building the capacity of instructional staff to engage in culturally responsive practices at the classroom, school, and division level to provide opportunity and access for all students.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Professional Development</b> Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
1. Develop and implement professional learning opportunities for all gifted and instructional staff to become more effective advocates as they increase their understanding of gifted and learners in relation to their academic and social-emotional needs. (continued)	<p>1.1 Develop professional learning opportunities to address Adverse Childhood Experiences (ACES) and trauma to provide instructional staff with an understanding of how these experiences impact and mask the characteristics of gifted learners.</p> <p>1.2 Provide professional development centered on ACES to increase awareness and build capacity for equipping gifted students and staff with coping tools.</p> <p>1.3 Continue to provide professional development on behavioral interventions for gifted students.</p> <p>1.4 Continue to collaborate with the Renaissance Academy, TCE, Office of Student Support Services, and the Department of Technology to align initiatives in support of student achievement and aspirations.</p> <p>1.5 Conduct professional learning opportunities for gifted staff using instructional strategies to attend to gifted characteristics and academic needs.</p> <p>1.6 Continue to develop a training plan to assist gifted staff in integrating of social-emotional strategies throughout the K-12 curriculum.</p> <p>1.7 Continue to explore the need for data-based expansion to provide additional professional development for the Supporting Emotional Needs for the Gifted (SENG) Model Parent Group training for GRTs.</p>	Office of K-12 & Gifted Programs Director	Strengthen the understanding of instructional staff in advocating for gifted learners by recognizing their unique characteristics.

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<b>Gifted Plan Component... Goal Statement</b>	<b>Professional Development</b> Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
1. Develop and implement professional learning opportunities for all gifted and instructional staff to become more effective advocates as they increase their understanding of gifted learners in relation to their academic and social-emotional needs.	<p>1.8 Develop professional learning opportunities that enhance partnerships and increase advocacy for the gifted visual and performing art students through learning walks, performance attendance, and collaboration with all stakeholders.</p> <p>1.9 Provide professional development to integrate visual and performing art strategies into curriculum and instruction for gifted learners (e.g., I see, I think, I wonder).</p> <p>1.10 Continue to explore virtual alternatives to proactively advocate by modeling and implementing strategies that reverse the cycle of underachievement in gifted learners as gaps are recognized, monitored, and addressed.</p> <p>1.11 Continue to have gifted students share their experiences on a regular basis through a variety of platforms with their GRT and gifted staff to examine and refine current practices (on a panel, in an interview).</p> <p>1.12 Continue to provide professional development to include guest speakers and experts in the field to better understand the social-emotional needs and strengthen learning opportunities for students (e.g., professionals, parents, therapists, and successful teachers).</p> <p>1.13 Expand opportunities for gifted staff to be trained in tandem with national organizations to meet the social-emotional needs of gifted learners.</p>	Office of K-12 & Gifted Programs Director	Strengthen the understanding of instructional staff in advocating for gifted learners by recognizing their unique characteristics.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Professional Development</b> Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
2. Implement professional learning opportunities for all instructional staff to gain a more comprehensive understanding of the social-emotional and academic needs of twice-exceptional students.	<p>2.1 Provide virtual professional learning opportunities to strengthen understanding among all instructional staff of dually identified gifted students, including twice-exceptional students, with special emphasis on academic and social-emotional needs.</p> <p>2.2 Implement virtual professional development to include the use of case studies and specific examples to demonstrate what teaching twice-exceptional students effectively looks like in practice.</p> <p>2.3 Expand collaboration between school counselors, special education staff, and gifted staff to include book studies, article studies, and research.</p> <p>2.4 Collaborate with OPEC to develop and implement a comprehensive professional development plan that encourages shared knowledge and collaboration among GRTs and special education teachers.</p>	Office of K-12 & Gifted Programs Director	Professional learning opportunities are implemented to meet the academic and social-emotional needs of twice-exceptional learners.



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<b>Gifted Plan Component... Goal Statement...</b>	<b>Professional Development</b> Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
3. Provide learning opportunities for teachers, school counselors, administrators, and GRTs on the characteristics and identification of GT learners to foster deeper learning and engagement with attention to underrepresented, underserved, and under-resourced populations, with an emphasis on African American males (ethnicity, gender, socioeconomic status, ESL).	<p>3.1 Examine and share identification and placement data from underrepresented groups to reflect upon and refine current practice.</p> <p>3.2 Offer professional development for teachers to develop strengths-based narratives that reflect the unique characteristics by examining the development and emergence of gifted behaviors in all subgroups.</p> <p>3.3 Utilizing activities/lessons that foster deeper learning engagement for underrepresented, underserved and under-resourced populations with an emphasis on African American males.</p> <p>3.4 Collaborate with the Office of Diversity, Equity, and Inclusion (DEI) and the ESL team to develop professional learning opportunities for all gifted staff.</p> <p>3.5 Offer workshops on identification and placement for interested schools with a focus on the referral form and consideration of all subgroups of the general population.</p> <p>3.6 Continue to provide training for gifted staff on understanding the Culturally Linguistically Economically Diverse (CLED) gifted student population.</p>	Office of K-12 & Gifted Programs Director	Teachers, school counselors, administrators, and GRTs are knowledgeable of gifted characteristics, identification processes, and the needs of underrepresented, underserved, and under-resourced populations.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Professional Development</b> Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
4. Provide materials/resources to expand professional development experiences reflecting the latest pedagogical practices for all instructional staff members to ensure explicit connections within the curriculum to the division's Graduate Profile through student-centered coaching.	<p>4.1 Provide a continuum of differentiated opportunities based on readiness, interests, and learner profile for gifted staff.</p> <p>4.2 Develop a digital library of resources and methods that emphasize the use of student-centered coaching to impact gifted learners.</p> <p>4.3 Continue to provide professional development utilizing coaching moves (e.g. learning targets and coaching cycles) based on the work of Diane Sweeney.</p> <p>4.4 Encourage vertical collaboration among all levels of gifted staff in the implementation of resource materials.</p> <p>4.5 Conduct professional learning opportunities that illustrate explicit connections of gifted pedagogy aligned and with the division's Graduate Profile and 5C's.</p> <p>4.6 Continue to provide training on the implementation of pedagogical practices to support personalized learning via differentiation, student-centered coaching, independent study, and acceleration while promoting the development of interpersonal skills, responsible decision-making, and resilience.</p>	Office of K-12 & Gifted Programs Director	Professional learning opportunities and experiences are expanded to connect to the VBCPS strategic plan.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Professional Development</b> Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
5. Provide opportunities for the study of gifted education through graduate courses, degree programs, professional development, and support for school personnel in their efforts to further their knowledge of gifted learners their social, emotional, and academic needs of gifted learners. (continued)	<p>5.1 Collaborate with local colleges and universities to develop courses that meet the needs of VBCPS teachers who seek the state required gifted education endorsement.</p> <p>5.2 Continue to provide release time for GRTs monthly to participant in scheduled professional development or higher education courses.</p> <p>5.3 Continue to provide funds for gifted staff to attend professional conferences in the area of gifted education and curriculum development.</p> <p>5.4 Collaborate with the Office of Professional Growth &amp; Innovation (PGI) to create a cohort for gifted National Board Certification.</p> <p>5.5 Continue to implement a three-year induction process for new GRTs that includes mentors, differentiated professional development, site-visits, and specific feedback on performance.</p>	Office of K-12 & Gifted Programs Director	Opportunities to extend staff knowledge and understanding of gifted learners is supported through a variety of professional development activities, including graduate level study and professional development activities.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Professional Development</b> Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
<p>5. Provide opportunities for the study of gifted education through graduate courses, degree programs, professional development, and support for school personnel in their efforts to further their knowledge of gifted learners their social, emotional, and academic needs of gifted learners.</p>	<p>5.6 Provide release time for cluster teachers to take part in quarterly planned professional development via blended platform (e.g., face-to-face and Schoology/Zoom etc.) to increase their understanding and reflect upon their practice in the areas of:</p> <ul style="list-style-type: none"> <li>• the needs of gifted learners</li> <li>• differentiation of the written, taught, and assessed curriculum</li> <li>• gifted pedagogies</li> <li>• inquiry-based learning</li> <li>• meeting the social-emotional needs specific to gifted learners</li> <li>• conceptually based learning</li> </ul> <p>5.7 Develop a gifted micro-credential course to provide professional development to instructional staff (GRTs, administration, and school counselors).</p> <p>5.8 Continue to develop a training plan to implement the inclusion of students as collaborators when making instructional decisions (e.g., <i>The Pedagogy of Confidence</i>).</p> <p>5.9 Continue to develop a training plan to foster expertise in differentiation according to the social-emotional needs of gifted students, including communication and collaborative skills, leadership skills, empathy, social responsibility, and asynchronous development.</p>	<p>Office of K-12 &amp; Gifted Programs Director</p>	<p>Opportunities to extend staff knowledge and understanding of gifted learners is supported through a variety of professional development activities, including graduate level study and professional development activities.</p>

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Professional Development</b> Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
6. Expand the utilization of available technology to develop a repository to support instructional staff in meeting individual student needs through differentiated professional development, differentiated instruction, and innovative technology platforms to remain abreast of current trends.	6.1 Continue to leverage technology to create differentiated professional development (e.g., asynchronous and synchronous learning).  6.2 Provide a digital module to inform building administrators of the critical elements of the resource-cluster model.  6.3 Continue to create programs and training to manage student information (e.g., anecdotal notes, standardized testing).  6.4 Provide gifted staff with data analysis workshops using the VBCPS Gifted Application Management System.  6.5 Develop a library of resources and best practice examples using instructional technology to enhance teacher and student work.	Office of K-12 & Gifted Programs Director	Technology is expanded and used for professional development to provide rigorous curriculum in a virtual platform.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Professional Development</b> Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
7. Provide collaborative opportunities between gifted staff and administrators, curriculum coordinators, school counselors, special education teachers, ESL teachers, library media specialists, and instructional technology specialists to develop engaging, inspiring, challenging, and differentiated learning experiences	<p>7.1 Continue to build and maximize collaborative relationships with library media specialists, instructional technology specialists, math coaches, reading/literacy specialists, special education teachers, GRTs, Old Donation teachers, cluster teachers, and school counselors.</p> <p>7.2 Continue to offer professional learning opportunities to cultivate methods of collaboration across the division, both face-to-face and virtually.</p> <p>7.3 Continue to offer training on differentiated instruction, gifted pedagogy, social-emotional needs, and gifted curriculum benchmarks to build the capacity of all stakeholders.</p> <p>7.4 Continue to provide opportunities for on-the-job professional growth experiences, including peer observations for coaching and learning walks with time for group debriefing and personal reflection among gifted staff members and their colleagues.</p>	Office of K-12 & Gifted Programs Director	Collaboration provided between all school staff leads to the development of engaging and challenging learning experiences for gifted learners.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Professional Development</b> Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
8. Enhance differentiated training by integrating the use of a variety of student growth measures, including the DDIPP, the gifted curriculum benchmarks, and the teacher and student dispositions to ensure Transformational Learning for gifted learners.	<p>8.1 Continue to emphasize the use of gifted curriculum benchmarks and indicators in K-12 curriculum and instruction through differentiated professional development activities.</p> <p>8.2 Continue to use the DDIPP to improve curriculum and instruction, assist in instructional decision-making, and align the written, taught, and assessed curriculum.</p> <p>8.3 Continue differentiated training on assessments and rubric development and alignment based on teacher readiness data.</p> <p>8.4 Create a library of learning experiences and assessments (include models/samples of student work) that demonstrates exemplary examples of differentiation.</p> <p>8.5 Continue professional learning opportunities using the teacher and student dispositions in Transformational Learning.</p>	Office of K-12 & Gifted Programs Director	Differentiated training provided for all school staff.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Professional Development</b> Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
9. Refine professional learning with a focus on SEL strategies to implement transition plans for gifted students as they matriculate from one grade to the next with special attention to rising sixth, ninth, and twelfth graders.	<p>9.1 Continue to collaborate with school counseling services to develop a transition plan for gifted students at each level with special attention to social-emotional needs, student strengths, and potential pathways.</p> <p>9.2 Continue to develop a transition workshop collaboratively with school counseling to explain the transition plans to students, teachers, administrators, and parents.</p> <p>9.3 Develop a transition plan utilizing CASEL strategies and resources for GRTs to implement with gifted students.</p>	Office of K-12 & Gifted Programs Director	Transition plans are developed and implemented.



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<b>Gifted Plan Component... Goal Statement...</b>	<b>Professional Development</b> Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
10. Expand professional learning opportunities for building the capacity of instructional staff to engage in culturally responsive practices at the classroom, school, and division level to provide opportunity and access for all students.	<p>10.1 Provide ongoing training for teachers to increase understanding of culturally responsive practices and implement the following tools from <i>The Pedagogy of Confidence</i>:</p> <ul style="list-style-type: none"> <li>• Cultural Frame of Reference</li> <li>• PFM</li> <li>• High Operational Practices</li> </ul> <p>10.2 Provide professional learning to those schools involved with the expansion of ESI to include both Pre-K (Title I schools) and middle schools (Project E-Ignite).</p> <p>10.3 Explore current resources that foster the development of culturally responsive practices and SEL.</p>	Office of K-12 & Gifted Programs Director	Opportunity and access provided to all gifted students.

## **E. Equitable Representation of Students:**

**Goal Statement:** Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of gifted and talented students.

VBCPS employs a focus on equitable representation of students and diversity while creating learning environments in which students of all backgrounds can thrive. To that end, the VBCPS Local Plan for the Education of the Gifted maintains an emphasis on embedding culturally conscious processes and activities in each area of this plan. Specific examples of objectives and related activities.

### **Objectives:**

#### **Identification**

1. Research, identify, and implement assessment measures to identify students from underrepresented, underserved, and under-resourced populations.
5. Ensure equitable access for all students to gifted education services from identification to program placement in the effort to increase student access and opportunities for advanced level coursework.

#### **Delivery of Services Objectives**

3. Provide gifted program support for all students identified for gifted services, with a specific focus on students who are underachieving, twice-exceptional, underrepresented, ELLs, and/or socioeconomically disadvantaged.
4. Use research-based services and interventions to support and develop social-emotional growth for all identified gifted students.
5. Foster a culture of support and growth for students identified in the gifted visual and performing arts.

#### **Curriculum and Instruction Objectives**

1. Develop concept-based curriculum units based on themes, issues, and real-world problems with an increased focus on the integration of equitably diverse, cross-curricular, and personalized learning experiences.
3. Develop differentiated curriculum that attends to the social-emotional, cultural, and academic needs of K-12 gifted learners.
8. Provide opportunities for gifted learners to develop, strengthen, and understand their sense of self (identity) in and through curriculum.
9. Implement culturally responsive practices with gifted learners that develop empathy and personal accountability to become productive leaders in a multicultural, diverse, and global society.

**Professional Development Objectives**

3. Provide learning opportunities for teachers, school counselors, administrators, and GRTs on the characteristics and identification of GT learners to foster deeper learning and engagement with attention to underrepresented, underserved, and under-resourced populations with an emphasis on African American males (ethnicity, gender, socioeconomic status, ESL).
10. Expand professional learning opportunities for building the capacity of instructional staff to engage in culturally responsive practices at the classroom, school, and division level to provide opportunity and access for all students.

**Parent and Community Involvement Objectives**

5. Provide equitable support services for families of gifted students most in need who are from underserved or transient populations, such as the twice-exceptional student, the underachieving student, minority populations, socioeconomically disadvantaged students, ELL families, and military families.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Equitable Representation of Students</b> Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of gifted and talented students.
<b>Identification Objectives</b>	<b>Activities</b>
1. Research, identify, and implement assessment measures to identify students from underrepresented, underserved, and under-resourced populations.	<p>1.1 Develop and implement a formalized process to find twice-exceptional learners that includes communication with psychological services and special education personnel.</p> <p>1.5 Conduct an annual review of referral, application, selection data, and procedures to ensure equitable representation of students at ODS.</p> <p>1.6 Conduct an annual review of screening, referral, identification, application, selection data, and procedures to ensure equitable representation of students to include the gifted resource program.</p> <p>1.7 Explore the practice of using local norms for selection and placement of gifted students at ODS.</p> <p>1.8 Consider the feasibility of implementing a lottery system for selecting identified gifted students for available seats at ODS grades 2-8.</p>

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Equitable Representation of Students</b> Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of gifted and talented students.
<b>Identification Objectives</b>	<b>Activities</b>
<b>5.</b> Ensure equitable access for all students to gifted education services from identification to program placement in the effort to increase student access and opportunities for advanced level coursework.	<p>5.5 Utilize world language teachers as resources to provide opportunities for gifted representatives to meet with diverse community groups.</p> <p>5.6 Increase collaboration between ESL teachers and GRTs prior to the gifted application process for ELL applicants.</p> <p>5.7 Continue the use of the blind application process by redacting demographic information for the intellectual program at ODS.</p> <p>5.8 Explore the feasibility of utilizing translation and interpretation services to assist non-English speaking parents/guardians with completing the gifted application.</p> <p>5.9 Create a database of community members to serve as liaisons for non-English speaking parents as they navigate gifted application and identification procedures.</p>

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Equitable Representation of Students</b> Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of gifted and talented students.
<b>Curriculum and Instruction Objectives</b>	<b>Activities</b>
<p>1. Develop concept-based curriculum units based on themes, issues, and real-world problems with an increased focus on the integration of equitably diverse, cross-curricular, and personalized learning experiences.</p> <p>3. Develop differentiated curriculum that attends to the social-emotional, cultural, and academic needs of K-12 gifted learners.</p> <p>8. Provide opportunities for gifted learners to develop, strengthen, and understand their sense of self (identity) in and through curriculum.</p> <p>9. Implement culturally responsive practices with gifted learners that develop empathy and personal accountability to become productive leaders in a multicultural, diverse, and global society.</p>	<p>1.1. Develop high-quality gifted curriculum that explicitly builds upon and connects the VBCPS Continuum for 21st century skills, including 5C's with the VBCPS Graduate Profile to support gifted learners' acquisition of these skills and attributes.</p> <p>3.3 Continue to provide culturally responsive opportunities for acceleration in gifted learners' areas of strength and interest using a variety of print and virtual interest inventories and surveys to capitalize on gifted students' social-emotional skill development.</p> <p>8.1 Utilize the PFM as a resource to promote the development of self-identity and to nurture high intellectual performance in gifted learners as aligned to the High Operational Practices found in <i>The Pedagogy of Confidence</i> (e.g. Thinking Maps to Identify Student Strengths, Affirmation activities, Student-Led Parent Conferences).</p> <p>9.1 Develop awareness of the cultural diversity among students (e.g. Cultural Frame of Reference/<i>The Pedagogy of Confidence</i> by Dr. Yvette Jackson) and plan learning opportunities that are responsive and respectful.</p> <p>9.2 Develop real-world activities that extend curricular content and focus on a variety of diverse beliefs and culture (e.g. Museum of Contemporary Art (MOCA), educational outreach, field trips, Brock Environmental Studies Center, Virginia Aquarium, Chrysler Museum).</p> <p>9.3 Provide opportunities for students to interact with individuals of diverse cultures, abilities, and beliefs through real-world applications (e.g. Partners in Education).</p>

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Equitable Representation of Students</b> Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of gifted and talented students.
<b>Professional Development Objectives</b>	<b>Activities</b>
<p>3. Provide learning opportunities for teachers, school counselors, administrators, and GRTs on the characteristics and identification of GT learners to foster deeper learning and engagement with attention to underrepresented, underserved, and under-resourced populations, with an emphasis on African American males (ethnicity, gender, socioeconomic status, ESL).</p> <p>10. Expand professional learning opportunities for building the capacity of instructional staff to engage in culturally responsive practices at the classroom, school, and division level to provide opportunity and access for all students.</p>	<p>3.1 Examine and share identification and placement data from underrepresented groups to reflect upon and refine current practice.</p> <p>3.2 Offer professional development for teachers to develop strengths-based narratives that reflect the unique characteristics by examining the development and emergence of gifted behaviors in all subgroups.</p> <p>3.3 Utilizing activities/lessons that foster deeper learning engagement for underrepresented, underserved, and under-resourced populations with an emphasis on African American males.</p> <p>3.4 Collaborate with DEI and the ESL team to develop professional learning opportunities for all gifted staff.</p> <p>3.5 Offer workshops on identification and placement for interested schools with a focus on the referral form and consideration of all subgroups of the general population.</p> <p>3.6 Continue to provide training for gifted staff on understanding the CLED gifted student population.</p> <p>10.1 Provide ongoing training for teachers to increase understanding of culturally responsive practices and implement the following tools from <i>The Pedagogy of Confidence</i>:</p> <ul style="list-style-type: none"> <li>• Cultural Frame of Reference</li> <li>• PFM</li> <li>• High Operational Practices</li> </ul> <p>10.2 Provide professional learning to those schools involved with the expansion of ESI to include both Pre-K (Title I schools) and middle schools (Project E-Ignite).</p> <p>10.3 Explore current resources that foster the development of culturally responsive practices and SEL.</p>

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Equitable Representation of Students</b> Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of gifted and talented students.
<b>Delivery of Services Objectives</b>	<b>Activities</b>
3. Provide gifted program support for all students identified for gifted services, with a specific focus on students who are underachieving, twice-exceptional, underrepresented, ELLs, and/or socioeconomically disadvantaged.	<p>3.2 Identify and monitor at-risk gifted learners (including ELs and twice exceptional learners) and provide appropriate tiered interventions and support.</p> <p>3.3 Collaborate with school departments and offices to provide appropriate services for all gifted learners (i.e., OPEC/Twice-Exceptional Learners; ESL/ELLs; Student Support Services, Office of Social Work Services/Psychological Services, Student Support Specialists).</p> <p>3.4 Provide instructional staff who work with gifted learners with a repertoire of resources needed to differentiate for diverse students.</p> <p>3.5 Utilize K-1 ESI services in all Title I and former Title I schools to identify potential and ensure early and equitable identification of giftedness.</p> <p>3.6 Expand the work of the ESI to include opportunities for secondary Title I schools (e.g., Project E-Ignite) to ensure equitable identification of giftedness and/or potential.</p> <p>3.10 Cultivate ongoing social-emotional support for gifted learners, especially for African American males, through the use of school-based initiatives, such as mentorships, independent study projects, student advisory, student conferencing, and morning meetings, as well as practices, such as biblio-therapy that match students' abilities (based on <i>The Bill of Rights for Gifted Students of Color</i> - NAGC March 26, 2018).</p>
4. Use research-based services and interventions to support and develop social-emotional growth for all identified gifted students.	<p>4.2 Work collaboratively with school counselors to provide information and resources on topics of specific interest to gifted learners and their parents such as:</p> <ul style="list-style-type: none"> <li>• Self-advocacy</li> <li>• Stress</li> <li>• Self-regulation</li> <li>• Mindset</li> <li>• Engagement/achievement</li> <li>• Perfectionism/fear of failure</li> <li>• Culturally diverse learners</li> <li>• Twice-exceptional learners</li> <li>• Decision-making skills</li> <li>• Organization/time management</li> <li>• Academic and career planning</li> <li>• Multiple pathways available to students and specific to gifted learners.</li> </ul>



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<b>Gifted Plan Component... Goal Statement...</b>	<b>Equitable Representation of Students</b> Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of gifted and talented students.
<b>Delivery of Services Objectives (continued)</b>	<b>Activities</b>
5. Foster a culture of support and growth for students identified in the gifted visual and performing arts	5.4 Support collaboration between visual and performing arts staff, GRTs, school counselors, and classroom teachers to retain art and dance students in their respective programs when obstacles occur. 5.5 Develop and implement opportunities to integrate and expand prerequisite skills in order to ensure equitable access to a multitude of programs and options.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Equitable Representation of Students</b> Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of gifted and talented students.
<b>Parent and Community Involvement Objectives</b>	<b>Activities</b>
5. Provide equitable support services for families of gifted students most in need who are from underserved or transient populations, such as the twice-exceptional student, the under-achieving student, minority populations, socioeconomically disadvantaged students, ELL families, and military families.	<p>5.1 Develop materials and tutorials, including workshop videos, in different languages using digital and hard copy formats.</p> <p>5.2 Investigate and implement new ideas and opportunities to gather and monitor underachievement data and plan proactive interventions.</p> <p>5.3 Collaborate and partner with school social workers, local agencies, and school counselors to meet the needs of gifted families outside the school setting.</p> <p>5.4 Continue to offer information nights (e.g., first and fifth grade screening information).</p> <p>5.5 Create site-based action groups, as needed, for underrepresented student groups.</p> <p>5.6 Provide workshops for families of:</p> <ul style="list-style-type: none"> <li>• Twice-exceptional Learners</li> <li>• Military (and families)</li> <li>• Underachieving Students</li> <li>• CLED students and families</li> </ul> <p>5.7 Develop workshop(s) for military families in collaboration with site-based and/or school division level military liaisons who work with new families with gifted children to create awareness about the myriad of gifted programs available in VBCPS.</p>

## **F. Parent and Community Involvement**

**Goal Statement:** Develop and strengthen collaborative partnerships among parents/guardians of gifted learners, school and district staff, and the community to advocate for the unique needs of all gifted students.

