

# Virginia Beach City Public Schools

## Local Plan for the Education of the Gifted

2015-2020

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| <b>LEA#</b>                                       | <b>128</b>   |  |  |
| <b>Superintendent</b>                             | <b>Dr. Aaron C. Spence</b>                             |  |  |
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| <b>Local School Board<br/>Chairperson</b>         | <b>Mr. Daniel D. Edwards</b>                           |  |  |
| <b>Date Approved by<br/>School Board</b>          | <b>June 30, 2015</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 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 Department of Education'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 Department of Education (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 Department of Education 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 online access.

For more information, contact the Virginia Department of Education 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 general intellectual aptitude or specific academic aptitude. 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 Specific Academic Aptitude 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 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. Gifted students, because they learn quickly, 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 Virginia Beach City Public Schools 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.

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- To provide educational programs which will enable each gifted and talented 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 (general intellectual aptitude, specific academic aptitude, 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 Virginia Beach City Public Schools, 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: referral 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 referral information; parent and teacher recommendation forms; portfolio/performance evidence indicating abilities and potential requiring a specialized program.
- Performing arts (dance) aptitudes. Student readiness for gifted dance education services are determined by referral information; parent recommendation form; audition/performance evidence indicating abilities and potential requiring a specialized program.

**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:**

- Continue to provide clear communication about gifted program identification and placement to students and parents for whom English is a second language (ESL).
- Continue to improve the delivery of gifted program information to parents and community members.
- Increase the number of opportunities for screening and/or assessments for gifted services completed each school year.
- Continue to increase identification for gifted services among underrepresented groups.
- Increase awareness of gifted program offerings for students gifted in dance and visual arts.
- Explore gifted program offerings for specific academic areas at the secondary level and music at the elementary and middle school levels.

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>  | <p><b>Identification</b></p> <p>To provide a systematic identification process that reflects the delivery of services.</p>  |   |  |  |
| <p><b>Objectives</b></p>  | <p><b>Activities</b></p>  | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>   | <p><b>Expected Results</b></p>   |
| <p>Continue to provide clear communication about gifted program identification and placement to students and parents for whom English is a second language (ESL).</p> | <ul style="list-style-type: none"> <li>• Translate the referral form into multiple languages to attend to the diversity of the population in Virginia Beach City Public Schools.</li> <li>• Utilize and expand available resources and technologies (Alert Now, Twitter, and school websites) to share information about the gifted identification process.</li> <li>• Utilize ESL teachers and community members including foreign language teachers as a resource for non-English speaking parents.</li> <li>• To enhance student-learning opportunities, utilize gifted resource teachers as the point of contact for parents of students for whom English is a second language.</li> <li>• Collaborate with the Department of Teaching and Learning to develop a process to apprise ESL teachers regarding referral and identification procedures.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Fall 2016</p> | <p>Gifted program communication with ESL students and parents is improved.</p> |



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| Gifted Plan Component ...   | Identification  |   |   |  |
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| Goal Statement ...  | To provide a systematic identification process that reflects the delivery of services.  |   |   |  |
| Objectives  | Activities  | Person Responsible  | Date Due                                | Expected Results   |
| Continue to provide clear communication about gifted program identification and placement to students and parents for whom English is a second language (ESL).<br>(Continued) | <ul style="list-style-type: none"> <li>• Provide opportunities for representatives from Gifted Education to meet with diverse community groups following collaboration with the Office of Equity Affairs and the Department of Media and Communications.</li> <li>• Explore the inclusion of ESL teachers as members of the Gifted Education Identification and Placement Committee.</li> </ul>   | Executive Director,<br>Office of Differentiated Academic Programs and Professional Learning | ongoing<br><br>Fall 2016                | Gifted program communication with ESL students and parents is improved.              |
| Continue to improve the delivery of gifted program information to parents and community members.  | <ul style="list-style-type: none"> <li>• Utilize media resources for varied program information including deadlines (such as school websites, newspaper and online news, email, school marquees, VBTv, Twitter, Newsletters, Apple-A-Day, and other division-wide publications).</li> <li>• Create a video tutorial on the Virginia Beach City Public Schools website to assist parents in understanding the referral and identification processes.</li> <li>• Develop and update annually a training module/tutorial to inform parents in completing the parent recommendation form as part of the gifted referral.</li> </ul> | Executive Director,<br>Office of Differentiated Academic Programs and Professional Learning | ongoing<br><br>Fall 2015<br><br>ongoing | Delivery of gifted program information to parents and community members is improved. |

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| <b>Gifted Plan Component ...</b><br><br><b>Goal Statement ...</b>   | <b>Identification</b><br><br>To provide a systematic identification process that reflects the delivery of services.   |   |   |   |
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| <b>Objectives</b>   | <b>Activities</b>   | <b>Person Responsible</b>   | <b>Date Due</b>   | <b>Expected Results</b>   |
| Continue to improve the delivery of gifted program information to parents and community members.<br>(Continued)       | <ul style="list-style-type: none"> <li>• Create a narrated presentation of the Dance Education program expectations and characteristics for parents to access online or to be shown at school and community functions.</li> <li>• Create a narrated presentation that updates/modifies the current module for the Gifted Visual Arts program for parents to access online or to be shown at school and community functions.</li> <li>• Make available gifted testing data to parent/guardian on Parent Portal.</li> </ul> | Executive Director,<br>Office of<br>Differentiated<br>Academic Programs<br>and Professional<br>Learning<br><br><br><br><br><br><br><br><br><br>Technology | October 2015<br><br><br><br><br><br><br><br><br><br>October 2015<br><br><br><br><br><br><br><br><br><br>Fall 2015 | Delivery of gifted program information to parents and community members is improved.    |
| Increase the number of opportunities for screening and/or assessments for gifted services completed each school year. | <ul style="list-style-type: none"> <li>• Analyze student testing data in grades 6-12 to determine potential candidates for referral for gifted programs.</li> <li>• Develop processes for use at the building level (Kindergarten through Grade 12) to ensure that all students are given opportunities for consideration for gifted services.</li> <li>• Continue the systematic review of student achievement data at the secondary levels for possible referral for gifted services.</li> </ul>                        | Executive Director,<br>Office of<br>Differentiated<br>Academic Programs<br>and Professional<br>Learning   | October 2015<br><br><br><br><br><br><br><br><br><br>Fall 2015<br><br><br><br><br><br><br><br><br><br>ongoing      | Number of opportunities for screening and/or assessments for gifted services increased. |

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| <b>Gifted Plan Component...</b>  | <b>Identification</b>  |   |   |  |
| <b>Goal Statement...</b>   | To provide a systematic identification process that reflects the delivery of services.   |   |   |  |
| <b>Objectives</b>  | <b>Activities</b>  | <b>Position Responsible</b>   | <b>Date Due</b>                         | <b>Expected Results</b>  |
| Continue to increase identification for gifted services among underrepresented groups. | <ul style="list-style-type: none"> <li>• Update and incorporate the “Gifts, Talents, and Opportunities” training module with emphasis on underrepresented populations as part of the mandatory annual training required by the Virginia Beach school division.</li> <li>• Communicate timelines and deadlines for all applications, gifted identification, and appeals processes utilizing technologies (Alert Now, Twitter, school websites).</li> <li>• Conduct an annual review of screening, referral, identification, application, selection data, and procedures toward the achievement of equitable representation of students to include the gifted resource program (K-12) and Kemps Landing/Old Donation School).</li> </ul> | Executive Director,<br>Office of Differentiated Academic Programs and Professional Learning | Fall 2019<br><br>ongoing<br><br>ongoing | Identification for gifted services of underrepresented groups will increase. |

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| Gifted Plan Component...   | Identification   |  |   |  |
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| Goal Statement...  | To provide a systematic identification process that reflects the delivery of services.   |  |   |  |
| Objectives   | Activities   | Position Responsible   | Date Due  | Expected Results   |
| Continue to increase identification for gifted services among underrepresented groups (Continued). | <ul style="list-style-type: none"> <li>• Improve understanding among school level personnel of how cultural differences may impact identification for gifted services.</li> <li>• Offer PLP courses on the characteristics of the gifted with an emphasis on underrepresented populations for school personnel as they work towards the goal of enhancing instructional pedagogy.</li> <li>• Continue to offer parent meetings and support at each school level in communicating gifted program offerings.</li> <li>• Continue to improve communication of gifted service options in order to engage parents/ guardians from underrepresented populations so that student learning opportunities may be enhanced.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Identification for gifted services of underrepresented groups will increase. |

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| Gifted Plan Component...  | Identification   |   |  |   |
|---|--|---|--|---|
| Goal Statement...   | To provide a systematic identification process that reflects the delivery of services.   |   |  |   |
| Objectives  | Activities   | Position Responsible  | Date Due   | Expected Results  |
| <p>Increase awareness of gifted program offerings for students gifted in dance and visual arts.</p> | <ul style="list-style-type: none"> <li>• Collaborate with the Office of Equity Affairs regarding the promotion of gifted program opportunities for underrepresented populations.</li> <li>• Develop and utilize a training module for classroom teachers, physical education teachers and their assistants on the characteristics of students gifted in dance.</li> <li>• Update and utilize a training module for classroom and visual arts teachers on the characteristics of students gifted in visual arts.</li> </ul> | <p>Executive Director,<br/>Office of Differentiated Academic Programs and Professional Learning</p> | <p>Fall 2015</p> <p>Fall 2015</p> <p>Fall 2015</p> | <p>Awareness of program offerings for students gifted in dance and visual arts.</p> |

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| <b>Gifted Plan Component...</b>   | <b>Identification</b>   |   |  |  |
| <b>Goal Statement...</b>  | To provide a systematic identification process that reflects the delivery of services.  |   |  |  |
| <b>Objectives</b>   | <b>Activities</b>   | <b>Position Responsible</b>   | <b>Date Due</b>                            | <b>Expected Results</b>  |
| Explore gifted program offerings for specific academic areas at the secondary level and music at the elementary and middle school levels. | <ul style="list-style-type: none"> <li>Explore the feasibility and need for gifted identification in specific academic aptitudes at the secondary level.</li> <li>Explore the feasibility of and need for the addition of gifted identification in music at the elementary and middle school levels.</li> </ul> | Executive Director,<br>Office of Differentiated Academic Programs and Professional Learning | ongoing<br><br><br><br><br><br><br>ongoing | Gifted program offerings for specific academic areas at the secondary level and music at the elementary and middle school levels will be explored. |

**B. Delivery of Services:**

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

**Objectives:**

- Continue to provide and promote rigorous research-based program options to effectively and consistently challenge all gifted students.
- Ensure that delivery of services are in alignment with gifted identification components.
- Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students.
- Design services and interventions based on research of effective practices to support and develop social-emotional growth for all identified gifted students.
- Construct methods of support for students identified in the gifted visual and performing arts
- Monitor and ensure appropriate and equitable levels of staffing are provided to adequately identify and serve the gifted population in Virginia Beach City Public Schools.
- Continue to increase appropriate evidence-based enrichment offerings for all identified gifted students.

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| Gifted Plan Component ...   | Delivery of Services   |   |   |  |
|---|--|---|---|--|
| Goal Statement ...  | Provide a comprehensive continuum of services which address the needs of all identified gifted students.   |   |   |  |
| Objectives  | Activities   | Person Responsible  | Date Due  | Expected Results   |
| <p>Continue to provide and promote rigorous research-based program options to effectively and consistently challenge all gifted students.</p> | <ul style="list-style-type: none"> <li>• Explore opportunities that will provide ongoing communication among gifted staff, GRTs, building administrators, teachers and community members in order to understand, promote, and advocate for all components of the program.</li> <li>• Continue to work collaboratively with building administrators to ensure effective implementation of gifted program services to promote equitable delivery of gifted services.</li> <li>• Explore the feasibility of a summer PLP institute for classroom-cluster teachers that communicates gifted pedagogies, characteristics of gifted learners, and gifted instructional models with workshop offerings vetted through the Office Differentiated Academic Programs and Professional Learning.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Fall 2016</p> | <p>Gifted services are research- based and provide effective rigorous program options that challenge all gifted learners.</p> <p>Gifted services are research- based and</p> |



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| Gifted Plan Component ...   | Delivery of Services   |   |  |  |
|---|--|---|--|--|
| Goal Statement ...  | Provide a comprehensive continuum of services which address the needs of all identified gifted students.   |   |  |  |
| Objectives  | Activities   | Person Responsible  | Date Due   | Expected Results   |
| <p>Continue to provide and promote rigorous research-based program options to effectively and consistently challenge all gifted students.<br/>(Continued)</p> | <ul style="list-style-type: none"> <li>• Explore opportunities to expand the Emerging Scholars Initiative into the middle schools.</li> <li>• Provide support to Kemps Landing/Old Donation School during the transition to the new 2-8 campus.</li> <li>• Ensure that curriculum development at Kemps Landing/Old Donation School continues to evolve and address the needs of diverse learners.</li> <li>• Develop a model for gifted services at the Renaissance Academy that ensures meeting the cognitive and affective needs of the gifted students.</li> <li>• Investigate models of effective communication to support transitions between home schools and Renaissance Academy.</li> <li>• Ensure that school principals and</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Fall 2017</p> <p>ongoing</p> | <p>provide effective rigorous program options that challenge all gifted learners.</p> <p>Gifted services are research- based and provide effective rigorous program options that</p> |

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| Gifted Plan Component ...   | Delivery of Services  |   |                               |                                       |
|---|---|---|-------------------------------|---------------------------------------|
| Goal Statement ...  | Provide a comprehensive continuum of services which address the needs of all identified gifted students.  |   |                               |                                       |
| Objectives  | Activities  | Person Responsible  | Date Due                      | Expected Results                      |
| <p>Continue to provide and promote rigorous research-based program options to effectively and consistently challenge all gifted students.<br/>(Continued)</p> | <p>gifted resource teachers provide program services in grades 9-12 that include:</p> <ul style="list-style-type: none"> <li>○ Cluster grouping</li> <li>○ Inquiry-based learning</li> <li>○ Experiential-learning</li> <li>○ Collaboration</li> <li>○ Curriculum development</li> <li>○ Differentiation of instruction</li> <li>○ Professional development</li> <li>○ Student advocacy</li> <li>○ Seminar courses</li> <li>○ Parent education</li> <li>○ Community outreach</li> <li>○ Enrichment</li> <li>○ Program communication</li> </ul> <ul style="list-style-type: none"> <li>● Expand collaborations with the Technical and Career Education (TCE) and Advanced Technology Center (ATC) to increase access and expand opportunities for gifted learners.</li> <li>● Collaborate with TCE and ATC staff to promote course offerings and certifications to parents and gifted students.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> | <p>challenge all gifted learners.</p> |

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| Gifted Plan Component ...  | Delivery of Services   |   |  |  |
|--|--|---|--|--|
| Goal Statement ...   | Provide a comprehensive continuum of services which address the needs of all identified gifted students.   |   |  |  |
| Objectives   | Activities   | Person Responsible  | Date Due                                     | Expected Results   |
| Ensure that delivery of services are in alignment with gifted identification components. | <ul style="list-style-type: none"> <li>• Provide opportunities for gifted students to reveal their potential for exceptional performance as critical thinkers, creative producers, analytical thinkers, and intense learners.</li> <li>• Respond to social-emotional characteristics through curriculum and instruction.</li> <li>• Provide opportunities for students to work in areas of interest to offer personalized learning with consideration of learner profile and readiness.</li> </ul> | Executive Director,<br>Office of<br>Differentiated<br>Academic Programs<br>and Professional<br>Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Delivery of services are in alignment with gifted identification components. |

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| Gifted Plan Component ...   | Delivery of Services  |  |   |   |
|---|---|--|---|---|
| Goal Statement ...  | Provide a comprehensive continuum of services which address the needs of all identified gifted students.  |  |   |   |
| Objectives  | Activities  | Person Responsible   | Date Due  | Expected Results  |
| Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students. | <ul style="list-style-type: none"> <li>• Seek opportunities for GRTs to be involved in educational planning and course selection for identified gifted learners.</li> <li>• Design and implement a plan that builds on previous work to retain minority students in all gifted programs.</li> <li>• Continue to collaborate with Office of Programs for Exceptional Children to provide appropriate special education services in all delivery of services models, including Kemps Landing/Old Donation School.</li> <li>• Continue to build awareness of the needs of dually identified gifted students among all stakeholders, with special attention to both academic and behavioral needs.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Gifted program support is continued and expanded for all identified gifted students including underachieving, twice-exceptional, minority, and low-income students. |

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| Gifted Plan Component ...  | Delivery of Services   |   |  |  |
|--|--|---|--|--|
| Goal Statement ...   | Provide a comprehensive continuum of services which address the needs of all identified gifted students.   |   |  |  |
| Objectives   | Activities   | Person Responsible  | Date Due                                     | Expected Results   |
| <p>Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students.<br/>(Continued)</p> | <ul style="list-style-type: none"> <li>• Ensure that classroom teachers with clusters of gifted learners attend staff development sessions provided by gifted resource teachers on a regular basis focused on:                             <ul style="list-style-type: none"> <li>○ needs of gifted learners</li> <li>○ curriculum and instruction differentiation</li> <li>○ gifted pedagogies and</li> <li>○ balanced assessment</li> </ul> </li> <li>• Select, adapt, and use a repertoire of instructional strategies that differentiate for diverse students.</li> <li>• Maintain K-1 Emerging Scholar Initiative services in all Title I elementary schools to ensure early and equitable identification of giftedness and/or potential to ensure the development of student abilities.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | <p>Gifted program support is continued and expanded for all identified gifted students including underachieving, twice-exceptional, minority, and low-income students.</p> |

Virginia Beach City Public Schools

| Gifted Plan Component ...  | Delivery of Services  |   |  |  |
|--|---|---|--|--|
| Goal Statement ...   | Provide a comprehensive continuum of services which address the needs of all identified gifted students.  |   |  |  |
| Objectives   | Activities  | Person Responsible  | Date Due                                     | Expected Results   |
| <p>Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students.<br/>(Continued)</p> | <ul style="list-style-type: none"> <li>• Explore an expansion of processes from the Emerging Scholar Initiative into secondary schools to ensure equitable identification of giftedness and/or potential.</li> <li>• Create a talent pool to support and develop potential for students in grades 2-8 based on qualitative data via anecdotal notes, with special attention focused on the transition between elementary, middle, and high school.</li> <li>• Review the current uses of Response to Intervention (RTI)/ Virginia Tiered System of Support (VTSS) within the gifted program and determine efficacy and use with gifted learners.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | <p>Gifted program support is continued and expanded for all identified gifted students including underachieving, twice-exceptional, minority, and low-income students.</p> |

Virginia Beach City Public Schools

| Gifted Plan Component ...  | Delivery of Services   |   |   |  |
|--|--|---|---|--|
| Goal Statement ...   | Provide a comprehensive continuum of services which address the needs of all identified gifted students.   |   |   |  |
| Objectives   | Activities   | Person Responsible  | Date Due  | Expected Results   |
| <p>Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students.<br/>(Continued)</p> | <ul style="list-style-type: none"> <li>• Design interventions to develop cognitive and affective growth that align with RTI goals and that based on research of effective practices for gifted students.</li> <li>• Collaborate with school counselors using the underachievement data report and develop effective uses of underachievement data to reduce the number of underachieving students.</li> <li>• Determine the best practices of underachievement data use in VBCPS and replicate those practices to advocate and support underachieving gifted students.</li> <li>• Provide role models through mentors and bibliotherapy that match students' ability.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | <p>Gifted program support is continued and expanded for all identified gifted students including underachieving, twice-exceptional, minority, and low-income students.</p> |

Virginia Beach City Public Schools

| Gifted Plan Component ...  | Delivery of Services  |   |   |   |
|--|---|---|---|---|
| Goal Statement ...   | Provide a comprehensive continuum of services which address the needs of all identified gifted students.  |   |   |   |
| Objectives   | Activities  | Person Responsible  | Date Due  | Expected Results  |
| <p>Design services and interventions based on research of effective practices to support and develop social-emotional growth for all identified gifted students.</p> | <ul style="list-style-type: none"> <li>• Cultivate mentorships, especially for African American males, in order to give student the support of role models and real world experiences.</li> <li>• Build partnerships with guidance department, special education department and administration to support affective needs of students.</li> <li>• Seek opportunities to share resources (books, materials, etc.) with stakeholders.</li> <li>• Use curriculum to address the social skills needed for school, community, and the world of work.</li> <li>• Establish a safe and welcoming climate for addressing social issues and for developing personal responsibility, with a focus on asynchronous development.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | <p>Services and interventions provided to support and develop social-emotional growth for all identified gifted students.</p> |



