

## Arlington Public Schools

### Local Plan for the Education of the Gifted

**2017-2022**

<b>LEA#</b>	007		
<b>Superintendent</b>	Dr. Patrick K. Murphy		
<b>Mailing Address</b>	1426 N Quincy Street, Arlington, VA 22207		
<b>Gifted Education Coordinator/ Designee</b>	Cheryl McCullough	<b>Title</b> <b>Address</b> <b>Telephone</b> <b>E-mail</b>	Supervisor, Gifted Services Syphax Education Center 2110 Washington Blvd Arlington, VA 22204 (703) 228-6159 Cheryl.McCullough@apsva.us
<b>Local School Board Chairperson</b>	Nancy Van Doren		
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**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 [Gifted Ed Homepage - 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. 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 Arlington 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.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	N/A
Specific Academic Aptitude (SAA): English, Math, Science, Social Studies	K-12
Career and Technical Aptitude (CTA)	N/A
Visual and/or Performing Arts Aptitude (VPA): Vocal and Instrumental Music	3-12

**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**

Arlington Public School (APS) is guided by the National Association for the Gifted (NAGC) definition of gifted:

*Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures. Even within schools you will find a range of beliefs about the word "gifted," which has become a term with multiple meanings and much nuance.*

*Gifted children may develop asynchronously: their minds are often ahead of their physical growth, and specific cognitive and social-emotional functions can develop unevenly. Some gifted children with exceptional aptitude may not demonstrate outstanding levels of achievement due to environmental circumstances such as limited opportunities to learn as a result of poverty, discrimination, or cultural barriers; due to physical or learning disabilities; or due to motivational or emotional problems. This dichotomy between potential for and demonstrated achievement has implications for schools as they design programs and services for gifted students.*

*There are children who demonstrate high performance, or who have the potential to do so, and that we have a responsibility to provide optimal educational experiences to fully develop talents in as many children as possible, for the benefit of the individual and the community.*

**B. Division Operational Definition of Giftedness**

APS identifies learners within the school population who demonstrate or have the potential to demonstrate exceptional aptitude and talent in specific academic areas (English, mathematics, science or social students) in grades K-12 and/or visual and performing arts (vocal or instrumental) in grades 3-12.

These students have needs that necessitate systematic, continuous services through appropriately differentiated curricula responsive to the individual student's learning readiness, strengths and interests. In order to meet their needs and develop their abilities, gifted learners require a differentiated curriculum that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction by teachers who understand the diverse academic and socio-emotional needs of these learners.

We seek to identify and serve the diverse population of Arlington Public Schools by providing services to children of all socioeconomic, language, and unique cognitive and artistic needs through the use of multiple criteria to will identify students' individual characteristics, unique learning styles, and affective needs. It is our belief that each student's educational needs must be addressed as an integral part of the school day.

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

APS is committed to meeting the academic, artistic, and socio-emotional needs of gifted learners. The Gifted Services Office operates within the Department of Instruction to meet APS Strategic Goals. This includes:

- Working with school administrators, specialists, and teachers to provide appropriate daily differentiated services based on ongoing assessment data to meet students' learning needs
- Collaborating with APS central offices on curricular resources to add depth and complexity to the general education curriculum
- Providing curriculum, materials, program development and revision, and professional development to promote successful delivery of gifted services by school administrators, resource teachers for the gifted (RTGs), classroom teachers, and other professional educators who work with gifted learners in order to:
  - Recognize characteristics and behaviors of gifted children and respond appropriately
  - Administer school-based screening/referral processes with consistency and inclusivity of all students
  - Utilize research-based best practices and resources for gifted learners
- Managing the identification process, including the use of universal screeners, to identify gifted learners in Grades K-12 in Specific Academic Aptitude(s) and in Grades 3-12 in Visual/Performing Arts Aptitude
- Encouraging parent and community involvement in the gifted educational program

**A. Identification**

- Increase identification of traditionally underrepresented students, by providing a more holistic approach to the review of students across all racial, ethnic, and socio-economic groups
- Increase identification of students who are twice exceptional (2e) and receive ESOL/HILT services
- Establish consistent implementation of screening and identification procedures across schools
- Establish an identification process for Young Scholars as a way to find and nurture students from historically underrepresented populations
- Explore fall and spring timeline for screening and identification process to align with the mass screening
- Increase understanding of norm-referenced ability tests in terms of predictors of potential achievement
- Increase identification in the academic areas of social studies and science
- increase identification in the visual and performing arts areas of visual arts, vocal and instrumental music
- Increase access to critical and creative thinking instruction and resources written for advanced learners to observe gifted behaviors to inform screening and identification process
- Strengthen communication to parents, community members and APS staff to provide clear communication about screening and identification process and their role in the process

**B. Delivery of Services**

- Continue professional development for resource teachers of the gifted focusing on instructional coaching with an emphasis on Cognitive Coaching and Adaptive Schools
- Increase professional development on current best practices in curricular resources written for gifted learners, critical and creative thinking strategies for gifted learners, and socio-emotional needs of gifted learners
- Provide and promote rigorous research-based curricular options to effectively and consistently challenge all advanced learners
- Continue to provide, promote and support the inclusion of critical and creative thinking strategies and curricular written for advanced learners for all students as part of ATSS
- Continue to build awareness and increase support for all students receiving gifted services to include underachieving, twice-exceptional and students from all cultural and socio-economic strata
- Continue to expand the Young Scholars Model to all Title 1 schools to ensure early and equitable identification of giftedness and/or potential to nurture the development of student abilities and model rigorous learning for all
- Develop personalized learning learner profiles for Young Scholars for continued advocacy
- Provide opportunities for students to work in areas of interest to offer personalized learning with consideration of learner profile and readiness.
- Increase awareness of independent study and online options for high school students to support personalized learning

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- Develop guidelines for administrators in selecting cluster teachers based on current gifted points on best practices in curriculum and instruction for gifted learners and the socio-emotional needs of gifted learners
- Increase opportunities to work collaboratively with the Office of Counseling to raise awareness of topics focusing on gifted learners to include: underachievement, stress, peers, perfectionism/fear of failure, culturally diverse learners, gender, twice exceptional learners (2e), decision-making skills, organization/time management, college/career awareness and academic planning as part of Aspire2 Excellence
- Continue to explore additional development of Gifted Services website to support dissemination of information to administrators, central office, teachers, parents and students.
- Continue to work with elementary, middle and high school administrators to support cluster grouping (minimum 5-8) for gifted learners in the areas of academics and the arts
- Develop communication systems to support needs twice exceptional (2e) students during transition years with particular grade 5 and 8
- Continue to work with administrators and content offices to refine the acceleration process for students in elementary, middle and/or high school
- Increase opportunities for differentiation in advanced coursework, such as Advanced/Accelerated (6-8), Honors, Dual Enrollment, Advanced Placement and ensure equitable access to advanced coursework.