**Objectives:**

1. Establish and strengthen relationships among parents/guardians of gifted learners, school staff, GRTs, Gifted Programs staff, and the community.
2. Increase and expand parent/guardian participation and involvement in gifted education to assist families in fulfilling their essential role in supporting gifted students.
3. Foster authentic communication outlets to engage the community and assess parent, community, and student interests and needs to inform the planning of workshops and resource development.
4. Develop and use resources and strategies that strengthen and empower families to advocate for the unique needs and capabilities of intellectually and artistically gifted learners across the K-12 experience and in the community.
5. Provide equitable support services for families of gifted students most in need who are from underserved or transient populations, such as the twice-exceptional student, the underachieving student, minority populations, socioeconomically disadvantaged students, ELL families, and military families.
6. Increase public awareness and understanding of the need for and value of gifted education in VBCPS by cultivating and expanding working relationships and partnerships with the Community Advisory Committee (CAC) for Gifted Education, parents/guardians of gifted students, professional and faith-based organizations, educational institutions, military liaisons, community and government agencies, and businesses.
7. Utilize community experiences and build partnerships with diverse groups of businesses and organizations to meet the unique academic and social and emotional needs of gifted learners.
8. Maximize the use of technology to enhance communication between the Office of K-12 and Gifted Programs, schools, gifted families, and community stakeholders.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Parent and Community Involvement</b> Develop and strengthen collaborative partnerships among parents/guardians of gifted learners, school and district staff, and the greater community to advocate for the unique needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
1. Establish and strengthen relationships among parents/guardians of gifted learners, school staff, gifted resource teachers, the Office of K-12 and Gifted Programs staff, and the community. (continued)	1.1 Using the SENG Model Parent Group as a model, create workshops, and book studies, in collaboration with school counselors, school psychologists, and school and community members.  1.2 Provide opportunities for parents of gifted students to connect with one another and form supportive networks through face to face and virtual platforms.  1.3 Communicate and connect with each new and newly identified gifted student and their parents/guardians individually to welcome them to the gifted community (e.g., students newly identified, students new to the building but already identified in VBCPS).  1.4 Establish a gifted parent community in each school (e.g., have a dedicated social media site for gifted programs at each school).  1.5 Establish a standard newsletter template for GRT use across the division to serve as a consistent vehicle for monthly communication to parents/guardians (to inform and “show” what is happening in the gifted program at each school/grade level).  1.6 Develop a digital gifted program orientation for families who are new to VBCPS.  1.7 Develop and offer a workshop for parents/guardians of newly identified gifted students (begin with parents of rising second grade students).	Director of K-12 and Gifted Programs	New relationships are developed and strengthened among stakeholder groups and Gifted Programs staff.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Parent and Community Involvement</b> Develop and strengthen collaborative partnerships among parents/guardians of gifted learners, school and district staff, and the greater community to advocate for the unique needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
1. Establish and strengthen relationships among parents/guardians of gifted learners, school staff, GRTs, the Office of K-12 and Gifted Programs staff, and the community.	1.8 Develop a network of family-to-family mentorships through vertical/feeder schools using the database from SENG Model Parent Group to identify possible mentors.	Director of K-12 and Gifted Programs	New relationships are developed and strengthened among stakeholder groups and Gifted Programs staff.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Parent and Community Involvement</b> Develop and strengthen collaborative partnerships among parents/guardians of gifted learners, school and district staff, and the greater community to advocate for the unique needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
2. Increase and expand parent/guardian participation and involvement in gifted education to assist families in fulfilling their essential role in supporting gifted students.	2.1 Promote opportunities for parents/guardians to network, collaborate, and learn from one another in mutually supportive partnerships (e.g., invite parents and guardians to attend and participate in CAC meetings, school level workshops and meetings, and division level opportunities, such as SENG mini-conferences and Parent Conferences on the social and emotional needs of gifted children, etc.).  2.2 Provide parents with tools/resources for raising and supporting gifted children from the Office of K-12 and Gifted Programs (e.g., resources/tools available through VBCPS, Virginia DOE, NAGC, and SENG, related to gifted education and gifted children, frequently asked questions (FAQs), and sessions for parents of gifted learners).  2.3 Expand the involvement of parents/guardians, and school counselors in the goal setting and student-led conference process as a structure for establishing expectations, monitoring performance, and gifted learner growth in both academic and social and emotional areas.	Director of K-12 and Gifted Programs	Parent and guardian participation and support of gifted programs are increased.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Parent and Community Involvement</b> Develop and strengthen collaborative partnerships among parents/guardians of gifted learners, school and district staff, and the greater community to advocate for the unique needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
3. Foster authentic communication outlets to engage the community and assess parent, community, and student interests and needs to inform the planning of workshops and resource development.	3.1 Develop regular and ongoing district and site-based communication to include opportunities (e.g. through surveys) for parents and families to indicate areas of interest and/or need(s).  3.2 Create a VBCPS website link for a suggestion box/question forum inform the development of FAQs for parents/guardians of gifted students to increase parental voice.  3.3 Develop on-line surveys and tools as a means of gathering feedback from families and community stakeholders (e.g., satisfaction surveys).	Director of K-12 and Gifted Programs	Meaningful workshops and resources are developed/refined for parents/guardians of gifted children and community members based on interest and feedback.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Parent and Community Involvement</b> Develop and strengthen collaborative partnerships among parents/guardians of gifted learners, school and district staff, and the greater community to advocate for the unique needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
4. Develop and use resources and strategies that strengthen and empower families to advocate for the unique needs and capabilities of intellectually and artistically gifted learners across the K-12 experience and in the community.	4.1 Develop or purchase digital workshops for parents/school staff and the community (e.g., gifted benchmarks and characteristics of gifted learners, including concomitant characteristics, supporting gifted children/adolescents in self-advocacy, and supporting artistically gifted students).  4.2 Explore opportunities to develop online book clubs and/or discussion boards. Generate ideas for purchasing books for families in need.  4.3 Compile an online database of resources for families to access.  4.4 Explore technology platforms for online modules with self-paced learning (interactive with discussion boards) on topics such as: <ul style="list-style-type: none"> <li>• Perfectionism</li> <li>• Advocacy (how to advocate for gifted learners)</li> <li>• SEL</li> <li>• Students who are twice-exceptional</li> <li>• Underserved populations</li> <li>• Heightened sensitivity</li> <li>• Under-achievement</li> </ul> 4.5 Develop or gather tools (e.g., flow charts, modules, etc.) for helping parents and guardians navigate parent/teacher conferences, testing, transitions, etc.  4.6 Expand communication to publicize new parent resources, conferences, and other activities parents can sign up for (i.e., the SENG Model Parent Group book discussion).  4.7 Foster collaboration between school counselors and gifted staff to support the academic and social-emotional needs/passions of gifted learners.	Director of K-12 and Gifted Programs	Resources and strategies are developed/purchased for families to use as tools as they advocate for the needs of gifted children and adolescents.



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<b>Gifted Plan Component... Goal Statement...</b>	<b>Parent and Community Involvement</b> Develop and strengthen collaborative partnerships among parents/guardians of gifted learners, school and district staff, and the greater community to advocate for the unique needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
5. Provide equitable support services for families of gifted students most in need who are from underserved or transient populations, such as the twice-exceptional student, the under-achieving student, minority populations, socioeconomically disadvantaged students, ELL families, and military families.	5.1 Develop materials and tutorials, including workshop videos, in different languages using digital and hard copy formats.  5.2 Investigate and implement new ideas and opportunities to gather and monitor under-achievement data and plan proactive interventions.  5.3 Collaborate and partner with school social workers, local agencies, and school counselors to meet the needs of gifted families outside the school setting.  5.4 Continue to offer information nights (e.g., first and fifth grade screening information).  5.5 Create site-based action groups, as needed, for underrepresented student groups.  5.6 Provide workshops for families of: <ul style="list-style-type: none"> <li>• Twice-exceptional Learners</li> <li>• Military (and families)</li> <li>• Underachieving Students</li> <li>• CLED students and families</li> </ul> 5.7 Develop workshop(s) for military families in collaboration with site-based and/or school division level military liaisons who work with new families with gifted children to create awareness about the myriad of gifted programs available in VBCPS.	Director of K-12 and Gifted Programs	All gifted students have information and access to gifted resources and programs.

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<b>Gifted Plan Component... Goal Statement...</b>	<b>Parent and Community Involvement</b> Develop and strengthen collaborative partnerships among parents/guardians of gifted learners, school and district staff, and the greater community to advocate for the unique needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
6. Increase public awareness and understanding of the need for and value of gifted education in VBCPS by cultivating and expanding working relationships and partnerships with the CAC for Gifted Education, parents/guardians of gifted students, professional and faith-based organizations, educational institutions, military liaisons, community and government agencies, and businesses.	6.1 Advocate for the contribution of resources to support gifted education throughout the community to encourage and strengthen gifted programs.  6.2 Ensure balanced communication is provided regarding all gifted programs, options, and services (e.g., annual gifted testing flier, website, and other forms of communication; include information about the resource-cluster model, ODS, GSA, Summer Residential Governor's School (SRGS), SPARKS/Think Tank, gifted visual arts, and gifted dance education).  6.3 Advocate for increased media/social media presence (e.g., press releases, update and revamp gifted education webpage) to be more community-minded and accessible.  6.4 Invite community members to participate in collaborative partnerships with teachers and students (e.g., participate in lessons, designing lessons, special projects, etc.).	Director of K-12 and Gifted Programs	Greater awareness and understanding of the unique needs of gifted learners is evident; gifted education programs are highly regarded, respected, and valued in the community.

Virginia Beach City Public Schools

<b>Gifted Plan Component... Goal Statement...</b>	<b>Parent and Community Involvement</b> Develop and strengthen collaborative partnerships among parents/guardians of gifted learners, school and district staff, and the greater community to advocate for the unique needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
7. Utilize community experiences and build partnerships with diverse groups of businesses and organizations to meet the unique academic and social and emotional needs of gifted learners.	7.1 Provide joint professional development for and by gifted staff and school counselors in order to meet unique academic and social and emotional needs of gifted learners.  7.2 Provide opportunities inside and outside the school setting for community members to mentor gifted students and plan and facilitate showcase events where community members and gifted students attend. 7.3 Develop opportunities inside and outside of the classroom to build empathy and global perspective through service learning, volunteer activities, and mentorships.  7.4 Develop opportunities to partner with gifted adults in the community who can share about their passions and challenges with gifted students through multiple pathways.  7.5 Provide for parents and students to acquire knowledge, learn about options, and participate in discussions about transitions focusing on gifted characteristics and advocacy from elementary to middle school and middle to high school.	Director of K-12 and Gifted Programs	Social-emotional and academic needs of gifted learners are met through meaningful learning opportunities throughout the community.

Virginia Beach City Public Schools

<b>Gifted Plan Component... Goal Statement...</b>	<b>Parent and Community Involvement</b> Develop and strengthen collaborative partnerships among parents/guardians of gifted learners, school and district staff, and the greater community to advocate for the unique needs of all gifted students.		
<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>	<b>Expected Results</b>
8. Maximize the use of technology to enhance communication between the Office of K-12 and Gifted Programs, schools, gifted families, and community stakeholders.	8.1 Provide video, digital, and/or live stream parent workshops to expand gifted workshop access and include a back-channel platform for parent questions and discussion as appropriate.  8.2 Revamp webpages and add links for ease of use (e.g., FAQ page, multiple languages, include links directly to each GRT/school on main gifted page on the district website).  8.3 Explore the use of platforms that encourage dialogue among the Office of K-12 and Gifted Programs, schools, gifted families, and community stakeholders.	Director of K-12 and Gifted Programs	Clear, consistent, and user-friendly platforms are established and easily accessible to parents and community members.

## **Part III: Screening, Referral, Identification, and Service Procedures**

### **A. Screening Procedures (8VAC20-40-60A.3)**

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

### **Screening Procedure for General Intellectual Aptitude**

#### **General Intellectual Aptitude**

Screening students for gifted services in VBCPS occurs annually, is multifaceted, and is completed on an on-going basis in grades K-12. There is no limit to the number of times a student may be referred for gifted services, and testing may take place once during the school year. The candidate pool is created from two main sources. The first is referrals by parents/guardians, students, teachers, other persons who may have knowledge or expertise to make such a referral, including community members, or by any other appropriate school personnel, e.g., the student support teams. The other source is the GRT at each school.

Annually, the GRT observes students in the classroom setting, reviews files of all students new to the school division, and monitors students who were recognized as potential candidates by the identification and placement committee or other persons having knowledge of the students' skills or abilities. The GRT has been trained to look for indicators of gifted behaviors in the student's record and through classroom observations.

The GRT and/or the gifted assessment specialist provide staff development on characteristics and identification of gifted students to instructional staff to create awareness and to familiarize staff with the procedures for identifying students for gifted services. As part of the screening procedure to create a pool of candidates, GRTs conduct informational meetings, such as morning or lunch meetings for parents/guardians, and provide information during PTA meetings on characteristics of gifted students and the application process. They also provide workshops on completing the teacher and parent information forms and publicize information on the application, testing, and screening processes through letters and site-based communications (e.g., newsletters, email, Alert Now, and school websites).

School psychologists and other members of the SRT are trained to look for potential candidates for the gifted program as they consider special education or 504 Plan services.

Students in grades K-1 are provided gifted curriculum and instruction through whole group and small group lessons by the GRT and through differentiated curriculum and instruction developed by the classroom teacher in collaboration with the GRT. All K-1 teachers are trained in recognizing and recording evidence of gifted behaviors. Ongoing assessment of student performance is used to differentiate

the K-1 curriculum to appropriately challenge and engage high ability students. Teacher and GRT anecdotal records are used for screening, referral, and completion of teacher information forms in the gifted application.

Currently, all first and fifth grade students are screened with the Naglieri Nonverbal Ability Test (NNAT, 3rd Edition) © 2016, described by the publisher as a language free, culture-fair test on nonverbal reasoning. The NNAT3 includes four types of questions, including pattern completion, reasoning by analogy, serial reasoning, and spatial visualization. First and fifth grade students scoring 90% or higher on the screening test are recommended for additional testing.

A concentrated effort is being made to identify students in underrepresented populations. VBCPS implements the ESI in twenty-two Title I and former Title I schools with socioeconomically disadvantaged status. A full-time GRT collaborates on a weekly basis in K-1 classrooms to assist teachers in the development and delivery of lessons and to gather anecdotal information. The anecdotal records are analyzed for patterns of behavior that mirror characteristics of gifted students. These anecdotal records are used to screen for potential candidates for gifted services. The ESI is a multi-faceted program that is designed to improve identification and gifted program services in socioeconomically disadvantaged schools. Curriculum and instruction, teacher education, parent/guardian education, and community partnerships are the core components of the ESI.

The Project ExCEL Model uses PBL curriculum as a dynamic performance assessment for universal screening at the middle school level. Research results show the ExCEL Model impacts equitable representation of underserved students in gifted programs, increases student engagement and increases student achievement, specifically for students who are underrepresented, underserved, and under-resourced.

In addition, VBCPS is partnering with local museums to provide cultural experiences for students and their parents/guardians. The program, SAPLINGS (Students and Parents Learning Intellectual Growth Strategies), provides another avenue to observe, collect data, and develop potential in K-1 students. Classroom teachers, GRTs, and docents in the museums observe students in this unique setting and provide anecdotal information as well.

Over the past seventeen years, a concentrated effort has been made to identify students who are twice-exceptional learners. The Department of Teaching and Learning has collaborated with OPEC to develop procedures for screening students that are being assessed for special needs and referring potential candidates to the Gifted Education Testing Office.

### **Screening Procedures for VPA – Visual Arts Screening Procedures for VPA – Dance Visual and Performing Arts**

Screening students for the visual and performing arts programs is conducted annually by the classroom teachers, art and physical education teachers, and GRTs in the neighborhood schools. Students exhibiting characteristics of potential giftedness in the visual or performing arts are encouraged to complete an application (art) or intent to audition form (dance). Students may be considered for the gifted visual and dance education programs through an online application by parents/guardians.

Students who are interested in the gifted visual arts program are screened through an application, which includes drawings. Students who are interested in the dance education program complete an online application and participate in a group audition.

**B. Application Procedures (8VAC20-40-60A.3)**

This section provides application procedures for each area of giftedness identified and served by the division. These procedures shall permit applications from parents or legal guardians. These procedures should include to whom the applications are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

**Application procedures for General Intellectual Aptitude**

The process of identifying gifted students in VBCPS begins with screening and/or application. The application process is designed to consider the entire school population in the areas of giftedness served. Students may be considered for the gifted program through an application by parents/guardians. Students in K-1 are routinely assessed for advanced proficiency in grade level standards by the classroom teacher. The classroom teacher may collaborate with the GRT to develop and implement differentiated curriculum and instruction. A parent/guardian, teacher, or specialist may refer a child to the building principal for additional assessment. At the principal's discretion, additional content assessments may be administered by building level specialists or specialists from the Department of Teaching and Learning. Based upon assessment information, the principal may make provisions for grade level acceleration, content area acceleration, or differentiated curriculum and instruction provided by the classroom teacher in collaboration with the GRT. In addition, all students in grade one and five are screened for possible referral for gifted services. Students who have been identified for gifted services in another locality must complete an online application to begin the process in VBCPS. Records from the previous school division are reviewed by the gifted education assessment specialist.

Online applications are available on the first day of school in September. Gifted assessment specialists visit each school on a quarterly basis to review received online applications and consult with GRTs, building administrators, and classroom teachers.

Online applications for candidates for the visual and performing arts programs are due in February for placement in September the following school year.

Parents/guardians, students, school personnel, and community members are notified of the application process through the division-wide newsletter and the division's internet site, [www.VBSchools.com](http://www.VBSchools.com). In October of each year, a brochure on the application and identification process is distributed to each student and workshops for school staff are conducted by the GRT and/or gifted assessment specialists. In addition, all schools are asked to include information about the application process in their newsletters. News releases may be sent to local media, and meetings are conducted with local civic groups to inform the public of the application process.

All students in grade one and five are screened in order to create a pool of potential candidates. First and fifth grade students scoring 90% or higher on the

Naglieri Nonverbal Ability Test (NNAT, 3rd Edition) © 2016 are recommended for additional assessment using the Cognitive Abilities Test (CogAT, Form 8) © 2017, a group test designed to assess students' abilities in reasoning and problem-solving using verbal, quantitative, and nonverbal (spatial) symbols. The Verbal Battery is comprised of three subtests: Picture (Verbal) Analogies, Picture (Verbal) Classification, and Sentence Completion. The Nonverbal Battery is comprised of three subtests: Figure Matrices, Paper Folding, and Figure Classification. The Quantitative Battery is comprised of three subtests: Number Analogies, Number Puzzles, and Number Series.

The Gifted assessment specialists complete the testing, review the cumulative file, and compile the data for review by the Gifted Identification and Placement Committee. The Gifted Identification and Placement Committee meets to review all first-grade candidates in the spring of the school year.

Students in kindergarten who are referred for differentiated services are assessed through curriculum assessment materials to determine potential and advanced proficiency. Upon the principal's request, specialists from the Department of Teaching and Learning may administer additional reading and mathematics assessments. School division assessment data, anecdotal records, and teacher input are used to determine the need for differentiated services. Students in grades 1-12 whose parent/guardian have completed an online application for gifted services are administered the Naglieri Nonverbal Ability Test (NNAT, 3rd Edition) ©2016 and the Cognitive Abilities Test (CogAT, Form 8) ©2017, a group test designed to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. The Verbal Battery is comprised of three subtests: Picture (Verbal) Analogies, Picture (Verbal) Classification, and Sentence Completion. The Nonverbal Battery is comprised of three subtests: Figure Matrices, Paper Folding, and Figure Classification. The Quantitative Battery is comprised of three subtests: Number Analogies, Number Puzzles, and Number Series. All testing is facilitated by the Gifted Testing Office or the division's Psychological Services. Scores from both assessments as well as information gathered from the parent/guardian, teacher, and performance in the classroom are then considered as a basis for selection for gifted services. The achievement test scores available in a student's cumulative record, as well as student grades are also included in the review. No firm cut-off scores are used on any measure. Private psychological assessment is not considered in the identification and placement process.

### **Online application process for VPA - Visual Arts Online application process for VPA - Dance**

The online application process for the visual arts and dance education programs is similar to the general intellectual program. Students are screened first by teachers, parents/guardians, school administrators, or community members. Students interested in the visual arts submit an online application that also includes a portfolio consisting of several drawings. The applications are screened using a rubric to judge quality and potential of the students. Students meeting the criteria are invited to complete the next step in the process: attend ODS for one day to complete a series of performance tasks.

Students interested in the dance education program complete an online application and attend a group audition. Auditions are held during April and May.



Students who meet the criteria are identified for gifted services in either visual arts or dance.

The entire process is completed in the spring of each year.

Parents/guardians are notified of decisions by email. Schools are notified through email at the end of the identification process for art and dance. Placement of these students begins in the school year following identification.

### **C. Identification Procedures (8VAC20-40-60A.3)**

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

#### **1. Multiple Criteria Listing (8VAC 20-40-40D.3)**

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

#### **General Intellectual Aptitude**

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☒ 4. Individual interview
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)
  - Naglieri Nonverbal Ability Test (NNAT, 3<sup>rd</sup> Edition) ©2016
  - Cognitive Abilities Test (CogAT, Form 8) ©2017
- ☒ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☒ 7. Additional valid and reliable measures or procedures

Specify: Work Samples, Writing Samples, Portfolio, Anecdotal Records

#### **2. Additional identification information for General Intellectual Aptitude**

All identification information is carefully reviewed by the centralized Gifted Identification and Placement Committee, which is composed of approximately thirty school system personnel, including gifted assessment specialists, the director of gifted education, coordinators of gifted education, curriculum coordinators, principals, assistant principals, school counselors, school psychologists, cluster classroom teachers, and GRTs. This committee reviews the student's profile to

determine eligibility for gifted programs. When information in the student's profile is inconsistent, a student may be referred to the school division's Psychological Services for an individual assessment using appropriate assessment instruments.

The Gifted Identification and Placement Committee meets in December and March to review candidates in grades 2-12, and in May for grade 1, to determine eligibility for gifted services in general intellectual aptitude. Parents/guardians are notified of decisions by email. Gifted testing results are available to parents/guardians on ParentVUE. Principals, school records office associates, and GRTs are notified through email. This notification is completed within fourteen school days of the eligibility meeting.

An appeals process is in place for all gifted programs. Parents/guardians are notified of the appeals process in the email explaining the decision of the Gifted Identification and Placement Committee and on the school division's web site. Testing conducted outside the school division will not be considered in gifted identification or the appeals process. Parents/guardians may not solicit additional information from any VBCPS employee in the effort to augment the initial application.

### **Multiple Criteria Listing (8 VAC 20-40-40D.3)**

#### **VPA - Visual Arts**

#### **VPA – Dance**

- ☒ 1. Assessment of student products, performance, portfolio
- ☒ 2. Appropriate rating scales, checklists, and questionnaires
- ☐ 3. Individual or group aptitude test(s)  
Specify: \_\_\_\_\_
- ☐ 4. Individual or group achievement test (s)
- ☐ 5. Record of previous achievements (awards, honors, grades, etc.)  
Specify: \_\_\_\_\_
- ☒ 6. Additional valid and reliable measures or procedures  
Specify: Portfolio, Audition, Performance Tasks

**D. Placement Procedures (8VAC20-40-60A.3)**

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

**1. Identification/Placement Committee (8VAC 20-40-40D)**

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category.

**General Intellectual Aptitude**

<u>+4</u>	Gifted Education Resource teacher(s)
<u>+4</u>	Counselor(s)
<u>+4</u>	School Psychologist(s)
<u>+2</u>	Assessment Specialists
<u>+1</u>	Administrator(s)
<u>*1</u>	Designee(s) Gifted
<u>+1</u>	Gifted Education/Coordinators/Instructional Specialist

Other(s) Specify: Director of K-12 and Gifted Programs, other central office directors, as needed.

\* Standing members of the committee  
 + Rotating members of the committee  
 o Serves as the child's advocate

**b. Type of Identification/Placement Committee**

This section indicates the type of Identification/Placement

Committee the division uses. ☐ School-level ☒ Division-level

**VPA - Visual Arts**

**VPA – Dance**

- a. This section includes the **number** of persons comprising the Gifted Visual Arts and Gifted Dance Education Identification/Placement Committees by category.

Teacher(s): Heath and Physical Education (Dance) or Visual  
6-10 Arts (Art)

+10 Gifted Education Resource Teacher(s)

+10 Counselors or School Administrators

0 School Psychologist(s)

\*1 Gifted assessment specialist(s) or Coordinator

\*1 Principal(s) or Designee(s)

         Other(s)

- \* Standing members of the committee
- + Rotating members of the committee
- ° Serves as the child's advocate

- b. Type of Gifted Visual Arts and Dance Education Identification/Placement Committees This section indicates the type of Identification/Placement Committee the division uses.