Virginia Beach City Public Schools

|  |  |  |                 |  |
|--|--|--|-----------------|--|
| <b>Gifted Plan Component ...</b>   | <b>Delivery of Services</b>  |  |                 |  |
| <b>Goal Statement ...</b>  | Provide a comprehensive continuum of services which address the needs of all identified gifted students.   |  |                 |  |
| <b>Objectives</b>  | <b>Activities</b>  | <b>Person Responsible</b>  | <b>Date Due</b> | <b>Expected Results</b>  |
| Design services and interventions based on research of effective practices to support and develop social-emotional growth for all identified gifted students.<br>(Continued) | <ul style="list-style-type: none"> <li>• Work collaboratively with school counselors to provide information and resources on topics of specific interest to gifted learners and their parents such as:               <ul style="list-style-type: none"> <li>○ Engagement/achievement</li> <li>○ Stress</li> <li>○ Individualization</li> <li>○ Peers</li> <li>○ Perfectionism/fear of failure</li> <li>○ Culturally diverse learners</li> <li>○ Gender</li> <li>○ Twice-exceptional learners</li> <li>○ Decision-making skills</li> <li>○ Organization/time management</li> <li>○ Academic blueprints (including appropriate class placement, including TCE and ATC)</li> <li>○ College/career (including expectations, multi-potentiality, and school-to-work opportunities)</li> </ul> </li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | ongoing         | Services and interventions provided to support and develop social-emotional growth for all identified gifted students. |

Virginia Beach City Public Schools

|  |   |   |  |  |
|--|---|---|--|--|
| <b>Gifted Plan Component ...</b>   | <b>Delivery of Services</b>   |   |  |  |
| <b>Goal Statement ...</b>  | Provide a comprehensive continuum of services which address the needs of all identified gifted students.  |   |  |  |
| <b>Objectives</b>  | <b>Activities</b>   | <b>Person Responsible</b>   | <b>Date Due</b>  | <b>Expected Results</b>  |
| Design services and interventions based on research of effective practices to support and develop social-emotional growth for all identified gifted students.<br>(Continued) | <ul style="list-style-type: none"> <li>• Utilize the Keys to Achievement websites for self-regulation, mindset and motivation as a resource for all stakeholders.</li> <br/> <li>• Continue to explore additional development of gifted websites to support the dissemination of information to parents.</li> </ul> | Executive Director,<br>Office of<br>Differentiated<br>Academic Programs<br>and Professional<br>Learning | <p style="text-align: center;">ongoing</p><br><br><br><br><p style="text-align: center;">ongoing</p> | Services and interventions provided to support and develop social-emotional growth for all identified gifted students. |

Virginia Beach City Public Schools

| Gifted Plan Component ...  | Delivery of Services   |   |  |   |
|--|--|---|--|---|
| Goal Statement ...   | Provide a comprehensive continuum of services which address the needs of all identified gifted students.   |   |  |   |
| Objectives   | Activities   | Person Responsible  | Date Due   | Expected Results  |
| Construct methods of support for students identified in the gifted visual and performing arts. | <ul style="list-style-type: none"> <li>• Place students identified in the visual and performing arts in cluster classrooms/teams in grades 3-8.</li> <li>• Form collaborative partnerships among GRTs, school counselors, and building administrators to support academic scheduling of students participating in off-site gifted programs.</li> <li>• Form collaborative partnerships among GRTs, school counselors, classroom teachers and building administrators to support the academic and social emotional needs of students participating in off-site gifted programs.</li> <li>• Develop communication systems to support needs of students in the programs and during transition years with particular emphasis in grades 5 and 8.</li> <li>• Enhance and implement a plan to retain art and dance students in their respective programs.</li> </ul> | Executive Director,<br>Office of<br>Differentiated<br>Academic Programs<br>and Professional<br>Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Fall 2017</p> | Gifted visual and performing arts students have increased support in their respective programs. |

Virginia Beach City Public Schools

| Gifted Plan Component ...   | Delivery of Services  |   |                               |  |
|---|---|---|-------------------------------|--|
| Goal Statement ...  | Provide a comprehensive continuum of services which address the needs of all identified gifted students.  |   |                               |  |
| Objectives  | Activities  | Person Responsible  | Date Due                      | Expected Results   |
| <p>Monitor and ensure appropriate and equitable levels of staffing are provided to adequately identify and serve the gifted population in Virginia Beach City Public Schools.</p> | <ul style="list-style-type: none"> <li>• Examine gifted identification trends at elementary, middle, and high school levels to determine additional staffing needs.</li> <li>• Advocate for a gifted resource teacher position at Renaissance Academy.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> | <p>Staffing monitored in order to ensure equitable staffing to identify and serve the gifted population in Virginia Beach City Public Schools.</p> |

Virginia Beach City Public Schools

| Gifted Plan Component ...  | Delivery of Services  |   |  |  |
|--|---|---|--|--|
| Goal Statement ...   | Provide a comprehensive continuum of services which address the needs of all identified gifted students.  |   |  |  |
| Objectives   | Activities  | Person Responsible  | Date Due   | Expected Results   |
| Continue to increase appropriate evidence-based enrichment offerings for all identified gifted students. | <ul style="list-style-type: none"> <li>• Promote summer enrichment offerings available through public and private organizations.</li> <li>• Provide environments for developing many forms of leadership and leadership skills.</li> <li>• Facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.</li> <li>• Expand student enrollment and participation in independent study and in the blended online courses, such as Sparks and Think Tank.</li> <li>• Promote opportunities for students to participate in service learning.</li> </ul> | Executive Director,<br>Office of<br>Differentiated<br>Academic Programs<br>and Professional<br>Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Meaningful and authentic enrichment opportunities increased for all gifted learners. |

**C. Curriculum and Instruction:**

**Goal Statement:** Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.

**Objectives:**

- Continue to develop and/or refine concept-based curriculum units based on themes, issues, and real-world problems with a focus on integration.
- Continue to develop and/or refine high quality, authentic performance-based assessments and rubrics infusing gifted program benchmarks K-12.
- Continue to design and/or refine differentiated curriculum that attends to the cognitive and affective needs of K-12 gifted learners.
- Continue to infuse the use of varied and advanced technology as a tool for teaching, learning, and production.
- Continue to develop the skills of inquiry and research through opportunities in gifted curriculum, which promote critical and creative thinking, problem solving, and global awareness.
- Provide opportunities for gifted learners to develop and strengthen skills in communication and collaboration.
- Continue collaborative partnerships for the purpose of planning, modifying, and improving curriculum and instruction for gifted learners.
- Continue to communicate student outcomes based on gifted program benchmarks K-12 to students, parents, or legal guardians of gifted learners.
- Construct opportunities for gifted learners to develop, strengthen, and understand their sense of self (identity) in and through curriculum.
- Provide opportunities for gifted learners to develop understanding, empathy, and respect for those of diverse abilities, beliefs, and cultures.
- Develop opportunities for gifted learners to demonstrate personal and social responsibility and to strengthen leadership skills.

C

| Gifted Plan Component ...  | Curriculum Development  |  |   |  |
|--|---|--|---|--|
| Goal Statement ...   | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.  |  |   |  |
| Objectives   | Activities  | Person Responsible   | Date Due  | Expected Results   |
| Continue to develop and/or refine concept-based curriculum units based on themes, issues, and real-world problems with a focus on integration. | <ul style="list-style-type: none"> <li>• Continue to assess, refine, and develop gifted curriculum that is integrated through concepts and/or contemporary issues/themes.</li> <li>• Continue to revise and/or develop gifted curriculum that focuses on the development of globally competitive skills and global interdependence.</li> <li>• Continue to refine Kemps Landing/Old Donation School curriculum to emphasize integration of curriculum using a conceptual framework and the Curriculum of Connections from the Parallel Curriculum Model.</li> <li>• Continue to expand the use of problem-based and inquiry-based models and experiential learning opportunities in gifted curriculum.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Gifted curriculum is conceptually based, integrated, and based on themes, issues, and real world problems. |

Virginia Beach City Public Schools

| Gifted Plan Component ...  | Curriculum Development   |  |   |  |
|--|--|--|---|--|
| Goal Statement ...   | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.   |  |   |  |
| Objectives   | Activities   | Person Responsible   | Date Due  | Expected Results   |
| Continue to develop and/or refine high quality, authentic performance-based assessments and rubrics infusing gifted program benchmarks K-12. | <ul style="list-style-type: none"> <li>• Revise and/or develop formative and summative assessments and rubrics to ensure that there is purposeful infusion of gifted curriculum benchmarks and indicators.</li> <li>• Continue to revise formative and summative assessments and rubrics to ensure that they are of high quality and are authentic to the discipline.</li> <li>• Use experts in the field for authentic feedback as appropriate to enhance student achievement.</li> <li>• Ensure that all curriculum for gifted learners focuses on all three gifted benchmarks goals.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Gifted curriculum benchmarks are embedded in performance-based assessments and rubrics. Rubrics serve as a tool in reporting the academic growth of gifted learners to parents and students. |



Virginia Beach City Public Schools

| Gifted Plan Component ...   | Curriculum Development   |  |  |  |
|---|--|--|--|--|
| Goal Statement ...  | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.   |  |  |  |
| Objectives  | Activities   | Person Responsible   | Date Due   | Expected Results   |
| Continue to design and/or refine differentiated curriculum that attends to the cognitive and affective needs of K-12 gifted learners. | <ul style="list-style-type: none"> <li>• Continue to use curriculum compacting as a form of curriculum modification.</li> <li>• Continue to provide opportunities for acceleration in gifted learners' areas of strength.</li> <li>• Continue to refine structures and processes for organizing independent study in order to support personalized learning.</li> <li>• Continue to develop gifted curriculum units of study based on the <i>Parallel Curriculum Model</i>: Core Curriculum, Curriculum of Identity, Curriculum of Connections, and Curriculum of Practice.</li> <li>• Continue to ensure that curriculum for gifted learners includes the development of interpersonal and process skills (i.e., decision making, resilience, organization, time-management, and self-efficacy).</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Gifted curriculum attends to the cognitive and affective needs of gifted learners. |

Virginia Beach City Public Schools

| Gifted Plan Component ...   | Curriculum Development  |  |  |  |
|---|---|--|--|--|
| Goal Statement ...  | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.  |  |  |  |
| Objectives  | Activities  | Person Responsible   | Date Due                                     | Expected Results   |
| Continue to design and/or refine differentiated curriculum that attends to the cognitive and affective needs of K-12 gifted learners. (Continued) | <ul style="list-style-type: none"> <li>• Continue to use gifted education research and local data on gifted underachievement to identify effective models and strategies to support the reversal of the cycle of underachievement.</li> <li>• Incorporate these techniques (noted in previous bullet) into curriculum and instruction across all gifted program areas.</li> <li>• Continue to seek opportunities for collaboration between gifted staff and school counselors to ensure that the affective needs of gifted learners are met.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Gifted curriculum attends to the cognitive and affective needs of gifted learners. |

Virginia Beach City Public Schools

| Gifted Plan Component ...  | Curriculum Development  |  |   |   |
|--|---|--|---|---|
| Goal Statement ...   | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.  |  |   |   |
| Objectives   | Activities  | Person Responsible   | Date Due  | Expected Results  |
| Continue to infuse the use of varied and advanced technology as a tool for teaching, learning, and production. | <ul style="list-style-type: none"> <li>• Incorporate technology as an instructional design tool using a variety of blended learning platforms (e.g., Edmodo, streaming tools, and discussion boards).</li> <li>• Continue to use SharePoint at the Kemps Landing/Old Donation School to manage curriculum documents, provide feedback to teachers, and organize performance-based assessments.</li> <li>• Explore other platforms to manage curriculum documents, provide feedback to teachers (including gifted resource teachers) and organize performance-based assessments.</li> <li>• Continue to incorporate technology standards into gifted curriculum through ongoing collaboration with library media specialists and computer resource specialists.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Expanded use of technology is evident as a tool for teaching, learning, and production. |

Virginia Beach City Public Schools

| Gifted Plan Component ...  | Curriculum Development   |  |  |   |
|--|--|--|--|---|
| Goal Statement ...   | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.   |  |  |   |
| Objectives   | Activities   | Person Responsible   | Date Due                                     | Expected Results  |
| Continue to infuse the use of varied and advanced technology as a tool for teaching, learning, and production. (Continued) | <ul style="list-style-type: none"> <li>• Continue to provide opportunities for gifted learners to participate in video conferences with other gifted students, real-world professionals, mentors, and members of the global community.</li> <li>• Require technology to be a part of all gifted curriculum as appropriate and provide options for students to use technology as a tool for learning and production and to personalize learning.</li> <li>• Incorporate technology as a tool for learning and production into all inquiry-based and research-based units of study.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Expanded use of technology is evident as a tool for teaching, learning, and production. |

Virginia Beach City Public Schools

| Gifted Plan Component ...  | Curriculum Development  |   |   |   |
|--|---|---|---|---|
| Goal Statement ...   | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.  |   |   |   |
| Objectives   | Activities  | Person Responsible  | Date Due  | Expected Results  |
| <p>Continue to develop the skills of inquiry and research through opportunities in gifted curriculum, which promote critical and creative thinking, problem solving, and global awareness.</p> | <ul style="list-style-type: none"> <li>• Continue to promote and use models and strategies that support the development of critical and creative thinking and problem solving (e.g., Project Clarion, Project M2 and M3, IIM, and Creative Problem Solving 6.1 Model).</li> <li>• Continue to incorporate independent studies and independent research opportunities within units of study for students who may be compacted out of a unit (or part of a unit) based on pre-assessment or formative assessment data.</li> <li>• Continue to explore and provide opportunities for gifted learners to participate in experiential and service learning endeavors both in and outside of the curriculum.</li> <li>• Continue to incorporate Paul’s Reasoning Model in gifted curriculum and instruction as a means to develop student abilities in critical thinking, research, and written communication.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic<br/>Programs and<br/>Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | <p>Inquiry and research skills and global awareness are developed in gifted curriculum through the use of critical and creative thinking and problem solving.</p> |

Virginia Beach City Public Schools

| Gifted Plan Component ...   | Curriculum Development  |  |  |  |
|---|---|--|--|--|
| Goal Statement ...  | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.  |  |  |  |
| Objectives  | Activities  | Person Responsible   | Date Due   | Expected Results   |
| Continue to develop the skills of inquiry and research through opportunities in gifted curriculum, which promote critical and creative thinking, problem solving, and global awareness. (Continued) | <ul style="list-style-type: none"> <li>• Continue to incorporate the use of Curriculum of Practice as a tool for students working as practitioners in authentic situations.</li> <li>• Incorporate problem-based and project-based learning as a means to develop global awareness.</li> </ul>  | Executive Director, Office of Differentiated Academic Programs and Professional Learning | ongoing<br><br>ongoing                                   | Inquiry and research skills and global awareness are developed in gifted curriculum through the use of critical and creative thinking and problem solving. |
| Provide opportunities for gifted learners to develop and strengthen skills in communication and collaboration.  | <ul style="list-style-type: none"> <li>• Identify and utilize effective structures to model and to teach in order for gifted learners to develop effective communication and collaboration skills.</li> <li>• Construct opportunities for gifted learners to collaborate with experts in a variety of diverse fields.</li> <li>• Revise curriculum to embed opportunities for gifted learners to communicate in a variety of authentic formats.</li> <li>• Revise curriculum to embed opportunities to collaborate with diverse groups within the school, community, and beyond as a means to establishing a culture of respect.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | Spring 2017<br><br>ongoing<br><br>ongoing<br><br>ongoing | Communication and collaboration skills are developed and strengthened.   |

Virginia Beach City Public Schools

| Gifted Plan Component ...   | Curriculum Development   |  |  |   |
|---|--|--|--|---|
| Goal Statement ...  | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.   |  |  |   |
| Objectives  | Activities   | Person Responsible   | Date Due                                     | Expected Results  |
| Continue collaborative partnerships for the purpose of planning, modifying, and improving curriculum and instruction for gifted learners. | <ul style="list-style-type: none"> <li>• Continue to use results from the Data-driven Improvement Planning Process collaboratively with gifted teaching colleagues and classroom teachers as a way to analyze and refine curriculum, instruction, and assessment.</li> <li>• Continue to develop collaborative partnerships among gifted staff, library media specialists, and computer resource specialists in order to infuse globally competitive skills into curriculum and instruction.</li> <li>• Continue to develop collaborative partnerships among gifted staff and school counselors to meet the affective needs of gifted students.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Planning, modifying, and improving gifted curriculum and instruction is supported by collaborative partnerships |

Virginia Beach City Public Schools

| Gifted Plan Component ...   | Curriculum Development  |  |   |  |
|---|---|--|---|--|
| Goal Statement ...  | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.  |  |   |  |
| Objectives  | Activities  | Person Responsible   | Date Due  | Expected Results   |
| Continue to communicate student outcomes based on gifted program benchmarks K-12 to students, parents, or legal guardians of gifted learners. | <ul style="list-style-type: none"> <li>• Continue to report the revision and implementation of gifted curriculum and resources as a means of communicating with parents.</li> <li>• Continue to embed gifted curriculum benchmarks and indicators as an integral part of the language used in rubrics.</li> <li>• Continue to provide opportunities for student self-reflection, with an emphasis on goal setting, in rubric design.</li> <li>• Develop a consistent set of tools and procedures for the development and use of gifted learner portfolios to demonstrate evidence of growth with regard to gifted curriculum goals and benchmarks.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>June 2018</p> | Gifted student outcomes are communicated to students, parents, or legal guardians. |



Virginia Beach City Public Schools

| Gifted Plan Component ...  | Curriculum Development   |  |   |  |
|--|--|--|---|--|
| Goal Statement ...   | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.   |  |   |  |
| Objectives   | Activities   | Person Responsible   | Date Due  | Expected Results   |
| Construct opportunities for gifted learners to develop, strengthen, and understand their sense of self (identity) in and through curriculum. | <ul style="list-style-type: none"> <li>• Purposefully infuse the <i>Parallel Curriculum Model's</i> Curriculum of Identity into existing and/or newly developed units of study.</li> <li>• Incorporate strategies and instructional approaches that assist students in understanding their preferred ways of learning (e.g., interest inventories and learner profiles).</li> <li>• Provide opportunities for gifted learners to explore topics of interest through independent study.</li> <li>• Construct opportunities for gifted learners to engage in meaningful reflection that allows for personal goal setting and growth.</li> <li>• Attend to Virginia Beach City Public Schools' Gifted Benchmark Goal 3 (To develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding) by incorporating benchmarks associated with this goal in curriculum, instruction, and assessment.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Gifted learners' self-identity is strengthened and understood. |

Virginia Beach City Public Schools

| Gifted Plan Component ...   | Curriculum Development   |  |   |   |
|---|--|--|---|---|
| Goal Statement ...  | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.   |  |   |   |
| Objectives  | Activities   | Person Responsible   | Date Due  | Expected Results  |
| Provide opportunities for gifted learners to develop understanding, empathy, and respect for those of diverse abilities, beliefs, and cultures. | <ul style="list-style-type: none"> <li>• Develop and use culturally responsive curriculum that enables students of diverse cultures to identify and connect with curricular content.</li> <li>• Develop awareness of the cultural diversity among students and respond by planning learning opportunities that are responsive and respectful.</li> <li>• Develop real world activities that focus on a variety of diverse beliefs and cultures.</li> <li>• Provide opportunities for students to interact with individuals of diverse cultures, abilities, and beliefs through real-world applications.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>Spring 2017</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Understanding, empathy, and respect for those of diverse abilities, beliefs, and cultures is developed. |

Virginia Beach City Public Schools

| Gifted Plan Component ...  | Curriculum Development   |  |   |  |
|--|--|--|---|--|
| Goal Statement ...   | Provide differentiated curriculum and instructional opportunities reflective of the unique needs of all gifted students.   |  |   |  |
| Objectives   | Activities   | Person Responsible   | Date Due  | Expected Results   |
| Develop opportunities for gifted learners to demonstrate personal and social responsibility and to strengthen leadership skills. | <ul style="list-style-type: none"> <li>• Incorporate personal management tools and dispositions (e.g., Sequencing SML, goal setting, Growth Mindset, and Habits of Mind) in gifted curriculum, instruction, and assessment as a means to develop personal responsibility, decision making and resilience.</li> <li>• Provide opportunities for students to initiate action and demonstrate social responsibility by seeking partnerships with community resources.</li> <li>• Promote opportunities for leadership within the community to affect positive change (e.g., service learning).</li> <li>• Provide experiences for gifted students to learn the concepts associated with leadership and construct opportunities for students to develop, strengthen, and utilize leadership skills.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Spring 2016</p> | Opportunities for gifted learners to demonstrate personal and social responsibility and leadership skills are 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:**

- Continue to develop and implement a professional development plan of opportunities for all gifted staff and all instructional staff to become more effective advocates as they increase their understanding of gifted and talented student characteristics and their related academic and social-emotional needs.
- Continue to implement a comprehensive professional development plan with opportunities for all instructional staff to gain a more comprehensive understanding of twice-exceptional students and their social-emotional, and academic needs.
- Continue to provide professional development for teachers, guidance counselors, administrators, and gifted resource teachers on the characteristics and identification of gifted and talented learners with attention to under-represented and under-resourced populations (ethnicity, gender, SES, ESL).
- Continue to provide materials/resources to expand professional development experiences reflecting the latest pedagogical practices for all instructional staff members.
- Continue to 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 and their social, emotional, and academic needs as they differentiate curriculum and instruction to meet the needs of gifted learners.
- Continue to implement a 5-year, comprehensive, differentiated, training plan for all gifted resource teachers, cluster teachers, teachers at Kemps Landing/Old Donation School, assessment specialists, gifted visual arts and dance education teachers, administrators, and guidance counselors.
- Continue to expand the utilization of available technology for the purpose of differentiated professional development, differentiated instruction, and record-keeping.
- Continue to provide opportunities for collaboration between gifted staff and administrators, school counselors, special education teachers, library media specialists, and computer resource teachers in order to develop engaging, inspiring, challenging, and differentiated learning experiences.
- Provide differentiated training on integrating the use of student growth measures, the Data-driven Improvement Planning Process (DDIPP), and the gifted curriculum benchmarks into a balanced assessment system within the provided curriculum.
- Develop and implement a plan for gifted students as they transition from one grade to the next with special attention to rising sixth, ninth, and twelfth graders.