### C. Curriculum and Instruction

- Work collaboratively with the content area offices to provide alternate pathways to learning standards for gifted learners using curricular resources written for gifted learners
- Increase the awareness of the Best Practices for Advanced Learners Handbook to support cluster/intensified/AP/IB teachers in meeting the needs of gifted learners on a daily basis
- Continue to develop documents for the K-12 Framework of Critical and Creative Thinking Strategies to support teachers' implementation to raise the level of rigor for all
- Identify authentic performance-based assessments to measure growth of gifted learners and work with schools to successfully implement
- Continue to infuse the use of varied and advanced technology as a tool for teaching, learning and production and in support of the APS learning management system
- Continue to expand the use of problem-based learning and project-based learning opportunities for gifted learners as part of personalized learning
- Continue to support administrators, cluster teachers, and resource teachers on the use of compacting as a form of daily differentiation and curriculum modification
- Increase awareness of cultural diversity among students and use of culturally responsive resources that enables students of diverse cultures to identify and to connect with curricular content and support personalized learning

### D. Professional Development

- Continue to provide ongoing professional development in differentiating curriculum and instruction for a broad range of gifted learners K-12 to include twice exceptional learners, ESOL/HILT, and students from diverse linguistic, cultural and/or ethnic backgrounds

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- Increase the number of elementary, middle and high school teachers who are engaging in learning and implementing best practices for gifted learners
- Continue to work collaboratively with HR to offer gifted endorsement courses for add-on state endorsement in gifted education
- Continue to collaborate with and support resource teachers as they conduct professional development on the screening and identification process for administrators, teachers, counselors, parents and community members
- Explore utilizing media and/or a web-based platform for delivery of consistent message about screening and identification process
- Increase advocacy for gifted students through walkthroughs, learning walks and collaboration with all stakeholders
- Differentiate professional development opportunities in order to scaffold for new cluster teachers, teachers and resource teachers of the gifted
- Continue to strengthen the Best Practices for Advanced Learners Handbook and online presence with presentations, supporting documents and videos to support teacher learning and integration in daily lessons
- Continue to develop model Collaborative Book/Strategies/Resources Studies for school-based professional development to support individual, collaborative learning teams and/or staff needs
- Continue to provide funds for resource teachers for the gifted and cluster teachers to attend professional conferences in the area of research-based curricular resources and strategies written for gifted learners and meeting the socio-emotional needs of gifted learners
- Continue to provide training on the implementation of pedagogical practices to support personalize learning via differentiation, student-centered instruction, independent study, and acceleration while promoting the development of interpersonal skills, responsible decision-making, and resilience

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

- Increase identification of traditionally underrepresented students, by providing a more holistic approach to the review of students across all racial, ethnic, and socio-economic groups
- Increase identification of students who are twice exceptional (2e) and receive ESOL/HILT services
- Increase identification of students who may be underachievers
- Increase support for and understanding of Young Scholars Model at Title 1 schools to find and nurture talent early and raise the level of rigor for all
- Continue to collaborate with ESOL/HILT, special education and minority achievement office to provide clear communication about the screening and identification process and to ensure equitable access and understanding for all stakeholders
- Continue to improve understanding among school level personnel of how cultural differences may impact identification
- Establish an oversight committee to do an annual review of screening, referral and identification data toward the achievement of equitable representation matching school and county demographics



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- Revise Introduction to Gifted course to include Young Scholars model, highlight elements of personalized learning and culturally responsive teaching
- Explore opportunities to expand idea from Young Scholars model components into middle school to support transition and advocacy to ensure student success
- Work collaboratively with school counselors to provide information and resources on topics such as: culturally diverse gifted learners, twice exceptional learners, underachieving gifted learners.
- Continue to collaborate with administrators and school counselors on cluster grouping with like intellectual peers in elementary and middle school
- Collaborate with school counselors on scheduling like intellectual peers in intensified, AP and IB courses in high school
- Continue to advocate for equal access to advanced courses such as intensified, AP and IB courses
- Increase understanding of norm-reference ability tests in terms of predictors of potential achievement especially in historically underrepresented groups
- Develop best practices in accommodations for gifted ESOL/HILT learners
- Continue to expand on work of Twice Exceptional (2e) committee in identifying and supporting accommodations for twice exceptional learners
- Continue to use data-driven dialogue with resource teachers of the gifted to find and students within their schools from historically underrepresented populations
- Continue to expand the use of student electronic portfolios as a way to document gifted behaviors and to show academic growth

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

- Continue to work collaboratively with the Gifted Services Advisory Committee
- Continue to update the Gifted Services website to inform parents and community members of most current information regarding gifted services
- Continue to update the Gifted Services Twitter account (@APSGifted) to inform parents and community members of most current information regarding gifted services and model examples of best practice in action
- Continue to explore the use a variety of communication modes to diversify outreach to parents and community members
- Continue to improve the APS parent information PowerPoint based on feedback to better communicate services at the school level and the screening and identification process
- Continue to provide translated documents in all major languages to promote understanding and parent involvement
- Continue to encourage resource teacher attendance at parent conferences, IEP/504 meetings and other parent/teacher meetings to support gifted learners' needs and support teacher implementation of accommodations
- Continue to work with parent resource center to provide updated resources for the parent resource center library and to support parent sessions
- Continue parent information sessions at each school at least twice a year focusing on services and screening and identification procedures

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- Continue to revise the Differentiation Form, based on feedback, which is sent to parents at the elementary level each quarter and the quarterly newsletters and emails documenting differentiation sent to parents each quarter at the middle school level
- Continue to advocate for ongoing communication to parents on specific ways teachers and resource teachers for the gifted are providing a comprehensive, differentiated curricular experience for gifted learners and supporting the socio-emotional needs of gifted learners

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

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

##### **Screening Procedures for Specific Academic Aptitude K-12: Mathematics, English, History and Social Science, and Science.**

All students are considered each year for gifted services for specific academic aptitude. Using multiple criteria, students are considered through a holistic-case study approach with a focus on student strengths.

At the elementary, middle, and high school levels, screening students for specific academic areas is held annually.

The referral and screening process is initiated by one of two paths in the elementary level:

- Parents, guardians, school staff, community members, peers, self, or others may refer a student for gifted services;
- Students become part of the automatic screening pool based on a benchmark score on the Naglieri Nonverbal Ability Test (NNAT) and/or on any one subtest of the Cognitive Abilities Test (CogAT)

In addition to the mass screening with the NNAT and the CogAT, the resource teacher for the gifted (RTG) meets with each professional learning community in the school and reviews the Teacher Screening Form as a point of discussion for possible students to refer.

In the middle and high school, parents, guardians, school staff, community members, peers, self, or others may refer a student for gifted services. As in elementary school, the RTGs at middle and high schools use the Teacher Screening Form when meeting with teachers and teams to elicit possible referrals.

Within 90 days of receiving a referral, each school convenes a local school committee to determine a need for gifted services at the elementary, middle, and high school levels. The team includes at least three of the following: an administrator, the resource teacher for the gifted (RTG) and/or Young Scholars Coach, grade-level classroom teacher(s), and other specialists as appropriate, such as a special education teacher or an ESOL/HILT teacher.