☐ School-level

☒ Division-level

**1. Eligibility (8VAC20-40-60A.3)**

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

**General Intellectual Aptitude**

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the Committee by</b>
Naglieri Nonverbal Ability Test, 3 <sup>rd</sup> Edition © 2016 (NNAT)	Gifted assessment specialists	Assessment Specialists/Contracted Retired Teachers	Gifted Testing Office
Cognitive Abilities Test Form 8©2017 (CogAT)	Gifted assessment specialists	Assessment Specialists/Contracted Retired Teachers	Gifted Testing Office
Parent Recommendation	Parent	Assessment Specialists	Gifted Testing Office
Teacher Information	Current Classroom Teacher	Assessment Specialists	Gifted Testing Office
Anecdotal Records	Current Classroom Teacher and GRT	N/A	Gifted Testing Office
Individual or Group Achievement Tests	Cumulative Records	N/A	Gifted Testing Office
Record of Previous Achievements	Parent, Teacher, GRT, Cumulative Record Review	N/A	Gifted Testing Office
Work Samples, Written Samples, Portfolio	Current Classroom Teacher and GRT	N/A	Gifted Testing Office

Students who are candidates to receive gifted services because of their GIA must demonstrate potential for exceptional performance and have academic needs that cannot be met through the general education curricula to be eligible for gifted services in VBCPS. Multiple criteria are used to create a profile of the candidates. This profile is reviewed to identify students requiring a differentiated curriculum.

The profile is assembled by the gifted assessment specialists who facilitate the testing and collect the parent information and permission to evaluate form,

teacher information form, achievement data, and aptitude data. Documents used to create this profile include the following:

- Teacher information form of behavioral characteristics of the gifted, including a written narrative.
- Teacher information form(s) based on the need for a modified/differentiated program.
- Parent recommendation form of behavioral characteristics of the gifted, including a written narrative.
- Academic achievement indicated by grades, classroom performance, individual products, and/or course selection.
- Current scores on verbal and nonverbal academic ability tests administered by the school division personnel.
- Scores on one or more accepted academic achievement tests.

The Gifted Identification and Placement Committee, including the gifted assessment specialist who worked with the student, reviews each profile. The committee seeks evidence that the student demonstrates potential for exceptional performance and has academic needs that cannot be met through the general education curricula. New committee members are trained on identification procedures using a review of evidence and sample cases. No single instrument, score, or criterion is used to exclude or include a child for eligibility. Decisions are based on a consensus of the committee as facilitated by the gifted education assessment specialist using a summary of data to determine if the student demonstrates potential for exceptional performance and has academic needs that cannot be met through the general education curricula.

Students in grades K-1 who demonstrate advanced proficiency in the K-1 curriculum receive differentiated curriculum and instruction through collaboration between GRTs and classroom teachers, GRT whole group and flexible group lessons, and acceleration and differentiated options as determined by assessment data. All students, grades 2-8, who are found eligible for gifted services for general intellectual aptitude are placed in cluster classrooms in their elementary and middle level neighborhood schools.

The Gifted Identification and Placement Committee meets in December and March to review candidates in grades 2-12 and in May for grade 1 to determine eligibility for gifted services in general intellectual aptitude. Parents/guardians are notified of decisions by email. Gifted testing results are available to parents/guardians on ParentVUE. Principals, school records office associates, and GRTs are notified through email. This notification is completed within fourteen instructional days of the eligibility meeting.

Parents/guardians may appeal the decision of the Gifted Identification and Placement Committee through written communication to the Director of K-12 and Gifted Programs. Testing conducted outside the school division will not be considered in gifted identification or the appeals process. Parents/guardians may not solicit additional information from any VBCPS employee in the effort to augment the initial application.

ODS is a grade 2-8 school that houses a full-time GIA program. Students who wish to be considered for placement must complete an application to be considered and must be identified for gifted services by VBCPS prior to applying for ODS. The selection committees for ODS then review each profile and rate the students for their potential for exceptional performance. The top candidates are invited to attend the school. Ultimately, the acceptance of placement at ODS is determined by the parents/guardians.

<u>+4</u>	Gifted Education
<u>+4</u>	Resource
<u>+2</u>	Teacher(s)
<u>          </u>	Counselor(s)
<u>          </u>	School Psychologist
<u>*3</u>	Assessment Specialist(s)
<u>+4</u>	Principal(s) or
<u>+1</u>	Designee(s) Gifted
<u>*2</u>	Education Coordinator
	Other(s) Specify: Director of K-12 and Gifted Programs, Director, additional central office directors, as needed.
	* Standing members of the committee
	+ Rotating members of the committee
	° Serves as the child's advocate

## 2. Determination of Services (8VAC20-40-60A.3)

This section describes the process of determining appropriate educational services for identified K-12 students.

### General Intellectual Aptitude

The chairperson of the Gifted Identification and Placement Committee is responsible for notifying the parents/guardian of each student of the decision of the Committee. This notification takes place within fourteen instructional days from the date the decision is made.

Services and related placement may include the following:

- Placement in the neighborhood school gifted program.
- Eligibility for placement in the full-time gifted program at ODS.
- Eligibility for enrollment in options offered for gifted programs.

All students who are determined to be eligible for gifted services for GIA in grades 2-12 immediately qualify for services in their neighborhood school resource program. The GRT in collaboration with the classroom teacher must differentiate the regular education program to meet the needs of each gifted student in the neighborhood school and assure there is a match between a student's capabilities and the gifted services delivered. A few students, because of special circumstances and/or parental concerns, are not provided services at the time of eligibility, though they remain eligible for the services if they attend VBCPS. K-1 students are served through a collaborative resource model provided by the GRT and the classroom teacher. Identification for first grade applicants takes place in May of the first grade.

Students may apply to ODS to receive gifted services for GIA. All applicants must meet the criteria for identification for gifted services. The top candidates of those who apply are invited to attend. Teachers at ODS must develop and implement differentiated curriculum and instruction to meet the needs of each student and assure there is a match between a student's capabilities and the services delivered.

### **Selection for ODS**

The goal of the selection process used at ODS is to select the top candidates from those who apply. The overarching question for selection is, "For whom is this program the best fit?" The selection committee uses the following three questions as consideration when examining ODS applications:

- Is there evidence throughout the application that this student needs more than what is provided through the resource cluster program at his/her home school?
- Is there evidence that shows this student has the potential to be successful in the ODS setting?
- Is there evidence that the student is either achieving at high levels OR is displaying gifted characteristics and behaviors as identified by the parent, teachers, and/or GRT?

All students reviewed at the time of selection have been identified for gifted services in Virginia Beach. A team of approximately 25 people, all employees of VBCPS, representing a variety of experiences, backgrounds, and ethnicities serve on each Selection Committee. The selection processes for each program begin with training to attend to inter-rater reliability. Selection committee members are introduced to the testing information included in a child's application. This introduction includes how to interpret tests scores. The presenter shares sample applications, without names, to demonstrate how to fairly review and evaluate applications as well as the differentiated program of study at the school. Training also includes a review of the characteristics of gifted children, including traditional and concomitant, as well as an overview of the program at ODS. The following components are used in the decision-making process:



- Student Achievement (as indicated on the most current report card)
- Standardized Test Scores
- Parent Information
- Teacher Information
- GRT Information
- Student Responses to Interview Questions

A rating scale of 5-1, with 5 being the highest recommendation is used. Listed below are the descriptions for each numerical rating:

- 5 = consistently strong in all the application components; a definite yes
- 4 = strong in most of the application components; a likely yes
- 3 = shows strength in some application components, but not consistently strong; possible, but not likely yes
- 2 = few consistent areas of strength; a likely no
- 1 = not recommended

Working whole group, the trainer leads the committee through rating several sample applications. This process continues until all committee members are comfortable with the components of the application, the rating scale, and the overall selection process. Selection committee members use the numerical rating scale to complete a holistic evaluation of the applicants. A minimum of three readers rate each application independently. The committee members stop periodically to check the reliability of the ratings; if readers are more than one number apart in the ranking, the application receives further independent review by additional readers and group discussion as needed.

Parents/guardians are notified within fourteen instructional days of the Selection Committee's decision through email. Parents/guardians may appeal the decision of the Selection Committee. The appeal is administered by the Director of K-12 and Gifted Programs.

**VPA - Visual Arts****VPA – Dance**

<b>Measure</b>	<b>Administered/Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
Portfolio	Visual Arts Teacher	Visual Arts Screening Committee	Visual Arts Teachers
Performance Tasks	Visual Arts Teacher	Visual Arts Identification and Placement Committee	Visual Arts Teachers
Rating Scales and Checklists	Visual Arts Teachers	Visual Arts Identification and Placement Committee	Visual Arts Teachers
Group Audition (videotaped)	Dance Teacher	Dance Screening Committee	Dance Teachers
Rating Scales and Checklists	Dance Teacher	Dance Identification and Placement Committee	Dance Teacher

**Selection for Visual and Performing Arts**

The assessment committees for the visual and performing arts program areas receive the application and collect parental permission to evaluate a student for gifted programs. For gifted visual arts, students submit a portfolio with their application which is used to screen students. Screening results determine student eligibility to attend a full day of audition where data is collected as the student works through a series of artistic tasks. In the area of gifted dance, all students who submit an application are invited to attend a full day of audition where they perform group dances, their work is recorded, and anecdotal records are collected based on teacher observation. The data collected by each audition team for visual arts or dance is reviewed by the gifted visual arts or gifted dance education Identification and Placement Committee and decisions are made for eligibility based on audition performances that assess the student's potential and demonstrated talent. The parents/guardians are notified by ODS within fourteen instructional days of the decision by email.

Parents/guardians may appeal the decision of the Gifted Identification and Placement Committee through written communication to the principal of ODS. Parents/guardians may appeal the decision of the ODS appeals committee to the Director of K-12 and Gifted Programs.

#### **Part IV: Notification Procedures (8VAC20-40-60A.4)**

This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

##### **General Intellectual Aptitude VPA - Visual Arts VPA - Dance**

Parents/guardians complete an online application form (visual arts) or give permission to evaluate (dance). Once a student has been assessed and found eligible for one of the gifted programs offered by the VBCPS, parents/guardians are notified within fourteen instructional days of that decision. Permission for placement in the program is secured at upon parent/guardian signature.

Parents/guardians, students, school personnel, and community members are notified of the application process through the division-wide newsletter and the division's internet site. In October of each year, a brochure on the application and identification process is distributed to each student, and workshops for school staff are conducted by the GRT and/or assessment specialists. In addition, all schools are asked to include information about the application process in their newsletters and other communication with parents/guardians. News releases are sent to local media, and meetings are conducted with local civic groups to inform the public of the application process.

## **Part V: Change in Instructional Services (8VAC20-40-60A.5)**

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

### **General Intellectual Aptitude**

Students who are identified for gifted services retain their identification from the point of identification until graduation. It is the philosophy of the VBCPS that students need learning experiences based on their readiness level, their interest, and their learning profile. Because a continuum of services and varied delivery models are offered, gifted services are dynamic and fluid. Parents/guardians may request that the students not take part in the gifted services that are offered. This is a school-level decision that is facilitated by the parents/guardians, teacher(s), principal, and the GRT. When this occurs, parents/guardians write a letter requesting the change in service. This letter is then placed in the student's file. The student maintains eligibility for gifted services and has the opportunity to take part in activities offered by the gifted program as feasible. Gifted staff remain in contact with the student and parent/guardian to make service modifications and disseminate program information, as needed.

At ODS, support and intervention processes have been put in place. These plans provide opportunities for students to develop strategies to be successful in the event they experience difficulties. Rarely, a change in placement of where students receive gifted services may result. When this occurs, the Director of K-12 and Gifted Programs and the Executive Director of Elementary or Middle School will be notified in writing.

However, students do not exit the gifted program. Every area of service (resource cluster, ODS, and the resource model at the high school level) consistently assesses the needs of the students and modifications are made accordingly. There is an emphasis on the transition points, elementary to middle, middle to high, and neighborhood school to select school, to ensure that students meet with success to minimize a need for a change in services.

### **Appeals**

This section includes the process used when an identification, change in placement, or exit decision is appealed for general intellectual aptitude, gifted visual arts, gifted dance education, and selection to ODS.

Appeal requests for both gifted identification and for ODS are addressed by the Director of K-12 and Gifted Programs.

The appeal of the decision regarding a student's eligibility for gifted services may be made in writing by a parent/guardian, a teacher of record, or other appropriate school personnel.

Parents/guardians and students are invited to present additional, pertinent information that they feel would be helpful to the committee in making their decision. The appeals committee *will not* accept additional information from VBCPS staff in the appeal; however, they will review original documents provided by

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VBCPS staff within the initial application.

At the committee's meeting on the appeal, the committee will review all data that has been collected. At that time, the committee will decide if additional assessment data is needed, and if so, would make a request to Psychological Services for individual test(s) to be administered; or, the committee may determine that based on the data that has been submitted, no additional data is needed. Any testing administered as part of an appeal must be administered by staff of VBCPS. No testing conducted outside the school division is considered in gifted identification or the appeals process.

The committee's decisions may include one of the following:

- Uphold the original decision of the identification and placement committee or selection committee.
- Reverse the decision of the identification and placement committee or selection committee.
- Place the student on hold for further assessment or information.

The Director of K-12 and Gifted Programs, or the director's designee, is responsible for notifying parents/guardians the appeal of the decision within ten instructional days of receipt of the written appeal deadline.

## **Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)**

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently, and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. CTA programs and visual and/or performing arts programs are offered at the discretion of the school division.

### **A. Service Options are Continuous and Sequential**

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

### **General Intellectual Aptitude VPA - Visual Arts VPA - Dance**

At all levels, gifted students in the VBCPS are provided instruction via a differentiated curriculum that is responsive to the educational needs of the student. Program options are available to gifted students at the elementary, middle, and high school levels. At all educational levels, the gifted program is grounded in general education curriculum but is differentiated, modified, and expanded to provide appropriate learning challenges. The concept-based curriculum focuses on major universal themes in grades kindergarten through twelfth grade. The generalizations/enduring understandings provide the framework for organizing and internalizing information. The level and pace at which the curriculum is delivered is dependent on the readiness level of the student in both academic or the visual and performing arts programs. Complexity and depth are grounded in a strong content base and is also reflected in interdisciplinary units of study.

### **Elementary School**

Gifted education services are available for elementary students in kindergarten through grade five. Services for students in K-1 are provided by the elementary GRT in collaboration with classroom teachers. Differentiated instruction may result from staff development provided to all K-1 teachers, collaboration between the K-1 teachers and the school's GRT, extension activities, whole group lessons, or various configurations of small groupings of students based on readiness, interest, and/or learning profile. ESI is a multi-faceted program in Title I and former Title I schools that is designed to improve the identification and gifted program services in socioeconomically disadvantaged schools. Curriculum and instruction, teacher education, parent/ guardian education, and community partnerships are the core components of the ESI.

Those who are identified as intellectually gifted in grades two through five, receive services through a select school at ODS or a resource-cluster model in all elementary schools in the city of Virginia Beach. The resource-cluster model provides differentiated instructional and curricular experiences with cluster teachers

who work with a small group of identified gifted students and an on-site GRT. The GRT is trained in understanding gifted characteristics, student-centered coaching, using specific instructional strategies, and developing specialized curriculum designed to meet the needs of gifted learners.

### **Middle School**

The sequence of gifted education services continues for identified middle school students in grades six through eight. Those who are identified as intellectually gifted in grades six through eight, receive services through a select school at ODS or a resource-cluster model in all middle schools in the city of Virginia Beach. The resource-cluster model provides differentiated instructional and curricular experiences in cluster teams with cluster teachers who work with groups of identified gifted students in collaboration with an on-site GRT. The GRT is trained in understanding gifted characteristics, student-centered coaching, using specific instructional strategies, and developing specialized curriculum designed to meet the needs of gifted learners.

### **High School**

The high school gifted resource-cluster model provides an on-site GRT who develops and implements educational services to students through direct teaching of seminar courses and collaborative work with teachers, administrators, and parents in the school. These services provide resources, support, guidance, specialized curricula, and instructional strategies, as well as whole group and small group instruction. Carefully planned curricula provide experiences that extend the regular education curriculum to meet the specific learning needs evidenced by gifted students who have demonstrated mastery of skills through pre-assessment activities.

GRTs in each of the comprehensive high schools serve as instructional coaches for gifted cluster teachers, as well as teachers and advocates for gifted learners. At grades nine through ten, gifted learners are clustered in order to provide some time in their academic schedule to work with their intellectual peers. The GRT in each school collaborates with the regular education teachers to differentiate curriculum and instruction to meet the cognitive and affective needs all students in the cluster classroom.

Regular education teachers with a cluster of gifted students in one or more class sections are considered a cluster teacher.

The GRTs also teach seminar classes (e.g., SPARKS and Think Tank) in an on-line, blended format. This ensures the greatest accessibility for gifted students to take an inquiry-based seminar course as well as other rigorous courses.

### **Old Donation School**

ODS is comprised of elementary and middle school levels. It is a centralized, full-time, gifted school designed to house students in grades two through eight. Parents of students interested in attending this school must complete an application. All applicants are assessed by the school division and evaluated in terms of determining the best educational environment to suit his or her academic and social needs.

The curriculum encompasses all objectives found in the Virginia Beach Objectives and the Virginia Standards of Learning. The curriculum expands and

extends specifically to meet the needs of the gifted student. The content of the courses is both compacted and extended so students are not only accelerated, but also are covering material in more depth. Specialized lessons and units are created as needed, with research and independent discovery being major components of each subject area.

The elementary program at ODS offers art, music, physical education, and computer, in addition to English, math, science, and social studies.

The middle school program at Old Donation requires English, math, science, social studies, physical education, an exploratory course, and a foreign language. All students entering the sixth grade will take a foreign language. Seventh and eighth students will continue their study of a world language. In addition to these language credits, all students also receive credit toward graduation for Algebra I, Geometry, and Earth Science upon successful completion of these courses. Because a foreign language is required of all students, an extended day allows participation in an exploratory course. Classes such as chorus, orchestra, band, drama, computers, special projects, oral/written communication, and other specialized courses are offered. The school does not offer a competitive sports program, but students may participate in competitive athletic sports programs at their neighborhood schools.

### **VPA Visual Arts**

The program for students gifted in visual arts provides an advanced, sequential, and developmental curriculum commensurate with their ability. Students are grouped by levels determined by individual ability, developmental stage, degree of maturity, and progress within the program. They receive intense instruction in four nine-week thematically based units of study. Students participate in units involved with Color Theory, Three-Dimensional Forms of Expression, Creative Process, and Creative Synthesis. Drawing and Graphic Expression are integrated into each unit. The curriculum synthesizes art history, criticism, aesthetic perception, creativity, theory, skill development, and integration of core curriculum. When considering students for the gifted program in visual arts, the first consideration should be the student's talent, ability, commitment to, and interest in art. Students may apply in grades 2 through 7 for placement in grades 3 through 8. In grades 3-5, the structure is a once a week pull-out program, housed at ODS. In grades 6-8, the program is embedded in the middle school schedule, and students who wish to participate attend Virginia Beach Middle School.

### **VPA Dance**

The dance education program incorporates the study of dance history, appreciation, anatomy, nutrition, and basic elements of choreography. Identified dance students attend ODS one day each week to study dance theory, ballet, modern, jazz, and creative movement. They acquire an in-depth knowledge of dance as they learn to explore movement, integrate theory, solve problems creatively, and demonstrate a heightened awareness and perception of movement. Curriculum goals are designed to encourage these students to accept challenges, to understand broad concepts, and to apply creative and technical skills in dance. When considering students for the gifted program in dance, the first consideration should be the student's talent, ability, and interest in movement and dance. These students should apply in grades 2 through 7 for placement in grades 3 through 8.



## **The Governor's School for the Arts**

Students in VBCPS, in grades 9-12, are eligible to attend GSA in Norfolk, Virginia. For information, visit their website, <http://www.gsarts.net>.

### **B. Service Options Provide Instructional Time with Age-level Peers**

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

#### **General Intellectual Aptitude**

##### **Resource-Cluster Model**

The resource-cluster model is an arrangement in which a group (cluster) of identified gifted students is assigned to a classroom with a cluster teacher who collaborates with the GRT to provide differentiated curriculum and instruction. Students are assigned to cluster classrooms according to specific program guidelines. The cluster teacher is responsible for delivering gifted services in collaboration with the GRT. The GRT gives continuous training and coaching support to the cluster teacher in the development of curriculum and the implementation of differentiated instruction in the classroom. The GRT also works with small groups of gifted or high academic-ability students, who have indicated mastery of skills, on special assignments in flexible groups. The program provides opportunities for gifted students to work independently, with intellectual peers, and with chronological peers.

### **C. Service Options Provide Instructional Time with Intellectual and Academic Peers**

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

#### **General Intellectual Aptitude**

##### **Acceleration**

In VBCPS, acceleration is achieved through a variety of methods:

- Compacting curriculum provides gifted students the opportunity to demonstrate mastery of objectives and their facility for expedient work in content. (Attachment B)
- Condensing year-long courses into a semester or less by pre-assessing students' knowledge, understanding, and skills within and across content areas. With the time compacted, gifted students can focus on areas of interest or go deeper into the content.
- Accelerating the rate of instruction in classrooms for gifted students is achieved by focusing on broad-based concepts and themes in lieu of repetitive drill and practice. (Attachment C)
- Using off grade level materials and providing tiered activities appropriate to the abilities of gifted students affords students the opportunity to go beyond the grade level standard. (Attachment D)

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- Placement courses at the high school level is not limited to a specific grade level; gifted students can select courses that are best suited to their interests and aspirations.

### **Virginia Beach City Public Schools Gifted Program Enrichment Definition**

Enrichment for gifted learners in VBCPS is driven by students' passion, interest, and exploration.

In VBCPS gifted learners are provided with opportunities to extend and explore areas of interest within or outside of the curriculum. Students are able to surround themselves with others of like need or passion, including experts and practicing professionals. The opportunities foster effective independent and autonomous learning. Students have a chance to work with advanced content, processes, and integrate tools of practicing professionals in the development of products. Enrichment opportunities in VBCPS develop students' experiences, aspirations, breadth of knowledge, and attend to both cognitive and affective needs of gifted learners.

### **Key Areas for Gifted and Talented Enrichment**

#### A) Cognitive/thinking

- To develop high-level proficiency in the agreed area of learning
- To become an independent investigator
- To appreciate the world of ideas
- To enhance higher-level thinking skills
- To encourage a spirit of inquiry

#### B) Affective/emotional

- To increase self-understanding
- To explore aspects of/develop ways of coping with being gifted/talented

#### C) Social/behavioral

- To develop social skills
- To enhance understanding of relationships

#### D) Aesthetic/creative

- To develop expression and an appreciation of the arts
- To enable creative thinking

*Source: Van Tassell-Baska, J. (1992) Planning effective curriculum for gifted learners, Love Publishing*

### **D. Service Options Provide Instructional Time to Work Independently**

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

## **General Intellectual Aptitude VPA - Visual Arts VPA - Dance**

**Independent study** provides students who are compacted out of all or a portion of the regular curriculum an opportunity to design their own project in an area of interest. The student and teacher collaborate on topic, process, product, and assessment.

**Contracts** include written agreements between teachers and students that outline what students will learn, how they will learn it, in what period of time, and how they will be evaluated. Contracts allow students to engage actively in the decision-making process, directing their course of study.

**Independent Research** allows students and teacher identify problems to be investigated through a research process authentic to the discipline (e.g., scientific research, historical research).

**Differentiation** recognizes and honors gifted learner variance and may result in content-based independent work based on interest, readiness, or learner profile.

### **E. Service Options Foster Intellectual and Academic Growth**

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

#### **General Intellectual Aptitude VPA - Visual Arts VPA - Dance**

VBCPS Gifted Programs uses a myriad of models, strategies, and instructional approaches:

- **Understanding by Design:** This model for designing curriculum was developed by Grant Wiggins and Jay McTighe and focuses the curriculum developer on backwards design. In this method, learner outcomes (what students will know, understand, and be able to do) are clearly defined at the onset. All methods for teaching and learning are focused on facilitating uncoverage of content to get to the outcomes. It is from this model that enduring understandings and essential questions emerge. These big ideas help achieve understanding and not merely knowing. Wiggins and McTighe identify facets of understanding as: explanation, interpretation, application, perspective, empathy, and self- knowledge.
- **Differentiation** recognizes and honors gifted learner variance and may result in content-based independent work based on interest, readiness, or learner profile. Based on the work of Carol Ann Tomlinson, student data reflective of readiness, interest and/or learner profile drives instructional decision-making.
- **Sandra Kaplan's Depth and Complexity:** Kaplan's work in promoting scholarliness and intellectualism facilitates a shift from a focus on scholarship (grades as the means and the ends) to one of depth and complexity. The two-dimensional model identifies the levels of depth as language of the discipline, details, patterns, trends, unanswered questions, rules, ethics, and big ideas. Complexity includes point of view, over time, and interdisciplinary. Use of Kaplan's depth and complexity aligns thinking skills, deep and complex content, multiple and varied resources, and authentic products. Content begins with the grade level standard, but becomes richer and multi-faceted as the elements of depth and complexity

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are pinnacle of depth in Kaplan's model.