**D**

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>   | <p><b>Professional Development</b></p> <p>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.</p>   |   |  |  |
| <p><b>Objectives</b></p>   | <p><b>Activities</b></p>  | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>   | <p><b>Expected Results</b></p>   |
| <p>Continue to develop and implement a professional development plan of opportunities for all gifted staff and all instructional staff to become more effective advocates as they increase their understanding of gifted and talented student characteristics and their related academic and social-emotional needs.</p> | <ul style="list-style-type: none"> <li>• Continue to conduct the “turn-key” professional development session on gifted behaviors, referral, identification, and services every two to three years to all Virginia Beach City Public Schools (VBCPS) instructional staff. Utilize media and/or a web-based platform.</li> <li>• Conduct a professional development session for gifted staff where instructional strategies are aligned with characteristics including students’ academic and social-emotional needs.</li> <li>• Provide training using case studies/videos to assist in identifying characteristics and addressing specific needs.</li> <li>• Continue to model and implement strategies for reversing the cycle of underachievement in gifted learners as gaps are recognized, monitored, and addressed.</li> <li>• Increase advocacy for students gifted in the arts through learning walks, performance attendance, and collaboration with all stakeholders.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>Spring 2018</p> <p>Spring 2018</p> <p>ongoing</p> <p>Spring 2016</p> | <p>Professional development is provided for instructional staff on the characteristics and needs of gifted learners.</p> |

Virginia Beach City Public Schools

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>   | <p><b>Professional Development</b></p> <p>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.</p>   |   |                                   |  |
| <p><b>Objectives</b></p>   | <p><b>Activities</b></p>  | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>            | <p><b>Expected Results</b></p>   |
| <p>Continue to develop and implement a professional development plan of opportunities for all gifted staff and all instructional staff to become more effective advocates as they increase their understanding of gifted and talented student characteristics and their related academic and social-emotional needs.<br/>(Continued)</p> | <ul style="list-style-type: none"> <li>• Have students share (on a panel, in an interview) their experiences with gifted education to teach instructional staff about their educational experiences in order to examine and refine current practices.</li> <li>• Provide professional development which includes a variety of guest speakers (e.g., professionals, parents, therapists, and successful teachers) in order to strengthen learning opportunities for students.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>Spring 2017</p> <p>ongoing</p> | <p>Professional development is provided for instructional staff on the characteristics and needs of gifted learners.</p> |

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>   | <p><b>Professional Development</b></p> <p>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.</p>  |   |  |  |
| <p><b>Objectives</b></p>   | <p><b>Activities</b></p>   | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>   | <p><b>Expected Results</b></p>   |
| <p>Continue to implement a comprehensive professional development plan with opportunities for all instructional staff to gain a more comprehensive understanding of twice-exceptional students and their social-emotional, and academic needs.</p> | <ul style="list-style-type: none"> <li>• Offer professional development for all staff developed collaboratively between gifted, guidance, and special education departments; consider online format.</li> <li>• Continue to organize learning walks/observations to provide hands-on training and reflection opportunities for gifted staff members as they advocate for the twice-exceptional learner.</li> <li>• Organize professional development to include the use of case studies and specific examples to show what teaching twice-exceptional students effectively looks like in practice; consider online format.</li> <li>• Expand collaboration between school counselors, special education staff, and gifted staff to include book studies, article studies, and research.</li> <li>• Continue to work collaboratively with the Office of Programs for Exceptional Children to develop and implement a comprehensive professional development plan that encourages shared knowledge and collaboration among gifted resource teachers and special education teachers.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>Spring 2018</p> <p>ongoing</p> <p>ongoing</p> | <p>Instructional staff members understand the characteristics and needs of twice-exceptional learners and are provided professional development opportunities to help them meet the needs of twice-exceptional learners.</p> |

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>   | <p><b>Professional Development</b></p> <p>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.</p>   |   |   |   |
| <p><b>Objectives</b></p>   | <p><b>Activities</b></p>  | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>  | <p><b>Expected Results</b></p>  |
| <p>Continue to provide professional development for teachers, guidance counselors, administrators, and gifted resource teachers on the characteristics and identification of gifted and talented learners with attention to under-represented and under-resourced populations (ethnicity, gender, SES, ESL).</p> | <ul style="list-style-type: none"> <li>• Examine and share data from under-represented groups in order to reflect upon and refine current practice.</li> <li>• Continue to offer professional development sessions for teachers to refine their ability to refer students, watch for unique characteristics, and examine the development and emergence of gifted behaviors in all subgroups of the general population.</li> <li>• Model/share examples of multicultural, culturally conscious instruction, along with a rationale for providing it; consider online format.</li> <li>• Collaborate with the Office of Equity Affairs when developing professional development opportunities for all staff</li> <li>• Have students in these populations share (on a panel, in an interview) their experiences with gifted education to teach instructional staff about their educational experiences in order to examine and refine current practices.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Spring 2017</p> | <p>Teachers, guidance counselors, administrators and gifted resource teachers are knowledgeable of the gifted characteristics, identification processes, and are aware of the needs of under-represented populations.</p> |



Virginia Beach City Public Schools

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>  | <p><b>Professional Development</b></p> <p>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.</p>   |   |                               |   |
| <p><b>Objectives</b></p>  | <p><b>Activities</b></p>  | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>        | <p><b>Expected Results</b></p>  |
| <p>Continue to provide professional development for teachers, guidance counselors, administrators, and gifted resource teachers on the characteristics and identification of gifted and talented learners with attention to under-represented and under-resourced populations (ethnicity, gender, SES, ESL).</p> <p>(Continued)</p> | <ul style="list-style-type: none"> <li>• Continue to conduct staff development for gifted resource teachers, teachers at Kemps Landing/Old Donation School, administrators, and school counselors on the unique characteristics of under-represented and under-resourced populations.</li> <li>• Offer mock identification and placement sessions for interested schools with a focus on the referral form and consideration of all subgroups of the general population.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> | <p>Teachers, guidance counselors, administrators and gifted resource teachers are knowledgeable of the gifted characteristics, identification processes, and are aware of the needs of under-represented populations.</p> |

Virginia Beach City Public Schools

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>   | <p><b>Professional Development</b></p> <p>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.</p>   |   |  |   |
| <p><b>Objectives</b></p>   | <p><b>Activities</b></p>  | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>   | <p><b>Expected Results</b></p>  |
| <p>Continue to provide materials/resources to expand professional development experiences reflecting the latest pedagogical practices for all instructional staff members.</p> | <ul style="list-style-type: none"> <li>• Provide updated/new resources with the necessary and applicable training to support the initiatives in this plan; model the use of resources along with specific examples of how to use them.</li> <li>• Differentiate professional development opportunities in order to scaffold for new teachers of the gifted and enrich opportunities for experienced staff members.</li> <li>• Create a video library of teachers effectively using gifted resources and methods that emphasize student-centered instruction for the purpose of professional development.</li> <li>• Include accomplished teachers in training sessions where they can model/share their work with the various resources.</li> <li>• Continue to encourage collaboration among gifted staff on the implementation of resource materials in the context of curriculum, instruction, and assessment using monthly professional development time as appropriate.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>Spring 2020</p> <p>ongoing</p> <p>ongoing</p> | <p>Professional development resources and experiences are differentiated.</p> |

Virginia Beach City Public Schools

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>   | <p><b>Professional Development</b></p> <p>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.</p>   |   |  |   |
| <p><b>Objectives</b></p>   | <p><b>Activities</b></p>  | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>   | <p><b>Expected Results</b></p>  |
| <p>Continue to 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 and their social, emotional, and academic needs as they differentiate curriculum and instruction to meet the needs of gifted learners.</p> | <ul style="list-style-type: none"> <li>• Continue to collaborate with local colleges and universities to develop courses/classes to meet the needs of VBCPS teachers.</li> <li>• Continue to implement a plan that staff will follow in securing gifted endorsement.</li> <li>• Explore feasibility of creating a series of courses for personnel not seeking the gifted endorsement in order to support their efforts to become more versed in meeting the needs of gifted and/or high ability learners.</li> <li>• Continue to encourage gifted resource teachers and administrators to work collaboratively on professional development to meet site-specific needs. Provide ongoing education/training for building administrators on the effective use of their gifted resource personnel.</li> <li>• Continue to ensure regularly scheduled time for training and planning opportunities for the development of differentiated educational programs.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>Spring 2019</p> <p>ongoing</p> <p>ongoing</p> | <p>Opportunities to extend staff knowledge and understanding of gifted learners and meeting their needs is supported through a variety of professional development activities including graduate level study and professional development activities.</p> |

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>   | <p><b>Professional Development</b></p> <p>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.</p>  |  |                                 |   |
| <p><b>Objectives</b></p>   | <p><b>Activities</b></p>   | <p><b>Person Responsible</b></p>   | <p><b>Date Due</b></p>          | <p><b>Expected Results</b></p>  |
| <p>Continue to 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 and their social, emotional, and academic needs as they differentiate curriculum and instruction to meet the needs of gifted learners.<br/>(Continued)</p> | <ul style="list-style-type: none"> <li>• Continue to provide release time for gifted resource teachers monthly to take part in planned professional development.</li> <li>• Continue to provide funds for gifted staff to attend professional conferences in the area of gifted education and curriculum development.</li> </ul> | <p>Executive Director,<br/><br/>Office of Differentiated Academic Programs and Professional Learning</p> | <p>ongoing<br/><br/>ongoing</p> | <p>Opportunities to extend staff knowledge and understanding of gifted learners and meeting their needs is supported through a variety of professional development activities including graduate level study and professional development activities.</p> |

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>   | <p><b>Professional Development</b></p> <p>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.</p>   |   |  |   |
| <p><b>Objectives</b></p>   | <p><b>Activities</b></p>  | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>                       | <p><b>Expected Results</b></p>  |
| <p>Continue to implement a 5-year, comprehensive, differentiated, training plan for all gifted resource teachers, cluster teachers, teachers at Kemps Landing/Old Donation School, assessment specialists, gifted visual arts and dance education teachers, administrators, and guidance counselors.</p> | <ul style="list-style-type: none"> <li>• Integrate the VBCPS 2020 Strategic Plan into the differentiation of curriculum and instruction to support continuous improvement and the implementation of a balanced assessment system.</li> <li>• Continue to implement a two-year induction process for new gifted resource teachers that includes mentors, differentiated professional development, site-visits, and specific feedback on performance.</li> <li>• Continue to collaborate with the Renaissance Academy, Technical and Career Education, Guidance Services, and the Department of Technology in order to align initiatives in support of student achievement and aspirations.</li> <li>• Continue to emphasize the use of gifted curriculum benchmarks and indicators in K-12 curriculum and instruction through differentiated professional development activities.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | <p>Professional development is comprehensive, cohesive, and effective for all educators working with gifted learners.</p> |

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| <b>Gifted Plan Component ...</b><br><br><b>Goal Statement ...</b>  | <b>Professional Development</b><br><br>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.   |   |   |  |
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| <b>Objectives</b>  | <b>Activities</b>  | <b>Person Responsible</b>   | <b>Date Due</b>                               | <b>Expected Results</b>  |
| Continue to implement a 5-year, comprehensive, differentiated, training plan for all gifted resource teachers, cluster teachers, teachers at Kemps Landing/Old Donation School, assessment specialists, gifted visual arts and dance education teachers, administrators, and guidance counselors.<br><br>(Continued) | <ul style="list-style-type: none"> <li>• Provide professional development to support the use of gifted curriculum benchmarks and indicators in K-12 curriculum and instruction as a means to communicate student growth to stakeholders.</li> <li>• Continue to train teachers on the infusion of gifted pedagogical practices and tools/ resources for critical and creative thinking in VBCPS curriculum and instruction.</li> <li>• Continue to provide training on the implementation of effective and innovative pedagogical practices that maximize rigor and engagement to support instructional decision-making focused on gifted student growth and opportunities for challenge, to include: integration through concepts and/or contemporary issues/themes, differentiation, conceptually based curriculum, inquiry-based opportunities, experiential learning, STEM/STEAM, enrichment, Problem-based Learning, Project-based Learning, global awareness and competitive skills, curriculum compacting, service learning, Paul’s Reasoning Model, and <i>The Parallel Curriculum Model</i>.</li> </ul> | Executive Director,<br>Office of<br>Differentiated<br>Academic Programs<br>and Professional<br>Learning | ongoing<br><br><br>ongoing<br><br><br>ongoing | Professional development is comprehensive, cohesive, and effective for all educators working with gifted learners. |

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| <b>Gifted Plan Component ...</b><br><br><b>Goal Statement ...</b>  | <b>Professional Development</b><br><br>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.  |   |  |  |
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| <b>Objectives</b>  | <b>Activities</b>   | <b>Person Responsible</b>   | <b>Date Due</b>  | <b>Expected Results</b>  |
| Continue to implement a 5-year, comprehensive, differentiated, training plan for all gifted resource teachers, cluster teachers, teachers at Kemps Landing/Old Donation School, assessment specialists, gifted visual arts and dance education teachers, administrators, and guidance counselors.<br><br>(Continued) | <ul style="list-style-type: none"> <li>• Continue to provide training on the implementation of pedagogical practices to support personalized learning via differentiation, student-centered instruction, independent study, and acceleration while promoting the development of interpersonal skills, responsible decision-making, and resilience.</li> <li>• Develop a training plan to assist gifted staff in the integration of social-emotional learning strategies into the K-12 curriculum.</li> <li>• Continue to provide training on under-represented populations: twice-exceptional and under-resourced populations.</li> <li>• Facilitate opportunities for all gifted staff members (e.g., resource teachers, Kemps Landing/Old Donation School teachers, cluster teachers, central office staff) to work collaboratively, share successes, problem solve, and assess program effectiveness.</li> </ul> | Executive Director,<br>Office of<br>Differentiated<br>Academic Programs<br>and Professional<br>Learning | ongoing<br><br><br>Spring 2018<br><br><br>ongoing<br><br><br>ongoing | Professional development is comprehensive, cohesive, and effective for all educators working with gifted learners. |

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>   | <p><b>Professional Development</b></p> <p>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.</p>  |   |                                       |   |
| <p><b>Objectives</b></p>   | <p><b>Activities</b></p>   | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>                | <p><b>Expected Results</b></p>  |
| <p>Continue to implement a 5-year, comprehensive, differentiated, training plan for all gifted resource teachers, cluster teachers, teachers at Kemps Landing/Old Donation School, assessment specialists, gifted visual arts and dance education teachers, administrators, and guidance counselors.<br/>(Continued)</p> | <ul style="list-style-type: none"> <li>• Develop a training plan to implement the inclusion of students as collaborators when making instructional decisions.</li> <li>• Develop a training plan to foster expertise in differentiation according to the social-emotional needs of gifted students to include communication and collaborative skills, leadership skills, empathy, social responsibility with special attention to asynchronous development.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>Spring 2017</p> <p>Spring 2018</p> | <p>Professional development is comprehensive, cohesive, and effective for all educators working with gifted learners.</p> |



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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>  | <p><b>Professional Development</b></p> <p>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.</p>   |   |  |   |
| <p><b>Objectives</b></p>  | <p><b>Activities</b></p>  | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>   | <p><b>Expected Results</b></p>                          |
| <p>Continue to expand the utilization of available technology for the purpose of differentiated professional development, differentiated instruction, and record-keeping.</p> | <ul style="list-style-type: none"> <li>• Continue to leverage technology to create and provide professional development (on-line meetings, modules for training)</li> <li>• Continue to advocate for and create programs/training to help manage student information (anecdotal notes, standardized testing)</li> <li>• Train in the use of appropriate technology to include data analysis</li> <li>• Develop a library of resources/best practice examples in the area of instructional technology using teacher and student work and reflections</li> <li>• Continue to collaborate with the computer resource teachers (CRS) and library media specialists (LMS) to address the use of technology as a tool for production and to learn/use new technology and media sources that support student learning, including enrichment opportunities and incorporating technology standards.</li> </ul> | <p>Executive Director,<br/>Office of Differentiated Academic Programs and Professional Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Spring 2020</p> <p>ongoing</p> | <p>Technology is used for professional development.</p> |

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>  | <p><b>Professional Development</b></p> <p>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.</p>   |   |   |   |
| <p><b>Objectives</b></p>  | <p><b>Activities</b></p>  | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>                                      | <p><b>Expected Results</b></p>  |
| <p>Continue to provide opportunities for collaboration between gifted staff and administrators, school counselors, special education teachers, library media specialists, and computer resource teachers in order to develop engaging, inspiring, challenging, and differentiated learning experiences.</p> | <ul style="list-style-type: none"> <li>• Continue to support an ongoing plan for collaborative work which includes library media specialists, computer resource specialists, special education teachers, gifted resource teachers, and cluster teachers.</li> <li>• Continue to cultivate methods of collaboration across the division, both in person and online.</li> <li>• Offer training on differentiated instruction, gifted pedagogy, and gifted curriculum benchmarks in order to build the capacity of stakeholders and enhance/align collaborative efforts and results.</li> <li>• Provide opportunities for on-the-job professional growth experiences including peer observations and learning walks with time for group debriefing and personal reflection among gifted staff members and their colleagues.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | <p>Collaboration leads to the development of engaging and challenging learning experiences for gifted learners.</p> |

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| <b>Gifted Plan Component ...</b><br><br><b>Goal Statement ...</b>   | <b>Professional Development</b><br><br>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.   |   |  |   |
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| <b>Objectives</b>   | <b>Activities</b>  | <b>Person Responsible</b>   | <b>Date Due</b>  | <b>Expected Results</b>   |
| Provide differentiated training on integrating the use of student growth measures, the Data-driven Improvement Planning Process (DDIPP), and the gifted curriculum benchmarks into a balanced assessment system within the provided curriculum. | <ul style="list-style-type: none"> <li>• Continue to provide training for incorporation of gifted program benchmarks in curriculum and instruction.</li> <li>• Continue to use the DDIPP to improve curriculum and instruction, assist in instructional decision-making, and align the written, taught, and assessed curriculum.</li> <li>• Continue differentiated training on assessments and rubric development and alignment based on teacher readiness data.</li> <li>• Create a library of learning experiences and assessments (include models/samples of student work) that demonstrates exemplary examples of differentiation as well as explains how the examples are differentiated and why the instructional decisions were made.</li> </ul> | Executive Director,<br>Office of<br>Differentiated<br>Academic Programs<br>and Professional<br>Learning | ongoing<br><br>ongoing<br><br>ongoing<br><br>Spring 2020 | Training leads to the regular use of student growth measures, the DDIPP, and gifted curriculum benchmarks when making instructional decisions within the provided curriculum. |