The local school committee reviews multiple sources of student data for a holistic approach to screening:

- Nationally Normed Ability Testing
  - Naglieri Nonverbal Ability Test (NNAT) administered to all 2nd graders in the fall)

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- Cognitive Abilities Test (CogAT) administered to all 4th graders students in the fall
- Achievement Testing (when available)
- Gifted Behavior Commentary (GBC) - completed by local school screening committee
- Parent Information Form
- Work samples

Additionally, Title 1 schools have incorporated a Young Scholars (YS) model into the screening process to find and nurture historically underrepresented students for gifted services. The Young Scholars model focuses on students from historically underrepresented populations who may lack access to gifted services, advocates for their advanced academic potential, and/or affirmation of their strengths. All K-2 students are screened using the Young Scholars Behavior Continuum. The RTGs work with school staff to find and nurture Young Scholars with the ultimate goal of having equal representation across all racial, ethnic, and socio-economic groups for gifted services.

Additional screening for services are available at the middle and high school levels:

- At the middle school level, students are recommended for intensified mathematics courses and/or intensified foreign language classes.
- At the high school level, students self-select intensified, Advanced Placement, and/or International Baccalaureate (Washington-Lee HS) courses.
- Starting in 9<sup>th</sup> grade, students may also choose to apply to Arlington Tech and earn academic and CTE dual enrollment courses. Arlington Tech's application process can be found here: <https://careercenter.apsva.us/arlington-tech/application-process/>.
- Thomas Jefferson High School for Science and Technology, a Governor's magnet school, administers a separate competitive screening and selection process. Admission information and timelines for Thomas Jefferson High School for Science and Technology are posted on the [TJHSST admissions office website](#).

Students who are newly enrolled in Arlington Public Schools may be screened for gifted services by submitting academic records to the principal and/or the resource teacher for the gifted. The RTG, in collaboration with the supervisor of gifted services and the principal, will make a determination of eligibility. If the student is not eligible, he/she may be referred during the next screening window.

### **Screening Procedures VPA Grades 3-12: Visual Arts, Instrumental and Vocal Music**

Beginning in grade 3, all students are considered each year for gifted services in visual arts and/or performing arts in the areas of vocal and/or instrumental music. Using multiple criteria, students are considered through a holistic-case study approach with a focus on student strengths.

At the elementary, middle, and high school levels, screening students for visual arts and performing arts is done annually at the local school. The screening process is initiated by a referral from one of the following: art teachers, music teachers, other school staff, parents, guardians, community members, peers, self, or others who may have knowledge or expertise in the specific area.

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When a student is referred by a parent, teacher or self, a local school committee completes a VPA Gifted Behavior Commentary (GBC) form to document the consistency of gifted behaviors observed. Led by the RTG, this school team includes an administrator, the art or music teacher, the counselor, and other specialists as appropriate such as an ESOL/HILT and/or special education teacher who knows the child.

At the high school level, students self-select, with the collaboration of school staff and their families, intensified, Advanced Placement, and/or International Baccalaureate courses. Students who are newly enrolled in Arlington Public Schools may be screened for gifted services by submitting records to the principal and/or the resource teacher for the gifted. The RTG, in collaboration with the supervisor of Arts Education, supervisor of Gifted Services and the principal, will make a determination of eligibility. If the student is not eligible, he/she may be referred during the next screening window.

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

#### **Referral procedures for Specific Academic Aptitude Grades K-12:**

Students in Arlington Public Schools can be referred annually for gifted services by parents/guardians, school staff, community members, peers, self, or others. Within 90 instructional days, beginning with the receipt of a referral, the local school committee determines eligibility for gifted services.

Referral forms are available on the [Gifted Services web page](#) and at each school. The referral form has been translated in the five most prevalent languages in APS: Amharic, Arabic, Bengali, Mongolian and Spanish. Other languages can be translated upon request.

Once a student is referred and the parent/guardian is provided a Parent Acknowledgement of Notification Form authorizing the RTG to collect multiple criteria (i.e. work products, testing information, GBC, parent information form, etc.), as well as consent for testing if needed, then the local school committee uses a holistic case study to assess the student's eligibility to receive gifted services.

After the signed Parent Acknowledgement of Notification Form is received, the formal identification process is initiated. If a signed Parent Acknowledgement of Notification Form is not received within thirty calendar days, the referral process is terminated. A new referral process on that student may be initiated again at a later time within the referral window.

#### **Referral Procedures for VPA (visual arts and instrumental and vocal music) Grades 3-12:**

Students in Arlington Public Schools can be referred annually in the areas of visual arts and instrumental and vocal music by parents/guardians, school staff, community members, peers, self, or others who may have knowledge or expertise in the specific area to make such a referral.

Referral forms are available on the [Gifted Services web page](#) and at each school. The referral form has been translated in the five most prevalent languages in APS: Amharic, Arabic, Bengali, Mongolian and Spanish. VPA referral forms are due by April 1.

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Students identified as gifted in the areas of visual arts and instrumental and vocal music, who are new to Arlington Public Schools, may be considered for immediate services upon a review of relevant data and records from their previous school.

Once a student is referred and the parent/guardian is provided a Parent Acknowledgement of Notification Form authorizing the RTG to collect multiple criteria (i.e. work products, GBC, parent information form, etc.), then the local school committee uses a holistic case study to assess the student's eligibility to receive gifted services.

After the signed Parent Acknowledgement of Notification Form is received, the formal identification process is initiated. If a signed Parent Acknowledgement of Notification Form is not received within thirty calendar days, the referral process is terminated. A new referral process for the student may be initiated again at a later time within the referral window.

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

#### 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.)

#### Specific Academic Aptitude Grades K-12 (mathematics, science, English, history and social sciences):

- X 1. Assessment of appropriate student products, performance, or portfolio
- X 2. Record of observation of in-class behavior
- X 3. Appropriate rating scales, checklists, or questionnaires
  - Gifted Behavior Commentary (GBC) Form
  - Young Scholars Behavior Continuum (Title I schools only)
- 4. Individual interview
- X 5a. Individual or group-administered, nationally norm-referenced aptitude test(s)
  - Naglieri Nonverbal Ability Test (NNAT) in Grade 2
  - Cognitive Abilities Test (CogAT) in Grade 4
  - Kaufmann BIT Grades K-1 (additional grades when appropriate)
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- 6. Record of previous achievements (awards, honors, grades, etc.)

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### X 7. Additional valid and reliable measures or procedures

Specify: Parent Information Form; additional ability and/or achievement testing as available

Parents have the opportunity to complete a Parent Information Form to share information about their child and to help the local school committee understand their child's behaviors outside of school. Parents may also submit for review any additional testing done by professionals outside of APS.

Students do not need to score at a benchmark level on any test to be eligible for gifted services. The local school committee using a holistic, case study approach to look for a trend of consistent, demonstrated strengths with the academic area(s) in order to determine the need for gifted services. APS does not allow any one single criterion to deny or guarantee access to gifted services.

Based on the school-wide identification committee's decision, each referred student is identified for gifted services based on the individual's strengths/needs. All supporting identification documents are filed in the student's cumulative folder in a separate folder identified with a blue dot.