- **Robert Marzano's Dimensions of Learning:** Focused attention and application of thinking skills in content facilitates deep understanding and connections across areas of study. Marzano's work with process-oriented tasks helps students organize their thinking, manipulate ideas, and reach deep understanding. The emphasis in Marzano's reasoning model is on using mental processes to extend and refine knowledge. The tasks involved in this model are: comparing, classifying, inductive and deductive reasoning, error analysis, constructing support, abstracting, and analyzing perspectives. As students use knowledge in meaningful ways, it is important that they apply complex thinking to knowledge and content and connect new knowledge to prior experiences. Marzano calls for students to work in decision-making, projective investigation, experimental inquiry, problem solving, and invention.
- **H. Lynn Erickson's Concept-Based Curriculum:** High quality curriculum and instruction is built upon the key concepts, principles, and generalizations within and across disciplines. Facts, skills, and topics are used by students to address the discipline-based concepts (micro-concepts) and interdisciplinary concepts (macro-concepts).
- **NAGC Parallel Curriculum Model:** The Parallel Curriculum Model is a synthesis of best practice in the field of gifted education. Drawing from curriculum and instruction in regular education and gifted education, the model is comprised of four parallels: core curriculum, curriculum of connections, curriculum of practice, and curriculum of identity. The strands may be used individually or in combination with one another. Each aspect of the model focuses on building ascending intellectual demand into the curriculum.
- **Creative Problem Solving:** In solving real-world problems, critical and creative thinking work together. The problem solver works through a process that is fluid, flexible, and unique to both the person and the nature of the problem at hand. Creative Problem Solving is a research-based model that utilizes tools for generating (creative thinking) and focusing (critical thinking) in order to solve both routine and complex problems.
- **Problem-based Learning (PBL):** PBL is an approach that challenges students to learn through engagement in a real problem. PBL is student-centered providing authentic experiences for gifted students that foster active learning, support knowledge construction, and integrates disciplines.
- **Inquiry:** Inquiry-based learning allows gifted students to have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem, or idea. It involves asking questions, gathering and analyzing information, generating solutions, making decisions, justifying conclusions, and taking action. Models and resources include Argument-driven Inquiry, Wassermann's Play-Debrief-Replay, and Project Clarion.
- **Paul's Reasoning Model:** Richard Paul's eight elements of thought are the basic building blocks of productive thinking. Working together, they provide

a general logic to reasoning. Through their use, gifted students make sense of the reasoning of authors or speakers, allowing students to make reasoned judgments and strengthen their arguments.

- **Integrated Curriculum Model:** Based on the work of Joyce VanTassel-Baska, units published by the College of William & Mary's Gifted Education Center provide gifted students with challenging curriculum. Models and resources include Jacob's Ladder and National Language Arts and Science Curriculum for High Ability Students.
- **Project M3 and M2: Mentoring Mathematical Minds:** Developed under a Jacob J. Javits Grant. These units provide rigorous experiences in grades kindergarten through five.
- **Pedagogy of Confidence:** High Operational Practices from the work of Dr. Yvette Jackson are used to cultivate high intellectual performance in gifted and other students who have not yet been identified. Dr. Jackson's work is based on the theory of Structural Cognitive Modifiability and Mediated Learning Experiences.
- **Project E-Ignite:** The primary aim of E-Ignite is to meet the Jacob K. Javits funding program by serving underrepresented populations including Black, Latinx, and ELLs, as well as economically disadvantaged and children with disabilities through its ExCEL PBL Initiative Model (ExCEL Model) for middle school students.
- **Project ExCEL:** The ExCEL Model uses PBL curriculum as a dynamic performance assessment for universal screening. Research results show the ExCEL Model increases equitable representation of underserved students in GT classes, increases student engagement, and increases student achievement, specifically for students who are underrepresented, underserved, and under-resourced.

## **F. Procedures for Assessing Academic Growth in Gifted Students**

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

### **General Intellectual Aptitude VPA - Visual Arts VPA - Dance**

Gifted students are assessed using both formal and informal measures. The teachers of the gifted in VBCPS are proficient in the use of performance-based and authentic assessments. Assessment is on-going and provides the data for the teachers to make informed decisions about the readiness levels, interest areas, and learning styles of their students. Performance tasks are designed to allow the students to demonstrate their learning in a variety of contexts. The tasks focus on higher order thinking and problem-solving within a domain or content area of learning. Performance tasks and rubrics include gifted curriculum benchmarks to provide feedback to students and parents/guardians on the academic growth of gifted students within the differentiated program of study.

Pre-assessment is used to determine students' mastery of content or the ability to move quickly through the curriculum. Diagnostic tests are used as a basis for differentiating the curriculum and choosing the appropriate instructional strategies.

Portfolios, including digital portfolios, offer students and teachers the opportunity for assessing growth and learning over time as well as reflective thinking.

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- The K-12 gifted program benchmarks include specific curricular and instructional goals for students in VBCPS who are identified for intellectual gifted services. Curriculum and instruction to meet the needs of gifted learners is in alignment with these learner outcomes. Language from the gifted program benchmarks and indicators are purposefully incorporated in performance-based assessments and rubrics.  
(Attachment E)
- A balanced-assessment system is in place throughout the division focused on multiple and varied methods of assessment.
- Course grade data providing evidence that intellectually gifted students demonstrate success in rigorous courses.
- AP test score data providing evidence that students have high levels of understanding, knowledge, and skills.
- Data regarding performance on division-wide performance tasks and digital portfolios providing evidence that intellectually gifted students demonstrate higher-order thinking skills.
- SOL test score data providing evidence that intellectually gifted students have high levels of understanding, knowledge, and skills.
- Scores on national assessments such as the ACT, PSAT, and SAT providing evidence that students have high levels of understanding, knowledge, and skills.
- Technical and career education certification data demonstrating that gifted students attempting these certifications demonstrate high levels of understanding, knowledge, and skills.
- Course grade data providing evidence that gifted students in the arts demonstrate high levels of understanding, knowledge, and skills.
- Graduation data providing that intellectually gifted students acquire high levels of understanding, knowledge, and skills.
- Review of data in Web Reporting System (WRS) to determine the degree to which underachieving gifted students are improving their performance.

## **Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)**

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

### **General Intellectual Aptitude**

#### **1. Theoretical Foundations**

This section describes the theoretical foundations that frame the division's curricula and instruction for gifted learners.

### **General Intellectual Aptitude VPA - Visual Arts**

#### **VPA - Dance**

Gifted students in the VBCPS are provided instruction via a differentiated curriculum that is responsive to the educational needs of the student. Program options are available to gifted students at the elementary, middle, and high school levels. At all educational levels, the gifted program is grounded in general education curriculum but is differentiated, modified, and expanded to provide appropriate learning challenges. The concept-based curriculum focuses on major universal themes in kindergarten through twelfth grade. The generalizations/enduring understandings provide the framework for organizing and internalizing information. The level and pace at which the curriculum is delivered is dependent on the readiness level of the student in both academic or the visual and performing arts programs.

Complexity and depth are grounded in a strong content base and is also reflected in interdisciplinary units of study.

The theoretical curriculum framework provides a learning environment that encourages a spirit of inquiry where students think independently and acquire the skills necessary to promote creative productivity in their lives. The curriculum goals for gifted programs K-12 are:

- To develop an understanding for systems of knowledge, themes, issues, and problems that frame the external world.
- To develop critical thinking and creative abilities and problem-solving

skills.

- To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.

No one model provides the theoretical framework for the VBCPS's gifted curriculum. But rather, it is an eclectic mix that incorporates the best practices of several gifted education models, such as Robert J. Sternberg's Triarchic Theory, facets of Renzulli's Enrichment Triad model, the differentiated instruction model of Carol Ann Tomlinson, the integrated curriculum model of Joyce Van-Tassel-Baska, and the depth and complexity model developed by Sandra Kaplan.

Programs for the artistically gifted students provide for skill, concept, and creative development for selected gifted students beginning in grade three with visual arts and dance and grade nine with the addition of music and theatre. Activities in these programs emphasize the development of responsibility, perseverance, tolerance for the differences of others, and positive self-image.

The gifted visual arts program of study provides an advanced, sequential, and developmental curriculum. Students are grouped by levels determined by individual ability, developmental stage, degree of maturity, and progress within the program. They receive intense instruction in thematically based units of study, such as color theory, three dimensional forms of expressing creative process, and creative synthesis. Drawing and graphic expression are integrated into each unit. In addition, the program emphasizes the following:

- Knowledge of media, skills, and processes.
- Form and design (basic design elements and principles).
- Principles of visual perception.
- Art history and appreciation - the study of artists and their work.
- Aesthetic development and art criticism - critical evaluation of art.

The dance education program provides a curriculum that emphasizes the following:

- Knowledge and concepts that guide the dancer such as anatomy, nutrition, physics, and kinesiology.
- Creative movement that allows the students to discover their own way of moving and to focus their creative energy.
- Dance theory that provides an understanding of dance history, dance appreciation, and dance criticism.
- Dance technique that ensures a strong foundation for the technical skills, such as correct alignment of the torso and legs, attention to details of movement, and development of style.

Students develop skills in ballet, jazz, and modern dance. They have the opportunity to learn about lighting, costume, set design, and dance notation. In addition, students explore careers that are related to the performing arts, and in particular, dance.



## **2. Instructional Strategies**

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners.

### **General Intellectual Aptitude VPA - Visual Arts**

#### **VPA - Dance**

Differentiation is the process of modifying learning experiences based upon a student's readiness level, interest level, and learning profile. The principles of differentiation guide the modification of the following five key areas: content, process, product, learning environment, and affect.

Content differentiation modifies *what* the students are to know, understand, and be able to do by the end of the unit of study. When modifying the content, teachers seek to move the students to the conceptual or thematic level instead of isolating information and skills. The levels of abstractness, complexity, and variety are used to determine the degree to which the core content is differentiated.

Process differentiation modifies *how* the students are engaged in using skills and information to make sense of the content they are learning. When modifying processes, teachers incorporate strategies and methods of student-centered instruction that seek to actively engage students in the learning process. The extent to which higher level questioning, open-endedness, freedom of choice, and group interaction are used determines the degree to which the processes of teaching and learning are differentiated.

Product differentiation modifies the methods students use to show evidence of their learning. When differentiating this area, teachers look first to the discipline and engage students in those products which people in the field of study would create. Product differentiation seeks to help students engage in authentic products for real audiences and allows for the transformation of information. Evaluation of differentiated products is a collaborative effort among student, teacher, and someone in the field of study whenever possible.

Learning environment differentiation encourages independence, openness, acceptance, and high mobility. Teachers who are differentiating the learning atmosphere create complex classrooms rich with resources, materials for hands-on exploration, centers, and learning stations, and student-centered patterns of interaction.

Differentiation to meet students' affective needs focuses on the social and emotional characteristics of gifted learners. In order to attend to affect, teachers must first understand the varied socio-emotional needs of gifted learners and then modify curriculum and instruction to scaffold for students as appropriate.

Acceleration and curriculum compacting are instructional strategies that enable teachers to meet the needs of gifted learners. Acceleration may take the form of advancement in grade level or it may be advancement in a particular course or area of study. For example, students in elementary school may take mathematics at a neighboring middle school. In addition, students have the opportunity to take courses at community colleges while still in high school and

enroll in correspondence courses or on-line courses. (Attachments B & C)

There are ten secondary academy and advanced academic programs (schools-within- schools) in VBCPS. There is one middle school advanced academic program and two at the high school level. Academies are theme-based programs that provide options for gifted students who have specific interests and/or abilities. The academy and advanced academic programs are not exclusively for gifted students but are choices for gifted students to consider.

Providing students with advanced curricula is another method for accelerating their learning. Beginning credit-bearing courses at the middle school level enables students to enter high school with at least five credits. Students take advanced placement courses as a means of accelerating the high school learning experience.

Compacting curriculum is another instructional strategy that is used frequently to allow students who have already mastered material or who can master the content more quickly to do so; thus, giving them time to engage in other content that they find more challenging or interesting.

Gifted students are also afforded the opportunity to undertake independent studies.

These studies occur at all levels: elementary, middle, and high school. At this time, students are only given credit for independent studies at the high school level.

PBL presents gifted students at all instructional levels with ill-structured problems that must be solved. This instructional strategy enables the students to tackle the complexities that will be facing them as citizens in a global community, as well as in their daily lives.

The students are asked to grapple with issues that provide powerful learning opportunities.

## **Part VIII: Policies and Procedures for Access to Programs and Advanced Courses (8VAC20-40-60A.12)**

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

### **General Intellectual Aptitude**

School Board Policy 6-31 Gifted and Talented Students provides the division policy for instruction of gifted students. The information that follows describes access and procedures germane to this policy.

Parents/guardians, students, school personnel, and community members are notified of the application process through the division-wide communications. In October of each year, a brochure on the application and identification process is distributed. Workshops for school staff and parents are conducted by the GRT and/or gifted assessment specialists. In addition, all schools are asked to include information about the application process in their newsletters. News releases may be sent to local newspapers; personal appearances may be made on local television stations; and meetings may be conducted with local civic groups, such as the National Association for the Advancement of Colored People (NAACP), the Philippine Community, and the Equity Council to inform the public of the application process.

All students who are determined to be eligible for gifted services for GIA in grades K-12 immediately qualify for services in their neighborhood school resource program. The GRT in collaboration with the classroom teacher must differentiate the regular education program to meet the needs of each gifted student in the neighborhood school and assure there is a match between a student's capabilities and the gifted services delivered. A few students, because of special circumstances and/or parental concerns, are not provided services at the time of eligibility, though they remain eligible for the services as long as they attend VBCPS. K-1 students are served through a collaborative resource model provided by the GRT and the classroom teacher.

Students may apply to ODS for gifted services for GIA. All applicants to ODS must meet the criteria for identification for gifted services prior to being considered. The top candidates of those who apply are invited to attend. ODS teachers must develop and implement differentiated curriculum and instruction to meet the needs of each student and assure there is a match between a student's capabilities and the services delivered.

Students at the high school level are placed in cluster classes in grades nine and ten and have access to all available advanced and AP courses. High school students are also eligible to apply to an advanced academic program or an academy. These programs operate in a school-within-a-school model and attract students from across the division. Advanced academic programs and academies are not gifted programs but are considered rigorous and challenging. High school academies include Global Studies and World Languages Academy at Tallwood High School; Health Sciences Academy at Bayside High School; Legal Studies Academy at First Colonial High School; Mathematics and Science Academy at Ocean Lakes High School;

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Governor's STEM & Technology Academy at Landstown High School; Visual and Performing Arts Academy at Salem High School; Brock Environmental Studies Program, at Brock Environmental Center; and the Entrepreneurship/Business Academy at Kempsville High School.

Gifted Students may also apply to advanced academic programs which include The International Baccalaureate Program (IB) at Princess Anne High School and The Middle Years International Baccalaureate Program (MYP) at Plaza Middle School.

Gifted students may also apply to Green Run Collegiate, a VBCPS inter-division charter school providing all students access to an International Baccalaureate education.

All advanced academic programs and academy programs require application and acceptance prior to attendance.

## **Part IX: Personal and Professional Development (8VAC20-40-60A.13)**

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:
  - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
  - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
  - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
  - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
  - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
  - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
  - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
  - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
  - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
  - e. The evaluation of data collected from student records such as grades, honors, and awards;
  - f. The use of case study reports providing information concerning exceptional conditions; and
  - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
  - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
  - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
  - c. The development of learning environments that guide students to become self-directed, independent learners.

5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
  - a. The integration of multiple disciplines into an area of study;
  - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
  - c. The development of analytical, organizational, critical, and creative thinking skills;
  - d. The development of sophisticated products using varied modes of expression;
  - e. The evaluation of student learning through appropriate and specific criteria; and
  - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
  - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
  - b. Current local, state, and national issues and concerns.

Gifted education services in VBCPS are dependent on collaborative work among GRTs, cluster teachers, parents, administrators, and community members. The general education curriculum serves as the foundation for appropriately differentiated curriculum for the gifted. (Attachment F)

#### **Understanding of principles of the integration of gifted education and general education:**

In addition to collaborating with the cluster teacher to develop specific curriculum units and differentiated lessons, the GRT provides staff development opportunities through workshops, coaching, co-teaching, modeling, and/or peer observations. Staff development opportunities focus on differentiation principles, gifted pedagogy, curricular development, instructional modifications, characteristics of gifted learners, social and emotional needs of gifted learners, and parental involvement. (Attachment G)

#### **Understanding of the characteristics of gifted students:**

All GRTs participate in an introductory course, Worthy Horizons, on characteristics of gifted learners, including traditionally recognized and concomitant characteristics. In addition, all teachers in the division have access to an on-line annual mandatory training on identification and placement procedures that includes characteristics of gifted learners. All gifted education teachers are required to obtain a gifted endorsement from the state of Virginia. (Attachment I, J, K)

Coursework includes a graduate-level class on characteristics. Ongoing professional development regularly includes topics related to underserved populations (twice-exceptional learners, those who are culturally diverse, economically disadvantaged, or physically disabled). These trainings involve research-based approaches and resources as well as presentations developed in

collaboration with local and national experts. All professional development workshops in VBCPS are in alignment with the COMPASS to 2025 Strategic Framework. (Attachment I) A school division emphasis on social and emotional needs of gifted learners supports our work with meeting the affective needs of the gifted population.

**Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment:**

The following paragraph from the VBCPS Gifted Testing Guidelines describes the identification process for which information and training are provided for all gifted staff.

Identification of students for gifted program services in VBCPS is based upon multiple and specific criteria. Information including ability and achievement test results, input from parents and teachers, and a review of student performance from the cumulative record is collected and reviewed to develop a student profile. A centralized committee composed of educational personnel who have knowledge of gifted education makes decisions regarding eligibility.

Essential information regarding all processes and supporting documents for students' referral and identification can be found in the Gifted Testing Guidelines. Additional information is provided to all stakeholders through:

- Annual first and fifth grade parent and teacher workshops on completing the gifted application
- Transition workshops for parents and teachers
- The provision and use of the gifted testing handbook
- Workshops for GRTs, schools by request, and CAC
- Anecdotal records collection and management
- Online training
- Workshops designed for new gifted staff in years one and two

**Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources:**

As the program leaders, the director and coordinators in the Office of K-12 and Gifted Programs play an essential role in the success of gifted programs in Virginia Beach. As such, professional development is highly valued. No one model provides the theoretical framework for the VBCPS's gifted curriculum. But rather, it is an eclectic mix that incorporates the best practices of several gifted education models, such as Robert J. Sternberg's Triarchic Theory; facets of Renzulli's Enrichment Triad model; the differentiated instruction model of Carol Ann Tomlinson; the integrated curriculum model of Joyce Van Tassel-Baska; the Depth and Complexity Model developed by Sandra Kaplan; and other research-based gifted pedagogical practices. (Attachment G)

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<b>TEACHING/GRADE</b>	<b>PROGRAM</b> General Intellectual Ability-GIA, Visual Arts –VPA, Gifted Dance Education-VPA)	<b>REQUIRED TRAINING</b>
GRTs	GIA	Local training in differentiation of curriculum and instruction, gifted pedagogy, and social and emotional needs of gifted students; add-on endorsement in gifted education
Gifted Cluster Teachers	GIA	Local training in curriculum differentiation and social and emotional needs of gifted students
Select School Classroom Teachers	GIA	Local training in the characteristics of gifted students as well as curriculum differentiation, gifted pedagogy, and social and emotional needs of gifted students; add-on endorsement in gifted education
Gifted Visual Arts Teachers	VPA	Local training to extend their artistic skills as well as the use of gifted pedagogy when developing curriculum for students gifted in the visual arts; add-on endorsement in gifted education
Dance Education Teachers	VPA	Local training to extend their artistic skills as well as the use of gifted pedagogy when developing curriculum for students gifted in dance; add-on endorsement in gifted education



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<b>TEACHING/GRADE</b>	<b>PROGRAM</b> (General Intellectual Ability- GIA)	<b>REQUIRED TRAINING</b>
K-1 Teachers	GIA	Local training in curriculum differentiation, gifted pedagogy, and social and emotional needs of gifted students
K-12 Teachers	GIA	Local training in characteristics of the gifted referral/identification, underrepresented populations, gifted program services, differentiation of curriculum and instruction, and gifted pedagogy

**1. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:**

The use of VBCPS gifted curriculum benchmarks ensures alignment between characteristics of gifted learners, the needs of gifted learners, and the educational opportunities provided to them through curriculum, instruction, and assessment. (Attachment E)

Ongoing professional development is differentiated to introduce and enhance teacher understanding of the alignment between gifted characteristics and instructional decisions. The information below is foundational for teachers of the gifted in VBCPS.

Gifted services in Virginia Beach provide a learning environment that encourages a spirit of inquiry where students think independently and acquire the skills necessary to promote the use of critical thinking skills and creative production. The gifted benchmark curriculum goals for gifted programs K-12 are:

- To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.
- To develop critical thinking and creative abilities and problem-solving skills.
- To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.

At all educational levels, the gifted program is grounded in general education curriculum but is differentiated, modified, and expanded to provide appropriate learning challenges. Concept-based experiences focus on major universal themes in grades K-12. The generalizations/enduring understandings provide the framework for organizing and internalizing information. The level and pace at which the curriculum is delivered is dependent on the readiness level of the student in both academic or the visual and performing arts programs. Complexity and depth are grounded in a strong content base and is used to differentiate regular education curriculum units.

Technology is a tool for teaching, learning, and production and can support the development of sophisticated products using varied modes of expression. The evaluation of student learning through appropriate and specific criteria occurs regularly through the use of performance-based assessments and rubrics based on local and state standards and gifted curriculum benchmarks and indicators

**2. Understanding of contemporary issues and research in gifted education, including:**

GRTs have been trained in the gathering, analysis, and response to underachieving gifted students. Training has been provided to address subject areas where underachievement is predominant. GRTs work with classroom teachers, building administrators, school counselors, and parents to support and increase students' success. In order to build the capacity of GRTs to address this contemporary issue, both formal and informal sessions were provided by gifted coordinators focused on topics relevant to gifted underachievement.

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Professional learning communities known as *collaborative learning culture groups* (CLC) where GRTs participated in vertical collaborative, interest-based action research/inquiry with a focus on transition and alignment. Groups research contemporary topics as they relate to gifted students. CLC groups create products to benefit the gifted community at large. Current and future work includes student-centered coaching, equity, gifted advocacy, and attending to the social and academic needs of all gifted learners.

A concentrated effort is being made to identify students in underrepresented populations. VBCPS implements the ESI in twenty-two Title I and former Title I schools with socioeconomically disadvantaged status. A full-time GRT collaborates on a weekly basis in K-1 classrooms to assist teachers in the development and delivery of lessons and to gather anecdotal information. The anecdotal records are analyzed for patterns of behavior that mirror characteristics of gifted students.

The ESI is a multi-faceted program that is designed to improve the identification and gifted program services in low-socioeconomic schools. Curriculum and instruction, teacher education, parent/guardian education, and community partnerships are the core components of the ESI.

In addition, VBCPS is partnering with local museums to provide cultural experiences for students and their parents/guardians. The program, SAPLINGS, provides another avenue to observe, collect data, and develop potential in the first-grade students. Classroom teachers, GRTs, and docents in the museums observe students in this unique setting and provide anecdotal information as well.

The primary aim of Project E-Ignite is to meet the Jacob K. Javits funding program by serving underrepresented populations including Black, Latinx, and ELLs, as well as economically disadvantaged and children with disabilities through its ExCEL PBL Initiative Model (ExCEL Model) for middle school students.

A concentrated effort has been made to identify students who are twice-exceptional learners. The Office of K-12 and Gifted Programs has collaborated with the OPEC and Psychological Services to develop procedures for screening students that are being assessed for special needs and referring potential candidates to the Gifted Testing Office. In addition, workshops have been conducted for GRTs, regular education teachers, and members of the CAC for Gifted Education, where OPEC staff members participated.

An increased effort to build on previous work has been made at both the division level and in gifted programs to focus on the social and emotional health and well-being of the gifted. The VBCPS Compass to 2025 Strategic Plan, goal two, emphasizes the creation of a learning environment that supports the physical and mental health of all students and strengthen the social and emotional skills students need to become balanced, resilient learners who are personally and socially responsible. In alignment with the CASEL Core SEL competencies, VBCPS focuses its SEL efforts on the areas of self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. (Attachment J, K, L)

Specialized resources, programs, and professional learning workshops that focus on the social and emotional needs of gifted children/youth specific to VBCPS gifted programs include the following: SENG mini-conferences, SENG Model Parent Groups, Jacob's Ladder Reading Comprehension Program Social-Emotional Intelligence, Developing Empathy in Gifted Learners workshops, Coaching for

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Culturally-Responsive Curriculum workshops, and Advocacy without Alienation:  
Amplifying Student Voice workshops.

## **Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)**

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes, and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

The CAC for Gifted Education advises the Virginia Beach School Board of the educational needs of all gifted students in the school division. The duties and responsibilities of this advisory committee are to:

- Annually review the Local Plan for the Education of the Gifted, including proposed revisions to previous iterations of the plan.
- Determine the extent to which the Local Plan for the Education of the Gifted is implemented with integrity and fidelity.
- Develop annual goals and priorities aligned with the mission and vision of the school division.
- Represent the community of gifted learners and all related stakeholders.
- Encourage a collaborative relationship between school division staff and the community.
- Increase the collective understanding about current programs, research, and best practices in the field of gifted education.
- Highlight relevant issues intended to improve the educational services for gifted students.
- Submit recommendations in writing to the Superintendent and the School Board.