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| <p><b>Gifted Plan Component ...</b></p> <p><b>Goal Statement ...</b></p>  | <p><b>Professional Development</b></p> <p>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.</p>   |   |   |  |
| <p><b>Objectives</b></p>  | <p><b>Activities</b></p>  | <p><b>Person Responsible</b></p>  | <p><b>Date Due</b></p>  | <p><b>Expected Results</b></p>                         |
| <p>Develop and implement a plan for gifted students as they transition from one grade to the next with special attention to rising sixth, ninth, and twelfth graders.</p> | <ul style="list-style-type: none"> <li>• Collaborate with guidance services to develop a transition plan for gifted students, including those gifted in the arts or those attending the Renaissance Academy, at each level with special attention to social-emotional needs and career awareness, exploration, and experience in support of students’ future aspirations.</li> <li>• Develop a transition workshop collaboratively with guidance services to explain the transition plans to students, teachers, administrators, and parents.</li> <li>• Provide staff (GRTs, Kemps Landing/Old Donation School teachers, school counselors) with recommended topics to be addressed at parent nights, school visits, etc.</li> <li>• Develop a plan for feeder schools to articulate and communicate a school’s gifted program.</li> <li>• Continue to foster a culture of respect among all staff as gifted resource teacher professional learning communities are created by high school zone to assist with transition needs K-12.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>Fall 2017</p> <p>Spring 2018</p> <p>Spring 2018</p> <p>ongoing</p> <p>September 2015</p> | <p>Transition plans are developed and implemented.</p> |

**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.

Virginia Beach City Public Schools 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 Virginia Beach City Public Schools 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:

Virginia Beach City Public Schools

| <b>E. Equitable Representation of Students</b> | <b><u>Objective</u></b>  | <b><u>Activities</u></b>  |
|--|--|---|
| <b>Identification Objectives</b>               | Continue to provide clear communication about gifted program identification and placement to students and parents for whom English is a second language (ESL). | <ul style="list-style-type: none"> <li>• To enhance student learning opportunities, utilize gifted resource teachers as the point of contact for parents of students for whom English is a second language (ESL).</li> </ul>  |
|  | Continue to increase identification for gifted services among underrepresented groups.   | <ul style="list-style-type: none"> <li>• Improve understanding among school level personnel of how cultural differences may impact identification for gifted services.</li> <li>• Conduct an annual review of screening, referral, identification, application, selection data, and procedures toward the achievement of equitable representation of students to include the gifted resource program (K-12) and Kemps Landing/Old Donation School.</li> </ul> |

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| <b>E. Equitable Representation of Students</b> | <b><u>Objective</u></b>   | <b><u>Activities</u></b>   |
|--|---|--|
| <b>Curriculum Development Objectives</b>       | Provide opportunities for gifted learners to develop understanding, empathy, and respect for those of diverse abilities, beliefs, and cultures. | <ul style="list-style-type: none"> <li>• Develop and use culturally responsive curriculum that enables students of diverse cultures to identify and connect with curricular content.</li> <li>• Develop awareness of the cultural diversity among students and respond by planning learning opportunities that are responsive and respectful.</li> <li>• Develop real world activities that focus on a variety of diverse beliefs and cultures.</li> <li>• Provide opportunities for students to interact with individuals of diverse cultures, abilities, and beliefs through real-world applications.</li> </ul> |
|  | Provide opportunities for gifted learners to develop and strengthen skills in communication and collaboration.                                  | <ul style="list-style-type: none"> <li>• Revise Curriculum to embed opportunities to collaborate with diverse groups within the school, community, and beyond as a means to establishing a culture of respect.</li> </ul>  |

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| <b>E. Equitable Representation of Students</b> | <b><u>Objective</u></b>   | <b><u>Activities</u></b>   |
|--|---|--|
| <b>Professional Development Objective</b>      | Continue to provide professional development for teachers, guidance counselors, administrators, and gifted resource teachers on the characteristics and identification of gifted and talented learners with attention to under-represented and under-resourced populations (ethnicity, gender, SES, ESL). | <ul style="list-style-type: none"> <li>• Examine and share data from under-represented groups in order to reflect upon and refine current practice.</li> <li>• Continue to offer professional development sessions for teachers to refine their ability to refer students, watch for unique characteristics, and examine the development and emergence of gifted behaviors in all subgroups of the general population.</li> <li>• Model/share examples of multicultural, culturally conscious instruction, along with a rationale for providing it; consider online format.</li> <li>• Collaborate with the Office of Equity Affairs when developing professional development opportunities for all staff.</li> <li>• Continue to conduct staff development for gifted resource teachers, teachers at Kemps Landing/Old Donation School, administrators, and school counselors on the unique characteristics of under-represented and under-resourced populations.</li> <li>• Offer mock identification and placement sessions for interested schools with a focus on the referral form and consideration of all subgroups of the general population.</li> </ul> |



Virginia Beach City Public Schools

| <b>E. Equitable Representation of Students</b> | <b><u>Objective</u></b>  | <b><u>Activities</u></b>   |
|--|--|--|
| <b>Delivery of Services Objectives</b>         | Continue to provide and promote rigorous research-based program options to effectively and consistently challenge all gifted students. | <ul style="list-style-type: none"> <li>• Explore opportunities to expand the Emerging Scholars Initiative into the middle schools.</li> <li>• Ensure that curriculum development at Kemps Landing/Old Donation School continues to evolve and address the needs of diverse learners.</li> <li>• Develop a model for gifted services at the Renaissance Academy that ensures meeting the cognitive and affective needs of the gifted students.</li> <li>• Investigate models of effective communication to support transitions between neighborhood schools and Renaissance Academy.</li> </ul> |

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| <b>E. Equitable Representation of Students</b>                | <b><u>Objective</u></b>  | <b><u>Activities</u></b>   |
|---|--|--|
| <p><b>Delivery of Services Objectives</b><br/>(Continued)</p> | <p>Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students.</p> | <ul style="list-style-type: none"> <li>• Develop and implement a process to conduct an annual review of screening, referral, identification, application, selection data, and procedures toward the achievement of equitable representation of students to include the gifted resource program (K-12) and Kemps Landing/Old Donation School; explore technology support options.</li> <li>• Seek opportunities for GRTs to be involved in educational planning and course selection for identified gifted learners.</li> <li>• Design and implement a plan that builds on previous work to retain minority students in all gifted programs.</li> <li>• Continue to collaborate with Office of Programs for Exceptional Children to provide appropriate special education services in all delivery of services models, including Kemps Landing/Old Donation School.</li> <li>• Continue to build awareness of the needs of dually identified gifted students among all stakeholders, with special attention to both academic and behavioral needs.</li> <li>• Ensure that classroom teachers with clusters of gifted learners attend staff development sessions provided by gifted resource teachers on a regular basis focused on:             <ul style="list-style-type: none"> <li>• needs of gifted learners</li> <li>• curriculum and instruction differentiation</li> <li>• gifted pedagogies and</li> <li>• balanced assessment.</li> </ul> </li> </ul> |

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| <b>E. Equitable Representation of Students</b>                | <b><u>Objective</u></b>  | <b><u>Activities</u></b>   |
|---|--|--|
| <p><b>Delivery of Services Objectives</b><br/>(Continued)</p> | <p>Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students.<br/>(Continued)</p> | <ul style="list-style-type: none"> <li>• Select, adapt and use a repertoire of instructional strategies that differentiate for diverse students.</li> <li>• Maintain K-1 Emerging Scholar Initiative services in all Title I elementary schools to ensure early and equitable identification of giftedness and/or potential to ensure the development of student abilities.</li> <li>• Explore an expansion of processes from the Emerging Scholar Initiative into secondary schools to ensure equitable identification of giftedness and/or potential.</li> <li>• Create a talent pool to support and develop potential for students in grades 2-8 based on qualitative data via anecdotal notes, with special attention focused on the transition between elementary, middle, and high school.</li> <li>• Review the current uses of Response to Intervention (RTI)/ Virginia Tiered System of Support (VTSS) within the gifted program and determine efficacy and use with gifted learners.</li> <li>• Design interventions to develop cognitive and affective growth that align with RTI goals and that based on research of effective practices for gifted students.</li> <li>• Collaborate with school counselors using the underachievement data report and develop effective uses of underachievement data to reduce the number of underachieving students.</li> </ul> |

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| <b>E. Equitable Representation of Students</b>                | <b><u>Objective</u></b>  | <b><u>Activities</u></b>  |
|---|--|---|
| <p><b>Delivery of Services Objectives</b><br/>(Continued)</p> | <p>Continue and expand gifted program support for all students identified for gifted services, including underachieving, twice-exceptional, minority, and low-income students.<br/>(Continued)</p> | <ul style="list-style-type: none"> <li>• Determine the best practices of underachievement data use in VBCPS and replicate those practices to advocate and support underachieving gifted students.</li> <li>• Provide role models through mentors and bibliotherapy that match students' ability.</li> <li>• Cultivate mentorships, especially for African American males, in order to give student the support of role models and real world experiences.</li> <li>• Work collaboratively with school counselors to provide information and resources on topics of specific interest to gifted learners and their parents such as:             <ul style="list-style-type: none"> <li>• Culturally diverse learners.</li> <li>• Gender.</li> <li>• Twice-exceptional learners.</li> </ul> </li> </ul> |

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| <b>E. Equitable Representation of Students</b>     | <b><u>Objective</u></b>   | <b><u>Activities</u></b>   |
|--|---|--|
| <b>Parent and Community Involvement Objectives</b> | <p>Increase parent/guardian participation and involvement in gifted education to assist families in fulfilling their essential role in supporting gifted students.</p>  | <ul style="list-style-type: none"> <li>• Assist families with gifted students in developing “Parent Learning Communities” designed to develop personalized learning and personal growth opportunities centered on specific concerns (the twice-exceptional, minority students, perfectionistic students, underachieving students, etc.).</li> </ul>  |
|  | <p>Provide support services for families with gifted students who are from under-served populations, such as the twice-exceptional student, the underachieving student, minority populations, and students from low socio-economic backgrounds.</p> | <ul style="list-style-type: none"> <li>• Partner with the Office of Programs for Exceptional Children to raise awareness of the needs and capabilities of twice-exceptional students and provide training for families with twice-exceptional students on effective strategies for assuring the students are challenged and supported to reach their full potentials.</li> <li>• Offer and promote workshops specific to particular communities (community centers, pre-schools, day care centers, churches, military).</li> <li>• Assure that workshop descriptions and materials being distributed to families with gifted children are “parent friendly” in terms of vocabulary and terms used.</li> <li>• Develop and implement workshops through the lens of equity, diversity, and poverty so as to ensure a culture of respect for all groups and individuals.</li> <li>• Encourage GRT input in parent-teacher conferences, Student Support Teams, Special Education Committees, or 504 Plan Committees when appropriate.</li> </ul> |

**F. Parent and Community Involvement:**

**Goal Statement:** Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.

**Objectives:**

- Increase parent/guardian participation and involvement in gifted education to assist families in fulfilling their essential role in supporting gifted students.
- Develop strategies, techniques, and tools for customizing the gifted program's interactions, resource access, and information sharing based on parent and community interests and needs and ensuring gifted students are challenged and supported to reach their full potential.
- Develop resources and strategies that empower families to advocate for the unique needs and capabilities of gifted learners across the K-12 experience.
- Provide support services for families with gifted students who are from under-served populations, such as the twice-exceptional student, the underachieving student, minority populations, and students from low socio-economic backgrounds.
- Increase public awareness and understanding of the need for and the value of Virginia Beach City Public Schools' gifted education for all students and the broader community in order to harness the power of the community to advocate for resources to support gifted education.
- Cultivate effective working relationships with the Gifted Education Community Advisory Committee (CAC), parents/guardians of gifted students, professional and educational institutions, Military Liaisons, community and government agencies, and business organizations to promote and contribute to the gifted program.
- Create a tool that aligns the stages of child development with gifted behaviors, cognitive processing, academic capabilities, and social/emotional adjustment of gifted students.

**F**

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| <b>Gifted Plan Component ...</b>  | <b>Parent and Community Involvement</b>  |  |   |   |
| <b>Goal Statement ...</b>   | Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.   |  |   |   |
| <b>Objectives</b>   | <b>Activities</b>  | <b>Person Responsible</b>  | <b>Date Due</b>   | <b>Expected Results</b>   |
| Increase parent/guardian participation and involvement in gifted education to assist families in fulfilling their essential role in supporting gifted students. | <ul style="list-style-type: none"> <li>• Provide workshops, media, print materials, and online resources for families to support the social/emotional, behavioral, academic and cognitive development of their gifted children.</li> <li>• Collaborate with guidance services, psychological services, social work services, special educators, and other resources within the school system to assist in developing high quality presentations and materials.</li> <li>• Assure that services provided are based on quality research and best practice.</li> <li>• Invite parent and student participation in activities such as workshop planning, the development of online tools, and newsletter writing both at the local school level and on a school system level.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Multiple avenues for parent/guardian participation are developed that are readily accessible and well-publicized. |

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| <b>Gifted Plan Component ...</b>   | <b>Parent and Community Involvement</b>  |   |  |  |
| <b>Goal Statement ...</b>  | Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.   |   |  |  |
| <b>Objectives</b>  | <b>Activities</b>  | <b>Person Responsible</b>   | <b>Date Due</b>                                      | <b>Expected Results</b>  |
| <p>Increase parent/guardian participation and involvement in gifted education to assist families in fulfilling their essential role in supporting gifted students.<br/>(Continued)</p> | <ul style="list-style-type: none"> <li>• Build relationships with the gifted community to define, communicate, and implement a framework for guiding the support offered to families with gifted students.</li> <li>• Assist families with gifted students in developing “Parent Learning Communities” designed to develop personalized learning and personal growth opportunities centered on specific concerns (the twice-exceptional, minority students, perfectionistic students, underachieving students, etc.).</li> <li>• Leverage access options (presentations, workshops, seminars, conferences, and online resources) to increase flexible learning opportunities for families with gifted students and the broader community.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>Spring 2019</p> <p>Spring 2019</p> <p>ongoing</p> | <p>Multiple avenues for parent/guardian participation are developed that are readily accessible and well-publicized.</p> |



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| Gifted Plan Component ...   | Parent and Community Involvement  |   |   |   |
|---|---|---|---|---|
| Goal Statement ...  | Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.  |   |   |   |
| Objectives  | Activities  | Person Responsible  | Date Due  | Expected Results  |
| <p>Develop strategies, techniques, and tools for customizing the gifted program’s interactions, resource access, and information sharing based on parent and community interests and needs and ensuring gifted students are challenged and supported to reach their full potential.</p> | <ul style="list-style-type: none"> <li>• Assess parent, community, and student interests and needs (using techniques such as surveys, focus groups, interviewing educational and community leaders, and blogs) so the information can be used to inform planning of parent and community presentations and resource development.</li> <li>• Continue to develop libraries, online resources, and workshops that support personalized learning opportunities and that are targeted to specific interests and needs of families with gifted students and the broader community.</li> <li>• Expand an online system that allows for navigation of the range of resources available to families with gifted students and the community.</li> <li>• Create an online orientation resource for parents of newly identified students.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>Spring 2018</p> <p>ongoing</p> <p>Spring 2019</p> <p>Spring 2019</p> | <p>Gifted curriculum benchmarks are embedded in performance-based assessments and rubrics. Rubrics serve as a tool in reporting the academic growth of gifted learners to parents and students.</p> |

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|---|---|--|---|--|
| <b>Gifted Plan Component ...</b>  | <b>Parent and Community Involvement</b>   |  |   |  |
| <b>Goal Statement ...</b>   | Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.  |  |   |  |
| <b>Objectives</b>   | <b>Activities</b>   | <b>Person Responsible</b>  | <b>Date Due</b>   | <b>Expected Results</b>  |
| Develop resources and strategies that empower families to advocate for the unique needs and capabilities of gifted learners across the K-12 experience. | <ul style="list-style-type: none"> <li>• Create a resource to coach parents how to collaborate effectively with GRTs and gifted teachers when advocating for their children.</li> <li>• Provide resources to parents on helping their gifted children develop competencies at self-advocacy.</li> <li>• Provide workshops and/or online resources on preparing gifted students for significant transitions, such as to middle school or to an academy.</li> <li>• Provide professional development to enhance GRTs' and gifted teachers' skills in advocating for the empowerment of families to fulfill their essential roles in supporting students throughout the educational experience of their children.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>Spring 2019</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Gifted curriculum attends to the cognitive and affective needs of gifted learners. |

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| <b>Gifted Plan Component ...</b>   | <b>Parent and Community Involvement</b>   |  |  |  |
| <b>Goal Statement ...</b>  | Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.  |  |  |  |
| <b>Objectives</b>  | <b>Activities</b>   | <b>Person Responsible</b>  | <b>Date Due</b>                              | <b>Expected Results</b>  |
| Provide support services for families with gifted students who are from under-served populations, such as the twice-exceptional student, the underachieving student, minority populations, and students from low socio-economic backgrounds. | <ul style="list-style-type: none"> <li>• Partner with the Office of Programs for Exceptional Children to raise awareness of the needs and capabilities of twice-exceptional students and provide training for families with twice-exceptional students on effective strategies for assuring the students are challenged and supported to reach their full potentials.</li> <li>• Offer and promote workshops specific to particular communities (community centers, pre-schools, day care centers, churches, military).</li> <li>• Assure that workshop descriptions and materials being distributed to families with gifted children are “parent friendly” in terms of vocabulary and terms used.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | Parents/guardians of gifted students from all subgroups of the general population are provided support services. |

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| <b>Gifted Plan Component ...</b>   | <b>Parent and Community Involvement</b>   |  |                        |  |
| <b>Goal Statement ...</b>  | Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.  |  |                        |  |
| <b>Objectives</b>  | <b>Activities</b>   | <b>Person Responsible</b>  | <b>Date Due</b>        | <b>Expected Results</b>  |
| Provide support services for families with gifted students who are from under-served populations, such as the twice-exceptional student, the underachieving student, minority populations, and students from low socio-economic backgrounds. (Continued) | <ul style="list-style-type: none"> <li>• Continue to value equity, diversity, and poverty as parent workshops are developed to ensure a culture of respect for all groups and individuals.</li> <li>• Encourage GRT input in parent-teacher conferences, Student Support Teams, Special Education Committees, or 504 Plan Committees when appropriate.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | ongoing<br><br>ongoing | Parents/guardians of gifted students from all subgroups of the general population are provided support services. |

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|---|--|---|---|---|
| <b>Gifted Plan Component ...</b>  | <b>Parent and Community Involvement</b>  |   |   |   |
| <b>Goal Statement ...</b>   | Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.   |   |   |   |
| <b>Objectives</b>   | <b>Activities</b>  | <b>Person Responsible</b>   | <b>Date Due</b>   | <b>Expected Results</b>   |
| <p>Increase public awareness and understanding of the need for and the value of Virginia Beach City Public Schools' gifted education for all students and the broader community in order to harness the power of the community to advocate for resources to support gifted education.</p> | <ul style="list-style-type: none"> <li>• Develop media releases, online resources, and presentations that highlight the positive impact of gifted programming on all students in a school and on the broader community.</li> <li>• Offer to present to community organizations about the value of gifted education.</li> <li>• Provide support materials to GRTs to promote the gifted program to the broader community.</li> <li>• Submit research articles, stories, testimonials etc. for publication in school system and public media about the accomplishments and successes of current and former gifted students and the Virginia Beach Schools gifted program.</li> </ul> | <p>Executive Director,<br/>Office of<br/>Differentiated<br/>Academic Programs<br/>and Professional<br/>Learning</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> | <p>The general public will develop greater awareness of the value of gifted education through the information that is shared.</p> |

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| <b>Gifted Plan Component ...</b>   | <b>Parent and Community Involvement</b>   |  |   |   |
| <b>Goal Statement ...</b>  | Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.  |  |   |   |
| <b>Objectives</b>  | <b>Activities</b>   | <b>Person Responsible</b>  | <b>Date Due</b>   | <b>Expected Results</b>   |
| Cultivate effective working relationships with the Gifted Education Community Advisory Committee (CAC), parents/guardians of gifted students, professional and educational institutions, Military Liaisons, community and government agencies, and business organizations to promote and contribute to the gifted program. | <ul style="list-style-type: none"> <li>• Continue to seek input from and dialogue with the Gifted Education Community Advisory Committee (CAC).</li> <li>• Continue to offer user-friendly avenues for parents and the community to comment on and make suggestions regarding gifted programs.</li> <li>• Promote relationships with local colleges and universities to provide resources such as workshops, research, expertise, and support materials for gifted students, families with gifted students, and educators.</li> <li>• Create a system-wide database/speakers bureau for the purpose of contacting guest speakers to share their relevant expertise in areas of identified need with families of gifted students.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Spring 2019</p> | Effective parent/guardian and community interactions are cultivated that support gifted students. |

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| <b>Gifted Plan Component ...</b>  | <b>Parent and Community Involvement</b>  |  |                                |  |
| <b>Goal Statement ...</b>   | Promote the awareness of the unique needs of gifted students among parents, school staff, and the community.   |  |                                |  |
| <b>Objectives</b>   | <b>Activities</b>  | <b>Person Responsible</b>  | <b>Date Due</b>                | <b>Expected Results</b>  |
| Deepen and expand mutually beneficial ongoing partnerships with the Gifted Education Community Advisory Committee (CAC), families with gifted students, businesses, military, faith-based, civic and city agencies to promote and contribute to the gifted program. | <ul style="list-style-type: none"> <li>Expand efforts with community mentors and partners to support gifted students with service learning, mentorships, internship, etc.</li> </ul>   | Executive Director, Office of Differentiated Academic Programs and Professional Learning | ongoing                        | Effective parent/guardian and community interactions are cultivated that support gifted students.  |
| Create a tool which aligns the stages of child development with gifted behaviors, cognitive processing, academic capabilities, and social/emotional adjustment of gifted students.  | <ul style="list-style-type: none"> <li>Use research and clinical studies to create a tool aligning the stages of child development with gifted student characteristics.</li> <li>Provide workshops and/or online resources about the tool which aligns the stages of child development with gifted student characteristics.</li> </ul> | Executive Director, Office of Differentiated Academic Programs and Professional Learning | Spring 2019<br><br>Spring 2019 | Tool aligning the stages of child development with gifted behaviors, cognitive processing, academic capabilities, and social/emotional adjustment of gifted students created and shared. |

## **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 Virginia Beach City Public Schools 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 gifted resource teacher at each school.