All eligibility decisions are communicated to parents by letter, and copies of the letter and subsequent parent permission for services forms are placed in the student's confidential cumulative file.

Students in Title I schools who are not found eligible for gifted services are for Young Scholars.

### **VPA (visual arts, instrumental and vocal music) Grades 3-12:**

- X 1. Assessment of appropriate student products, performance, or portfolio
- X 2. Record of observation of in-class behavior
- X 3. Appropriate rating scales, checklists, or questionnaires
  - Gifted Behavior Commentary Form
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s)
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- X 6. Record of previous achievements (awards, honors, grades, etc.)

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### X 7. Additional valid and reliable measures or procedures

Specify: Parent Information Form

Parents have the opportunity to complete a Parent Information Form to share information about their child and to help the local school committee understand their child's behaviors outside of school.

The Resource Teacher for the Gifted (RTG) compiles the data gathered using the multiple criteria listed above. The local school committee uses a holistic, case study approach to look for a trend of consistent, demonstrated strengths within the arts in order to determine the need for gifted services. APS does not allow any one single criterion to deny or guarantee access to gifted services.

Based on the school-wide identification committee's decision, each referred student is identified for gifted services based on the individual's strengths/needs. All supporting identification documents are filed in the student's cumulative folder in a separate folder identified with a blue dot.

All eligibility decisions are communicated to parents by letter, and copies of the letter and subsequent parent permission for services forms are placed in the student's confidential cumulative file.

#### **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.

**Specific Academic Aptitude Grades K-12 (mathematics, science, English, history and social sciences):**

- 1 Classroom Teacher(s)
- 1 Gifted Education Resource Teacher(s)
- 1 Counselor(s)
- 1 Principal(s) or Designee(s)
- 1 Other(s)Specify: Special Education Teacher, ESOL/HILT Teacher, Math Coach, Reading Specialists, or any other APS professional who knows student

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b. Type of Identification/Placement Committee

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

School-level

Division-level

**VPA (visual arts, instrumental and vocal music) Grades 3-12:**

1 Classroom Teacher(s)  
Art or Music Teacher

1 Gifted Education Resource Teacher(s)

1 Counselor(s)

1 Principal(s) or Designee(s)

1 Other(s) Specify: any other APS professional who knows student  
and/or has an expertise in art and music (vocal and/or instrumental)

c. 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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**2. Eligibility (8VAC20-40-60A.3)**

**Specific Academic Aptitude K-12: Mathematics, English, History and Social Science, and Science**

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Reviewed and/or Scored by</b>	<b>Provided to the committee by</b>
Gifted Behavior Commentary(GBC)	Local School Committee	Local School Committee	Classroom Teacher(s) and Resource Teacher for the Gifted
Naglieri Nonverbal Ability Test	Local School	Scoring Services	Office of Planning and Evaluation
Cognitive Abilities Test (CogAT)	Local School	Scoring Services	Office of Planning and Evaluation
Kaufman Brief Intelligence Test (KBIT-2), Grades 1-2	Resource Teacher for the Gifted	Resource Teacher for the Gifted	Resource Teacher for the Gifted
Achievement Tests (as available)	Local School	Scoring Services	Office of Planning and Evaluation
Work Samples	Classroom Teachers	Local School Committee	Classroom Teacher(s) and Resource Teacher for the Gifted
Parent Information Form	Parents/Guardians	Local School Committee	Parents/Guardians and Resource Teacher for the Gifted

Each school has 90 instructional days to gather the above criteria and hold a local school committee meeting to determine eligibility for gifted services. Multiple criteria are reviewed, and no one piece of information can determine eligibility or ineligibility.

**Eligibility Timeline for Formal Identification Processes**

<b>Steps in Process</b>	<b>Typical Month of Process</b>
Communication to parents and community	Ongoing
Parent/Teacher Information Meetings	October/November
Screening Process Professional Development for Staff to include Gifted Behavior Commentary	October/November
Referral Deadline	April 1
Screening Cycle <ul style="list-style-type: none"> <li>• Automatic referrals for students in grades 2 and 4</li> <li>• students in grade 5</li> <li>• students new to APS with previous eligibility</li> </ul>	October – April

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Automatic referrals are based on universal screenings (NNAT, CogAT)	
Communication to Parents: <ul style="list-style-type: none"> <li>• Notification of Referral for Gifted Services</li> <li>• Acknowledgement of Notification of Referral (parental consent)</li> <li>• Parents/Guardians Information Sheet</li> </ul>	October – June
Data Collection for Local School Committee Meetings	October – June
Local School Committee Meetings to determine eligibility	October – June
Identification Decision Notification to Parents/Guardians	October – June * within 10 instructional days of receipt of letter indicating Local Screening Committee’s decision
<b>Appeal Process</b>	
Parent/Guardian Request for Level I Appeal to Building Principal	October – June * within 10 instructional days of receipt of ineligibility letter
Level I Appeal Committee Meeting	October – June * within 10 instructional days of parent/guardian request for Level I appeal
Parent/Guardian Request for Level II Appeal to Central Office (Supervisor of Gifted Services)	October – June * within 10 instructional days of receipt of Principal’s Level I appeal decision
Level II Appeal Committee Meeting	October – June * within 10 instructional days of parent/guardian request for Level II appeal

If a student is found eligible for gifted services, this eligibility lasts for as long as he/she is a student within the Arlington Public School system. If the student is found ineligible, he/she may be referred the following year.

If a student is found ineligible, parents/guardians may appeal the decision of the local school committee. If choosing to appeal the decision, parents must begin the appeal process within 10 days of receiving the notification of ineligibility. There are two levels of appeals for parents/guardians:

- **Level I: Appeal to the School Principal:** Parents may share new data to support the need for gifted services.
- **Level II: County Level Appeal to the Supervisor for Gifted Services:** If the school principal upholds the committee’s decision, parents may send an appeal letter to the Supervisor for Gifted Services. The supervisor will convene a Level II appeal committee of professionals who did not serve on the original local school committee. This committee will make a final decision.

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### Visual and Performing Arts Grades 3-12: Visual Arts, Vocal Music, Instrumental Music

Measure	Administered/ Completed by	Reviewed and/or Scored by	Provided to the committee by
Gifted Behavior Commentary	Local School Committee	Local School Committee	Art or Music Teacher and Resource Teacher for the Gifted
Work Samples	Art or Music Teacher	Local School Committee	Art or Music Teacher and Resource Teacher for the Gifted
Parent Information Form	Parents/Guardians	Local School Committee	Parents/Guardians and Resource Teachers for the Gifted

Each school has 90 instructional days to gather the above criteria and hold a local school screening committee meeting to determine eligibility for gifted services. Multiple criteria are reviewed, and no one piece of information can determine eligibility or ineligibility.