To that end, the CAC for Gifted Education requires its members to participate in yearly site visits to two schools within the school zone they represent. Information based on these visits allows the committee to review the implementation of the six critical elements of the gifted program in Virginia Beach: clustering, advocacy, collaboration, curriculum and instruction, professional development, and communication. In addition to this information, gifted program staff provides the committee with a listing of accomplishments and activities that occur during the school year. These components comprise the yearly report given to the school board by the committee.

The review of student outcomes and the academic growth of gifted students occurs on a regular basis. Formative and summative performance tasks and rubrics are developed and/or refined to include purposeful infusion of the gifted curriculum goals, benchmarks, and indicators. A DDIPP developed by gifted program staff based on the work of Jay McTighe and Grant Wiggins is conducted on a regular basis at all elementary, middle, and high schools. This process reviews student

products to determine academic growth and the degree to which students are demonstrating gifted program benchmarks, sophisticated understanding, knowledge and skills. (Attachment H)

Adjustments to curriculum, instruction, and assessment are made as a result of the data gathered from the DDIPP.

Screening for gifted services of all first and fifth grade students will continue in the concentrated effort to identify students in underrepresented populations. An ongoing review of identification results to determine if students from the underrepresented populations are referred and identified using the profile occur annually. Additionally, the concentrated effort to identify students who are twice-exceptional learners will continue. Screening procedures have been developed for students with special needs as a result of collaboration between the Department of Teaching and Learning and OPEC, and this will continue.

In the spring of 2014, the gifted assessment specialists in collaboration with the Department of Teaching and Learning conducted a review of current ability tests utilized for gifted identification in the school division. Based on a review of the literature regarding underrepresented gifted populations, it was determined that the Cognitive Abilities Test (Form 7) ©2012 and Naglieri Nonverbal Ability Test, 2<sup>nd</sup> Edition ©2007 were the most appropriate ability tests for obtaining the needed information for identification of students in grades 1-12. The CogAT (Form 7) was piloted during the 2013-2014 school year with second grade students. First grade students referred for gifted services were administered both the NNAT2 and the CogAT, Form 7. The results were reviewed, and full implementation will begin in the fall of 2015. The test author, Dr. David F. Lohman noted that the test helps identify all students' abilities, has superior technical quality and includes three separate cognitive domains "to form a more cognitive perspective of a student's reasoning abilities."

**Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-40-60B)**

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.

**Local Advisory Committee** [§ 22.1-16, Code of Virginia]

**School Board of the City of Virginia Beach Policy 7-24**

**COMMUNITY RELATIONS**

**Citizens' Advisory Committees: Gifted Education Citizens' Advisory Committee**

- A. A local advisory committee for gifted education ("Advisory Committee") shall be established by the Superintendent on behalf of the School Board as mandated in the legal reference to this Policy. The Superintendent shall promulgate regulations to require the Advisory Committee to comply with state law and Virginia Board of Education regulations.
- B. The School Board shall determine the membership of the Advisory Committee in accordance with state law and Virginia Board of Education regulations.
- C. The written annual review of the Local Plan by the Advisory Committee shall be made in accordance with state law and Virginia Board of Education regulations and submitted to the School Board and Superintendent by the Advisory Committee.

**Composition of Local Advisory Committee (LAC)**

<b>Categories</b>	<b>Number represented</b>
Parents	<b>12</b>
Teachers/School Counselors (ex-officio)	<b>4</b>
Administrators (ex-officio)	<b>1</b>
Support Staff	<b>0</b>
Community representatives of business, industry, arts	<b>0</b>
Community persons who are not parents of identified students	<b>0</b>
Students (optional)	<b>1-2</b>

CAC for Gifted Education whose purpose is to advise the School Board of the educational needs of all gifted students in the VBCPS updates its pool of potential members on a yearly basis. The CAC maintains a list of all interested citizens who are willing and qualified to serve and when a vacancy occurs, potential members are interviewed. Geographical representation reflects the high school attendance zones. The ethnic composition mirrors the percentage of each ethnic group enrolled in the school division.

All voting members are appointed by the School Board. The CAC has a nomination subcommittee, which makes recommendations to the Committee of nominees for membership. It is the responsibility of the nominating subcommittee to encourage or recruit qualified nominees who fairly represent the ethnic and geographic diversity of the school division. The nomination committee will monitor the terms of current members as well as any vacancies, which arise and make recommendations of qualified nominees to the Committee in a timely manner. The Committee makes recommendations of qualified nominees to the School Board either prior to the expiration of the member's term or within a reasonable time after the occurrence of a vacancy. Employees of VBCPS are not eligible to serve as voting members.

The CAC for Gifted Education meets nine times a year in the months of September, October, November, January, February, March, April, May, and June. (Attachment F)

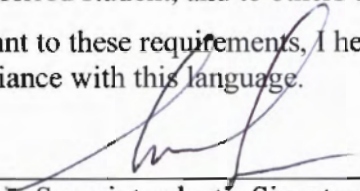


**Part XII: Assurances (8V AC20-40-60A.6; A.7; A.8; A.9)**

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions;
- Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services; and
- Assurances that a written copy of the school division's approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

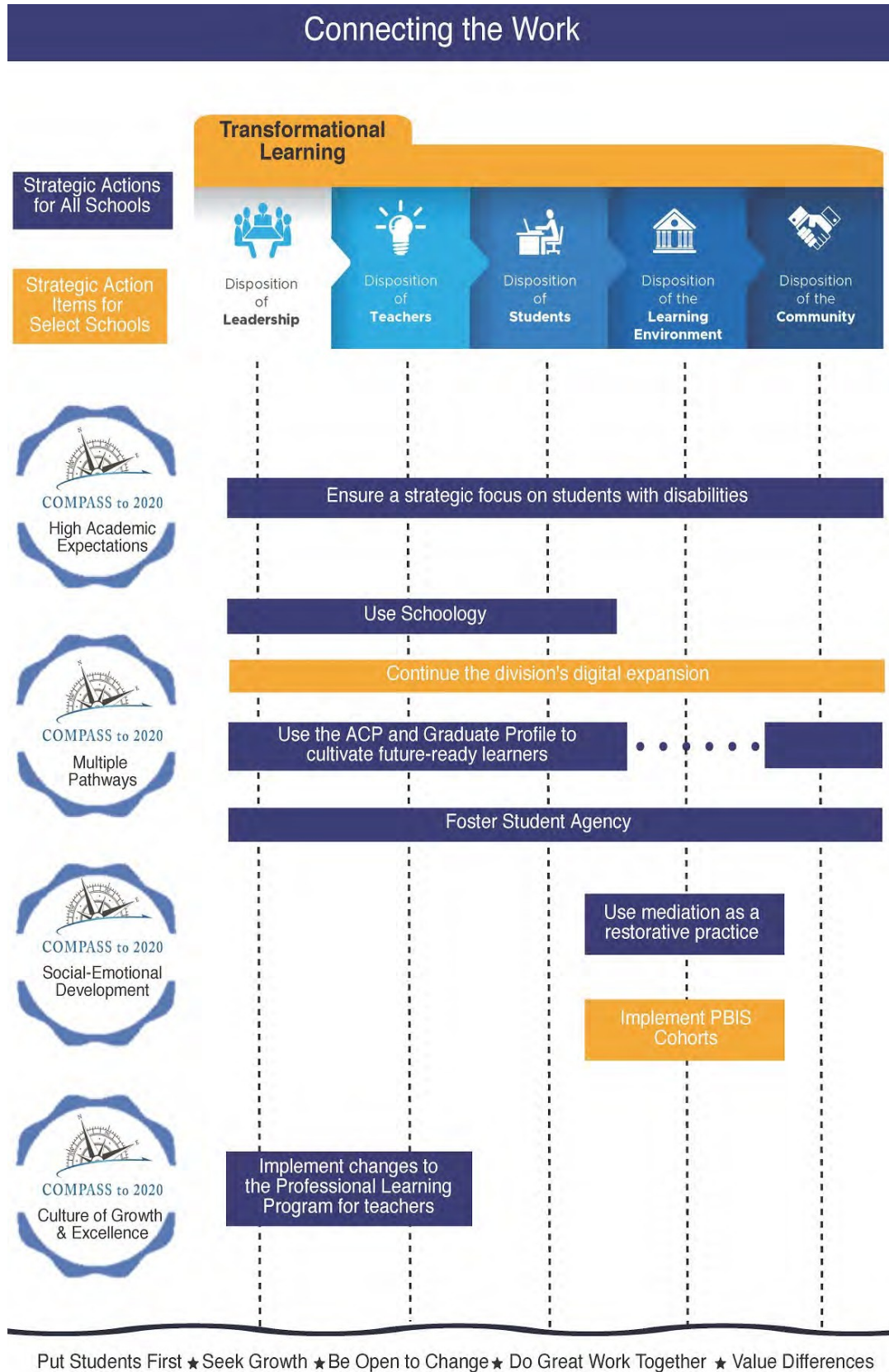
  
Division Superintendent's Signature

AARON SPENCE  
Printed Name

9/10/2020  
Date

# Attachments

- A. VBCPS Transformational Learning (Teacher/Student Dispositions) p.115
- B. Curriculum Compacting (Strategies Toolbox) p. 119
- C. Acceleration (Strategies Toolbox) p. 120
- D. Tiered Assignments (Strategies Toolbox) p. 121
- E. K-12 Gifted Program Benchmarks p. 122
- F. CAC Information (Meeting Schedule/Website) p. 166
- G. 2019-2020 Staff Development Plans p. 169
- H. Data-driven Improvement Planning Process (DDIPP) p. 180
- I. Compass to 2025 Strategic Framework p. 182
- J. CASEL Framework p. 184
- K. VBCPS SEL Infographic p. 185
- L. VBCPS Graduate Profile p. 186
- M. References p. 188



## **Recommendation 1:**

### **Protocol for Examining Rubrics**

#### **Adapted from National School Reform Faculty (NSRF)**

#### **ATLAS- Learning from Student Work Protocol**

This protocol may be used to engage various groups of stakeholders when determining the level of proficiency for each of the five (5) dispositions.

One rubric is the centerpiece of the group discussion. The group will designate a facilitator and use the following process:

1. The facilitator asks, “What do you see?”
  - 1a. During this time, the group discusses what they notice about the indicators within the rubric, moving from novice to exemplary. It is important to avoid judgement or interpretations at this point. The groups should simply examine and discuss what the rubric says, making sure each member of the group understands the vocabulary in each indicator.
2. The facilitator asks, “What do you think?”
  - 2a. During this time, the group should begin with proficient and discuss their perceptions of what level of proficiency would be most accurate for their school. Interpretations of indicators will be discussed at this time, as well as evidence to support the levels of proficiency.
3. The facilitator asks, “What level of proficiency is determined based on the group’s discussion?” The group must come to consensus as to the level of proficiency.

#### **Materials Needed:**

Copies of the chosen rubric OR one large poster for the entire group to examine

## **Recommendation 2:**

### **Protocol for Examining Rubrics (Using the Chalk Talk Strategy)**

This protocol may be used to engage various groups of stakeholders when determining the level of proficiency for each of the five (5) dispositions.

#### **Step 1:**

Utilizing a Chalk Talk-type activity, participants will examine various probing questions for the chosen rubric. Note that the facilitator may choose the probing questions for each rubric that they feel most align to the indicators in the rubric. It is suggested that there be at least one probing question per indicator in the exemplary category.

1. A poster for each probing question should be posted around the room, with the question on the top of the page.
2. Participants should be given a determined length of time to visit each poster and independently jot down ideas, words, phrases, and examples that help answer the posted question. Participants should be encouraged to read what is on each poster as they approach it and connect their thoughts to others on the page if possible.

#### **Step 2:**

Participants should be divided into groups. The number of groups should correspond to the number of indicators/probing questions.

1. Each group will receive one poster from the Chalk Talk and copies of the rubric.
2. As the group members talk through the notes from the Chalk Talk, they should use that to determine a level of proficiency for their given indicator.
3. Once consensus has been reached, one member of the group will use a dot to indicate on a large poster-size rubric which level of proficiency was determined for that rubric.

#### **Step 3:**

Once all groups have placed their dots, the whole group will examine where the dots fell and come to consensus as to a level of proficiency for that rubric.

#### **Materials Needed:**

A poster of the chosen rubric

A poster for each indicator's corresponding probing question(s)

Dot stickers

Markers

Individual copies of the rubric

### **Recommendation 3 (school recommendation):**

1. We shared the purpose of the readiness guide with Instructional Leadership Team (ILT) and focused on how to use the rubric and probing questions to determine a readiness rating. For the purpose of modeling, we used the Collaborative Planning rubric. We then made a decision as an ILT about how to engage the staff in the process.
2. We shared all seven rubrics within our six learning communities. The procedure can located at <https://docs.google.com/a/vbschools.com/document/d/1LftyjUXcxeqza4RnodP1rCZaUrNZEBC2UJ32Eogx9M/edit?usp=sharing>.
3. Next we provided the findings/the ratings to the entire staff and requested additional input using a Google Form.
4. Finally, ILT will review all findings and make a final decision.

### **Recommendation 4 (school recommendation):**

1. I met with two groups 1) members of the admin team and 2) select specialists and Instructional Technology Specialists (ITS).
2. After meeting with the admin team to get their feedback, I met with the specialists to get their input to see if we were in agreement. In many cases, the staff felt as if we were between two different categories but erred on the lower side if we did not fully meet all identified criteria.

### **Recommendation 5 (school recommendation):**

1. ILT members shared information with the individuals they represent.
2. During an ILT meeting they participants completed/submitted their finalized rating scale.
3. The average of the individual rating scales was used to complete the on-line document. The information (rubric) was shared with the School Planning Council (SPC) and Parent Teacher Association (PTA) executive board.

## **Strategies Toolbox**

### **Curriculum Compacting**

Curriculum compacting is one of the most common strategies for modifying the curriculum for high-end learners. Compacting is based upon the idea that students who have mastered or can easily master content material and skills can buy time to study material that they find challenging and interesting (Renzulli & Reis, 1985).

#### Steps in the Process:

1. Determine the learning objectives for a unit or course of study.
2. Find a valid and reliable way to assess those learning objectives.
3. Assess the students in the class.
4. Identify students who may have already mastered the content and/or skills (or could master them quickly).
5. Streamline practice or instruction for students who demonstrate mastery of the objectives.
6. Provide small group or individual instruction for student who have not yet mastered all of the objectives but are capable of doing so more quickly than their classmates.
7. Offer more challenging academic alternative based upon student interest.
8. Maintain a record of the compacting process and instructional options provided (Reis, Burns, & Renzulli, 1992).

## **Strategies Toolbox**

### **Acceleration**

Acceleration is a modification to the pace of instruction that can be used to differentiate the learning process. It is one of the most important process modifications recommended for gifted students.

Acceleration is common in two forms:

1. Students move through the standard curriculum in as short a time as is possible and beneficial to the students.
2. Students move through a year's required curriculum in a few months and using the rest of the year to do activities in areas of study that are particularly interesting to individual or small groups of students (Maker & Nielson, 1995).

Acceleration can be achieved through a variety of methods. One tool that helps facilitate accelerated pacing is curriculum compacting. In compacting, students have the opportunity to demonstrate mastery of objectives and their facility for expedient work in content.

Suggested applications:

- Speeding up the rate of instruction in classrooms for gifted students. This can be achieved by focusing on broad-based concepts and themes in lieu of repetitive drill and practice.
- Condensing year-long courses into a semester or less by pre-assessing students' knowledge, understanding, and skills within and across content areas. With the time compacted, students can focus on areas of interest.
- Providing a variety of levels of activities and materials appropriate to the abilities of gifted students. The use of off grade level materials is a method of facilitating acceleration as students go beyond the grade level standard.



## **Strategies Toolbox**

### **Tiered Assignments**

In order to modify learning opportunities according to students' readiness levels, tiered assignments are utilized as differentiation tools.

#### Steps in the Process:

1. Identify the topic and instructional objectives that will serve as the focal area for the set of tiered assignments. Tasks are modified at varying degrees of readiness while all levels remain focused on the same topic and same instructional objectives.
2. With the content focus established, identify what all students will know, understand, and be able to do as a result of the tiered tasks. While the learner outcomes may vary according to depth and complexity of understanding given different readiness levels of students, the content focus, thinking skills, and use of varied process skills and products will remain constant.
3. Determine several target areas on *The Equalizer* by which the tasks will be tiered. The areas of the equalizer assist in modifying the task at varied levels of readiness. Since each level of the task is designed to stretch the students, teacher support is essential at all levels.
4. Design a Ready-To-Go-Task with the readiness of the highest level of learner in mind. Beginning the planning "at the top" ensures that substantial rigor is built into the task. While the task may be over-whelming for some students in the Ready-To-Go group, scaffolding may be built into the process modifications.
5. With the Ready-To-Go-Task designed, create a Just Ready Task with the readiness level of grade level students in mind. With the same areas of *The Equalizer* and learner outcomes established, focus on stretching the students who are at the grade level standard in terms of readiness. Often, text materials, grade level resources, and curriculum guides offer suggestions for this group.
6. Design a Not-Quite-Ready Task for students who are below the grade level standard in readiness. Often times, this level of the task can be built by focusing on fewer concepts and building support for students into the design of the task.
7. Following implementation of tiered assignments, the entire class should be brought together whole group for an activity that allows all students to use the work from their tiered task in the activity. In this way, all levels of students may make a contribution regardless of the type of task they were assigned.



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### **Benchmarks for Gifted Students K-1 Program**

**Goal Statement: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Students will think creatively.

**Indicators:**

- *Breaks sets*
- *Finds problems*
- *Explores possibilities through investigation and experimentation*
- *Displays curiosity*
- *Brainstorms ideas independently*
- *Exhibits varied interests*
- *Demonstrates learning through product choices*
- *Takes risks*
- *Creates ideas that are original to the student (originality)*
- *Creates a variety of ideas (flexibility)*
- *Creates ideas that are adaptive and elaborative (elaboration)*
- *Works as a creator of ideas and connections rather than only a consumer of ideas and knowledge*

**Goal Statement: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Students will think critically.

- Indicators:**
- *Explains relationships among information, ideas, and concepts*
  - *Creates analogies*
  - *Identifies patterns*
  - *Creates generalizations that link two or more ideas*
  - *Understands information, ideas, and concepts*
  - *Defends a position or idea with evidence and proof of reasoning*
  - *Categorizes information and ideas*
  - *Sets short-term goals*
  - *Identifies personal strengths and weaknesses through analysis and reflection*
  - *Makes connections among ideas, topics, and concepts*

**Benchmark:** Students will think logically.

- Indicators:**
- *Selects the most efficient methods and strategies to complete a task*
  - *Understands and applies the rules of the discipline (e.g. Scientific Method, writing process, mathematical)*
  - *Understands sequential order*
  - *Completes analogies*
  - *Creates and follows multi-step directions to complete a task*
  - *Develops a method or plan to complete a task*

**Goal Statement: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Students will problem solve.

- Indicators:**
- *Actively searches for possible solutions*
  - *Explores multiple solutions*
  - *Identifies a real-world problem*
  - *Uses multiple and varied resources*
  - *Acknowledges the importance of an issue*
  - *Exhibits persistence in the problem-solving process*
  - *Makes connections among problems and issues*
  - *Generates questions related to a real-world problem*
  - *Applies critical, creative, and metacognitive thinking skills in the process of problem solving*
  - *Uses methods of inquiry in problem solving*

**Benchmark:** Students will think metacognitively.

- Indicators:**
- *Identifies strengths and weaknesses*
  - *Focuses intensely on a task of personal interest*
  - *Demonstrates reflection in processes and products*
  - *Demonstrates an awareness of the larger community (school, community, state, and/or world)*
  - *Communicates thinking processes*
  - *Makes adjustments in response to personal strengths and weaknesses*
  - *Identified levels of thinking and questioning*

**Goal Statement: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Students will be questioners.

- Indicators:**
- *Recognizes real world possibilities for inquiry and investigation across domains of knowledge*
  - *Asks relevant questions*
  - *Asks thought-provoking questions*
  - *Generates questions independently*
  - *Exhibits curiosity*
  - *Asks questions at varying degrees of complexity*
  - *Extends thinking*



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### **Benchmarks for Gifted Students**

**Grade 3 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.**

**Benchmark:** Gifted students will create their own examples and non-examples of a concept.

- Indicators:**
- *Identifies examples and non-examples of a concept*
  - *Categorizes examples and non-examples of a concept*
  - *Generates multiple examples and non-examples of a concept*
  - *Notes characteristics of a concept*
  - *Notes exceptions to a concept*
  - *Proves with evidence examples and non-examples of a concept*

**Benchmark:** Gifted students will use personal experiences to support a generalization about a given concept.

- Indicators:**
- *Connects personal experiences to concepts and generalizations when studying real world issues and problems*
  - *Uses personal experiences to support concepts and generalizations*
  - *Identifies changes overtime and relates them to a generalization, personal experiences, and real-world issues and problems*
  - *Relates changes overtime and from various perspectives*
  - *Uses changes overtime and from varied perspectives to support a generalization*
  - *Creates generalizations related to a theme or macro-concept drawing upon personal experiences*

**Grade 3 Goal 1: To develop an understanding for systems of knowledge, themes, issues, and problems that frame the external world.**

**Benchmark:** Gifted students will demonstrate the application of a concept across disciplines.

- Indicators:**
- *Uses understanding of concepts to analyze real world issues and problems*
  - *Creates generalizations that describe real world issues and problems*
  - *Relates concepts, principles, and generalizations from one discipline to themes, issues, and problems originating in other disciplines*
  - *Analyzes real world issues and problems to determine the interdisciplinarity of concepts and generalizations*

**Benchmark:** Gifted students will make connections among concepts and issues.

- Indicators:**
- *Explains the relationships among concepts as they relate to real world issues and problems*
  - *Explains the similarities and differences (at the conceptual level) between two or more issues or problems*
  - *Recognizes the multiple points of view related to an issue or problem in the real world*
  - *Identifies rules, unanswered questions, ethical issues, and big ideas inherent in issues and problems in the real world*
  - *Synthesizes two or more concepts to form generalizations*
  - *Provides details and evidence to support a generalization*
  - *Uses knowledge and conceptual understanding to form a generalization*



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### **Benchmarks for Gifted Students**

<b>Grade 3 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.</b>	
<b>Benchmark:</b>	<b>Gifted students will demonstrate fluent, flexible, elaborative, and original thinking.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Develops multiple and varied ideas in a variety of situations</i></li> <li>• <i>Uses multiple and varied paths in work production and problem solving</i></li> <li>• <i>Elaborates upon processes and ideas</i></li> <li>• <i>Creates work that is original to the learner</i></li> <li>• <i>Adapts methods and ideas in creative production</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will provide reasons for opinions expressed.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Justifies reasons for opinions expressed using authentic evidence</i></li> <li>• <i>Expresses opinions based upon defensible analysis, synthesis, and evaluation of processes and evidence</i></li> <li>• <i>Defends a personal point of view based upon defensible thinking processes and evidence</i></li> <li>• <i>Provides evidence from credible sources to support opinions expressed</i></li> </ul>



## Grade 3 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.

**Benchmark:** Gifted students will comprehend implied meanings.

- Indicators:**
- *Demonstrates intuitive thinking*
  - *Understands meanings presented ironically and symbolically*
  - *Uses iconic and symbolic representations to communicate understanding*
  - *Explains interpretations of self and others*
  - *Makes inferences*
  - *Formulates generalizations to demonstrate understanding*

**Benchmark:** Gifted students will determine cause and effect.

- Indicators:**
- *Identifies the independent and dependent variables in an experiment*
  - *Manipulates the independent and dependent variables in an experiment*
  - *Conducts experimental research*
  - *Interprets cause and effect relationships in multiple disciplines*
  - *Interprets cause and effect relationships in real world issues and problems*

**Benchmark:** Gifted students will compare and contrast data, ideas, concepts, and perspectives.

- Indicators:**
- *Determines the reliability and validity of reference information*
  - *Uses criteria to analyze relationships among data, ideas, concepts, and perspectives*
  - *Evaluates the strengths and weaknesses of an argument*
  - *Develops a process to collect and analyze data*

## Grade 3 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.

**Benchmark:** Gifted students will develop generalizations.

- Indicators:**
- *Uses data, concepts, and perspectives to develop generalizations*
  - *Recognizes connections and relationships among two or more concepts*
  - *Formulates generalizations that support a macro-concept*
  - *Synthesizes data, concepts, and perspectives*
  - *Constructs new generalizations or principles based upon knowledge*

**Benchmark:** Gifted students will recognize patterns in various content areas (cyclic nature).

- Indicators:**
- *Recognizes patterns overtime*
  - *Analyzes patterns from different points of view*
  - *Makes interdisciplinary connections using patterns*
  - *Categorizes patterns (i.e. historical, scientific, biological, meteorological, economic)*
  - *Makes predictions based upon patterns*
  - *Draws conclusions using patterns*

**Benchmark:** Gifted students will be risk-takers.

- Indicators:**
- *Accept challenges*
  - *Exhibits willingness to attempt new challenges*
  - *Tolerates ambiguity*
  - *Asks questions in pursuit of deeper meaning*
  - *Initiates challenge*
  - *Supports a difference in opinion*

## **Grade 3 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Gifted students will use a variety of strategies to solve problems.