Annually, the gifted resource teacher 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 Gifted resource teacher has been trained to look for indicators of gifted behaviors in the student's record and through classroom observations.

The gifted resource teacher 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, Gifted resource teachers conduct informational meetings such as Brown Bag Lunches, Morning Donuts and Coffee for parents/guardians and speak at Parent Teacher Association (PTA) meetings on characteristics of gifted students and the referral process. They also provide workshops on completing the teacher information form and parent recommendation form and publicize information on the referral, testing, and screening processes through letters and site-based communications (e.g. newsletters, email, ListServes, Web sites, and blogs).

School psychologists and other members of the student support team (SST) are trained to look for potential candidates for the gifted program as they consider special education or 504 Plan services.

Students in kindergarten and grade 1(K-1) are provided gifted curriculum and instruction through whole group and small group lessons by the gifted resource teacher and through differentiated curriculum and instruction developed by the classroom teacher in collaboration with the gifted resource teacher. All kindergarten and first grade teachers are trained in recognizing and recording evidence of gifted behaviors. Ongoing assessment of student performance is used to differentiate the K-1 curriculum in order to appropriately challenge and engage high ability students.



## Virginia Beach City Public Schools

Teacher and gifted resource teacher anecdotal records are used for screening, referral, and completion of teacher information forms.

Currently, all first and fifth grade students are screened with the Naglieri Nonverbal Ability Test (NNAT, 2<sup>nd</sup> Edition) ©2007, described by the publisher as a language free, culture-fair test on nonverbal reasoning. The NNAT2 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. Virginia Beach City Public Schools implements the Emerging Scholars Initiative (ESI) in sixteen Title I schools with low socioeconomic status. A full-time gifted resource teacher collaborates on a weekly basis in kindergarten and first grade 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 low-socioeconomic schools. Curriculum and instruction, teacher education, parent/guardian education, and community partnerships are the core components of the ESI.

In addition, Virginia Beach City Public Schools is partnering with a local museum 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 the first grade students. Docents, classroom teachers, and gifted resource teachers in the museums observe students in this unique setting and provide anecdotal information as well.

Over the past twelve years, a concentrated effort has been made to identify students who are twice-exceptional learners. The Department of Teaching and Learning has collaborated with the Office of Programs for Exceptional Children 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 gifted resource teachers in the neighborhood schools. Students exhibiting characteristics of potential giftedness in the visual or performing arts are provided a referral form. Completed forms are forwarded to the screening committee for the visual and performing arts. In addition, students may be considered for the gifted visual and performing arts programs through a referral by parents/guardians, students, teachers, any 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. 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 intent to audition form and participate in a group audition.

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

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals 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.

**Referral procedures for General Intellectual Aptitude**

The process of identifying gifted students in Virginia Beach City Public Schools begins with screening and/or referral. The referral process is designed to consider the entire school population in the areas of giftedness served. Students may be considered for the gifted program through a referral by parents/guardians, students, teachers, themselves, 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, and building administrators. Students in kindergarten and first grade (K-1) are routinely assessed for advanced proficiency in grade level standards by the classroom teacher. The classroom teacher may collaborate with the gifted resource teacher 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 gifted resource teacher. 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 a referral form to begin the process in Virginia Beach City Public Schools. Records from the previous school division are reviewed.

Referral forms for students are available in all schools and online. Gifted assessment specialists visit each school on a quarterly basis to review pending referrals and consult with gifted resource teachers, building administrators, and classroom teachers.

Referral forms for candidates for the visual and performing arts programs are due the first school day in February for placement in September the following school year.

Parents/guardians, students, school personnel, and community members are notified of the referral process through the division-wide newsletter, "Apple-A-Day," which is mailed to each home in Virginia Beach and on the division's internet site, [www.VBSchools.com](http://www.VBSchools.com). In October of each year, a brochure on the referral and identification process is distributed to each student and workshops for school staff are conducted by the gifted resource teacher and/or gifted assessment specialists. In addition, all schools are asked to include information about the referral process in their newsletters. News releases are sent to local newspapers; advertising time is purchased on local radio stations; personal appearances are made on local television and radio stations; and meetings are conducted with local civic groups, such as the NAACP, the Philippine Community, churches who serve mainly minority populations, and the Equity Council to inform the public of the referral process.

## Virginia Beach City Public Schools

The gifted resource teacher (GRT) collects the referrals, including the parent information form with permission to evaluate, forms from the classroom teachers, and a copy of the most recent report card. This information is forwarded to the assessment specialists who complete the testing, review the cumulative file, and compile the data for review by the Gifted Identification and Placement Committee, which meets quarterly.

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, 2<sup>nd</sup> Edition) ©2007 are recommended for additional assessment using the Cognitive Abilities Test (Form 7) ©2012, 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 PuzFPsychological Serviceszles, and Number Series. A parent information/permission form is then completed, and teacher forms and report cards are collected by the GRT who forwards the information to the Gifted Education Testing Office. Parents/guardians and teachers may initiate a referral for additional assessment for students who do not score at the 90th percentile or above but wish to be considered for identification for gifted services.

In all schools, the results of the analysis of the anecdotal records may lead to the referral of students. 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 in order 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 who are referred as candidates for gifted services are administered the Naglieri Nonverbal Ability Test (NNAT, 2<sup>nd</sup> Edition) ©2007 and the Cognitive Abilities Test (Form 7) ©2012, 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 and teacher or other referring party 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.

**Referral procedures for VPA - Visual Arts**

**Referral procedures for VPA - Dance**

The referral process for the visual and performing arts 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 application that includes 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 Kemps Landing/Old Donation School for one day to complete a series of performance tasks.

Students interested in the dance education program complete an intent to audition form and attend a group audition. Students meeting the criteria are identified for gifted services. 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 letter sent through United States Postal Service. Schools are notified through email at the conclusion 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 (8 VAC 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, 2<sup>nd</sup> Edition) ©2007
  - Cognitive Abilities Test (Form 7) ©2012
- 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 executive director of gifted education, coordinators of gifted education, curriculum coordinators, principals, assistant principals, school counselors, school psychologists, cluster classroom teachers, and gifted resource teachers. This committee reviews the student's profile to determine eligibility for gifted

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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 quarterly to review candidates in grades 2-12, and in May for grade 1, to determine eligibility for gifted services in the area of general intellectual aptitude. Parents/guardians are notified of decisions by letters sent through United States Postal Service. Gifted testing results and committee decisions are available to parents/guardians on Parent Portal. Principals, school records office associates, and gifted resource teachers are notified through the interdepartmental mail service. 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 letter explaining the decision of the Gifted Identification and Placement Committee and on the school division’s web site ([www.vbschools.com](http://www.vbschools.com)).

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

**VPA - Visual Arts**

**VPA - Dance**

- 1. Assessment of student products, performance, portfolio
- 2. Record of observation of in-class behaviors
- 3. Appropriate rating scales, checklists, and questionnaires
- 4. Individual interviews
- 5. Individual or group aptitude test(s)  
Specify: \_\_\_\_\_
- 6. Individual or group achievement test(s)  
Specify: \_\_\_\_\_
- 7. Record of previous achievements (awards, honors, grades, etc.)
- 8. 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

- Cluster Classroom Teacher(s)
- Gifted Education Resource Teacher(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify: Executive Director, Office of Differentiated Academic Programs

- \* 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



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

VPA - Visual Arts

VPA - Dance

°6-10 Classroom Teacher(s)

+6-10 Gifted Education Resource Teacher(s)

6-10 Counselor(s)

0 School Psychologist(s)

+1 Gifted assessment specialist(s)

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

\*1 Gifted Education Coordinator

         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 Committee  
This section indicates the type of Identification/Placement Committee the division uses.

         School

         ✓          Division

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**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/<br/>Completed by</b>                              | <b>Scored by</b>                                   | <b>Provided to the<br/>Committee by</b> |
|---|--|--|---|
| Naglieri Nonverbal Ability Test, 2nd Edition © 2007 (NNAT2) | Gifted assessment specialists                                      | Assessment Specialists/Contracted Retired Teachers | Gifted Testing Office                   |
| Cognitive Abilities Test, Form 7©2012 (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 Gifted resource teacher              | N/A  | Gifted Testing Office                   |
| Individual or Group Achievement Tests                       | Cumulative Records   | N/A  | Gifted Testing Office                   |
| Record of Previous Achievements                             | Parent, Teacher, Gifted resource teacher, Cumulative Record Review | N/A  | Gifted Testing Office                   |
| Work Samples, Written Samples, Portfolio                    | Current Classroom Teacher and Gifted resource teacher              | N/A  | Gifted Testing Office                   |

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Students who are candidates to receive gifted services because of their general intellectual aptitude 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 Virginia Beach City Public Schools. 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 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 kindergarten and grade 1 (K-1) who demonstrate advanced proficiency in the K-1 curriculum receive differentiated curriculum and instruction through collaboration between gifted resource teachers and classroom teachers, gifted resource teacher 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 quarterly to review candidates in grades 2-12 (in the spring for grade 1) to determine eligibility for gifted services in the area of general intellectual aptitude. Parents/guardians are notified of decisions by letter sent through United States Postal Service. Gifted testing results and committee decisions are available to parents/guardians on Parent Portal. Principals, school records office associates, and Gifted resource teachers are notified through the interdepartmental mail service. This notification is completed within fourteen instructional days of the eligibility meeting.

## Virginia Beach City Public Schools

Parents/guardians may appeal the decision of the Gifted Identification and Placement Committee through written communication to the Executive Director, Office of Differentiated Academic Programs.

There is a special select school for general intellectual aptitude, Kemps Landing/Old Donation School (grades 2-8). Students who wish to be considered for placement must complete an application. In order to be considered for placement, a student must meet the criteria and be identified for gifted services. The selection committees for Kemps Landing/Old Donation School then review each profile and rate the students for their potential for exceptional performance. The top candidates are then invited to attend the school. Ultimately, the acceptance of placement at Kemps Landing/Old Donation School is determined by the parents/guardians.

- |    |
|----|
| +4 |
|----|

 Gifted Education Resource Teacher(s)
- |    |
|----|
| +4 |
|----|

 Counselor(s)
- |    |
|----|
| +2 |
|----|

 School Psychologist(s)
- |    |
|----|
| *3 |
|----|

 Assessment Specialist(s)
- |    |
|----|
| +4 |
|----|

 Principal(s) or Designee(s)
- |    |
|----|
| +1 |
|----|

 Gifted Education Coordinator
- |    |
|----|
| *2 |
|----|

 Other(s) Specify: Executive Director, Office of Differentiated Academic Programs; Director, Office of Equity Affairs or designee

- \* 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 Kemps Landing/Old Donation School.
- Eligibility for enrollment in options offered for gifted programs.

All students who are determined to be eligible for gifted services for general intellectual aptitude in grades kindergarten through twelve immediately qualify for services in their neighborhood school resource program. The gifted resource teacher 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 Virginia Beach City Public Schools. Kindergarten and first grade students are served through a collaborative resource model provided by the gifted resource teacher and the classroom teacher.

Students may apply to Kemps Landing/Old Donation School to receive gifted services for general intellectual aptitude. All applicants must meet the criteria for identification for gifted services. The top candidates of those who apply are invited to attend. Teachers at Kemps Landing/Old Donation School 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 Kemps Landing/Old Donation School**

The goal of the selection process used at Kemps Landing/Old Donation School is to select the top candidates from those who apply. The overarching question for selection is, "For whom is this program the best fit?" 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 Virginia Beach City Public Schools, 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.

## Virginia Beach City Public Schools

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 Recommendations

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 of 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 only as needed.

Parents/guardians are notified within fourteen instructional days of the Selection Committee's decision through the United States Postal Service. Parents/guardians may appeal the decision of the Selection Committee. The first level of appeal is administered by the principal and the second level of appeal is administered by the director of the Office of Differentiated Academic Programs and Professional Learning.

Virginia Beach City Public Schools

**VPA - Visual Arts**

**VPA - Dance**

| <b>Measure</b>                                | <b>Administered/<br/>Completed by</b> | <b>Scored by</b>                                   | <b>Provided to the<br/>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, Checklists, and Questionnaires | Visual Arts Teacher                   | Visual Arts Identification and Placement Committee | Visual Arts Teachers                    |
| Group Audition                                | Dance Teacher                         | Dance Screening Committee                          | Dance Teachers                          |
| Rating Scales, Checklists, and Questionnaires | Dance Teacher                         | Dance Identification and Placement Committee       | Dance Teachers                          |
| Individual Audition                           | Dance Teacher                         | Dance Identification and Placement Committee       | Dance Teachers                          |

**Selection for Visual and Performing Arts**

The assessment committees for the visual and performing arts program areas receive the referral and collect parental permission to evaluate a student for gifted programs (dance), a portfolio of products, audition tapes, and the anecdotal data collected from observations of student performance. This data is reviewed by the gifted visual arts or 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 Kemps Landing/Old Donation School within fourteen instructional days of the decision by U.S. Postal Service.

Parents/guardians may appeal the decision of the Gifted Identification and Placement Committee through written communication to the principal of Kemps Landing/Old Donation School. Parents/guardians may appeal the decision of the Kemps Landing/Old Donation School appeals committee to the executive director of the Office of Differentiated Academic Programs and Professional Learning.

**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 are notified when persons other than themselves refer their students for identification. Parents/guardians complete a parent permission form (visual arts) or provide a signature (dance) giving permission to evaluate. Once a student has been assessed and found eligible for one of the gifted programs offered by the Virginia Beach City Public Schools, 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 referral process through the division-wide newsletter, "Apple-A-Day," which is mailed to each home in Virginia Beach and on the divisions 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 gifted resource teacher 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 newspapers; advertising time is purchased on local radio stations; personal appearances are made on local television and radio stations; and meetings are conducted with local civic groups, such as the NAACP, the Philippine Community, and the Equity Council to inform the public of the application process.

The gifted resource teacher in the neighborhood school processes the application, which may originate from 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 and building administrators.



## **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 Virginia Beach City Public Schools 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 gifted resource teacher. 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 Kemps Landing/Old Donation School, 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 Executive Director of the Office of Differentiated Academic Programs and Professional Learning and the Director of Elementary or Middle School Programs will be notified in writing. However, students do not exit the gifted program. Every area of service (resource cluster, Kemps Landing/Old Donation School 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 Kemps Landing/Old Donation School.

Requests for appeals for Kemps Landing/Old Donation School are first addressed by the administrator(s) responsible for the program who facilitates a first level appeals committee. If the parents/guardians do not agree with this decision, they may submit an additional request to the Executive Director of the Office of Differentiated Academic Programs & Professional Learning who chairs the second level appeals committee.

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.

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At the committee's initial 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 Virginia Beach City Public Schools. 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 chair of the committee is responsible for notifying parents/guardians and/or the individual initiating the appeal of the decision within ten instructional days of receipt of the written appeal.

**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. Career and Technical aptitude 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 Virginia Beach City Public Schools 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 is 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 kindergarten and first grade are provided by the elementary gifted resource teacher 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 gifted resource teacher, extension activities, whole group lessons, or various configurations of small groupings of students based on readiness, interest, and/or learning profile.

Those who are identified as intellectually gifted in grades 2 - 5, receive services through a select school at Kemps Landing/Old Donation School 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 gifted resource teacher. The gifted resource teacher is trained in understanding gifted characteristics, using specific instructional strategies, and developing specialized curriculum designed to meet the needs of gifted learners.

## **Middle School**

The sequence of gifted education services continue for identified middle school students in grades six through eight. Those who are identified as intellectually gifted in grades 6 - 8, receive services through a select school at Kemps Landing/Old Donation School 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 gifted resource teacher. The gifted resource teacher is trained in understanding gifted characteristics, 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 gifted resource teacher 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.

Gifted resource teachers in each of the comprehensive high schools serve as teachers and advocates for gifted learners. At grades 9-10, gifted learners are clustered in order to provide some time in their academic schedule to work with their intellectual peers. The gifted resource teacher 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.

## Virginia Beach City Public Schools

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

### **Kemps Landing/Old Donation School**

Kemps Landing/Old Donation School 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 Kemps Landing/Old Donation School offers art, music, physical education, and computer, in addition to English, math, science, and social studies.

The middle school program at Kemps Landing/Old Donation requires English, math, science, social studies, physical education, an exploratory, 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 program. 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 Kemps Landing/Old Donation School. 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 Kemps Landing/Old Donation School 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 Virginia Beach City Public Schools, in grades 9-12, are eligible to attend the Governor's School for the Arts 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 gifted resource teacher 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 gifted resource teacher. The gifted resource teacher gives continuous training and support to the cluster teacher in the development of curriculum and the implementation of differentiated instruction in the classroom. The gifted resource teacher 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 Virginia Beach City Public Schools, 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 A).
- 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 B).
- 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 C).
- Enrolling in select advanced-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 Virginia Beach City Public Schools (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

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- 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**

Virginia Beach City Public Schools 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 are applied. The grade-level themes serve as the "big ideas" and are the 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).
- **National Association for Gifted Children (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 (CPS):** 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. CPS 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:** Problem-based learning (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.
- **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.
- **Project M3 and M2: Mentoring Mathematical Minds:** Developed under a Jacob J. Javits Grant. These units provide rigorous experiences in grades kindergarten through five.

**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 Virginia Beach City Public Schools 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.

- The kindergarten through grade twelve gifted program benchmarks include specific curricular and instructional goals for students in Virginia Beach City Public Schools 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 D).
- 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.
- Data regarding performance on College and Work Readiness Assessment (CWRA) and/or similar division-wide assessments providing evidence that intellectually gifted students demonstrate higher-level thinking skills.

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- 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.
- Teacher report data indicating that underachieving gifted students improve 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 Virginia Beach City Public Schools 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 is 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.

## Virginia Beach City Public Schools

No one model provides the theoretical framework for the Virginia Beach City Public School'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

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have the opportunity to take courses at community colleges while still in high school, and enroll in correspondence courses or on-line courses.

There are eight secondary academy and advanced academic programs (schools-within-schools) in Virginia Beach City Public Schools. 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.

Problem-based learning 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 referral process through the division-wide newsletter, "Apple-A- Day," is available on the divisions internet site [www.VBSchools.com](http://www.VBSchools.com). In October of each year, a brochure on the referral and identification process is distributed. Workshops for school staff and parents are conducted by the gifted resource teacher and/or gifted assessment specialists. In addition, all schools are asked to include information about the referral process in their newsletters. News releases are sent to local newspapers; advertising time is purchased on local radio station; personal appearances are made on local television and radio stations; and meetings may be conducted with local civic groups, such as the NAACP, the Philippine Community, and the Equity Council to inform the public of the referral process.

All students who are determined to be eligible for gifted services for general intellectual aptitude in grades kindergarten through twelfth immediately qualify for services in their neighborhood school resource program. The gifted resource teacher 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 Virginia Beach City Public Schools. Kindergarten and first grade students are served through a collaborative resource model provided by the gifted resource teacher and the classroom teacher.