### Eligibility Timeline for Formal Identification Processes

Steps in Process	Typical Month of Process
Communication to parents and community	Ongoing
Parent/Teacher Information Meetings	October/November
Screening Process Professional Development to Staff to include GBC	October/November
Referral Deadline	April 1
Screening Cycle <ul style="list-style-type: none"> <li>• Automatic referrals for students in grades 2 and 4</li> <li>• students in grade 5</li> <li>• students new to APS with previous eligibility</li> </ul> * Automatic referrals are based on universal screenings (NNAT, CogAT)	October – April
Communication to Parents: <ul style="list-style-type: none"> <li>• Notification of Referral for Gifted Services</li> <li>• Acknowledgement of Notification of Referral (parental consent)</li> <li>• Parents/Guardians Information Sheet</li> </ul>	October – June
Data Collection for Local School Committee Meetings	October – June
Local School Committee Meetings to determine eligibility	October – June
Identification Decision Notification to Parents/Guardians	October – June

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	* within 10 instructional days of receipt of letter indicating Local Screening Committee's decision
<b>Appeal Process</b>	
Parent/Guardian Request for Level I Appeal to Building Principal	October – June * within 10 instructional days of receipt of ineligibility letter
Level I Appeal Committee Meeting	October – June * within 10 instructional days of parent/guardian request for Level I appeal
Parent/Guardian Request for Level II Appeal to Central Office (Supervisor of Gifted Services)	October – June * within 10 instructional days of receipt of Principal's Level I appeal decision
Level II Appeal Committee Meeting	October – June * within 10 instructional days of parent/guardian request for Level II appeal

If a student is found eligible for gifted services, this eligibility lasts for as long as he/she is a student within the Arlington Public School system. If the student is found ineligible, he/she may be referred the following year.

If a student is found ineligible, parents/guardians may appeal the decision of the local school committee. If choosing to appeal the decision, parents must begin the appeal process within 10 days of receiving the notification of ineligibility. There are two levels of appeals for parents.

- **Level I: Appeal to the School Principal.** Parents may share new data to support the need for gifted services.
- **Level II: Appeal to the Supervisor for Gifted Services.** If the school principal upholds the committee's decision, parents may send an appeal letter to the Supervisor for Gifted Services. The supervisor will convene a Level II appeal committee of professionals who did not serve on the original screening committee, including the Supervisor of Fine Arts. This committee will make a final decision.

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

#### **Specific Academic Aptitude K-12: Mathematics, English, History and Social Science, and Science**

APS Gifted Services is committed to providing services in settings that encourage differentiation of instruction. Gifted services are provided through school-based and county-wide activities. Gifted services address the unique abilities, interests, and needs of gifted students through differentiated curriculum and instruction, extensions or acceleration opportunities.

Each school's Local School Committee determines eligibility for gifted services. Eligible students are then clustered (groups of 5 - 8) in their area(s) of identification. The grouping allows

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for purposeful planning and delivery of daily differentiated instruction, making academic growth a priority. Using formative and summative data to drive instruction, the cluster teacher, with support from the RTG, is expected to deliver daily differentiation within the classroom setting.

At the elementary, middle, and high school levels, the RTG works with the cluster teacher to plan and implement curricular resources designed for gifted learners. Through this collaborative instructional model, the RTG and cluster teachers use assessment data to compact and extend curricular standards, ensuring comprehensive interventions for identified students.

Additionally, at the elementary level, the Young Scholars Model was piloted at Drew Model School (2015) to find and nurture historically underrepresented students for gifted services and to raise the level of rigor for all learners. Because of the success, Young Scholars was expanded to Randolph Elementary School and Barcroft Elementary School (2016-17) and will expand to all Title I schools in the summer of 2017.

The primary goals of the model are:

- To identify advanced academic potential in children from diverse cultural, ethnic, and linguistic backgrounds as early as possible, and
- To nurture, guide, and support the development of their exceptional potential in order to prepare them for rigorous and challenging coursework in upper elementary, middle, and high school.

In middle school, gifted students may be recommended for intensified mathematics and intensified foreign language classes. In addition, cluster teachers work with the RTG to plan and teach curricular resources designed for gifted learners. Through this collaborative instructional model, the RTG and cluster teachers use assessment data to compact and extend curricular standards, ensuring comprehensive daily differentiation for identified students.

At the high school level, students self-select intensified, Advanced Placement (AP), and/or International Baccalaureate (IB), Dual-Enrollment (DE), and Career and Technical Education (CTE) classes. High school students can also participate in Independent Study for elected credit in grades 10-12. Students in grades 11 and 12 can apply for a summer Professionally Related Internship/Mentorship Experience (P.R.I.M.E.) coordinated by the Career Center. The intensified/AP/IB teachers also work collaboratively with the RTG to plan, teach and extend the standards as appropriate.

High school students who are identified as gifted may apply for Summer Residential Governor's School for Academics and Foreign Language Academies (11th-12th graders).

The APS Program of Studies provides additional information on courses options at all levels.

Finally, Gifted Services coordinates and manages the following summer experiences for students:

- Summer Laureate Program (K-5)
- Superintendent's Seminar (Grades 11-12)

- Young Scholars Innovation Academy at all Title 1 schools (in collaboration with the Title 1 office)

### **Visual and Performing Arts Grades 3-12: Visual Arts, Vocal Music, and Instrumental Music**

Gifted services for visual and performing arts (vocal and instrumental) are provided through school-based and county-wide activities. Gifted services address the unique abilities, interests, and needs of gifted students through differentiated curriculum and instruction, enrichment or acceleration experiences, and other extension opportunities in the visual and performing arts.

Each school's Local School Committee determines eligibility for gifted services. School-based services in art and music (vocal and instrumental) are delivered by art and/or music teachers through differentiation within a heterogeneously grouped class.

At the high school level, students self-select intensified, AP, and/or IB classes. They can also participate in Independent Study for elected credit in grades 10-12. Students in grades 11-12 can apply for a summer Professionally Related Internship/Mentorship Experience (P.R.I.M.E.) coordinated by the Career Center.

The APS Program of Studies provides additional information on courses options at all levels.

High school students who are identified as gifted may apply for Summer Residential Governor's School for Visual and Performing Arts (11th-12th graders). Rising 11th-12th graders may also participate in the Superintendent's Seminar summer program.

At all levels, school staff supports enrichment and extension opportunities for students whose readiness, strengths and interests meet the criteria of specific local, state, and national contests/competitions. These opportunities include, but are not limited to,

- Reflections Contest, K-12
- Scholastic Arts Awards, grades 9-12
- District XII Solo/Ensemble Competitions, grades 7-12

In addition, the APS Arts Education Office coordinates specialized fine arts experiences designed to extend school-based activities and to respond to students' readiness, strengths and interests. These opportunities include:

- Junior Honors Band, grades 4-6
- Junior Honors Orchestra, grades 4-6
- Elementary Honors Chorus, grade 5
- Middle School Honors Chorus, grades 6-8
- Honors Band, grades 7-8
- Honors Orchestra, grades 7-8
- Fine Arts Apprentice Program, grades 10-12

#### **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.

#### **Specific Academic Aptitude K-12: Mathematics, English, History and Social Studies, and Science and Visual and Performing Arts, Grades 3-12: Visual Arts, Instrumental Music, Vocal Music**

##### **General Information**

The Gifted Services office and the local schools communicate the screening process for gifted services to parents and community members in a variety of ways:

- the Gifted Services webpage
- Annual Gifted Services parent information sessions at each school
- Presentations to stakeholder groups such as principals, ESOL/HILT lead teachers, special education teachers, counselors, and parent advisory groups

##### **Permission for Screening**

When students are referred for gifted services, the RTG provides written notification of the referral to parents/guardians. This notification:

- requests permission to begin the identification process and to collect additional information data (Acknowledgement of Notification form)
- includes a parent information form (optional)

Parents must sign and return the Acknowledgement of Notification form; no further action is taken until the signed Acknowledgement of Notification form is received by the RTG. Parents have the option to decline the screening for gifted services. Once parental consent is returned to the local school, the screening process begins.