- Indicators:**
- *Uses methods of inquiry to solve problems*
  - *Uses criteria to select the most efficient strategy(ies) to use in solving problems*
  - *Demonstrates fluency and flexibility in problem solving*

**Benchmark:** Gifted students will propose multiple solutions.

- Indicators:**
- *Continues working to solve the problem beyond the formation of an initial solution*
  - *Demonstrates fluency, flexibility, and originality in solution building*
  - *Uses questioning to explore multiple solutions*
  - *Uses a variety of strategies to formulate multiple solutions to a problem*

**Benchmark:** Gifted students will identify varied perspectives related to problems, issues, and concepts.

- Indicators:**
- *Exhibits empathy toward varied perspectives related to problems, issues, and concepts*
  - *Identifies stakeholders impacted by a problem or issue*
  - *Understands varied perspectives related to problems, issues, and concepts*

**Benchmark:** Gifted students will adapt an idea to a new situation.

- Indicators:**
- *Integrates one idea with another idea*
  - *Understands how new situations positively or negatively influence an idea*
  - *Manipulates ideas across disciplines*
  - *Makes connections among ideas in multiple situations*



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## **Benchmarks for Gifted Students**

### **Grade 3 Goal 3: To develop metacognitive skills that foster independent and self-direct learning in order to develop self-understanding**

<b>Benchmark:</b>	<b>Gifted students will identify their own style of learning.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Communicates qualities of optimal learning situations</i></li> <li>• <i>Chooses or designs products that reflect learning style</i></li> <li>• <i>Completes and updates learning style inventory with accurate and relevant details</i></li> <li>• <i>Assists the teacher in translating learning style assessment information into content, process, product, learning environment, and affective modifications</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will participate effectively in group processing activities.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Assumes different roles within a group</i></li> <li>• <i>Demonstrates the ability to compromise and reach consensus within a group</i></li> <li>• <i>Shows respect for other points of view</i></li> <li>• <i>Demonstrates effective qualities of a group leader and a group participant</i></li> </ul>

**Grade 3 Goal 3: To develop metacognitive skills that foster independent and self-direct learning in order to develop self-understanding**

**Benchmark:** Gifted students will set goals and monitor their progress.

- Indicators:**
- *Works with the teacher to develop a plan for learning*
  - *Self-evaluates process and product goals and progress towards the goals*
  - *Works with the teacher to develop a plan for learning*
  - *Differentiates between short term and long-term goals*
  - *Develops rubrics*
  - *Identifies personal level of motivation to accomplish a goal*

**Benchmark:** Gifted students will demonstrate task commitment.

- Indicators:**
- *Develops and follows a timeline to complete tasks with support*
  - *Breaks down the task into manageable portions*
  - *Prioritizes multiple tasks to complete within allotted time*
  - *Utilizes a variety of organizational tools and techniques*

**Benchmark:** Gifted students will communicate feelings in a socially acceptable manner.

- Indicators:**
- *Gives and accepts purposeful constructive criticism*
  - *Verbalizes another point of view*
  - *Shows respect for opposing points of view*
  - *Shows an appreciation for differences within the learning community*

**Grade 3 Goal 3: To develop metacognitive skills that foster independent and self-direct learning in order to develop self-understanding**

**Benchmark:** Gifted students will demonstrate reflections in their thinking.

- Indicators:**
- *Revisits prior knowledge and understanding with the new knowledge, skills, and experiences*
  - *Makes connections among learning experiences, concepts, issues, and ideas*

**Benchmark:** Gifted students will complete self-assessments.

- Indicators:**
- *With support, accurately identifies strengths and weakness*
  - *Develops and implements a plan for improvement in a particular area*
  - *With support, develops rubrics and assessment tools to use with process and product evaluations*
  - *Develop criteria for self-assessment*



## Benchmarks for Gifted Students

**Grade 5 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.**

**Benchmark:** Gifted students will apply or adapt generalizations to new situations or context.

- Indicators:**
- *Adapts a generalization from prior experience to appropriately reflect a new situation or context (real-world issue or problem.)*
  - *Explains the use of a generalization to synthesize varied aspects of a situation (real-world issue or problem)*
  - *Proves with evidence the application or adaptation of a generalization to new situations or context*
  - *Uses the context of a situation to provide explanation of understanding*

**Benchmark:** Gifted students will apply generalizations to issues that impact communities.

- Indicators:**
- *Explains the application of generalizations to issues that impact communities using knowledge, understanding, and concepts*
  - *Uses generalizations to explain community issues and problems*
  - *Makes connections among community issues, generalizations, and knowledge*

**Grade 5 Goal 1: To develop an understanding for systems of knowledge, themes, issues, and problems that frame the external world.**

<b>Benchmark:</b>	<b>Gifted students will objectively identify various options to real world issues and problems.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Tolerates ambiguity when dealing with real world issues and situations</i></li> <li>• <i>Creates a variety of authentic products in response to real world issues, and problems</i></li> <li>• <i>Generates multiple solutions to address an issue or situation that exist in the real world</i></li> <li>• <i>Maintains an objective viewpoint while addressing issues and situations in the real world</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will deal with issues and situations in a flexible manner.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Tolerates ambiguity when dealing with real world issues and situations</i></li> <li>• <i>Creates a variety of authentic products in response to real world issues and problems</i></li> <li>• <i>Generates multiple solutions to address an issue or situation that exists in the real world</i></li> <li>• <i>Maintains an objective viewpoint while addressing issues and situations in the real world</i></li> <li>• <i>Applies frameworks across disciplines (e.g. Experimental Design, Scientific Method)</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will analyze unfamiliar aspects of a given concept and make connections through generalizations.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Uses a variety of self-selected strategies to analyze unfamiliar aspects of a concept</i></li> <li>• <i>Uses a variety of self-selected or self-generated advanced graphic organizers to organize aspects of a concept in order to make connections and form generalizations</i></li> <li>• <i>Identifies errors in the presentation or use of knowledge</i></li> </ul>



**Grade 5 Goal 1: To develop an understanding for systems of knowledge, themes, issues, and problems that frame the external world.**

**Benchmark:** Gifted students will interpret and evaluate concepts in specific contexts.

- Indicators:**
- *Demonstrates a deep understanding of concepts across multiple situations*
  - *Transfers knowledge and understanding of concepts from real world contexts to new situations*
  - *Develops criteria and rubrics to evaluate concepts in specific contexts*
  - *Justifies and defends with criteria interpretations and evaluations of concepts in specific contexts*



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## **Benchmarks for Gifted Students**

<b>Grade 5 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.</b>	
<b>Benchmark:</b>	<b>Gifted students will develop alternative solutions for a problem.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Demonstrates proficient use of strategies in formulating solutions</i></li> <li>• <i>Uses inductive and deductive processes in developing solutions</i></li> <li>• <i>Evaluates multiple solutions according to validity, reliability, and reasonableness</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will expound upon ideas.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Adds relevant information to expound upon ideas</i></li> <li>• <i>Comprehends subtle similarities and differences among ideas and communicates these variances</i></li> <li>• <i>Uses elaboration to enhance an idea</i></li> <li>• <i>Uses elaboration in communicating thought processes during the formulation of an idea</i></li> </ul>

**Grade 5 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Gifted students will apply deductive and inductive reasoning.

- Indicators:**
- *Applies deductive and inductive reasoning appropriately*
  - *Formulates conclusions based upon data, reasoning, and research*
  - *Accurately identifies the components of a problem*
  - *Formulates and tests generalizations and principles*
  - *Solves problems through deductive thinking processes*

**Benchmark:** Gifted students will evaluate alternatives.

- Indicators:**
- *Uses a variety of criteria to make evaluations*
  - *Identifies causes, effects and consequences for each alternative*
  - *Develops criteria and formulates conclusions*
  - *Recognizes strengths, weaknesses, and ethical dilemmas among alternatives*
  - *Prioritizes alternatives based upon self-developed criteria*
  - *Identifies relevant pros and cons given a problem or situation*

**Benchmark:** Gifted students will think and evaluate analytically.

- Indicators:**
- *Uses a variety of questioning skills*
  - *Examines a situation through various points of view (perspective and empathy)*
  - *Recognizes the merits of different solutions*
  - *Recognizes extraneous information*
  - *Provides evidence from a variety of reliable sources to eliminate possibilities*

**Grade 5 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Gifted students will develop a comprehensive problem resolution or plan of action and justify decisions with evidence.

- Indicators:**
- *Assesses consequences before choosing a plan of action*
  - *Uses relevant data to support decisions*
  - *Organizes information effectively to create a plan of action*
  - *Works efficiently towards a resolution*
  - *Takes a position and defends it with evidence and reasoning*

**Benchmark:** Gifted students will find and define a problem or real-world issue.

- *Demonstrates a concern and awareness for the outside world*
- *Develops researchable questions (descriptive, historical, experimental, correlational, developmental) of relevance in the real world*
- *Makes real world connections*
- *Asks pertinent questions on a variety of levels to find and define a problem or issue*
- *Recognizes the interdisciplinarity of key concepts*

**Benchmark:** Gifted students will make judgments about implications and consequences.

- Indicators:**
- *Uses relevant data to interpret cause and effect relationships*
  - *Predicts outcomes and subsequent patterns*
  - *Understands influences that shape judgments and consequences*

**Grade 5 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Gifted students will think metaphorically and create analogies in context.

- Indicators:**
- *Uses deep and complex understanding (patterns, trends, unanswered questions, ethics, big ideas, overtime, multiple points of view) to make connections*
  - *Develops a variety of analogous relationships*
  - *Uses metaphorical thinking and analogies to process new information*

**Benchmark:** Gifted students will synthesize ideas to create novel products and solutions.

- Indicators:**
- *Uses a variety of self-initiated strategies to develop qualitatively different, but appropriate products*
  - *Combines ideas to create products and solutions*
  - *Makes the strange familiar and the familiar strange*
  - *Defends a proposed solution given alternatives based upon evidence and reasoning*
  - *Explains with clarity the synthesis of ideas used in the creation of novel products and solutions*

**Benchmark:** Gifted students will create and evaluate generalizations.

- Indicators:**
- *Develops criteria*
  - *Uses rubrics and relevant criteria to conduct self-assessments*
  - *Uses the interdisciplinarity of the disciplines to evaluate generalizations*

**Grade 5 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Gifted students will construct support.

**Indicators**

- *Identifies and uses multiple and varied resources*
- *Narrows data and research findings to the most important in constructing support*

**Benchmark** Gifted students will pose researchable questions.

**Indicators:**

- *Identifies researchable questions*
- *Evaluates questions for research*
- *Modifies research questions*
- *Creates concept maps on a research project*
- *Focuses/narrows a topic*
- *Creates a thesis statement*



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## Benchmarks for Gifted Students

**Grade 5 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.**

**Benchmark:** Gifted students will apply knowledge of self to product selection.

**Indicators:**

- *Creates products that reflect interests and learning style*
- *Improves upon product design by applying knowledge of personal learning style*
- *Creates products that provide an appropriate level of personal challenge*

**Benchmark:** Gifted students will develop and apply appropriate interpersonal skills within cooperative groups.

**Indicators:**

- *Assumes different roles in a group*
- *Initiates compromise by assuming leadership roles*
- *Listens actively to the opinions and input of others within cooperative groups*
- *Shows respect for others within cooperative groups*

**Benchmark:** Gifted students will develop self-monitoring behaviors to promote continuous learning.

**Indicators:**

- *Independently sets goals in academic, extracurricular, and social activities*
- *Completes multiple tasks within a time frame*
- *Adjusts processes and products as necessary to effectively meet a learning goal*
- *Develops and utilizes checklists and timelines to effectively meet a learning goal*

**Grade 5 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.**

<b>Benchmark:</b>	<b>Gifted students will develop leadership potential.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Delegates responsibilities to group members</i></li> <li>• <i>Keeps the group focused on the target outcome</i></li> <li>• <i>Supports all group members</i></li> <li>• <i>Seeks support for the group when necessary</i></li> <li>• <i>Guides the group to consensus</i></li> <li>• <i>Models effective participation as a group member</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will evaluate the clarity of knowledge, accuracy of knowledge, and effectiveness of actions.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Verifies knowledge and understanding through multiple sources</i></li> <li>• <i>Identifies gaps in knowledge and understanding within and across disciplines</i></li> <li>• <i>Assesses the effectiveness of actions through a variety of means</i></li> <li>• <i>Determines the extent to which he/she has clarity about knowledge</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will develop criteria for self-evaluation.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Identifies categories for assessing a product or action</i></li> <li>• <i>Delineates the indicators for multiple outcomes</i></li> <li>• <i>Determines the criteria for various levels of proficiency (i.e., poor, satisfactory, good, exemplary)</i></li> <li>• <i>Determines the extent to which he/she has clarity about knowledge</i></li> </ul>



**Grade 5 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.**

<b>Benchmark:</b>	<b>Gifted students will utilize time management skills in planning, implementing, and completing complex tasks.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Creates, utilizes, and adjusts an effective timeline in completing complex tasks</i></li> <li>• <i>Identifies short term and long-term goals</i></li> <li>• <i>Plans for meeting both short term and long-term goals</i></li> <li>• <i>Analyzes the complexity of a task and prioritizes steps in completing a task by breaking it down into manageable phases</i></li> <li>• <i>Monitors progress and makes appropriate adjustments as necessary</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will demonstrate reflection in their thinking.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Uses relevant data to interpret cause and effect relationships</i></li> <li>• <i>Predicts outcomes and subsequent patterns</i></li> <li>• <i>Understands influences that shape judgments and consequences</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will think metaphorically and create analogies in context.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Follows thought processes in order to assess proficiency and efficiency in completing a task</i></li> <li>• <i>Analyzes thinking processes, knowledge, understanding, and tasks related to skill application in order to improve knowledge, understanding, and skills</i></li> <li>• <i>Identifies personal strengths and weaknesses for the purpose of self-improvement</i></li> <li>• <i>Ponders ideas, connections, and understanding</i></li> </ul>

**Grade 5 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.**

**Benchmark:** Gifted students will complete self-assessments.

- Indicators:**
- *Judges performance and products according to a set of criteria*
  - *Identifies methods and areas for improvement in performance and products*
  - *Uses a variety of methods and tools to complete self-assessments*



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## **Benchmarks for Gifted Students**

**Grade 8 Goal 1: To develop an understanding for systems of knowledge, themes, issues, and problems that frame the external world.**

**Benchmark:** Gifted students will reflect on issues that impact society noting personal biases and prejudices.

- Indicators:**
- *Demonstrates an awareness of personal biases and prejudices*
  - *Communicates a desire to learn more about issues that impact society*
  - *Communicates empathy and self-knowledge*
  - *Articulates reasons for expressed opinions and notes personal biases and prejudices within the context of opinions*

**Benchmark:** Gifted students will justify personal perspectives of a given concept, theme, or issue.

- Indicators:**
- *Uses knowledge and understanding within and across disciplines to justify personal perspectives*
  - *Draws from prior experience and knowledge to explain personal perspectives of a given concept, theme, or issue*
  - *Uses logical reasoning to explain personal perspectives*
  - *Uses self-assessment information to justify personal perspectives*

**Grade 8 Goal 1: To develop an understanding for systems of knowledge, themes, issues, and problems that frame the external world.**

**Benchmark:** Gifted students will formulate and predict trends related to key concepts, issues, and themes.

**Indicators:**

- *Uses the language of discipline, details, and patterns to understand trends related to key concepts, issues, and themes*
- *Analyzes the influences that shape trends to predict future trends related to key concepts, issues, and themes*
- *Collects information, categorizes data, and identifies generalizations that lead to the formation of current trends and prediction of future trends*
- *Formulates and predicts trends overtime and from different points of view within and across disciplines*

**Benchmark:** Gifted students will analyze and interpret appropriate solutions to real world problems.

**Indicators:**

- *Considers key issues and relevant possibilities in formulating appropriate solutions to real world problems*
- *Acknowledges the limitations inherent in any solution to a real-world problem*
- *Relates the strengths and weaknesses of a solution to the complexities inherent in a real-world problem*
- *Analyzes potential solutions to a real-world problem in order to either develop an original solution or select the most appropriate solution*
- *Experiments with approaches to solving a problem*
- *Demonstrates persistence*
- *Demonstrates risk taking in analysis and interpretation of possible solutions*

**Grade 8 Goal 1: To develop an understanding for systems of knowledge, themes, issues, and problems that frame the external world.**

<b>Benchmark:</b>	<b>Gifted students will recognize the relevance of the essential question.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Relates the essential question to systems of knowledge, themes, issues, and problems that frame the external world.</i></li> <li>• <i>Uses the essential question to explore</i></li> <li>• <i>Formulates essential questions using the facets of understanding</i></li> <li>• <i>Develops essential questions based on individual interpretation</i></li> <li>• <i>Evaluates the essential question in context</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will recognize their role in the systems of issues and problems occurring in the external world.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Makes connection among self, text, and the systems of issues and problems occurring in the external world</i></li> <li>• <i>Analyzes personal perspectives regarding systems of issues and problems</i></li> <li>• <i>Recognizes personal strengths and limitations with regards to systems of issues and problems</i></li> <li>• <i>Acts as a catalyst in moving a project forward</i></li> <li>• <i>Employs personal skills and the strengths of others</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will develop generalizations related to major systems, themes, issues and problems.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Extends knowledge and understanding in order to develop generalizations within and across disciplines, systems of knowledge, issues, and real-world problems</i></li> <li>• <i>Assesses the appropriateness of applying a generalization to specific systems, themes, issues, and problems</i></li> </ul>



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## Benchmarks for Gifted Students

<b>Grade 8 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.</b>	
<b>Benchmark:</b>	<b>Gifted students will apply various techniques of problem solving to problem situations (e.g., mathematical, scientific, literary, technological).</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li><i>Draws from a variety of problem-solving strategies and thought processes in order to efficiently solve a problem</i></li> <li><i>Modifies problem solving techniques and thought processes in order to solve a problem</i></li> <li><i>Connects prior knowledge and experience with the needs of a problem situation as part of the problem-solving process</i></li> <li><i>Personally recognizes and initiates acquisition skills essential to the problem-solving process</i></li> <li><i>Employs problem solving strategies across disciplines</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will utilize and apply appropriate problem-solving skills in order to implement and generate new solutions for situations needing change.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li><i>Selects the most efficient problem-solving strategy</i></li> <li><i>Evaluates outcomes of a selected solution</i></li> <li><i>Independently uses a variety of creative thinking strategies to generate solutions</i></li> <li><i>Selects appropriate criteria for evaluating possible solutions</i></li> <li><i>Generates multiple solutions</i></li> <li><i>Suspends judgment of solutions until numerous alternatives have been generated</i></li> </ul>

**Grade 8 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Gifted students will abstract meaning and apply it to new situations.

- Indicators:**
- *Products are innovative and applicable to real world situations*
  - *Articulates connections between/among seemingly disparate data*
  - *Builds on past experiences to find solutions*
  - *Uses inferential skills to generate real life applications*
  - *Develops products that are innovative and applicable to real world situations*
  - *Determines an effective means of creatively expressing the qualities of work (e.g. depicting the imagery of a literary work)*
  - *Evaluates data and information choices before applying it to new situations*
  - *Evaluates information as applied to real world situations*

**Benchmark:** Gifted students will construct generalizations and synthesize across data, concepts and perspectives.

- Indicators:**
- *Constructs and infers meaning from multiple sources (i.e. graphs, Taba Model)*
  - *Draws from a variety of disciplines to create products*
  - *Demonstrates flexibility in moving back and forth among different problem-solving strategies*
  - *Poses questions which reflect transfer of principles from one discipline to another*
  - *Develops conceptual understanding from multiple and varied experiences and perspectives*

**Grade 8 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Gifted students will solve problems using inductive and deductive reasoning.

- Indicators:**
- *Uses other points of view to generate questions about a problem*
  - *Assesses and communicates critical reasoning processes, creative thinking processes, logical thinking processes, and metacognitive thinking processes*
  - *Uses the elements of depth and complexity to develop understanding working toward or from the generalization or macro-concept level*

**Benchmark:** Gifted students will design and evaluate innovations.

- Indicators:**
- *Considers feedback from authentic audiences*
  - *Uses existing knowledge of innovations to assess potential innovations*
  - *Selects appropriate criteria for evaluation*
  - *Seeks to be objective in the evaluation process*
  - *Identifies personal bias and seeks to overcome bias when evaluating*
  - *Builds upon ideas of others, but often generates ideas which indicate a cognitive leap*
  - *Demonstrates divergent thinking*



**Grade 8 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Gifted students will apply the cognitive processes of application, synthesis, analysis, and evaluation to the research process.

- Indicators:**
- *Conducts research to generate new information*
  - *Matches research format, process, and products to reflect the research focus (real world problem), research purpose, and audience*
  - *Organizes data according to purpose and audience (graphs, charts, diagrams)*
  - *Uses the organization of data to extract meaning*
  - *Organizes data in order to make decisions*
  - *Selects or develops an appropriate graphic organizing tool to best accomplish a task*
  - *Objectively critiques personal products or the products of others according to criteria*

**Benchmark:** Gifted students will evaluate and analyze information by judging worth, credibility, accuracy, clarity, and sort-out extraneous information.

- Indicators:**
- *Poses questions which reflect the ethical issues of the discipline*
  - *Questions and assesses the reliability of information sources*
  - *Identifies inconsistencies in a body of information*
  - *Seeks appropriate sources of support and information*
  - *Identifies personal biases before assessing information sources*
  - *Determines potential sources of bias in information and information sources*

<b>Grade 8 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.</b>	
<b>Benchmark:</b>	<b>Gifted students will apply principles within and across disciplines.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Uses rules and principles from one discipline to facilitate deepened understanding and work in another discipline</i></li> <li>• <i>Understands the interdisciplinary nature of principles and processes</i></li> <li>• <i>Recognizes personal strengths and limitations and makes an effort to expand knowledge, understanding, and skills</i></li> <li>• <i>Utilizes inferential skills to generate real life applications</i></li> <li>• <i>Articulates the interdisciplinary nature of principles and processes</i></li> </ul>



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## **Benchmarks for Gifted Students**

**Grade 8 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.**

**Benchmark:** Gifted students will capitalize on strengths and compensate for weaknesses in their learning processes.

- Indicators:**
- *Self-assesses in order to increase self-awareness*
  - *Chooses appropriate strategies to maximize efficiency and improvement*
  - *Analyzes steps in problem solving and decision making for efficiency and improvement*
  - *Identifies a variety of available and appropriate resources beyond traditional sources*
  - *Integrates personal talents into a project*
  - *Determines their personal learning needs*

**Benchmark:** Gifted students will plan, conduct, and complete complex assignments independently.

- Indicators:**
- *Sets realistic goals and systematically works to achieve them*
  - *Make defensible decisions*
  - *Problem solves*
  - *Thinks critically with regards to complex task completion*
  - *Breaks a complex task into manageable increments*

**Grade 8 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.**

<b>Benchmarks:</b>	<b>Gifted students will justify self-evaluations with evidence and reasoning.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Sets appropriate criteria for self-evaluation (constructs evaluation/instruments rubric)</i></li> <li>• <i>Explains process and product choices</i></li> <li>• <i>Provides specific feedback to justify self-evaluations</i></li> </ul>
<b>Benchmark:</b>	<ul style="list-style-type: none"> <li>• <b>Gifted students will exhibit scholarly skills and behaviors.</b></li> </ul>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Thinks proactively in order to complete a task, reach a goal, solve a problem</i></li> <li>• <i>Collect thoughts and uses them for reflection and self-awareness</i></li> <li>• <i>Invites and entertains multiple perspectives</i></li> <li>• <i>Thinks conceptually and extends thinking to the thematic or interdisciplinary level</i></li> <li>• <i>Communicates a willingness to participate</i></li> <li>• <i>Actively seeks knowledge, understanding, and skill development</i></li> <li>• <i>Cooperates with peers and adults in a learning situation</i></li> <li>• <i>Positively persuades other to take a position through scholarly means (e.g., oration, written expression, artistic expression)</i></li> </ul>
<b>Benchmark:</b>	<ul style="list-style-type: none"> <li>• <b>Gifted students will employ self-reflection as an evaluation tool for conflict resolution.</b></li> </ul>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Identifies personal opinions and biases and their limitations</i></li> <li>• <i>Identifies personal values</i></li> <li>• <i>Identifies personal criteria for evaluation</i></li> </ul>

<b>Grade 8 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.</b>	
<b>Benchmark:</b>	<b>Gifted students will demonstrate openness and respect for diverse viewpoints.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Demonstrates empathy</i></li> <li>• <i>Considers alternate viewpoints</i></li> <li>• <i>Respects other perspectives</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will evaluate the effectiveness of independent and cooperative work situations according to multiple criteria.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Gives and receives constructive criticism</i></li> </ul>



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## **Benchmarks for Gifted Students**

**Grade 12 Goal 1: To develop an understanding of systems of knowledge themes, issues, and problems that frame the external world.**

**Benchmark:** Gifted students will recognize and empathize with perspectives of a given concept, theme, or issue that is not his or her own.