Students may apply to Kemps/Landing Old Donation School for gifted services for general intellectual aptitude. All applicants to Kemps Landing/Old Donation School must meet the criteria for identification for gifted services. The top candidates of those who apply are invited to attend. Kemps/Landing Old Donation School 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.

## Virginia Beach City Public Schools

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, and Governor's STEM & Technology Academy at Landstown High School; and Visual and Performing Arts Academy at Salem High School.

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

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 Virginia Beach are dependent on collaborative work among gifted resource teachers, cluster teachers, parents, administrators, and community members. The general education curriculum serves as the foundation for appropriately differentiated curriculum for the gifted (Attachment E).

**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 gifted resource teacher 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 E).

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

All gifted education teachers participate in an introductory two-hour 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 online 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. 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. A school division emphasis on social and emotional needs of gifted learners supports our work with meeting the affective needs of the gifted population (Attachment F).

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

The following paragraph from the Virginia Beach City Public Schools 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 Virginia Beach City Public Schools 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:

- an annual first grade identification parent and teacher workshop
- transition workshops for parents and teachers
- the provision and use of the gifted testing handbook
- mock eligibility workshops for gifted resource teachers, 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 executive director and coordinators in the Office of Differentiated Academic Programs and Professional Learning 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 Virginia Beach City Public School'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 F).

Virginia Beach City Public Schools

| <b>TEACHING/GRADE</b>            | <b>PROGRAM</b><br>(General Intellectual Ability-GIA,<br>Gifted Visual Arts –VPA, Gifted<br>Dance Education-VPA) | <b>REQUIRED TRAINING</b>   |
|----------------------------------|---|--|
| Gifted resource teachers         | 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                       |

| <b>TEACHING/GRADE</b>                 | <b>PROGRAM</b><br>(General Intellectual Ability-<br>GIA) | <b>REQUIRED TRAINING</b>   |
|---------------------------------------|--|--|
| Kindergarten and first grade 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 Virginia Beach City public Schools 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 D). 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 Virginia Beach City Public Schools.

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 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 is 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:**

Gifted resource teachers 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. Gifted resource teachers work with classroom teachers, building administrators, school counselors, and parents to support and increase students' success. In order to build the capacity of gifted resource teachers to address this contemporary issue, both formal and informal sessions were provided by gifted coordinators focused on topics relevant to gifted underachievement.

Professional learning communities were established and titled collaborative learning culture groups (CLC) where GRTs participated in collaborative, interest-based action research/inquiry. Groups research contemporary topics as they relate to gifted students in their respective buildings. CLC groups create products to benefit the gifted community at large. Future work includes vertical collaboration with a focus on transition and alignment.

A concentrated effort is being made to identify students in underrepresented populations. Virginia Beach City Public Schools implements the Emerging Scholars Initiative (ESI) in sixteen Title I schools with low socioeconomic status. A full-time gifted resource teacher collaborates on a weekly basis in kindergarten and first grade 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, Virginia Beach City Public Schools is partnering with a local museum 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 the first grade students. Docents, classroom teachers, and gifted resource teachers in the museums observe students in this unique setting and provide anecdotal information as well.

A concentrated effort has been made to identify students who are twice exceptional learners. The Office of Differentiated Academic Programs and Professional Learning has collaborated with the Office of Programs for Exceptional Children 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 gifted resource teachers, regular education teachers, and members of the Community Advisory Community for Gifted Education, where OPEC staff members participated. A brochure originally published in 2006 was reissued to support this initiative.



**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 Community Advisory Committee 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:

- review annually the local plan for the education of gifted students, including revisions,
- determine the extent to which the local plan for the previous year was implemented,
- develop annual goals and priorities,
- represent the community,
- encourage a collaborative relationship between school division staff and the community,
- become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education,
- focus attention on issues relative to improving the educational services for gifted students, and
- submit recommendations of the advisory committee in writing to the Superintendent and the School Board.

To that end, the Community Advisory Committee 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.

On November 17, 2009, the Virginia Beach School Board approved the Gifted Education Program K-12:

Evaluation Readiness Report including the program goals and objectives, the evaluation plan, and the recommendations concerning the evaluation of the program. The recommended evaluation plans included the following: 1) begin a process evaluation during 2009-2010 focused on the process-oriented goals and objectives regarding how the program operates, 2) continue the process evaluation during 2010-2011, and 3) conduct an outcome evaluation during 2011-2012 focused primarily on evaluating the extent to which the outcome-oriented goals and objectives were met. This evaluation report is based on the School Board-approved plan and includes the results of the process evaluation that was conducted during 2009-2010.

## Virginia Beach City Public Schools

The evaluation included service delivery models at all school levels. This evaluation focused on the operational components of implementing the program, such as the structure of the program and service delivery models; program alignment from kindergarten to grade twelve; implementation according to key Virginia Beach City Public Schools (VBCPS) expectations or guidelines; referral, identification, and selection processes; differentiation of instruction; classroom assessment practices; collaborative work among teachers; staff development; parent involvement and participation; and attending to students' cognitive, emotional, and social needs. Additionally, preliminary data regarding several student outcomes was included based on survey data. The evaluation was based on both quantitative and qualitative data that were collected through surveys, reviews of program documents, classroom observations, and multiple databases. Survey data were analyzed and presented by service delivery model in order to identify strengths and weaknesses within the Gifted Education Program. The link to each year of the evaluation can be found at <https://www.vbcps.com/depts/REA/Evaluations/Pages/default.aspx>.

At the completion of each year of the three-year gifted program evaluation, the findings dictated the direction of program improvements. Following the three-year evaluation, the findings continue to be used to determine goals, objectives, and activities included in the 2015-2020 Local Plan for the Education of the Gifted.

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 data-driven improvement planning process 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 G). 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 Office of Teaching and Learning and the Office of Programs for Exceptional Children 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 (ex-officio)   | <b>4</b>                  |
| Administrators (ex-officio)   | <b>1</b>                  |
| Support Staff   | <b>0</b>                  |
| Community<br>□ representatives of<br>business, industry, arts           | <b>0</b>                  |
| Community<br>□ persons who are not<br>parents of identified<br>students | <b>0</b>                  |
| Students (optional)   | <b>1</b>                  |

## Virginia Beach City Public Schools

Community Advisory Committee for Gifted Education (CAC) whose purpose is to advise the School Board of the educational needs of all gifted students in the Virginia Beach City Public Schools 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 the Virginia Beach City Public Schools are not eligible to serve as voting members.

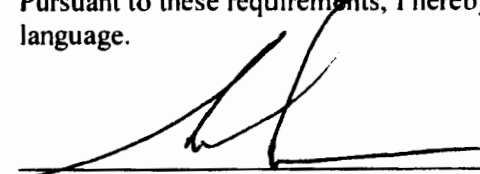
The Community Advisory Committee for Gifted Education meets nine times a year in the months of September, October, November, January, February, March, April, May, and June (Attachment E).

**Part XII: Assurances (8VAC20-40-60A.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 C. Spence  
Printed Name

9/2/15  
Date

## **Attachments**

- A. Compacting Curriculum (Strategies Toolbox p. 87)
- B. Acceleration (Strategies Toolbox p. 83)
- C. Tiered Activities (Strategies Toolbox p. 116)
- D. K-12 Gifted Program Benchmarks
- E. CAC Information (Meeting Schedule, Website)
- F. 2013-2015 Staff Development Plans
- G. Data-driven Improvement Planning Process (DDIPP)

# Strategies Toolbox

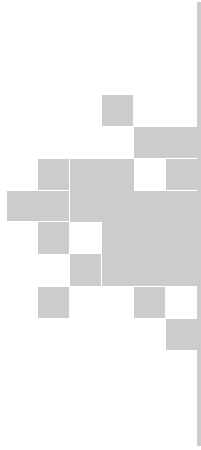


## Curriculum Compacting

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:

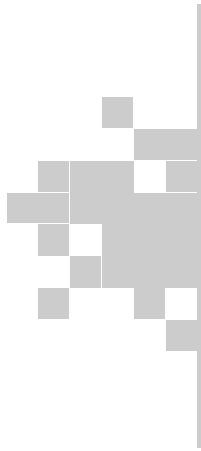
1. Students move through the standard curriculum in as short a time as is possible and beneficial to the students.
2. Students move through a year's required curriculum in a few months and using the rest of the year to do activities in areas of study that are particularly interesting to individual or 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 preassessing 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.
4. 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 overwhelming for some students in the Ready-To-Go group, scaffolding may be build 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.



*Department of Teaching and Learning*  
Office of Differentiated Academic Programs and Professional Learning  
Gifted Programs

**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 set*
- *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*

Attachment D

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|--|---|
| <b>Goal Statement: To develop critical thinking and creative abilities and problem solving skills.</b> |   |
| <b>Benchmark:</b>  | <b>Students will be questioners.</b>  |
| <b>Indicators:</b>   | <ul style="list-style-type: none"><li>• <i>Recognizes real world possibilities for inquiry and investigation across domains of knowledge</i></li><li>• <i>Asks relevant questions</i></li><li>• <i>Asks thought-provoking questions</i></li><li>• <i>Generates questions independently</i></li><li>• <i>Exhibits curiosity</i></li><li>• <i>Asks questions at varying degrees of complexity</i></li><li>• <i>Extends thinking</i></li></ul> |



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**Benchmarks for Gifted Students**

|   |   |
|---|---|
| <b>Grade 3 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.</b> |   |
| <b>Benchmark:</b>   | <b>Gifted students will create their own examples and non-examples of a concept.</b>  |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Identifies examples and non-examples of a concept</i></li> <li>• <i>Categorizes examples and non-examples of a concept</i></li> <li>• <i>Generates multiple examples and non-examples of a concept</i></li> <li>• <i>Notes characteristics of a concept</i></li> <li>• <i>Notes exceptions to a concept</i></li> <li>• <i>Proves with evidence examples and non-examples of a concept</i></li> </ul>  |
| <b>Benchmark:</b>   | <b>Gifted students will use personal experiences to support a generalization about a given concept.</b>   |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Connects personal experiences to concepts and generalizations when studying real world issues and problems</i></li> <li>• <i>Uses personal experiences to support concepts and generalizations</i></li> <li>• <i>Identifies changes overtime and relates them to a generalization, personal experiences, and real world issues and problems</i></li> <li>• <i>Relates changes overtime and from various perspectives</i></li> <li>• <i>Uses changes overtime and from varied perspectives to support a generalization</i></li> <li>• <i>Creates generalizations related to a theme or macroconcept drawing upon personal experiences</i></li> </ul> |

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| <b>Grade 3 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.</b> |  |
| <b>Benchmark:</b>   | <b>Gifted students will demonstrate the application of a concept across disciplines.</b>   |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Uses understanding of concepts to analyze real world issues and problems</i></li> <li>• <i>Creates generalizations that describe real world issues and problems</i></li> <li>• <i>Relates concepts, principles, and generalizations from one discipline to themes, issues, and problems originating in other disciplines</i></li> <li>• <i>Analyzes real world issues and problems to determine the interdisciplinarity of concepts and generalizations</i></li> </ul>   |
| <b>Benchmark:</b>   | <b>Gifted students will make connections among concepts and issues.</b>  |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Explains the relationships among concepts as they relate to real world issues and problems</i></li> <li>• <i>Explains the similarities and differences (at the conceptual level) between two or more issues or problems</i></li> <li>• <i>Recognizes the multiple points of view related to an issue or problem in the real world</i></li> <li>• <i>Identifies rules, unanswered questions, ethical issues, and big ideas inherent in issues and problems in the real world</i></li> <li>• <i>Synthesizes two or more concepts to form generalizations</i></li> <li>• <i>Provides details and evidence to support a generalization</i></li> <li>• <i>Uses knowledge and conceptual understanding to form a generalization</i></li> </ul> |



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**Benchmarks for Gifted Students**

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| <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> |



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| <b>Grade 3 Goal 2: To develop critical thinking and creative abilities and problem solving skills.</b> |  |
| <b>Benchmark:</b>  | <b>Gifted students will comprehend implied meanings.</b>   |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Demonstrates intuitive thinking</i></li> <li>• <i>Understands meanings presented iconically and symbolically</i></li> <li>• <i>Uses iconic and symbolic representations to communicate understanding</i></li> <li>• <i>Explains interpretations of self and others</i></li> <li>• <i>Makes inferences</i></li> <li>• <i>Formulates generalizations to demonstrate understanding</i></li> </ul>               |
| <b>Benchmark:</b>  | <b>Gifted students will determine cause and effect.</b>  |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Identifies the independent and dependent variables in an experiment</i></li> <li>• <i>Manipulates the independent and dependent variables in an experiment</i></li> <li>• <i>Conducts experimental research</i></li> <li>• <i>Interprets cause and effect relationships in multiple disciplines</i></li> <li>• <i>Interprets cause and effect relationships in real world issues and problems</i></li> </ul> |
| <b>Benchmark:</b>  | <b>Gifted students will compare and contrast data, ideas, concepts, and perspectives.</b>  |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Determines the reliability and validity of reference information</i></li> <li>• <i>Uses criteria to analyze relationships among data, ideas, concepts, and perspectives</i></li> <li>• <i>Evaluates the strengths and weaknesses of an argument</i></li> <li>• <i>Develops a process to collect and analyze data</i></li> </ul>  |

| <b>Grade 3 Goal 2: To develop critical thinking and creative abilities and problem solving skills.</b> |  |
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| <b>Benchmark:</b>  | <b>Gifted students will develop generalizations.</b>   |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Uses data, concepts, and perspectives to develop generalizations</i></li> <li>• <i>Recognizes connections and relationships among two or more concepts</i></li> <li>• <i>Formulates generalizations that support a macro concept</i></li> <li>• <i>Synthesizes data, concepts, and perspectives</i></li> <li>• <i>Constructs new generalizations or principles based upon knowledge</i></li> </ul>       |
| <b>Benchmark:</b>  | <b>Gifted students will recognize patterns in various content areas (cyclic nature).</b>   |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Recognizes patterns overtime</i></li> <li>• <i>Analyzes patterns from different points of view</i></li> <li>• <i>Makes interdisciplinary connections using patterns</i></li> <li>• <i>Categorizes patterns (i.e. historical, scientific, biological, meteorological, economic)</i></li> <li>• <i>Makes predictions based upon patterns</i></li> <li>• <i>Draws conclusions using patterns</i></li> </ul> |
| <b>Benchmark:</b>  | <b>Gifted students will be risk-takers.</b>  |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Accept challenges</i></li> <li>• <i>Exhibits willingness to attempt new challenges</i></li> <li>• <i>Tolerates ambiguity</i></li> <li>• <i>Asks questions in pursuit of deeper meaning</i></li> <li>• <i>Initiates challenge</i></li> <li>• <i>Supports a difference in opinion</i></li> </ul>   |

| <b>Grade 3 Goal 2: To develop critical thinking and creative abilities and problem solving skills.</b> |  |
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| <b>Benchmark:</b>  | <b>Gifted students will use a variety of strategies to solve problems.</b>   |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Uses methods of inquiry to solve problems</i></li> <li>• <i>Uses criteria to select the most efficient strategy(ies) to use in solving problems</i></li> <li>• <i>Demonstrates fluency and flexibility in problem solving</i></li> </ul>   |
| <b>Benchmark:</b>  | <b>Gifted students will propose multiple solutions.</b>  |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Continues working to solve the problem beyond the formation of an initial solution</i></li> <li>• <i>Demonstrates fluency, flexibility, and originality in solution building</i></li> <li>• <i>Uses questioning to explore multiple solutions</i></li> <li>• <i>Uses a variety of strategies to formulate multiple solutions to a problem</i></li> </ul> |
| <b>Benchmark:</b>  | <b>Gifted students will identify varied perspectives related to problems, issues, and concepts.</b>  |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Exhibits empathy toward varied perspectives related to problems, issues, and concepts</i></li> <li>• <i>Identifies stakeholders impacted by a problem or issue</i></li> <li>• <i>Understands varied perspectives related to problems, issues, and concepts</i></li> </ul>  |
| <b>Benchmark:</b>  | <b>Gifted students will adapt an idea to a new situation.</b>  |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Integrates one idea with another idea</i></li> <li>• <i>Understands how new situations positively or negatively influence an idea</i></li> <li>• <i>Manipulates ideas across disciplines</i></li> <li>• <i>Makes connections among ideas in multiple situations</i></li> </ul>   |



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### Benchmarks for Gifted Students

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| <b>Grade 3 Goal 3: To develop metacognitive skills that foster independent and self-direct learning in order to develop self-understanding</b> |   |
| <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>   |

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| <b>Grade 3 Goal 3: To develop metacognitive skills that foster independent and self-direct learning in order to develop self-understanding</b> |  |
| <b>Benchmark:</b>  | <b>Gifted students will set goals and monitor their progress.</b>  |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Works with the teacher to develop a plan for learning</i></li> <li>• <i>Self-evaluates process and product goals and progress towards the goals</i></li> <li>• <i>Works with the teacher to develop a plan for learning</i></li> <li>• <i>Differentiates between short term and long term goals</i></li> <li>• <i>Develops rubrics</i></li> <li>• <i>Identifies personal level of motivation to accomplish a goal</i></li> </ul> |
| <b>Benchmark:</b>  | <b>Gifted students will demonstrate task commitment.</b>   |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Develops and follows a timeline to complete tasks with support</i></li> <li>• <i>Breaks down the task into manageable portions</i></li> <li>• <i>Prioritizes multiple tasks to complete within allotted time</i></li> <li>• <i>Utilizes a variety of organizational tools and techniques</i></li> </ul>  |
| <b>Benchmark:</b>  | <b>Gifted students will communicate feelings in a socially acceptable manner.</b>  |
| <b>Indicators:</b>   | <ul style="list-style-type: none"> <li>• <i>Gives and accepts purposeful constructive criticism</i></li> <li>• <i>Verbalizes another point of view</i></li> <li>• <i>Shows respect for opposing points of view</i></li> <li>• <i>Shows an appreciation for differences within the learning community</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 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*



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**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*

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

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

**Benchmark:** Gifted students will develop alternative solutions for a problem.

- Indicators:**
- *Demonstrates proficient use of strategies in formulating solutions*
  - *Uses inductive and deductive processes in developing solutions*
  - *Evaluates multiple solutions according to validity, reliability, and reasonableness*

**Benchmark:** Gifted students will expound upon ideas.

- Indicators:**
- *Adds relevant information to expound upon ideas*
  - *Comprehends subtle similarities and differences among ideas and communicates these variances*
  - *Uses elaboration to enhance an idea*
  - *Uses elaboration in communicating thought processes during the formulation of an idea*

**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**

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|---|---|
| <b>Grade 5 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 apply knowledge of self to product selection.</b>   |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Creates products that reflect interests and learning style</i></li> <li>• <i>Improves upon product design by applying knowledge of personal learning style</i></li> <li>• <i>Creates products that provide an appropriate level of personal challenge</i></li> </ul>  |
| <b>Benchmark:</b>   | <b>Gifted students will develop and apply appropriate interpersonal skills within cooperative groups.</b>   |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Assumes different roles in a group</i></li> <li>• <i>Initiates compromise by assuming leadership roles</i></li> <li>• <i>Listens actively to the opinions and input of others within cooperative groups</i></li> <li>• <i>Shows respect for others within cooperative groups</i></li> </ul>   |
| <b>Benchmark:</b>   | <b>Gifted students will develop self-monitoring behaviors to promote continuous learning.</b>   |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Independently sets goals in academic, extracurricular, and social activities</i></li> <li>• <i>Completes multiple tasks within a time frame</i></li> <li>• <i>Adjusts processes and products as necessary to effectively meet a learning goal</i></li> <li>• <i>Develops and utilizes checklists and timelines to effectively meet a learning goal</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 develop leadership potential.

- Indicators:**
- *Delegates responsibilities to group members*
  - *Keeps the group focused on the target outcome*
  - *Supports all group members*
  - *Seeks support for the group when necessary*
  - *Guides the group to consensus*
  - *Models effective participation as a group member*

**Benchmark:** Gifted students will evaluate the clarity of knowledge, accuracy of knowledge, and effectiveness of actions.

- Indicators:**
- *Verifies knowledge and understanding through multiple sources*
  - *Identifies gaps in knowledge and understanding within and across disciplines*
  - *Assesses the effectiveness of actions through a variety of means*
  - *Determines the extent to which he/she has clarity about knowledge*

**Benchmark:** Gifted students will develop criteria for self-evaluation.

- Indicators:**
- *Identifies categories for assessing a product or action*
  - *Delineates the indicators for multiple outcomes*
  - *Determines the criteria for various levels of proficiency (i.e., poor, satisfactory, good, exemplary)*
  - *Determines the extent to which he/she has clarity about knowledge*



**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 utilize time management skills in planning, implementing, and completing complex tasks.