Arlington Tech and Thomas Jefferson High School for Science and Technology have a separate competitive screening process. Arlington Tech's application process can be found here: <https://careercenter.apsva.us/arlington-tech/application-process/>. Admission information and timelines for Thomas Jefferson High School for Science and Technology are posted on the [TJHSST admissions office website](#).

##### **Permission for Placement**

Parents receive written notification of the eligibility decision for gifted services from the local school. If the student is found eligible, the notification includes a permission form for parents to sign for their child to receive gifted services. Parents have the option to decline gifted services.

Once a student is found eligible for gifted services, this eligibility lasts for as long as he/she is a student within the Arlington Public School system.

Arlington Tech and Thomas Jefferson High School for Science and Technology mail notification of eligibility decisions to parents/guardians.

### **Notification of the Right to Appeal**

If a student is found ineligible, parents/guardians may appeal the decision of the local school committee. If choosing to appeal the decision, parents must begin the appeal process within 10 days of receiving the notification of ineligibility.

There are two levels of appeals for parents/guardians:

- **Level I: Appeal to the School Principal:** Parents may share new data to support the need for gifted services.
- **Level II: County Level Appeal to the Supervisor for Gifted Services:** If the school principal upholds the committee's decision, parents may send an appeal letter to the Supervisor for Gifted Services. The supervisor will convene a Level II appeal committee of professionals who did not serve on the original local school committee. This committee will make a final decision.

### **Level I Appeal: Local School Principal**

Parents/guardians who disagree with the decision of the Local School Committee may appeal the decision:

- The formal appeal must be submitted in writing to the Principal of the student's school.
- Within 10 days of the appeal letter, parents/guardians have the opportunity to meet with a school-based administrator to review the multiple criteria used for the decision. At this point, parents may share any new data to support the need for gifted services.
- The principal may uphold the committee decision or overrule the committee decision.

### **Level II Appeal: County Level —Supervisor of Gifted Services**

Parents/guardians may appeal the Level I decision made by the principal by submitting a letter to the Supervisor of Gifted Services.

Within 10 days of the receipt of a Level II appeal, the Supervisor of Gifted Services will convene a Level II appeal committee. The committee is composed of the Gifted Services Supervisor or designee, one or more RTGs, and at least two of the following: classroom teacher, school psychologist, special education teacher, ESOL/HILT teacher, guidance counselor, principal or assistant principal, social worker, or a professional in the area of giftedness (e.g. art, music).

Staff who were part of the initial identification committee are not be included in the Level II appeals committee. This committee reviews the original data collected during the local school screening process and any additional material submitted at the time of the Level I appeal.



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The Level II appeal committee may uphold the Level I appeal decision or overrule the decision. All decisions of the Level II appeal committee are final. Students who are found ineligible during this process may be referred in the following year's spring referral cycle.

The Supervisor of Gifted Services notifies the parents/guardians and the school principal of the Level II appeal committee's final decision(s) within 10 instructional days of the decision.

### **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.

**Specific Academic Aptitude Grades K-12 (Mathematics, English, History and Social Studies, and Science) and VPA Grades 3-12 (Visual arts, Instrumental and Vocal Music):** Parents/guardians of students identified as eligible for gifted services receive written notification of the decision from the local school. The notification includes the contact information for the school's Resource Teacher for the Gifted, as well as a request for permission for the student to receive gifted services. Parents must sign and return the form to the child's school. The form is filed in the student's cumulative folder.

Once a student is found eligible for gifted services, this eligibility lasts for as long as he/she is a student within Arlington Public Schools. Arlington Public Schools does not have a formal exit policy. However, a parent/guardian may decline the continuation of gifted services at any time. Such a request must be made in writing and is placed in the student's cumulative folder. The request will be honored immediately.

At the elementary level, parents work with the principal and Resource Teacher for the Gifted if a change of service is needed. At the middle and high school level, students work with their school counselors, principal, and Resource Teacher for the Gifted and/or other school professionals if a change in courses is needed.

If a student is found ineligible for gifted services, parents/guardians will receive a notification in writing informing them of the decision. Additionally, parents/guardians who disagree for any reason with the decision of the local school committee may appeal the decision within 10 instructional days after being informed of the committee's decision. To initiate the formal appeal process, an appeal must be submitted by the parent in writing to the Principal of the student's school.

### **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

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academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

APS is committed to providing services that meet the academic, artistic, and socio-emotional needs of gifted learners. Services in the academic and fine arts areas are provided in various settings through

- daily differentiation of instruction to add depth and complexity to the general education curriculum in academic areas (English, mathematics, science and social studies)
- collaboration with the Arts Education Office to support differentiation of instruction to the general education visual arts and vocal/instrumental music curriculum
- modeling culturally responsive teaching through the Young Scholars Model as a way to find and nurture historically underrepresented students for gifted services
- collaboration with the Minority Achievement Office and the Minority Achievement Coordinators at elementary, middle, and high school to support gifted learners from historically underrepresented populations
- collaboration with the Arlington Tiered System of Support (ATSS) Office to identify and train teachers on research-based extensions for gifted learners
- collaboration with Counseling Services to provide support for socio-emotional needs of gifted learners
- collaboration with the Department of Special Education and Student Services to provide support for twice exceptional (2e) learners
- collaboration with the ESOL/HILT Office to provide support for ESOL/HILT gifted learners
- intensified/advanced course offerings in the academic area of mathematics in middle school
- intensified/advanced course offerings in the academic and visual/performing arts areas in high school to include Advanced Placement, International Baccalaureate and/or Dual Enrollment courses
- continued leadership and support to the following initiatives at each high school:
  - H-B Woodlawn Secondary: JuneTime and Senior Project
  - Washington-Lee High School: IB Creativity Action Service (CAS) Coordinator
  - Wakefield High School: Cohort, United Minority Girls and Senior Project
  - Yorktown High School: SOAR, AP Scholars
- independent study at the high school level
- mentorships through P.R.I.M.E. at the high school level
- continued leadership and support for other opportunities for extensions and enrichment beyond the school day and in the summer through Young Scholars Innovation Academy (Title 1 schools), Summer Laureate, Summer Residential Governor's School, and Superintendent's Seminar

### 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.

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### **Specific Academic Aptitude Grades K-12 (Mathematics, English, History and Social Studies, and Science) and VPA Grades 3-12 (Visual arts, Instrumental and Vocal Music)**

Arlington Public Schools (APS) Gifted Services provides challenging learning experiences that are designed to meet the unique learning profile of a broad range of advanced learners in grades K-12. Through a continuum of advanced academic services, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level. Students identified for APS Gifted Services exhibit exceptional performance capability in academic, intellectual, and creative endeavors. In order to meet their needs and develop to their potential, these learners require a differentiated curriculum. The unique characteristics of individual students should determine the type and level of support services the students receive. Students who are twice exceptional (2e) are provided with accommodations or modifications through a special education Individual Education Plan (IEP) team, a 504, or accommodations and support provided by the classroom teachers in response to their individual needs.