- Indicators:**
- *Demonstrates a developed sense of awareness regarding personal biases and prejudices*
  - *Communicates a desire to investigate and explore issues that impact society*
  - *Effectively communicates empathy and self-knowledge*
  - *Clearly articulates reasons for expressed opinions, noting personal biases and prejudices within the context of varying opinions*
  - *Demonstrates respect for perspectives that differ from one's own*
  - *Explains the value in alternative viewpoints*

**Benchmark:** Gifted students will recognize, empathize, and make connections between the systems of issues and problems occurring in the external world.

- Indicators:**
- *Demonstrates developed/sophisticated understanding of relationship between self and the real world*
  - *Recognizes possibilities and limitations of initiating change*
  - *Articulates the impact of complex issues and scenarios both nationally and globally*
  - *Considers factors and changes affecting the interplay among issues*

**Grade 12 Goal 1: To develop an understanding of systems of knowledge themes, issues, and problems that frame the external world.**

<b>Benchmark:</b>	<b>Gifted students will analyze influences that shape future trends related to key concepts, issues, and themes.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Examines emerging trends and factors that shape the emergence and evolution of ideas</i></li> <li>• <i>Recognizes that trends rarely unfold in a constant, linear direction</i></li> <li>• <i>Considers multiple determinants to analyze influences that shape trends</i></li> <li>• <i>Uses digital technology to research and collect data in order to refine ideas and predict future trends</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will compare and contrast original approaches to discipline-based dilemmas with those of experts in the field.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Submits examples of refined/cumulative work to experts in the field for feedback</i></li> <li>• <i>Participates in problem-solving exercises used to generate specific feedback from peers</i></li> <li>• <i>Develops a framework/method for comparing and contrasting ideas</i></li> <li>• <i>Generates and clarifies approaches to dilemmas through inquiry and advanced exploration</i></li> <li>• <i>Collaborates with peers to develop collective points of view on the cause/effect of dilemmas</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will formulate essential questions, pose and define problems, and test and improve ideas.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Applies understanding of concepts from multiple perspectives to generate solutions</i></li> <li>• <i>Connects the essential question to systems of knowledge, themes, and issues that frame the external world</i></li> <li>• <i>Demonstrates advanced exploration and problem solving within a topic/issue using an essential question as the framework for investigation</i></li> </ul>

**Grade 12 Goal 1: To develop an understanding of systems of knowledge themes, issues, and problems that frame the external world.**

**Benchmark:**

**Gifted students will evaluate the limitations of generalizations related to major themes, issues and problems.**

**Indicators:**

- *Examines the paradoxes and contradictions that exist within and across disciplines, systems of knowledge, issues, and real-world problems*
- *Understands and manages ambiguity*
- *Uses logic and previous knowledge to delve deeper into issues*
- *Demonstrates advanced persistence in analyzing and interpreting solutions, including possible limitations*
- *Develops sophisticated approaches to overcoming limitations by researching, collecting data, and developing inquiry-based solutions*





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## **Benchmarks for Gifted Students**

<b>Grade 12 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.</b>	
<b>Benchmark:</b>	<b>Gifted students will evaluate the effectiveness of various problem-solving techniques to a variety of problem-based situations (e.g. mathematical, scientific, literary, and technological).</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Develops criteria to determine effectiveness</i></li> <li>• <i>Evaluates and compares effectiveness of solutions to problems across discipline</i></li> <li>• <i>Analyzes and considers the root of problems to develop multiple solutions</i></li> <li>• <i>Develops a variety of procedures for arriving at viable solutions</i></li> <li>• <i>Considers and selects a variety of creative thinking strategies to generate solutions</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will engage in problem finding and framing for personal situations, situations in the community, and global issues, in order to apply interdisciplinary principles and processes to propose solutions to problems and complex issues.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Demonstrates awareness of relationships among various disciplines</i></li> <li>• <i>Synthesizes information from a variety of disciplines to find and frame problems in order to understand ideas</i></li> <li>• <i>Generates multiple and varied solutions to problems</i></li> <li>• <i>Works effectively as a team member to generate multiple solutions</i></li> </ul>

**Grade 12 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.**

**Benchmark:** Gifted students will evaluate the feasibility of various solutions to problems.

- Indicators:**
- *Recommends and defends a solution*
  - *Reframes problems when alternative solutions are exhausted*
  - *Examines different options for solving complex real-world situations and determines why specific courses of action need to be taken*
  - *Generates a multitude of viable solutions and considers alternative solutions during the evaluation process*

**Benchmark:** Gifted students will identify concepts that cross disciplines as they apply the principles of presenting a defensible argument.

- Indicators:**
- *Develops a clear and coherent thesis and conclusion for an argument*
  - *Develops logical arguments based on data and research findings*
  - *Identifies or seeks out the critical assumptions behind a line of reasoning and uses that to judge the validity of an argument (e.g. facts, anecdotes, case studies, quotations, tables, charts, graphs)*
  - *Evaluates an argument objectively by considering all sides of an issue (e.g. examining multiple perspectives, data)*
  - *Evaluates sources for validity, bias, and relevance*
  - *Builds on previous knowledge, connections, and inferred knowledge to creatively express rationale for a clearly developed argument*
  - *Uses macro-concepts to create, explain, and/or present an argument linking multiple disciplines*

<b>Grade 12 Goal 2: To develop critical thinking and creative abilities and problem-solving skills.</b>	
<b>Benchmark:</b>	<b>Gifted students will investigate the causes and critical issues of problems (e.g. personal, social, ethical considerations).</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Analyzes the impact of decisions to self and others and takes responsibility for consequences and outcomes of decisions</i></li> <li>• <i>Provides evidence in support of one's conclusions and requests evidence from others before accepting their conclusions</i></li> <li>• <i>Uses multiple points of view to assess and communicate the root of the problem/issue</i></li> <li>• <i>Demonstrates sophisticated, macro-understanding of problems and develops solutions while investigating problems</i></li> </ul>



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## Benchmarks for Gifted Students


<b>Grade 12 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.</b>	
<b>Benchmark:</b>	<b>Gifted students will compare their ideas, abilities, and goals to those of practicing professionals.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Chooses independent investigations to study research, contributions, and authentic practices of professionals in the field</i></li> <li>• <i>Establishes and uses authentic goals to guide work</i></li> <li>• <i>Assesses work according to goals</i></li> <li>• <i>Identifies how components of their learning profiles align with those of the practicing professionals in one or more disciplines</i></li> <li>• <i>Thinks critically and conceptually towards mastering the completion of an innovative task</i></li> <li>• <i>Considers a variety of resources for honing the development and authentic presentation of ideas</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will reflect on their own learning and work profiles over time.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Identifies emerging patterns and trends in personal learning and work profiles</i></li> <li>• <i>Utilizes assessment formats that require reflection (goal statements, reflective essays, longitudinal portfolios, journals, and personal discoveries)</i></li> <li>• <i>Assesses individual strengths to develop a personal plan of action</i></li> <li>• <i>Develops personal criteria for evaluating achievement of goals and growth</i></li> </ul>

**Grade 12 Goal 3: To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.**

<b>Benchmark:</b>	<b>Gifted students will extend independent scholarly skills and behaviors.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Selects independent projects based on individual abilities and interests</i></li> <li>• <i>Incorporates personal learning style into creation of products</i></li> <li>• <i>Effectively uses various styles of oral and written communication</i></li> <li>• <i>Designs original work and participates in contests at the state and national level</i></li> <li>• <i>Seeks constructive criticism in order to hone ideas, aspirations, and interests</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will explore opportunities for personal involvement in global issues.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Assesses individual strengths to develop a personal plan of action</i></li> <li>• <i>Hones/develops a meaningful perspective/connection to a significant cause or issue</i></li> <li>• <i>Seeks meaningful resources and knowledge to foster and develop understanding of cause or issue</i></li> </ul>
<b>Benchmark:</b>	<b>Gifted students will demonstrate the ability to synthesize information and incorporate the information generated.</b>
<b>Indicators:</b>	<ul style="list-style-type: none"> <li>• <i>Extends application of information across other disciplines</i></li> <li>• <i>Selects and organizes meaningful data to review for decision making and creating products</i></li> <li>• <i>Objectively analyzes personal products and those of others to extract specific meaning</i></li> <li>• <i>Develops appropriate benchmarks and tools for accomplishing tasks</i></li> </ul>

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Virginia Beach City Public Schools / Academic Programs / Gifted / Community Advisory Committee for Gifted Education (CAC)

Gifted

Community Advisory Committee for Gifted Education (CAC)

Archives

## Community Advisory Committee for Gifted Education (CAC)

The VBCPS Community Advisory Committee for Gifted Education (CAC) provides essential insights and information to the School Board regarding the academic, social, and emotional needs of all identified gifted students in the school division. The duties of the VBCPS Community Advisory Committee (CAC) for Gifted Education are comprised of the following roles and responsibilities:

- Annually review the Local Plan for the Education of the Gifted, including proposed revisions to previous iterations of the plan;
- Determine the extent to which the Local Plan for the Education of the Gifted is implemented with integrity and fidelity;
- Develop annual goals and priorities aligned with the mission and vision of the school division;
- Represent the community of gifted learners and all related stakeholders;
- Encourage a collaborative relationship between school division staff and the community;
- Increase the collective understanding about current programs, research, and best practices in the field of gifted education;
- Highlight relevant issues intended to improve the educational services for gifted students;
- Submit recommendations in writing to the Superintendent and the School Board.

For information about how to serve on the VBCPS Community Advisory Committee (CAC) for Gifted Education committee, or for general inquiries about meeting dates, times and location, please contact the Office of K-12 and Gifted Programs at 757.263.1188, or email Jill Campbell, CAC Chairperson.

contact the Office of K-12 and Gifted Programs at 757.263.1188, or email Jill Campbell, CAC Chairperson.

#### 2019-2020 Meeting Schedule

\*CAC meetings are generally held on the 2nd Monday of the month, 6:30 p.m. to 8:00 p.m.

Meeting Date	Site	Topics
September 9, 2019	School Administration Building Building #6, Room 113 2512 George Mason Drive Virginia Beach, VA 23456	• Role of the CAC • Gifted Programs Overview • Establish Site Visit Schedule
October 7, 2019 (the 14th is a teacher workday)	School Administration Building Building #6, Room 113 2512 George Mason Drive Virginia Beach, VA 23456	• Gifted Testing and Identification Process Overview
November 4, 2019 (the 11th is Veteran's Day Holiday)	School Administration Building Building #6, Room 113 2512 George Mason Drive Virginia Beach, VA 23456	• Governor's School for the Arts Program Overview
December – No Meeting		
January 13, 2020	Seatack Elementary School Achievable Dream Academy 912 S Birdneck Rd. Virginia Beach, VA 23451	• ESI Programs Overview
February 10, 2020	School Administration Building Building #6, Room 113 2512 George Mason Drive Virginia Beach, VA 23456	• SEVA CAC Meeting
March 9, 2020	School Administration Building Building #6, Room 113 2512 George Mason Drive Virginia Beach, VA 23456	• Master class sampling • Site Visit Debriefing
April 6, 2020 (The 13th is the first day of spring break.)	School Administration Building Building #6, Room 113 2512 George Mason Drive Virginia Beach, VA 23456	• Site Visit Debriefing • Develop Report to the School Board
May 11, 2020	School Administration Building Building #6, Room 113 2512 George Mason Drive Virginia Beach, VA 23456	• Site Visit Debriefing • Elect 2020-21 Officers • Develop Report to the School Board
June 8, 2020	School Administration Building Building #6, Room 113 2512 George Mason Drive Virginia Beach, VA 23456	• Membership

[CAC Meeting Archives](#)




2512 George Mason Drive • P.O. Box 6000 Virginia Beach, Virginia  
23456-0000 • Phone: 757.263.1000 • Fax: 757.263.1340 TTY:  
[Disabilities](#)







<https://vbcps.sharepoint.com/sites/Intranet/Calendars/Lists/EventAAG/DispForm.aspx?ID=4921&Source=https%3A%2F%2Fvbcps%2Esharepoint%2Ecom%2Fsites%2FIntranet%2FCalendars%2FLists%2FEventAAG%2FOldView%2Easpx>



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## Events-At-A-Glance

Event Type	Title	Description	School Level	Who is Involved	Contact	Contact Phone	Location	Start Time	End Time	All Day Event	Recurrence	Contact Email
	Community Advisory Committee for Gifted Education				Angela A. Boubouheropoulos		Seatack Elementary School	1/13/2020 6:30 PM	1/13/2020 8:00 PM			aaboubou@vbschools.com





**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
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## Department of Teaching and Learning

Professional Learning Plan 2019-20

*Elementary School Gifted Resource Teachers and Gifted Cluster Teachers*

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session	First Grade Teacher Session
<b>SEPTEMBER</b>					
ESI GRTs	Sept. 19, 2019 (11:30 a.m. – 2:30 p.m.)  ATC Room H170	<ul style="list-style-type: none"> <li>SAPLINGS</li> <li>Culturally Responsive Practices</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>	<ul style="list-style-type: none"> <li>DDIPP to be conducted on a regular basis throughout the year</li> <li>Job-embedded professional development during collaboration throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Data-driven Improvement Planning Process to be conducted on a regular basis throughout the year (includes kindergarten in ESI schools)</li> <li>Job-embedded professional development during collaboration throughout the year</li> </ul>
Vertical CLC  All GRTs (ES, MS, HS)	Sept. 25, 2019 (8 a.m. – 2:30 p.m.)  Laskin Road Annex Professional Development Center (PDC)	<ul style="list-style-type: none"> <li>Vertical CLC Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>		

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session	First Grade Teacher Session
<b>OCTOBER</b>					
All ES, MS, and HS GRTs	Oct. 10, 2019 (9 a.m. – 12 p.m.)  <a href="#">Laskin Road Annex PDC</a>	<ul style="list-style-type: none"> <li>• Essential Transformational Learning for GRTs PLP Course</li> <li>• Next Steps and November Peer Observation Information</li> <li>• Testing Update</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Nicole DeVries</li> <li>• Gifted Coordinators and Instructional Specialist</li> <li>• Dr. Ardene Bunch</li> </ul>		
New GRTs (Years 1 – 2)	Oct. 24, 2019 (9 a.m. - 12 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>• Concept-based Curriculum</li> <li>• Kaplan’s Depth and Complexity Model and Content Imperatives: Practical Applications</li> </ul>	<ul style="list-style-type: none"> <li>• Gifted Coordinators and Instructional Specialist</li> <li>• GRT Mentors</li> </ul>		
Year 3 & Me (New GRTs in Yr. 3 Only)	Oct. 24, 2019 (12:30 p.m. – 2:30 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>• Development of Personalized Pathway to Expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Gifted Coordinators and Instructional Specialist</li> </ul>		
<b>NOVEMBER</b>					
All ES, MS, and HS GRTs in Vertical Feeder School Patterns	In November, GRTs will schedule a 2-3 hr. visit within their high school feeder zones for a peer observation with a focus on Transformational Learning and coaching.	<ul style="list-style-type: none"> <li>• Transformational Learning</li> <li>• Coaching</li> </ul>			

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session	First Grade Teacher Session
<b>DECEMBER</b>					
ESI GRTs	Dec. 5, 2019 (11:30 a.m. – 2:30 p.m.)  <a href="#">Advanced Technology Center Room H170</a>	<ul style="list-style-type: none"> <li>Culturally Responsive Practices</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>		
All GRTs (ES, MS, HS)	Dec. 10, 2019 (9:00 a.m. -12:00 p.m.)  <a href="#">ATC Forum/Theater</a>	<ul style="list-style-type: none"> <li>Transformational Learning/Coaching Debrief</li> <li><i>Student-Centered Coaching: The Moves</i></li> <li>Student Agency and Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>		
<b>JANUARY</b>					
A/B ES GRTs	Jan. 16, 2020 (11:30 a.m. – 2:30 p.m.)  <a href="#">Location</a> DPV/ Operations Division 3500 Dam Neck Road	<ul style="list-style-type: none"> <li>Social and Emotional Needs: Developing Empathy in Gifted Learners (Part I)</li> <li>Coaching for Culturally Responsive Practices (Part I)</li> <li>Testing Update</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>Dr. Ardene Bunch</li> </ul>		
<b>FEBRUARY</b>					
New GRTs (Years 1 – 2)	Feb. 20, 2020 9:00 a.m.-12:00 p.m.  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>Interest-based Gifted Program Resources Application Sharing</li> <li>Interest-based Gifted Pedagogy Breakout Sessions: Connecting Pedagogy and Transformational Learning</li> </ul>	<ul style="list-style-type: none"> <li>Mentors, Gifted Coordinators and Instructional Specialist</li> </ul>		
Year 3 & Me (New GRTs in Yr. 3 Only)	Feb. 20, 2020 (12:30 – 2:30 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>Personalized Pathway to Expertise Update/Sharing</li> <li>Individual/Small Group Gifted Staff Coaching Sessions and Planning</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>		

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session	First Grade Teacher Session
<b>MARCH</b>					
A/B ES GRTs	March 5, 2020 (11:30 a.m. – 2:30 p.m.)  <a href="#">ATC Theatre H170 H178</a>	<ul style="list-style-type: none"> <li>Master Class: High-quality Instruction for Gifted Learners Flex Groups Co-facilitated by Designated GRTs and Cluster Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>Designated GRTs and Cluster Teachers</li> </ul>		
ESI GRTs	March 19, 2020 (11:30 a.m. – 2:30 p.m.)  <a href="#">ATC Room H170</a>	<ul style="list-style-type: none"> <li>Culturally Responsive Practices</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>		
<b>APRIL</b>					
A/B ES GRTs	April 9, 2020 (11 a.m. -2:30 p.m.)  <a href="#">Laskin Road Annex PDC</a>	<ul style="list-style-type: none"> <li>Social and Emotional Needs: Developing Empathy in Gifted Learners (Part II)</li> <li>Coaching for Culturally Responsive Practices (Part II)</li> <li><i>Student-Centered Coaching: The Moves</i> Application Sharing and Debrief</li> <li>Testing Update</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>Dr. Ardene Bunch</li> </ul>		
<b>MAY</b>					
New GRTs (Years 1 – 2)	May 7, 2020 (9 a.m. - 12 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>GRT Plan for Gifted Program Growth Development/Refinement</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>GRT Mentors</li> </ul>		



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
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## Department of Teaching and Learning

Professional Learning Plan 2019-2020

*Middle School Gifted Resource Teachers and Gifted Cluster Teachers*

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
<b>SEPTEMBER</b>				
ESI GRTs (MS Title I GRT Only)	Sept. 19, 2019 (11:30 a.m. – 2:30 p.m.)  ATC Room H170	<ul style="list-style-type: none"> <li>SAPLINGS</li> <li>Culturally Responsive Practices</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>	<ul style="list-style-type: none"> <li>DDIPP to be conducted on a regular basis throughout the year</li> <li>Job-embedded professional development during collaboration throughout the year</li> </ul>
Vertical CLC  All GRTs (ES, MS, HS)	Sept. 25, 2019 (8 a.m. – 2:30 p.m.)  Laskin Road Annex Professional Development Center (PDC)	<ul style="list-style-type: none"> <li>Vertical CLC Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>	

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
<b>OCTOBER</b>				
All ES, MS, and HS GRTs	Oct. 10, 2019 (9 a.m. – 12 p.m.)  <a href="#">Laskin Road Annex PDC</a>	<ul style="list-style-type: none"> <li>• Essential Transformational Learning for GRTs PLP Course</li> <li>• Next Steps and November Peer Observation Information</li> <li>• Testing Update</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Nicole DeVries</li> <li>• Gifted Coordinators and Instructional Specialist</li> <li>• Dr. Ardene Bunch</li> </ul>	
New GRTs (Years 1 – 2)	Oct. 24, 2019 (9 a.m. – 12 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>• Concept-based Curriculum</li> <li>• Kaplan’s Depth and Complexity Model and Content Imperatives: Practical Applications</li> </ul>	<ul style="list-style-type: none"> <li>• Gifted Coordinators and Instructional Specialist</li> <li>• GRT Mentors</li> </ul>	
Year 3 & Me (New GRTs in Yr. 3 Only)	Oct. 24, 2019 (12:30 – 2:30 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>• Development of Personalized Pathway to Expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Gifted Coordinators and Instructional Specialist</li> </ul>	
<b>NOVEMBER</b>				
All ES, MS, and HS GRTs in Vertical Feeder School Patterns	In November, GRTs will schedule a 2-3 hr. visit within their high school feeder zones for a peer observation with a focus on Transformational Learning and coaching.	<ul style="list-style-type: none"> <li>• Transformational Learning</li> <li>• Coaching</li> </ul>		

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
<b>DECEMBER</b>				
ESI GRTs (MS Title I GRT Only)	Dec. 5, 2019 (11:30 a.m. – 2:30 p.m.)  <a href="#">Advanced Technology Center Room H170</a>	<ul style="list-style-type: none"> <li>Culturally Responsive Practices</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>	
All GRTs (ES,MS, HS)	Dec. 10, 2019 (9 a.m. –12 p.m.)  <a href="#">ATC Forum/Theater</a>	<ul style="list-style-type: none"> <li>Transformational Learning/Coaching Debrief</li> <li><i>Student-Centered Coaching: The Moves</i></li> <li>Student Agency and Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>	
<b>JANUARY</b>				
MS and HS GRTs	Jan. 14, 2020 (9 a.m. – 12 p.m.)  <a href="#">ATC Forum</a>	<ul style="list-style-type: none"> <li>Social and Emotional Needs: Developing Empathy in Gifted Learners (Part I)</li> <li>Coaching for Culturally Responsive Practices (Part I)</li> <li>Testing Update</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>Dr. Ardene Bunch</li> </ul>	
<b>FEBRUARY</b>				
New GRTs (Years 1 – 2)	Feb. 20, 2020 (9:00 a.m.-12:00 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>Interest-based Gifted Program Resources Application Sharing</li> <li>Interest-based Gifted Pedagogy Breakout Sessions: Connecting Pedagogy and Transformational Learning</li> </ul>	<ul style="list-style-type: none"> <li>Mentors, Gifted Coordinators and Instructional Specialist</li> </ul>	
Year 3 and Me (Year 3 only)	Feb. 20, 2020 12:30-2:30 p.m. <a href="#">Plaza Annex Room 28</a>			

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
<b>MARCH</b>				
MS and HS GRTs	March 10, 2020 (9 a.m. – 12 p.m.)  <a href="#">ATC Forum, H170, and H178</a>	<ul style="list-style-type: none"> <li>Master Class: High-quality Instruction for Gifted Learners Flex Groups Co-facilitated by Designated GRTs and Cluster Teachers</li> <li>Testing Update</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>Designated GRTs and Cluster Teachers</li> <li>Dr. Ardene Bunch</li> </ul>	
ESI GRTs (MS Title I GRT Only)	March 19, 2020 (11:30 a.m. – 2:30 p.m.)  <a href="#">ATC Room H170</a>	<ul style="list-style-type: none"> <li>Culturally Responsive Practices</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>	
<b>APRIL</b>				
MS and HS GRTs	April 7, 2020 (9 a.m. – 12 p.m.)  <a href="#">ATC Forum</a>	<ul style="list-style-type: none"> <li>Social and Emotional Needs: Developing Empathy in Gifted Learners (Part II)</li> <li>Coaching for Culturally Responsive Practices (Part II)</li> <li><i>Student-Centered Coaching: The Moves</i> Application Sharing and Debrief</li> <li>Testing Update</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>Dr. Ardene Bunch</li> </ul>	
<b>MAY</b>				
New GRTs (Years 1 – 2)	May 7, 2020 (9 a.m. – 12 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>GRT Plan for Gifted Program Growth Development/Refinement</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>GRT Mentors</li> </ul>	
Year 3 & Me (New GRTs in Yr. 3 Only)	May 7, 2020 (11 a.m. – 1 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>Personalized Pathway Sharing with Rising Yr. 3 GRTs</li> <li>Debrief and Next Steps</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>	





**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
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**Department of Teaching and Learning**

Professional Learning Plan 2019-2020

*High School Gifted Resource Teachers and Gifted Cluster Teachers*

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
<b>SEPTEMBER</b>				
Vertical CLC  All GRTs (ES, MS, HS)	Sept. 25, 2019 (8 a.m. – 2:30 p.m.)  Laskin Road Annex Professional Development Center (PDC)	<ul style="list-style-type: none"> <li>Vertical CLC Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>	<ul style="list-style-type: none"> <li>DDIPP to be conducted on a regular basis throughout the year</li> <li>Job-embedded professional development during collaboration throughout the year</li> </ul>
<b>OCTOBER</b>				
All ES, MS, and HS GRTs	Oct. 10, 2019 (9 a.m. – 12 p.m.)  Laskin Road Annex PDC	<ul style="list-style-type: none"> <li>Essential Transformational Learning for Gifted Resource Teachers PLP Course</li> <li>Next Steps and November Peer Observation Information</li> <li>Testing Update</li> </ul>	<ul style="list-style-type: none"> <li>Dr. Nicole DeVries</li> <li>Gifted Coordinators and Instructional Specialist</li> <li>Dr. Ardene Bunch</li> </ul>	
New GRTs (Years 1 – 2)	Oct. 24, 2019 (9 a.m. – 12 p.m.)  Plaza Annex Room 28	<ul style="list-style-type: none"> <li>Concept-based Curriculum</li> <li>Kaplan's Depth and Complexity Model and Content Imperatives: Practical Applications</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>GRT Mentors</li> </ul>	
Year 3 & Me (New GRTs in Yr. 3 Only)	Oct. 24, 2019 (12:30 p.m. – 2:30 p.m.)  Plaza Annex Room 28	<ul style="list-style-type: none"> <li>Development of Personalized Pathway to Expertise</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>	