- Indicators:**
- *Creates, utilizes, and adjusts an effective time line in completing complex tasks*
  - *Identifies short term and long term goals*
  - *Plans for meeting both short term and long term goals*
  - *Analyzes the complexity of a task and prioritizes steps in completing a task by breaking it down into manageable phases*
  - *Monitors progress and makes appropriate adjustments as necessary*

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

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

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

- Indicators:**
- *Follows thought processes in order to assess proficiency and efficiency in completing a task*
  - *Analyzes thinking processes, knowledge, understanding, and tasks related to skill application in order to improve knowledge, understanding, and skills*
  - *Identifies personal strengths and weaknesses for the purpose of self-improvement*
  - *Ponders ideas, connections, and understanding*

**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*



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**

A H E A D O F T H E C U R V E

*Department of Teaching and Learning*

Office of Differentiated Academic Programs and Professional Learning

Gifted Programs

## **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*

| <b>Grade 8 Goal 1: To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world.</b> |  |
|---|--|
| <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>  |



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**

A H E A D O F T H E C U R V E

*Department of Teaching and Learning*

Office of Differentiated Academic Programs and Professional Learning

Gifted Programs

**Benchmarks for Gifted Students**

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

**Benchmark:** Gifted students will apply various techniques of problem solving to problem situations (e.g., mathematical, scientific, literary, technological).

- Indicators:**
- *Draws from a variety of problem solving strategies and thought processes in order to efficiently solve a problem*
  - *Modifies problem solving techniques and thought processes in order to solve a problem*
  - *Connects prior knowledge and experience with the needs of a problem situation as part of the problem solving process*
  - *Personally recognizes and initiates acquisition skills essential to the problem solving process*
  - *Employs problem solving strategies across disciplines*

**Benchmark:** Gifted students will utilize and apply appropriate problem solving skills in order to implement and generate new solutions for situations needing change.

- Indicators:**
- *Selects the most efficient problem solving strategy*
  - *Evaluates outcomes of a selected solution*
  - *Independently uses a variety of creative thinking strategies to generate solutions*
  - *Selects appropriate criteria for evaluating possible solutions*
  - *Generates multiple solutions*
  - *Suspends judgment of solutions until numerous alternatives have been generated*

**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)*
  - *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 macroconcept 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*

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

**Benchmark:**

**Gifted students will apply principles within and across disciplines.**

**Indicators:**

- *Uses rules and principles from one discipline to facilitate deepened understanding and work in another discipline*
- *Understands the interdisciplinary nature of principles and processes*
- *Recognizes personal strengths and limitations and makes an effort to expand knowledge, understanding, and skills*
- *Utilizes inferential skills to generate real life applications*
- *Articulates the interdisciplinary nature of principles and processes*



**Department of Teaching and Learning**  
 Office of Differentiated Academic Programs and Professional Training  
 Gifted Programs

## Benchmarks for Gifted Students

|   |  |
|---|--|
| <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 capitalize on strengths and compensate for weaknesses in their learning processes.</b>   |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Self-assesses in order to increase self-awareness</i></li> <li>• <i>Chooses appropriate strategies to maximize efficiency and improvement</i></li> <li>• <i>Analyzes steps in problem solving and decision making for efficiency and improvement</i></li> <li>• <i>Identifies a variety of available and appropriate resources beyond traditional sources</i></li> <li>• <i>Integrates personal talents into a project</i></li> <li>• <i>Determines their personal learning needs</i></li> </ul> |
| <b>Benchmark:</b>   | <b>Gifted students will plan, conduct, and complete complex assignments independently.</b>   |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Sets realistic goals and systematically works to achieve them</i></li> <li>• <i>Make defensible decisions</i></li> <li>• <i>Problem solves</i></li> <li>• <i>Thinks critically with regards to complex task completion</i></li> <li>• <i>Breaks a complex task into manageable increments</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>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>   | <b>Gifted students will exhibit scholarly skills and behaviors.</b>   |
| <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>   | <b>Gifted students will employ self-reflection as an evaluation tool for conflict resolution.</b>   |
| <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>   |



*Department of Teaching and Learning*  
 Office of Differentiated Academic Programs and Professional Learning  
 Gifted Programs

## Benchmarks for Gifted Students

|   |  |
|---|--|
| <b>Grade 12 Goal 1: To develop an understanding of systems of knowledge themes, issues, and problems that frame the external world.</b> |  |
| <b>Benchmark:</b>   | <b>Gifted students will recognize and empathize with perspectives of a given concept, theme, or issue that is not his or her own.</b>  |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Demonstrates a developed sense of awareness regarding personal biases and prejudices</i></li> <li>• <i>Communicates a desire to investigate and explore issues that impact society</i></li> <li>• <i>Effectively communicates empathy and self-knowledge</i></li> <li>• <i>Clearly articulates reasons for expressed opinions, noting personal biases and prejudices within the context of varying opinions</i></li> <li>• <i>Demonstrates respect for perspectives that differ from one's own</i></li> <li>• <i>Explains the value in alternative viewpoints</i></li> </ul> |
| <b>Benchmark:</b>   | <b>Gifted students will recognize, empathize, and make connections between the systems of issues and problems occurring in the external world.</b>   |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Demonstrates developed/sophisticated understanding of relationship between self and the real world</i></li> <li>• <i>Recognizes possibilities and limitations of initiating change</i></li> <li>• <i>Articulates the impact of complex issues and scenarios both nationally and globally</i></li> <li>• <i>Considers factors and changes affecting the interplay among issues</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 analyze influences that shape future trends related to key concepts, issues, and themes.

- Indicators:**
- *Examines emerging trends and factors that shape the emergence and evolution of ideas*
  - *Recognizes that trends rarely unfold in a constant, linear direction*
  - *Considers multiple determinants to analyze influences that shape trends*
  - *Uses digital technology to research and collect data in order to refine ideas and predict future trends*

**Benchmark:** Gifted students will compare and contrast original approaches to discipline-based dilemmas with those of experts in the field.

- Indicators:**
- *Submits examples of refined/cumulative work to experts in the field for feedback*
  - *Participates in problem-solving exercises used to generate specific feedback from peers*
  - *Develops a framework/method for comparing and contrasting ideas*
  - *Generates and clarifies approaches to dilemmas through inquiry and advanced exploration*
  - *Collaborates with peers to develop collective points of view on the cause/effect of dilemmas*

**Benchmark:** Gifted students will formulate essential questions, pose and define problems, and test and improve ideas.

- Indicators:**
- *Applies understanding of concepts from multiple perspectives to generate solutions*
  - *Connects the essential question to systems of knowledge, themes, and issues that frame the external world*
  - *Demonstrates advanced exploration and problem solving within a topic/issue using an essential question as the framework for investigation*

**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*





Department of Teaching and Learning  
 Office of Differentiated Academic Programs and Professional Learning  
 Gifted Programs

### 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>  |

| <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 feasibility of various solutions to problems.</b>  |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Recommends and defends a solution</i></li> <li>• <i>Reframes problems when alternative solutions are exhausted</i></li> <li>• <i>Examines different options for solving complex real-world situations and determines why specific courses of action need to be taken</i></li> <li>• <i>Generates a multitude of viable solutions and considers alternative solutions during the evaluation process</i></li> </ul>   |
| <b>Benchmark:</b>   | <b>Gifted students will identify concepts that cross disciplines as they apply the principles of presenting a defensible argument.</b>  |
| <b>Indicators:</b>  | <ul style="list-style-type: none"> <li>• <i>Develops a clear and coherent thesis and conclusion for an argument</i></li> <li>• <i>Develops logical arguments based on data and research findings</i></li> <li>• <i>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)</i></li> <li>• <i>Evaluates an argument objectively by considering all sides of an issue (e.g. examining multiple perspectives, data)</i></li> <li>• <i>Evaluates sources for validity, bias, and relevance</i></li> <li>• <i>Builds on previous knowledge, connections, and inferred knowledge to creatively express rationale for a clearly developed argument</i></li> <li>• <i>Uses macro concepts to create, explain, and/or present an argument linking multiple disciplines</i></li> </ul> |

| <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> |



Department of Teaching and Learning  
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Gifted Programs

### 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>   |

| <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 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>   |

Attachment E

# VIRGINIA BEACH CITY PUBLIC SCHOOLS

2512 George Mason Drive • P.O. Box 6038 Virginia Beach, Virginia 23456-0038 757.263.1000 • 757.263.1240 TDD



- Gifted Education
  - Elementary School Level
  - Middle School Level
  - High School Level
  - Appeals
  - Application Process
  - Application Timelines
  - Community Advisory Committee
  - Conversations: The Gifted Learner
  - Gifted and Talented Bulletin
  - Information Night
  - Keys to Accomplishment
  - Self-regulation for Accomplishment Workshop
  - Referrals
  - Transportation
  - 2010-2015 Local Plan for the Education of the Gifted

## Community Advisory Committee for Gifted Education (CAC)

The purpose of the gifted education community advisory committee is to advise the School Board of the educational needs of all gifted students in the school division. The duties and responsibilities of the gifted education community advisory committee are to:

- Annually review the local plan for the education of gifted students, including revisions;
- Determine the extent to which the local plan for the previous year was implemented;
- Develop annual goals and priorities;
- Represent the community;
- Encourage a collaborative relationship between school division staff and the community;
- Become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education;
- Focus attention on issues relative to improving the educational services for gifted students; and
- Submit recommendations of the advisory committee in writing to the Superintendent and the School Board.

For information about serving on the committee or about committee meeting dates, times, and location, call the Office of Differentiated Academic Programs and Professional Learning at 757.263.1405; or Shekita Howard, CAC Chairperson, at 757.339.9535.

### Schedule of Meetings 2014-2015 2nd Monday of the Month

The meetings begin at 6:30 p.m. and conclude at 8:30 p.m.

| Meeting Date                                 | Location  | Topic(s) / Minutes  |
|--|---|---|
| September 8, 2014                            | School Administration Building Building #6<br>2512 George Mason Drive<br>Virginia Beach, VA 23456 | Role of the CAC<br>Review of Gifted Program Components<br>Committee Assignments<br>Establish Site Visit Schedule<br>Local Plan for the Gifted 2015-2020 |
| October 13, 2014                             | Plaza Annex Professional Development Center<br>641 Carriage Hill Road<br>Virginia Beach, VA 23452 | Mock Eligibility with assessment specialists  |
| November 10, 2014<br>(Veteran's Day on 11th) | Laskin Road Annex Professional Development Center<br>1413 Laskin Road<br>Virginia Beach, VA 23451 | Twice-exceptional Learners  |
| <b>December – No Meeting</b>                 |   |   |
| January 12, 2015                             | Salem HS<br>1993 Sun Devil Drive<br>Virginia Beach, VA 23464                                      | Arts Programs: Governor's School, Salem VPA, ODC, and VBMS Gifted Visual Arts Program   |

Attachment E

<http://www.vbschools.com/curriculum/gifted/cac.asp>



|                  |  |   |
|------------------|--|---|
| February 9, 2015 | Kemps Landing/Old Donation School<br>2509 Seaboard Road<br>Virginia Beach, VA 23456                  | Kemps Landing/Old Donation School<br>consolidation update and visit/tour                          |
| March 9, 2015    | College Park ES<br>1110 Bennington Road<br>Virginia Beach, VA 23464                                  | Gathering of Region II Gifted<br>Education Advisory Committee<br>Members for Discussion & Sharing |
| April 13, 2015   | School Administration Building<br>Building #6<br>2512 George Mason Drive<br>Virginia Beach, VA 23456 | Site Visit Debriefing   |
| May 11, 2015     | School Administration Building<br>Building #6<br>2512 George Mason Drive<br>Virginia Beach, VA 23456 | Site Visit Debriefing<br>Develop Report to the School Board                                       |
| June 8, 2015     | School Administration Building<br>Building #6<br>2512 George Mason Drive<br>Virginia Beach, VA 23456 | Membership and Report to the School<br>Board  |

[CAC Meeting Archives](#)



Last Modified on Monday, February 09, 2015

Attachment E



FOR IMMEDIATE RELEASE

Date: 05/06/15

News Release No. 071



Office of Differentiated Academic Programs

and Professional Learning

Phone: 757.263.1405

Fax: 757.263.1424

Email: [ronda.michalak@vbschools.com](mailto:ronda.michalak@vbschools.com)

### CAC meeting scheduled

The Community Advisory Committee for Gifted Education (CAC) will hold its next regularly scheduled meeting Monday, May 11, in the [School Administration Building of the Virginia Beach Municipal Center](#) at 6:30 p.m.

CAC serves as an advisory body to the School Board regarding the educational needs of all gifted students in Virginia Beach City Public Schools.

All interested parents, caregivers and community members are invited to attend. Public comments are welcomed. For more information, or to sign up to speak, contact the Office of Differentiated Academic Programs and Professional Learning at 757-263-1405.

###

*Department of Media and Communications, [vbcpsweb@vbschools.com](mailto:vbcpsweb@vbschools.com)*

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*Department of Teaching and Learning*

Staff Development Plan 2013-2014  
Elementary School Gifted Resource Teachers and Gifted Cluster Teachers

| <b>Gifted Resource Teachers</b> | <b>Date, Time, and Location</b>  | <b>Topics</b>   | <b>Presenter</b>  | <b>Cluster Teacher Session</b>  | <b>First Grade Teacher Session</b>   |
|---------------------------------|--|---|---|---|--|
| <b>OCTOBER</b>                  |  |   |   |   |  |
| A/B ES GRTs                     | October 10, 2013<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Plaza Annex Professional Development Center</a>        | <ul style="list-style-type: none"> <li>• Content Update</li> <li>• Collecting Anecdotal Evidence</li> <li>• Collaboration</li> </ul>        | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul> | <ul style="list-style-type: none"> <li>• Data-driven Improvement Planning to be conducted on a regular basis throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>• Data-driven Improvement Planning to be conducted on a regular basis (includes kindergarten in ESI schools)</li> </ul> |
| <b>NOVEMBER</b>                 |  |   |   |   |  |
| New GRTs<br>(Years 1-2)         | November 7, 2013<br>(8:00 a.m. – 12:00 p.m.)<br><a href="#">Laskin Road Annex Professional Development Center</a>  | <ul style="list-style-type: none"> <li>• Concept-based Curriculum</li> <li>• Introduction to Kaplan’s Depth and Complexity Model</li> </ul> | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul> |   |  |
| A/B ES GRT                      | November 14, 2013<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex Professional Development Center</a> | <ul style="list-style-type: none"> <li>• Jr. Great Books Training</li> <li>• Collaboration</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul> |   |  |
| ESI GRTs                        | November 22, 2013<br>(12:00 p.m. – 3:00 p.m.)<br><a href="#">Plaza Annex Training Room 1</a>                       | <ul style="list-style-type: none"> <li>• SAPLINGS Parent/Student Workshop</li> <li>• Collaboration with Chrysler Museum</li> </ul>          | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul> |   |  |

## Attachment F

| Gifted Resource Teachers | Date, Time, and Location  | Topics   | Presenter   | Cluster Teacher Session | First Grade Teacher Session |
|--------------------------|---|--|---|-------------------------|-----------------------------|
| <b>JANUARY</b>           |   |  |   |                         |                             |
| A/B ES GRT               | January 9, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex Professional Development Center</a>  | <ul style="list-style-type: none"> <li>Twice-exceptional (2e) Learners</li> <li>Using Anecdotal Evidence</li> </ul>      | <ul style="list-style-type: none"> <li>Gifted Coordinator(s)</li> </ul>             |                         |                             |
| <b>FEBRUARY</b>          |   |  |   |                         |                             |
| New GRTs<br>(Years 1-2)  | February 6, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex Professional Development Center</a> | <ul style="list-style-type: none"> <li>Gifted Program Resources Sharing</li> </ul>                                       | <ul style="list-style-type: none"> <li>Mentors and Gifted Coordinator(s)</li> </ul> |                         |                             |
| <b>MARCH</b>             |   |  |   |                         |                             |
| A/B ES GRT               | March 6, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex Professional Development Center</a>    | <ul style="list-style-type: none"> <li>Content Update</li> <li>Collaboration</li> </ul>                                  | <ul style="list-style-type: none"> <li>Gifted Coordinator(s)</li> </ul>             |                         |                             |
| ESI GRT                  | March 21, 2014<br>(12:00 p.m. – 3:00 p.m.)<br><a href="#">Plaza Annex Training Room 1</a>                         | <ul style="list-style-type: none"> <li>Underserved Populations Specific to ESI Schools</li> <li>Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>Gifted Coordinator(s)</li> </ul>             |                         |                             |
| <b>APRIL</b>             |   |  |   |                         |                             |
| A/B ES GRT               | April 10, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex Professional Development Center</a>   | <ul style="list-style-type: none"> <li>Underserved Populations</li> <li>Collaboration</li> </ul>                         | <ul style="list-style-type: none"> <li>Gifted Coordinator(s)</li> </ul>             |                         |                             |
| <b>MAY</b>               |   |  |   |                         |                             |
| New GRTs<br>(Years 1-2)  | May 1, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">School Plant 2<sup>nd</sup> Floor Training Room</a>        | <ul style="list-style-type: none"> <li>Five-year Plan Development</li> </ul>   | <ul style="list-style-type: none"> <li>Mentors and Gifted Coordinator(s)</li> </ul> |                         |                             |



*Department of Teaching and Learning*

Staff Development Plan 2013-2014  
Elementary School Gifted Resource Teachers and Gifted Cluster Teachers

| <b>Gifted Resource Teachers</b> | <b>Date, Time, and Location</b>  | <b>Topics</b>   | <b>Presenter</b>  | <b>Cluster Teacher Session</b>  |
|---------------------------------|--|---|---|---|
| <b>OCTOBER</b>                  |  |   |   |   |
| MS/HS GRT                       | October 14, 2013<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex</a><br><a href="#">Training Room 1</a>                       | <ul style="list-style-type: none"> <li>• Curriculum Update (Math)</li> <li>• Collaboration</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Math Coordinator(s)</li> <li>• Gifted Coordinator(s)</li> </ul>    | <ul style="list-style-type: none"> <li>• Data-driven Improvement Planning to be conducted on a regular basis throughout the year</li> </ul> |
| <b>NOVEMBER</b>                 |  |   |   |   |
| New GRTs<br>(Years 1-2)         | November 7, 2013<br>(8:00 a.m. – 12:00 p.m.)<br><a href="#">Laskin Road Annex</a><br><a href="#">Professional Development Center</a> | <ul style="list-style-type: none"> <li>• Concept-based Curriculum</li> <li>• Introduction to Kaplan's Depth and Complexity Model</li> </ul> | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>                                   |   |
| MS/HS GRT                       | November 18, 2013<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex</a><br><a href="#">Training Room 1</a>                      | <ul style="list-style-type: none"> <li>• Curriculum Update (English)</li> <li>• Collaboration</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> <li>• English Coordinator(s)</li> </ul> |   |
| <b>JANUARY</b>                  |  |   |   |   |
| MS/HS GRT                       | January 13, 2014<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex</a><br><a href="#">Training Room 1</a>                       | <ul style="list-style-type: none"> <li>• Curriculum Update (Science, Social Studies)</li> <li>• Twice-exceptional (2e) Learners</li> </ul>  | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>                                   |   |
| <b>FEBRUARY</b>                 |  |   |   |   |
| New GRTs<br>(Years 1-2)         | February 6, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex</a><br><a href="#">Professional Development Center</a> | <ul style="list-style-type: none"> <li>• Gifted Program Resources Sharing</li> </ul>  | <ul style="list-style-type: none"> <li>• Mentors and Gifted Coordinator(s)</li> </ul>                       |   |

Attachment F

| <b>Gifted Resource Teachers</b> | <b>Date, Time, and Location</b>  | <b>Topics</b>   | <b>Presenter</b>  | <b>Cluster Teacher Session</b> |
|---------------------------------|--|---|---|--------------------------------|
| <b>MARCH</b>                    |  |   |   |                                |
| MS/HS GRT                       | March 17, 2014<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex Training Room 1</a>                    | <ul style="list-style-type: none"> <li>• Curriculum Update (STEM)</li> <li>• Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>             |                                |
| <b>APRIL</b>                    |  |   |   |                                |
| MS/HS GRT                       | April 21, 2014<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex Training Room 1</a>                    | <ul style="list-style-type: none"> <li>• Underserved Populations</li> <li>• Collaboration</li> </ul>  | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>             |                                |
| <b>MAY</b>                      |  |   |   |                                |
| New GRTs<br>(Years 1-2)         | May 1, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex Professional Development Center</a> | <ul style="list-style-type: none"> <li>• Five-year Plan Development</li> </ul>                        | <ul style="list-style-type: none"> <li>• Mentors and Gifted Coordinator(s)</li> </ul> |                                |