### Framework of Critical and Creative Thinking Strategies, Grades K-12

At the elementary, middle, and high school levels, the Resource Teacher for the Gifted (RTG) and classroom teachers teach higher order thinking strategies across subject areas. The strategies are embedded in lessons that incorporate higher-level thinking skills to extend and enrich the curriculum and instruction for all learners. In grades K-5 student responses to the lessons are also used to create a portfolio of work to show advanced potential in order to increase access to gifted services.

### Young Scholars

The Young Scholars (YS) program is designed to find and nurture advanced academic potential in students from historically underrepresented populations in gifted education. Beginning in kindergarten at Title I schools, curricular interventions and support are provided through the collaboration of the classroom teacher and the RTG. As students' progress through elementary and secondary school, continuing support and opportunities for accessing gifted services and rigorous coursework are provided by school staff. RTGs in Title I Schools have been provided with training through the Young Scholars course and cultural proficiency instruction. Both provide tools to support teachers and students at their local schools. The RTG is an integral part of professional learning communities.

### School-Based Gifted Services, Grades K-12

Beginning in kindergarten, identified gifted students receive school-based gifted services. Classroom teachers provide differentiated lessons for students who exhibit a need for additional challenge in one or more areas of academic strength. Classroom teachers collaborate in planning with the RTG to differentiate instruction using curricular resources written for gifted learners as outlined in the Best Practices for Advanced Learners handbook.

### International Baccalaureate, Grades K-12

At the elementary level, APS offers one International Baccalaureate Primary Years Program (IBPYP) (Randolph Elementary School) that implements the IBPYP school-wide. The Primary Years Programme (PYP) focuses on the total growth of the developing child, touching hearts as

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well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

At the middle school level, APS has one IBMYP program (Thomas Jefferson Middle School). The Middle Years Programme provides a framework of academic challenge and life skills for students ages 11-16. The MYP provides a thorough study of various disciplines. It also accentuates the interrelatedness of them, acknowledging the role of the subject disciplines and transdisciplinary study. The International Baccalaureate Organization (IBO) works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

At the high school level, Washington-Lee High School offers the International Baccalaureate Diploma Program (IBDP). The IBDP courses in high school are open to all students who seek academic rigor. The IBDP provides a comprehensive rigorous education emphasizing analytical thinking and reading and writing skills with an international perspective. The program is offered in English, world languages, social sciences, experimental sciences, mathematics, and the arts. High school students who complete IB courses demonstrate mastery of subject material by earning qualifying grades on IB examinations.

### Intensified Courses, Grades 6-12

Intensified classes use curriculum that extends the APS Program of Studies in depth and complexity. Intensified classes seek to provide opportunities to build on individual student strengths, develop critical and creative thinking skills, and prepare students for advanced academic coursework.

At the middle school level, students are recommended for intensified mathematics courses and/or intensified foreign language classes.

At the high school level, students self-select intensified, Advanced Placement (AP), and/or International Baccalaureate (IB), Dual-Enrollment (DE), and Career and Technical Education (CTE) classes.

### Advanced Placement, Grades 9-12

The AP program provides rigorous academic coursework in the major subject fields, with course content designed at a college level. AP courses are offered in English, social studies, science, world languages, mathematics, and fine arts. Advanced Placement (AP) courses in high school are open to all students who seek academic rigor. High school students who complete AP courses demonstrate mastery of subject material by earning qualifying grades on AP examinations.

### Thomas Jefferson High School for Science and Technology (TJHSST), Grades 9-12

TJHSST provides an innovative, specialized learning environment for highly motivated students who have a genuine interest in the biological, physical, mathematical, and computer sciences. Designated as the Governor's Regional School in Northern Virginia, TJHSST offers a comprehensive college preparatory program with additional required courses in science, mathematics, and technology.

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### Dual Enrollment, Grades 11-12

Dual enrollment courses are offered in conjunction with local universities. These college-level courses include English, government, geosystems, multi-variable calculus, and matrix algebra.

### **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.

### **Specific Academic Aptitude Grades K-12 (Mathematics, English, History and Social Studies, and Science) and VPA Grades 3-12 (Visual arts, Instrumental and Vocal Music)**

#### **Elementary, Grades K-5**

Identified gifted students are cluster-grouped (minimum 5-8) within a classroom of grade-level peers for core-content as well as visual and performing arts. Academically and artistically gifted students have multiple opportunities to research, investigate, and create with age-level peers through projects, presentations, and collaboration. Resource Teachers for the Gifted (RTGs) work with classroom teachers to adapt the curriculum to meet the needs of advanced learners while also providing time for students to interact with their classmates.

#### **Middle School, Grades 6-8**

Identified gifted students are cluster-grouped (minimum 5 – 8) in classrooms on grade-level teams with grade-level peers for all core-content and elective courses, including visual and performing arts. Academically and artistically gifted students have multiple opportunities to research, investigate, and create with age-level peers through projects, presentations, and collaboration. Resource Teachers for the Gifted (RTGs) work with classroom teachers to adapt the curriculum to meet the needs of advanced learners while also providing time for students to interact with their classmates.

#### **High School, Grades 9-12**

Identified gifted students self-select courses according to their strength areas including: advanced, intensified, AP and IB courses. Academically and artistically gifted students have multiple opportunities to research, investigate, and create with age-level peers through projects, presentations, and collaboration. Resource Teachers for the Gifted (RTGs) work with classroom teachers to adapt the curriculum to meet the needs of advanced learners while also providing time for students to interact with their classmates.

### **B. 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.

### **Specific Academic Aptitude: English, Mathematics, Science, Social Studies (grades K-12)**

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Students in grades K-5 have opportunities to learn with intellectual and academic peers through the collaborative model and flexible grouping. The same opportunity is available to students in grades 6-12 through intensified, Advanced Placement, International Baccalaureate, and dual enrollment courses. Resource Teachers for the Gifted (RTG) work closely with the classroom teachers to extend and accelerate the core curriculum as well as provide supplemental learning experiences. Instructional strategies include small group instruction, push-in services, project-based learning, cross-curricular units, and differentiated instruction using researched materials written for gifted learners.

### **Visual and Performing Arts: Visual Arts, Instrumental Music, Vocal Music (grades 3-12)**

Students in grades 3-5 have opportunities to learn, create, and perform with intellectual and academic peers through the collaborative model and flexible grouping. The same opportunity is available to students in grades 6-12 through differentiation in courses and Advanced Placement courses.