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
<b>NOVEMBER</b>				
All ES, MS, and HS GRTs in Vertical Feeder School Patterns	In November, GRTs will schedule a 2-3 hr. visit within their high school feeder zones for a peer observation with a focus on Transformational Learning and coaching.	<ul style="list-style-type: none"> <li>Transformational Learning</li> <li>Coaching</li> </ul>		
<b>DECEMBER</b>				
All GRTs (ES,MS, HS)	Dec. 10, 2019 (9 a.m. -12 p.m.)  <a href="#">ATC Forum/Theater</a>	<ul style="list-style-type: none"> <li>Transformational Learning/Coaching Debrief</li> <li><i>Student-Centered Coaching: The Moves</i></li> <li>Student Agency and Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>	
<b>JANUARY</b>				
MS and HS GRTs	Jan. 14, 2020 (9 a.m. – 12 p.m.)  <a href="#">ATC Forum</a>	<ul style="list-style-type: none"> <li>Social and Emotional Needs: Developing Empathy in Gifted Learners (Part I)</li> <li>Coaching for Culturally Responsive Practices</li> <li>Testing Update</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>Dr. Ardene Bunch</li> </ul>	
<b>FEBRUARY</b>				
New GRTs (Years 1 – 2)	Feb. 20, 2020 (9:00-12:00 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>Interest-based Gifted Program Resources Application Sharing</li> <li>Interest-based Gifted Pedagogy Breakout Sessions: Connecting Coaching and Transformational Learning</li> </ul>	<ul style="list-style-type: none"> <li>Mentors, Gifted Coordinators and Instructional Specialist</li> </ul>	
Year 3 & Me (New GRTs in Yr. 3 Only)	Feb. 20, 2020 (12:30 p.m. – 2:30 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>Personalized Pathway to Expertise Update/Sharing</li> <li>Individual/Small Group Gifted Staff Coaching Sessions and Planning</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>	

Gifted Resource Teachers	Date, Time, and Location	Topics	Presenter	Cluster Teacher Session
<b>MARCH</b>				
MS and HS GRTs	March 10, 2020 (9 a.m. – 12 p.m.)  <a href="#">ATC Forum, H170, and H178</a>	<ul style="list-style-type: none"> <li>Master Class: High-quality Instruction for Gifted Learners Flex Groups Co-facilitated by Designated GRTs and Cluster Teachers</li> <li>Testing Update</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>Designated GRTs and Cluster Teachers</li> <li>Dr. Ardene Bunch</li> </ul>	
<b>APRIL</b>				
MS and HS GRTs	April 7, 2020 (9 a.m. – 12 p.m.)  <a href="#">ATC Forum</a>	<ul style="list-style-type: none"> <li>Social and Emotional Needs: Developing Empathy in Gifted Learners (Part II)</li> <li>Coaching for Culturally Responsive Practices (Part II)</li> <li><i>Student-Centered Coaching: The Moves</i> Application Sharing and Debrief</li> <li>Testing Update</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>Dr. Ardene Bunch</li> </ul>	
<b>MAY</b>				
New GRTs (Years 1 – 2)	May 7, 2020 (9 a.m. – 12 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>GRT Plan for Gifted Program Growth Development/Refinement</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> <li>GRT Mentors</li> </ul>	
Year 3 & Me (New GRTs in Yr. 3 Only)	May 7, 2020 (11 a.m. - 1 p.m.)  <a href="#">Plaza Annex Room 28</a>	<ul style="list-style-type: none"> <li>Personalized Pathway Sharing with Rising Yr. 3 GRTs</li> <li>Debrief and Next Steps</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Coordinators and Instructional Specialist</li> </ul>	

## **Data-driven Improvement Planning Process**

### **GRT/Facilitator Outline**

Based on the work of Jay McTighe and Grant Wiggins

*Note to Facilitator: Prior to beginning the DDIPP, a number of preparations are necessary. Twelve randomly selected samples of student work resulting from either a formative or summative performance task should be gathered from the teacher (s) who gave the task. Copies of the student work should be made in order for each person participating to have a packet of all of the work samples, a copy of the corresponding rubric, the Know-Understand-Do's (KUD), and the task as it is written to the students. In addition, the organizer, Examining Student Work: Data-driven Improvement Planning, should be provided, with an extra copy for the facilitator. Additionally, you will want to have a copy of slide #1, 2, and 3 readily available and visible (i.e., posters hanging in the room, individual handouts, or PPT slides) for your reference during your facilitation of the process. These documents may be of use to you in order to refocus the group once the process begins.*

*General guidelines for the time for each step in the process are indicated below.*

#### **I. Establish Context for the Task (5-10 minutes)**

The first step is to describe the task: a brief description of the unit and the placement of the task within the unit; whether the task is formative or summative; a look at the task as written to students and the corresponding rubric; and a look at what students should know, understand, and be able to do (KUDs) including the Enduring Understandings and Essential Questions the task is targeting.

#### **II. Calibration (10-15 minutes)**

During calibration, participants score one sample of student work individually using the rubric created for the task. This is the only time individual student work will be scored although the rubric is used as a reference throughout the process. It is important the participants work independently. Once scored, participants discuss as a group, comparing and justifying their scoring using student work as evidence in order to reach consensus on what each criteria in the rubric means. In addition, taking the time to calibrate will provide each participant an opportunity to examine the task, rubric, and KUDs in ways that are more in-depth than just reading the information. The facilitator summarizes the consensus of the group regarding the scoring of the student work for the collective group. Additional pieces of student work may be used for calibration purposes.

#### **III. Analysis: Patterns of Strength (25-30 minutes total for patterns of strength and areas of improvement: Spend approximately 15 minutes for individual review of individual student samples and 15 minutes to discuss the two areas as a group)**

#### **IV. Analysis: Areas of Improvement (20 minutes)**

These steps are concurrent and require the use of the organizer, *Examining Student Work: Data-driven Improvement Planning*. Going around the table, the facilitator divides the work samples in threes as each person is assigned a different set of samples. If there is a need to go through the samples again due to a large number of participants, the selections will differ due to the odd number of samples assigned. Participants then work independently as they review the assigned samples of student work looking for patterns (one example is not a pattern) across their samples. Each participant uses the organizer as a tool to record patterns of strength and areas in need of improvement in the appropriate space. Following the completion of the review of student work, a discussion will commence. During the discussion, the facilitator asks each participant for input and will look for agreement from other participants. Once participants reach consensus, the facilitator writes the agreed-upon group response on a clean copy of the organizer. It is important to keep the group on task and avoid any efforts to fix the task, rubric, or other content particularly as the areas in need of improvement are discussed. Before the facilitator writes on the group organizer, he/she should summarize and repeat what will be written while establishing agreement among participants. The facilitator only writes what is agreed upon by the group since that is the pattern evident across all samples.

#### **V. Specific Improvement Actions (20 minutes)**

This step uses the information gathered in the areas in need of improvement section of the organizer to determine what revisions should be made with regard to the applicable stages of the Understanding by Design format: The KUDs, the task, the rubric, and/or the sequence of teaching and learning. The facilitator leads participants in determining the best responses to the issues presented. Each participant should contribute and be a part of consensus building. Before the facilitator writes on the group organizer, he/she should summarize and repeat what will be written while establishing agreement. It is important to ensure participant buy-in, particularly if participants in the process are also the people charged with making the revisions. Following the DDIPP, all participants should be provided a copy of the facilitator's group organizer.

*Note to facilitator: At the conclusion of the session, it is recommended that the facilitator emphasizes that the work today conducted by the collaborative learning community is in alignment with Compass 2025 Strategic Framework, particularly with regard to goal number one- Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferrable life skills outlined in the VBCPS Graduate Profile. Strategy number seven in goal one calls for us to maintain a balanced assessment system with an emphasis on standards-based, performance-based, and student-led assessments to meet internal and external accountability requirements.*

*DRAFT*

## COMPASS TO 2025 STRATEGIC FRAMEWORK

### STUDENT-CENTERED FOR STUDENT SUCCESS

#### GOAL 1

##### EDUCATIONAL EXCELLENCE

Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferrable life skills outlined in the VBCPS Graduate Profile.

##### EQUITY EMPHASIS

Identify and address inequities in achievement outcomes by investigating and implementing best practices and seeking innovative solutions.

##### STRATEGIES

1. Pursue opportunities to expand early childhood education offerings.
2. Further integrate reading and writing across the curriculum and implement a plan for monitoring and improving achievement in these areas.
3. Develop, implement, and monitor a K-12 plan for improving mathematics achievement.
4. Increase student access and opportunities for advanced level coursework.
5. Implement and share teaching practices that foster deeper learning and engagement and are adaptable to diverse student needs (with an emphasis on African American males and students with disabilities).
6. Ensure there are explicit connections within the curriculum to the SCs and the attributes in the division's Graduate Profile and use the curriculum in all areas of study to support students' acquisition of these skills and attributes.
7. Maintain a balanced assessment system with an emphasis on standards-based, performance-based, and student-led assessments to meet internal and external accountability requirements.
8. Strengthen the use of Student Response Teams (SRTs) to provide academic intervention and acceleration for learners at all school levels.

##### POTENTIAL INDICATORS INCLUDE

reading on grade level; SOL performance; enrollment and performance in advanced courses, etc.

#### GOAL 2

##### STUDENT WELL-BEING

Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible.

##### EQUITY EMPHASIS

Engage in culturally responsive practices divisionwide. Identify and address inequities in discipline practices by investigating and implementing best practices and seeking innovative solutions.

##### STRATEGIES

1. Provide a safe, welcoming, and inclusive learning environment that is conducive to student learning.
2. More deeply integrate social-emotional learning (SEL) into the PreK-12 curriculum.
3. Engage in culturally responsive practices at the classroom, school, and division level.
4. Increase student participation in school and community activities.
5. Use responsive practices such as morning meetings and student advisories to support SEL.
6. Develop students' digital wellness by helping students learn to make responsible decisions in their use of technology.
7. Address physical health through nutrition and fitness programs.
8. Implement procedures to systematically evaluate behavioral and mental health needs and provide programs and services to meet identified needs.
9. Continue to use Student Response Teams (SRTs) and the positive behavioral interventions and supports (PBIS) framework to provide social, emotional, and behavioral support to students.

##### POTENTIAL INDICATORS INCLUDE

student reported SEL skills; attendance; participation in extracurricular activities and community service, etc.

#### GOAL 3

##### STUDENT OWNERSHIP OF LEARNING

Engage all students in rigorous, authentic, and student-centered learning to help them identify their passions, take ownership of their learning, and create a plan for pursuing their postsecondary goals.

##### EQUITY EMPHASIS

Identify and address inequities in learning opportunities for students by investigating and implementing best practices and seeking innovative solutions.

##### STRATEGIES

1. Partner with students to create inquiry-based and experiential learning opportunities with an emphasis on global, cross-curricular and real-world connections.
2. Enable student ownership of learning through goal setting and reflection with opportunities to make decisions in the learning process.
3. Refine capacity for transformational learning by focusing on the dispositions necessary for providing students with authentic, student-centered learning opportunities.
4. Expand upon the effective and efficient use of technology to meet students' individual needs and provide them with the tools for accessing, creating, and sharing knowledge.
5. Create and use online portfolios as a place for students to curate artifacts connected to the Graduate Profile to demonstrate their learning and inform the development of their postsecondary goals and signature projects.
6. Engage all stakeholders in ensuring that all students have an actionable plan for pursuing their postsecondary goals by effectively implementing the Academic and Career Planning (ACP) process K-12.
7. Provide increased opportunities for student leadership development and input into school-level decisions.
8. Further promote and expand equitable access to services and programs that support students' future aspirations, including real-world learning opportunities inside and outside of the classroom facilitated through mutually supportive partnerships.

##### POTENTIAL INDICATORS INCLUDE

student and parent perceptions of the ACP process; students participating in work-based experiences; meeting college entry benchmarks, etc.



*DRAFT*

## COMPASS TO 2025 STRATEGIC FRAMEWORK

### STUDENT-CENTERED FOR STUDENT SUCCESS

#### GOAL 4

##### AN EXEMPLARY, DIVERSIFIED WORKFORCE

Foster a positive working climate that values and invests in a high-quality, diversified workforce who exemplify the division's core values.

##### EQUITY EMPHASIS

Place a priority on recruiting, retaining, and promoting a workforce representative of our diverse student population.

##### STRATEGIES

1. Remain focused on providing a competitive compensation and benefit plan that includes differentiated compensation for hard to staff positions and schools.
2. Revisit the employee evaluation process to ensure it is aligned with the new strategic framework and that it focuses on self-reflection, growth, effective feedback, and coaching.
3. Support intentional, focused, and innovative recruitment and retention efforts to increase the diversity and quality of various applicant pools.
4. Promote and expand resources to support the health and well-being of all staff.
5. Provide comprehensive onboarding and induction for all staff focused on the division's vision, mission, and core values.
6. Provide a variety of personalized professional learning opportunities to all staff to support their professional growth and implementation of the strategies in Compass to 2025.
7. Expand "Grow Your Own" programs to include more staff groups and increase opportunities for tuition reimbursement.

##### POTENTIAL INDICATORS INCLUDE:

staff demographics relative to student demographics; rank of the VBCPS compensation package compared to surrounding divisions; staff demographics; job satisfaction; perceptions of professional learning, etc.

#### GOAL 5

##### MUTUALLY SUPPORTIVE PARTNERSHIPS

Cultivate mutually supportive partnerships — among families, schools, the division, businesses, military, faith-based, civic and city agencies — to support student well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.

##### EQUITY EMPHASIS

Strengthen connections and communication with families and students in most need of additional support.

##### STRATEGIES

1. Provide a comprehensive structure for defining mutually supportive partnerships, setting expectations, monitoring performance, and measuring equity.
2. Broaden resources and networking opportunities to strengthen the role of the community engagement liaison to further attract, cultivate, and retain partnerships to support student achievement, future aspirations, and well-being.
3. Build partnerships with diverse groups of businesses and organizations to support a variety of learning experiences during and outside of the school day.
4. Partner with local agencies to provide wraparound services for students including healthcare, nutrition, academic and social-emotional supports.
5. Foster authentic communication outlets to engage the community.
6. Provide training and resources to staff and families to strengthen communication and promote strong partnerships between home and school.

##### POTENTIAL INDICATORS INCLUDE:

number of partnerships, partners, and volunteers; satisfaction with events, programs, and resources provided to families to support students; partner perceptions and satisfaction, etc.

#### GOAL 6

##### ORGANIZATIONAL EFFECTIVENESS & EFFICIENCY

Pursue the effective and efficient use of division resources, operations, and processes to support the division's vision, mission, and strategic goals.

##### EQUITY EMPHASIS

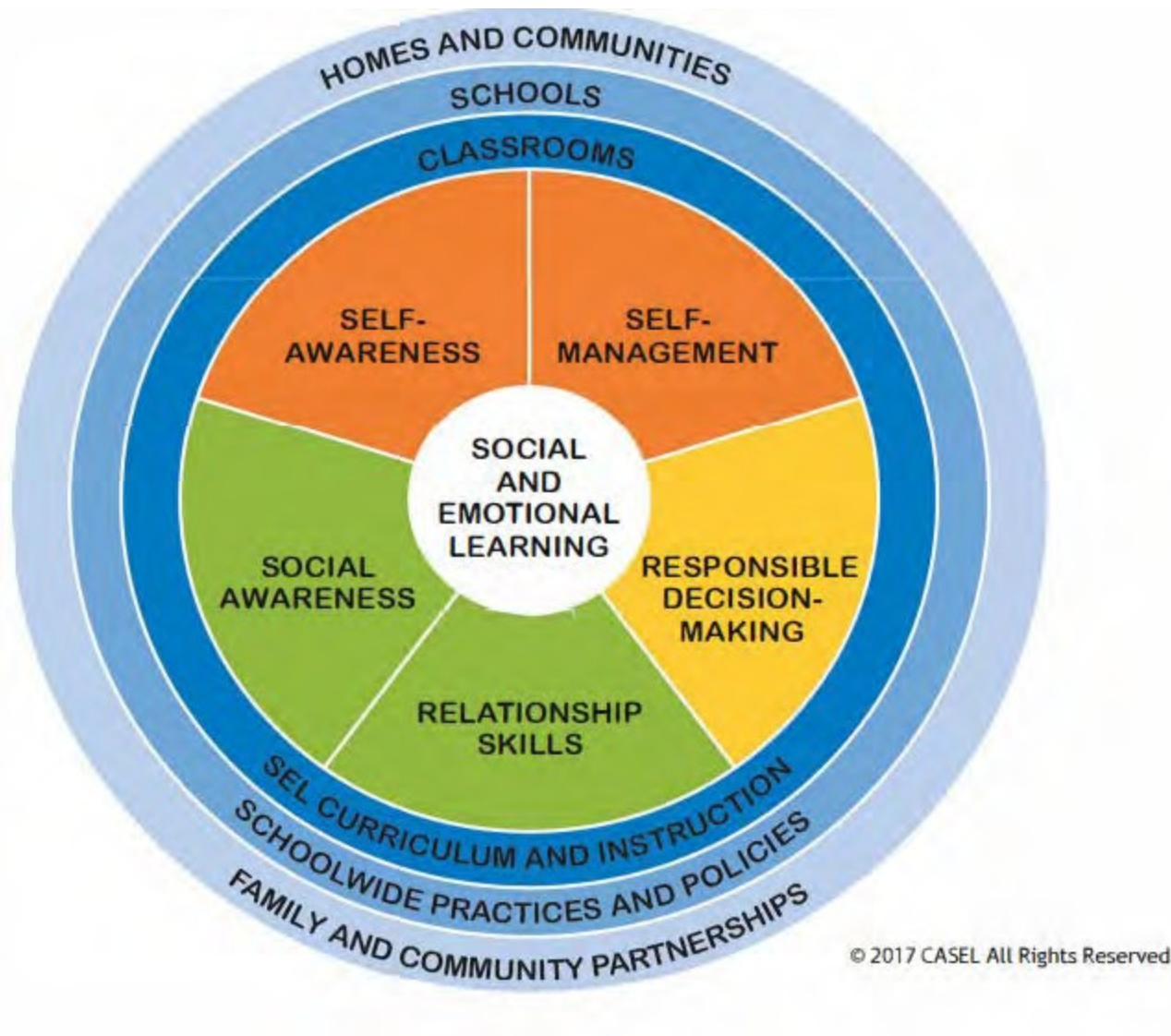
Ensure equitable distribution of human, fiscal, and capital resources across the division.

##### STRATEGIES

1. Manage and distribute all resources (human, fiscal, capital) proactively, equitably, and responsibly based on needs.
2. With a continued focus on student-centered decision making, collaboratively develop, measure, and formally review key operating metrics that promote transparency, organizational effectiveness, and efficiency.
3. Use data from a variety of reporting mechanisms (e.g., equity audits, program evaluations, fiscal audits, after action reports) to engage in data-informed decision making.
4. Create opportunities for cross-departmental planning and communication to strengthen and align operations.
5. Keep informed of trends and best practices and implement as appropriate to support the division's vision, mission, and strategic goals.
6. Clearly communicate central office functions and points of contact to strengthen the support and services provided to schools, offices, and other departments.
7. Review division processes, policies, and regulations and revise as necessary to increase organizational effectiveness and efficiency.
8. Continue to implement safety and security measures to ensure the school division is prepared to effectively prevent and respond to all emergencies that might affect students and staff.

##### POTENTIAL INDICATORS INCLUDE:

percentage of schools accredited; perceptions of central office support, etc.







# Social-Emotional Learning in VBCPS

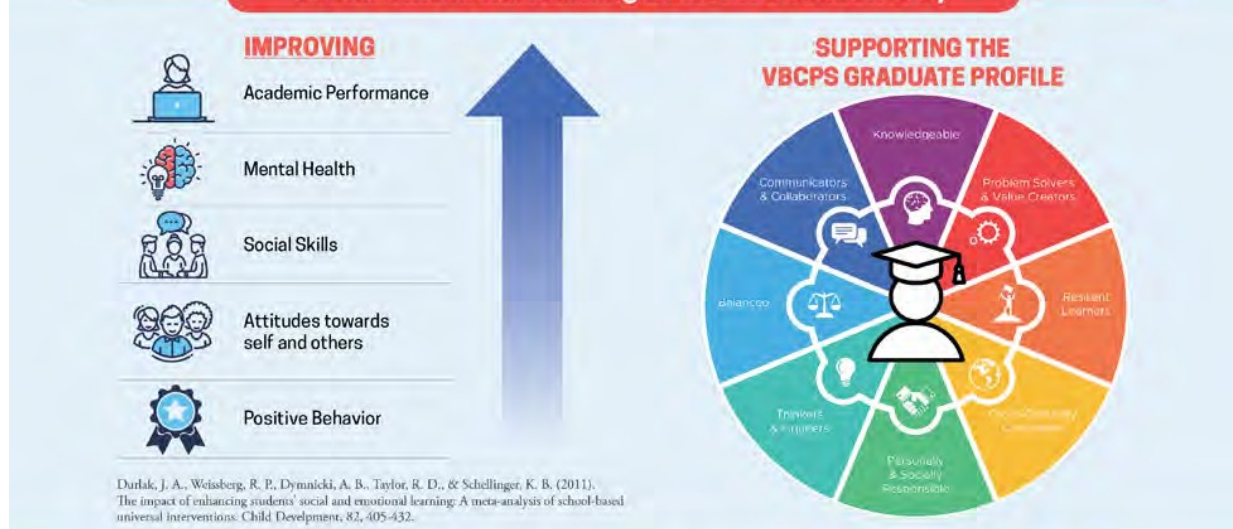
Social-Emotional Learning is formally defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.<sup>1</sup>

## Social-emotional learning has **FIVE** core competencies



<sup>1</sup>Collaborative for Academic, Social, and Emotional Learning (CASEL) website. Retrieved from <https://casel.org/what-is-sel/>

## Social-emotional learning **BENEFITS** students by



## School staff can **SUPPORT** social-emotional learning by



May 2019



# VBCPS Graduate Profile



## FUTURE READY



### **KNOWLEDGEABLE**

Possessing and exhibiting knowledge and skills to succeed as a learner, worker, and citizen.



### **PROBLEM SOLVERS AND VALUE CREATORS**

Identifying and solving problems through creative thinking and innovation to address challenges.



### **RESILIENT LEARNERS**

Seeking and accepting new and difficult challenges to adapt to change.



### **CROSS-CULTURALLY COMPETENT**

Recognizing and respecting one's own culture and other cultures to work well with others and more fully understand the impact of national and world events.



### **PERSONALLY AND SOCIALLY RESPONSIBLE**

Acting with integrity and empathy while demonstrating personal accountability and making a positive contribution to society.



### **THINKERS AND INQUIRERS**

Raising vital questions driven by curiosity to increase understanding.



### **BALANCED**

Making healthy choices to achieve well-being and create a well-rounded educational experience.



### **COMMUNICATORS AND COLLABORATORS**

Listening and articulating effectively for a variety of purposes and working well with others while being willing to understand and offer alternate points of view.





# VBCPS Graduate Profile

## Knowledgeable

- Demonstrate literacy skills necessary for success in school and life.
- Possess and exhibit understanding across a variety of disciplines.
- Able to transfer and apply knowledge across contexts.
- Fully versed in college and career requirements and opportunities.

## Problem Solvers and Value Creators

- Apply creative thinking skills to develop solutions that effectively address problems, challenges, or unmet needs.
- Able to turn ideas in to actions to address problems, challenges, or unmet needs.
- Create value through innovation and/or entrepreneurship.

## Resilient Learners

- Actively seek and accept new and difficult challenges.
- View "set-backs" as opportunities to learn and grow.
- Able to adapt to change.

## Cross-Culturally Competent

- Understand and respect one's own culture and other cultures.
- Aware of national and world issues and events and their impact.
- Possess bilingual skills.

## Personally and Socially Responsible

- Own their learning.
- Take responsibility for actions and their consequences.
- Act with integrity, honesty, and empathy.
- Engage in civic- and service-oriented activities.
- Contribute to society as informed and responsible citizens.

## Thinkers and Inquirers

- Gather, analyze, and evaluate information and ideas.
- Raise vital questions.
- Come to well-reasoned conclusions.
- Think open-mindedly.
- Driven by curiosity to seek information and engage in research to increase understanding.

## Balanced

- Understand the importance of balancing different aspects of their lives (academic, physical, emotional) to achieve well-being.
- Strive to lead a healthy lifestyle.
- Pursue a variety of curricular options to develop a well-rounded educational experience.

## Communicators and Collaborators

- Effective at receiving and articulating ideas and information for a variety of purposes and audiences.
- Able to work interdependently with and/or lead a variety of individuals to achieve an objective while displaying flexibility and willingness to understand and articulate alternate points of view.

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