*Department of Teaching and Learning*

Staff Development Plan 2013-2014  
High School Gifted Resource Teachers and Gifted Cluster Teachers

| <b>Gifted Resource Teachers</b> | <b>Date, Time, and Location</b>  | <b>Topics</b>   | <b>Presenter</b>  | <b>Cluster Teacher Session</b>  |
|---------------------------------|--|---|---|---|
| <b>OCTOBER</b>                  |  |   |   |   |
| MS/HS GRT                       | October 14, 2013<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex</a><br><a href="#">Training Room 1</a>                       | <ul style="list-style-type: none"> <li>• Curriculum Update (Math)</li> <li>• Summer Residential Governor’s School (SRGS) Update</li> <li>• Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Math Coordinator(s)</li> <li>• Gifted Coordinator(s)</li> </ul>    | <ul style="list-style-type: none"> <li>• Data-driven Improvement Planning to be conducted on a regular basis throughout the year</li> </ul> |
| <b>NOVEMBER</b>                 |  |   |   |   |
| New GRTs<br>(Years 1-2)         | November 7, 2013<br>(8:00 a.m. – 12:00 p.m.)<br><a href="#">Laskin Road Annex</a><br><a href="#">Professional Development Center</a> | <ul style="list-style-type: none"> <li>• Concept-based Curriculum</li> <li>• Introduction to Kaplan’s Depth and Complexity Model</li> </ul>                         | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>                                   |   |
| MS/HS GRT                       | November 18, 2013<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex</a><br><a href="#">Training Room 1</a>                      | <ul style="list-style-type: none"> <li>• Curriculum Update (English)</li> <li>• Collaboration</li> </ul>  | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> <li>• English Coordinator(s)</li> </ul> |   |
| <b>JANUARY</b>                  |  |   |   |   |
| MS/HS GRT                       | January 13, 2014<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex</a><br><a href="#">Training Room 1</a>                       | <ul style="list-style-type: none"> <li>• Curriculum Update (Science, Social Studies)</li> <li>• Twice-exceptional (2e) Learners</li> </ul>                          | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>                                   |   |
| <b>FEBRUARY</b>                 |  |   |   |   |
| New GRTs<br>(Years 1-2)         | February 6, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex</a><br><a href="#">Professional Development Center</a> | <ul style="list-style-type: none"> <li>• Gifted Program Resources Sharing</li> </ul>  | <ul style="list-style-type: none"> <li>• Mentors and Gifted Coordinator(s)</li> </ul>                       |   |

Attachment F

| <b>Gifted Resource Teachers</b> | <b>Date, Time, and Location</b>  | <b>Topics</b>   | <b>Presenter</b>  | <b>Cluster Teacher Session</b> |
|---------------------------------|--|---|---|--------------------------------|
| <b>MARCH</b>                    |  |   |   |                                |
| MS/HS GRT                       | March 17, 2014<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex Training Room 1</a>                    | <ul style="list-style-type: none"> <li>• Curriculum Update (STEM)</li> <li>• Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>             |                                |
| <b>APRIL</b>                    |  |   |   |                                |
| MS/HS GRT                       | April 21, 2014<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex Training Room 1</a>                    | <ul style="list-style-type: none"> <li>• Underserved Populations</li> <li>• Collaboration</li> </ul>  | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>             |                                |
| <b>MAY</b>                      |  |   |   |                                |
| New GRTs<br>(Years 1-2)         | May 1, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex Professional Development Center</a> | <ul style="list-style-type: none"> <li>• Five-year Plan Development</li> </ul>                        | <ul style="list-style-type: none"> <li>• Mentors and Gifted Coordinator(s)</li> </ul> |                                |



*Department of Teaching and Learning*

Professional Learning Plan 2014-2015  
Elementary School Gifted Resource Teachers and Gifted Cluster Teachers

| <b>Gifted Resource Teachers</b> | <b>Date, Time, and Location</b>   | <b>Topics</b>  | <b>Presenter</b>  | <b>Cluster Teacher Session</b>  | <b>First Grade Teacher Session</b>   |
|---------------------------------|---|--|---|---|--|
| <b>OCTOBER</b>                  |   |  |   |   |  |
| A/B ES GRTs                     | October 9, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex Professional Development Center</a>  | <ul style="list-style-type: none"> <li>• Staff Introductions/Team Building</li> <li>• Content Update</li> <li>• Developing Expertise in Gifted Pedagogy Flex Groups: Wasserman’s Play-Debrief-Replay; Paul’s Reasoning Model; and Project M2/M3</li> </ul> | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> <li>• Elementary Coordinator</li> </ul> | <ul style="list-style-type: none"> <li>• Data-driven Improvement Planning to be conducted on a regular basis throughout the year</li> </ul> | <ul style="list-style-type: none"> <li>• Data-driven Improvement Planning to be conducted on a regular basis (includes kindergarten in ESI schools)</li> </ul> |
| New GRTs<br>(Years 1-2)         | October 23, 2014<br>(8:00 a.m. – 12:00 p.m.)<br><a href="#">Plaza Annex Training Room 1</a>                       | <ul style="list-style-type: none"> <li>• Concept-based Curriculum</li> <li>• Introduction to Kaplan’s Depth and Complexity Model</li> </ul>  | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>                                   |   |  |
| <b>NOVEMBER</b>                 |   |  |   |   |  |
| A/B ES GRT                      | November 6, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex Professional Development Center</a> | <ul style="list-style-type: none"> <li>• Application of Gifted Pedagogy</li> <li>• Collaboration</li> </ul>  | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>                                   |   |  |
| ESI GRTs                        | November 21, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Plaza Annex Training Room 1</a>                      | <ul style="list-style-type: none"> <li>• Content Integration for K-1 Lessons</li> <li>• Technology Infusion in K-1 Lessons</li> <li>• Mentorship Exploration K-1</li> </ul>  | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>                                   |   |  |

## Attachment F

| <b>Gifted Resource Teachers</b> | <b>Date, Time, and Location</b>  | <b>Topics</b>   | <b>Presenter</b>   | <b>Cluster Teacher Session</b> | <b>First Grade Teacher Session</b> |
|---------------------------------|--|---|--|--------------------------------|------------------------------------|
| <b>DECEMBER</b>                 |  |   |  |                                |                                    |
| A/B ES GRT                      | December 8, 2014<br>(8:00 a.m. – 11:00 a.m.)<br><a href="#">Plaza Annex Professional Development Center</a>        | <ul style="list-style-type: none"> <li>Differentiating Instruction using Sternberg’s Triarchic Theory of Intelligence</li> </ul>  | <ul style="list-style-type: none"> <li>Dr. Kristina Doubet, Associate Professor Middle and Secondary Education, James Madison University</li> <li>Gifted Coordinator(s)</li> </ul> |                                |                                    |
| <b>JANUARY</b>                  |  |   |  |                                |                                    |
| A/B ES GRT                      | January 8, 2015<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Plaza Annex Professional Development Center</a>         | <ul style="list-style-type: none"> <li>Guidance Update/Collaboration</li> <li>Enrichment for Gifted Learners</li> <li>Collaboration</li> </ul>  | <ul style="list-style-type: none"> <li>Tracy Jackson, Guidance Coordinator</li> <li>Gifted Coordinator(s)</li> </ul>   |                                |                                    |
| <b>FEBRUARY</b>                 |  |   |  |                                |                                    |
| New GRTs<br>(Years 1-2)         | February 12, 2015<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex Professional Development Center</a> | <ul style="list-style-type: none"> <li>Gifted Program Resources Sharing</li> </ul>  | <ul style="list-style-type: none"> <li>Mentors and Gifted Coordinator(s)</li> </ul>  |                                |                                    |
| <b>MARCH</b>                    |  |   |  |                                |                                    |
| A/B ES GRT                      | March 5, 2015<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Plaza Annex Professional Development Center</a>           | <ul style="list-style-type: none"> <li>Developing Expertise in Gifted Pedagogy Flex Groups: Ascending Intellectual Demand; Kaplan’s Depth and Complexity Model with Content Imperatives; Creative Problem Solving 6.1 Model</li> <li>Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>Gifted Coordinator(s)</li> </ul>  |                                |                                    |
| ESI GRT                         | March 27, 2015<br>(12:00 p.m. – 3:00 p.m.)<br><a href="#">Plaza Annex Training Room 1</a>                          | <ul style="list-style-type: none"> <li>Content Integration for K-1 Lessons</li> <li>Technology Infusion in K-1 Lessons</li> <li>Mentorship Exploration K-1</li> </ul>   | <ul style="list-style-type: none"> <li>Gifted Coordinator(s)</li> </ul>  |                                |                                    |



Attachment F

| Gifted Resource Teachers | Date, Time, and Location   | Topics   | Presenter   | Cluster Teacher Session | First Grade Teacher Session |
|--------------------------|--|--|---|-------------------------|-----------------------------|
| <b>APRIL</b>             |  |  |   |                         |                             |
| A/B ES GRT               | April 2, 2015<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Plaza Annex Professional Development Center</a> | <ul style="list-style-type: none"> <li>• Collaboration</li> </ul>              | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>             |                         |                             |
| <b>MAY</b>               |  |  |   |                         |                             |
| New GRTs<br>(Years 1-2)  | May 1, 2015<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Plaza Annex Professional Development Center</a>   | <ul style="list-style-type: none"> <li>• Five-year Plan Development</li> </ul> | <ul style="list-style-type: none"> <li>• Mentors and Gifted Coordinator(s)</li> </ul> |                         |                             |



*Department of Teaching and Learning*

Professional Learning Plan 2014-2015  
Middle School Gifted Resource Teachers and Gifted Cluster Teachers

| <b>Gifted Resource Teachers</b> | <b>Date, Time, and Location</b>  | <b>Topics</b>  | <b>Presenter</b>   | <b>Cluster Teacher Session</b>  |
|---------------------------------|--|--|--|---|
| <b>OCTOBER</b>                  |  |  |  |   |
| MS/HS GRT                       | October 13, 2014<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex</a><br><a href="#">Training Room 1</a> | <ul style="list-style-type: none"> <li>• Staff Introductions/Team Building</li> <li>• Middle School Transitions</li> <li>• Developing Expertise in Gifted Pedagogy Flex Groups: Wasserman’s Play-Debrief-Replay; Paul’s Reasoning Model; and Taba’s Concept Development</li> </ul> | <ul style="list-style-type: none"> <li>• Gifted Coordinators(s)</li> </ul>   | <ul style="list-style-type: none"> <li>• Data-driven Improvement Planning to be conducted on a regular basis throughout the year</li> </ul> |
| New GRTs<br>(Years 1-2)         | October 23, 2014<br>(8:00 a.m. – 12:00 p.m.)<br><a href="#">Plaza Annex</a><br><a href="#">Training Room 1</a> | <ul style="list-style-type: none"> <li>• Concept-based Curriculum/ Introduction to Kaplan’s Depth and Complexity Model</li> </ul>  | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>  |   |
| <b>NOVEMBER</b>                 |  |  |  |   |
| MS/HS GRT                       | November 17, 2014<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Advanced Technology Center</a>                    | <ul style="list-style-type: none"> <li>• Green Run Collegiate Update</li> <li>• Collaboration</li> <li>• Technical and Career Education (TCE) and Advanced Technology Center (ATC) Collaboration</li> <li>*Optional Tour of ATC Ending at 1:30 p.m.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Green Run Collegiate Head of School, Barbara Winn</li> <li>• TCE Administrative Coordinator, Sara Lockett and ATC Director, Mike Taylor</li> <li>• Gifted Coordinator(s)</li> </ul> |   |
| <b>DECEMBER</b>                 |  |  |  |   |
| MS/HS GRT                       | December 8, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Plaza Annex Professional Development Center</a>    | <ul style="list-style-type: none"> <li>• Differentiating Instruction using Sternberg’s Triarchic Theory of Intelligence</li> </ul>   | <ul style="list-style-type: none"> <li>• Dr. Kristina Doubet, Associate Professor Middle and Secondary Education, James Madison University</li> <li>• Gifted Coordinator(s)</li> </ul>                                       |   |

## Attachment F

| <b>Gifted Resource Teachers</b> | <b>Date, Time, and Location</b>   | <b>Topics</b>   | <b>Presenter</b>   | <b>Cluster Teacher Session</b> |
|---------------------------------|---|---|--|--------------------------------|
| <b>JANUARY</b>                  |   |   |  |                                |
| MS/HS GRT                       | January 12, 2015<br>(8:30 a.m. – 11:30 a.m.)<br>Plaza Annex<br>Training Room 1                        | <ul style="list-style-type: none"> <li>• Guidance Update/Collaboration</li> <li>• Enrichment for Gifted Learners</li> <li>• Collaboration</li> </ul>  | <ul style="list-style-type: none"> <li>• Tracy Jackson, Guidance Coordinator</li> <li>• Gifted Coordinator(s)</li> </ul> |                                |
| <b>FEBRUARY</b>                 |   |   |  |                                |
| New GRTs<br>(Years 1-2)         | February 12, 2015<br>(11:30 a.m. – 2:30 p.m.)<br>Laskin Road Annex<br>Professional Development Center | <ul style="list-style-type: none"> <li>• Gifted Program Resources Sharing</li> </ul>  | <ul style="list-style-type: none"> <li>• Mentors and Gifted Coordinator(s)</li> </ul>                                    |                                |
| <b>MARCH</b>                    |   |   |  |                                |
| MS/HS GRT                       | March 16, 2015<br>(8:30 a.m. – 11:30 a.m.)<br>Plaza Annex<br>Training Room 1                          | <ul style="list-style-type: none"> <li>• Developing Expertise in Gifted Pedagogy Flex Groups: Ascending Intellectual Demand; Infusion of Gifted Benchmarks in Curriculum, Instruction, and Assessment; Creative Problem Solving 6.1 Model</li> <li>• Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>  |                                |
| <b>APRIL</b>                    |   |   |  |                                |
| MS/HS GRT                       | April 20, 2015<br>(8:30 a.m. – 11:30 a.m.)<br>Plaza Annex<br>Training Room 1                          | <ul style="list-style-type: none"> <li>• Application of Gifted Pedagogy/Reflection</li> <li>• Developing Expertise in Gifted Pedagogy Flex Groups: Parallel Curriculum Model; Service Learning; Problem-based Learning</li> <li>• Collaboration</li> </ul>                    | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>  |                                |
| <b>MAY</b>                      |   |   |  |                                |
| New GRTs<br>(Years 1-2)         | May 1, 2015<br>(11:30 a.m. – 2:30 p.m.)<br>Plaza Annex Professional Development Center                | <ul style="list-style-type: none"> <li>• Five-year Plan Development</li> </ul>  | <ul style="list-style-type: none"> <li>• Mentors and Gifted Coordinator(s)</li> </ul>                                    |                                |



*Department of Teaching and Learning*

Professional Learning Plan 2014-2015  
High School Gifted Resource Teachers and Gifted Cluster Teachers

| <b>Gifted Resource Teachers</b> | <b>Date, Time, and Location</b>   | <b>Topics</b>   | <b>Presenter</b>   | <b>Cluster Teacher Session</b>  |
|---------------------------------|---|---|--|---|
| <b>OCTOBER</b>                  |   |   |  |   |
| MS/HS GRT                       | October 13, 2014<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex Training Room 1</a>                 | <ul style="list-style-type: none"> <li>• Staff Introductions/Team Building</li> <li>• Summer Residential Governor’s School</li> <li>• Developing Expertise in Gifted Pedagogy Flex Groups: Wasserman’s Play-Debrief-Replay; Paul’s Reasoning Model; and Taba’s Concept Development</li> </ul> | <ul style="list-style-type: none"> <li>• Gifted Coordinators(s)</li> </ul>   | <ul style="list-style-type: none"> <li>• Data-driven Improvement Planning to be conducted on a regular basis throughout the year</li> </ul> |
| New GRTs<br>(Years 1-2)         | October 23, 2014<br>(8:00 a.m. – 12:00 p.m.)<br><a href="#">Plaza Annex Training Room 1</a>                 | <ul style="list-style-type: none"> <li>• Concept-based Curriculum/ Introduction to Kaplan’s Depth and Complexity Model</li> </ul>   | <ul style="list-style-type: none"> <li>• Gifted Coordinator(s)</li> </ul>  |   |
| <b>NOVEMBER</b>                 |   |   |  |   |
| MS/HS GRT                       | November 17, 2014<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Advanced Technology Center</a>                 | <ul style="list-style-type: none"> <li>• Green Run Collegiate Update</li> <li>• Collaboration</li> <li>• Technical and Career Education (TCE) and Advanced Technology Center (ATC) Collaboration</li> <li>*Optional Tour of ATC Ending at 1:30 p.m.</li> </ul>                                | <ul style="list-style-type: none"> <li>• Green Run Collegiate Head of School, Barbara Winn</li> <li>• TCE Administrative Coordinator, Sara Lockett and ATC Director, Mike Taylor</li> <li>• Gifted Coordinator(s)</li> </ul> |   |
| <b>DECEMBER</b>                 |   |   |  |   |
| MS/HS GRT                       | December 8, 2014<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Plaza Annex Professional Development Center</a> | <ul style="list-style-type: none"> <li>• Differentiating Instruction using Sternberg’s Triarchic Theory of Intelligence</li> </ul>  | <ul style="list-style-type: none"> <li>• Dr. Kristina Doubet, Associate Professor Middle and Secondary Education, James Madison University</li> <li>• Gifted Coordinator(s)</li> </ul>                                       |   |

## Attachment F

| Gifted Resource Teachers | Date, Time, and Location   | Topics  | Presenter  | Cluster Teacher Session |
|--------------------------|--|---|--|-------------------------|
| <b>JANUARY</b>           |  |   |  |                         |
| MS/HS GRT                | January 12, 2015<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex Training Room 1</a>                        | <ul style="list-style-type: none"> <li>Guidance Update/Collaboration</li> <li>Enrichment for Gifted Learners</li> <li>Collaboration</li> </ul>  | <ul style="list-style-type: none"> <li>Tracy Jackson, Guidance Coordinator</li> <li>Gifted Coordinator(s)</li> </ul> |                         |
| <b>FEBRUARY</b>          |  |   |  |                         |
| New GRTs<br>(Years 1-2)  | February 12, 2015<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Laskin Road Annex Professional Development Center</a> | <ul style="list-style-type: none"> <li>Gifted Program Resources Sharing</li> </ul>  | <ul style="list-style-type: none"> <li>Mentors and Gifted Coordinator(s)</li> </ul>                                  |                         |
| <b>MARCH</b>             |  |   |  |                         |
| MS/HS GRT                | March 16, 2015<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex Training Room 1</a>                          | <ul style="list-style-type: none"> <li>Developing Expertise in Gifted Pedagogy Flex Groups: Ascending Intellectual Demand; Infusion of Gifted Benchmarks in Curriculum, Instruction, and Assessment; Creative Problem Solving 6.1 Model</li> <li>Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>Gifted Coordinator(s)</li> </ul>  |                         |
| <b>APRIL</b>             |  |   |  |                         |
| MS/HS GRT                | April 20, 2015<br>(8:30 a.m. – 11:30 a.m.)<br><a href="#">Plaza Annex Training Room 1</a>                          | <ul style="list-style-type: none"> <li>Application of Gifted Pedagogy/Reflection</li> <li>Developing Expertise in Gifted Pedagogy Flex Groups: Parallel Curriculum Model; Service Learning; Problem-based Learning</li> <li>Collaboration</li> </ul>                      | <ul style="list-style-type: none"> <li>Gifted Coordinator(s)</li> </ul>  |                         |
| <b>MAY</b>               |  |   |  |                         |
| New GRTs<br>(Years 1-2)  | May 1, 2015<br>(11:30 a.m. – 2:30 p.m.)<br><a href="#">Plaza Annex Professional Development Center</a>             | <ul style="list-style-type: none"> <li>Five-year Plan Development</li> </ul>  | <ul style="list-style-type: none"> <li>Mentors and Gifted Coordinator(s)</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 Data-driven Improvement Planning Process, 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 KUDs, 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 Data-driven Improvement Planning Process, 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 2015, particularly with regard to objective number 2. Strategic objective 2 asks us to develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success. As we continue to provide opportunities for students to demonstrate the VBCPS outcomes for student success through authentic performance tasks, we also need to devote time to review student work and examine the degree to which students are achieving these learner outcomes.*