### **Acceleration to Accommodate Time with Intellectual Level Peers**

**Acceleration** is the appropriate movement of a student and/or curriculum by pace or place to match learning opportunities with student strengths, readiness, and needs. Other ways for students to receive appropriate instruction with their intellectual peers include **acceleration** through Underage Placement in Grade One, Acceleration of Progress through School, and Acceleration of Content.

Arlington Public Schools has policies and procedures in place to accommodate underage placement of students in grade one and grade-level acceleration. These policies are defined under PIP 20-3, PIP 20-3.1, and PIP 20-3.50.

**Underage Placement Policy Process** is not a grade-level acceleration process; rather it is an acknowledgement that the Virginia law which determines kindergarten entry is not consistent with other states and that children's rates of academic and social development vary; this allows APS flexibility for appropriate placement.

The process for Underage Placement is primarily conducted at the school level in collaboration with the Early Childhood Office.

### **Grade-Level Acceleration: PIP 20-3 Program Differentiation**

#### **Acceleration of Progress through School**

Students' learning experiences will be arranged in such a way as to permit students who learn more rapidly than normal to accelerate their progress through school. At the elementary level, some advanced learners may benefit from acceleration through school.

Acceleration is most successful in early childhood years, K-2. In addition, initiation of the process after the parent-teacher conference is preferred. This gives the student time to distinguish him/herself from his age-level peers.

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Grade-level accelerations can be initiated by parents/guardians or by school staff. If school staff initiates the process, parents must be contacted and give permission for the acceleration eligibility process to begin.

Once an acceleration request is made, the Supervisor of Gifted Services works with the principal and RTG to do the following: review the cumulative record and determine if additional data is needed to guide the acceleration process. Once all data has been collected, a school-based committee reviews the data, makes a determination and communicates to parents about the decision and acceleration plan if applicable.

### **Additional Acceleration Options at the Secondary Level**

Arlington accommodates the following forms of acceleration at the secondary level under the APS PIP 20-3 (pages 10-11), **Acceleration of Progress through Content**, and under the APS PIP 20-3.1, **Advanced Classes**:

- **Single-Subject Content Acceleration:** The delivery of curriculum by either moving the child into a higher grade level or providing higher-grade level curriculum in age-based classrooms (e.g., Algebra I in grade 7 or 8, Intensified Geometry in grade 8);
- **Concurrent Enrollment:** Attending classes in more than one grade or building (e.g., a middle school student attends a class at the high school);
- **Post-Secondary Options:** High school students spend part of their day attending classes at a local college or university and receive both high school and college credit (e.g., Dual Enrollment courses);
- **Thomas Jefferson High School for Science and Technology:** Students compete through an admission process in grade 8 and may qualify for admission to the regional Governor's School in their ninth grade year;
- **Correspondence/Distance Learning:** Courses taken within or outside regular school time for personal interest or credit (e.g., Fine Arts Apprentice Program);
- **Advanced Placement/International Baccalaureate:** Students enroll in AP or IB high school courses and take appropriate tests to qualify for college credit;
- **Career Center/Governor's Career & Technical Academy Program:** Students may select to enroll in courses offered at the Governor's Career and Technical Academy for CTE programs including the option to dually-enroll in Northern Virginia Community College beginning in the junior year of high school;
- **Independent Study:** High school students develop a course of study and pursue an area of interest in-depth and at a pace that meets their individual needs.

For more information on other programming components, see the **APS Middle and High School Programs of Studies** [www.apsva.us](http://www.apsva.us) and **PIP 20-3 Differentiation** and **PIP 20-3.1 Advanced Classes**.

### **C. 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.

**Specific Academic Aptitude Grades K-12 (Mathematics, English, History and Social Studies, and Science) and VPA Grades 3-12 (Visual arts, Instrumental and Vocal Music)**

A system wide focus for APS is personalized learning. In collaboration with the Personalized Learning Office and other offices, Gifted Services works to develop, embed, and implement a consistent, system-wide model of personalized learning and increase personalized learning options for gifted learners.

Teachers and RTGs are encouraged to provide choice within units of study for independent research opportunities.

In addition, High School Independent Study for Elective Credit is an option which allows students to explore an area of interest which is not offered in the Program of Study. Students submit a detailed description of plan, obtain agreement of monitoring teacher, and submit application by April 1 for the following year.

**D. 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.

**Specific Academic Aptitude Grades K-12 (Mathematics, English, History and Social Studies, and Science) and VPA Grades 3-12 (Visual arts, Instrumental and Vocal Music)**

Gifted Services created the Framework of Critical and Creative Thinking Strategies, Grades K-12 and the Best Practices for Advanced Learners Handbook. These documents outline strategies and recommended resources written for gifted learners to guide cluster teachers and RTGs in their collaborative planning and implementation process. The specific strategies and curricular resources are outlined in the Differentiation section of this plan.

**E. 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.

**Specific Academic Aptitude Grades K-12 (Mathematics, English, History and Social Studies, and Science) and VPA Grades 3-12 (Visual arts, Instrumental and Vocal Music)**

RTGs work with collaborative teams and cluster teachers to reduce the content through the collaborative design and implementation of pre-assessments and ongoing assessments. Pre-assessments are a best practice for all learners in terms of identifying areas which students have mastered prior to direct instruction, and they can be particularly helpful for gifted learners in measuring growth beyond grade level standards. Data from pre-assessments enables teachers to utilize techniques such as curriculum compacting, “a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment/extension activities, or other activities” (Renzulli, J. S., & Reis, S. M. (2014). *The Schoolwide Enrichment Model: A How-To Guide for Talent Development* (3rd ed.).



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At the elementary level, cluster teachers and RTGs document the comprehensive, differentiated instruction identified students received throughout the quarter on the APS Differentiation Form. This form is sent home with report cards each quarter. At the middle school level, school teams of cluster teachers and RTGs send differentiation updates in various forms to include quarterly newsletters and emails to report progress to parents.

### **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.

### **Specific Academic Aptitude Grades K-12 (Mathematics, English, History and Social Studies, and Science) and VPA Grades 3-12 (Visual arts, Instrumental and Vocal Music)**

The theoretical foundations of the APS gifted service model attributes are based on three guiding principles from within the Program Design section of the National Association for Gifted Children (NAGC) PreK-12 Gifted Program Standards:

- Rather than any single gifted program, a continuum of programming services must exist for gifted learners.
- Gifted education programming services must be an integral part of the general education day.
- Flexible grouping of students must be developed in order to facilitate differentiated instruction and curriculum.

In addition, three guiding principles from within the Curriculum and Instruction section of the National Association for Gifted Children PreK-12 Gifted Program Standards are used:

- Differentiated curriculum for the gifted learner must span grades K-12.
- General education classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted students.
- Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.

With APS' adoption of Professional Learning Communities and the focus on personalized learning, the cultural shift from a focus on teaching to a focus on learning has begun. As part of that shift, RTGs work with collaborative learning teams through a new lens to view curriculum and instruction. Within a PLC, collaborative teams consider ways in which they can reduce content with the goal of identifying and delivering the most meaningful content taught at greater depths. For students that may have already mastered certain grade-level content, this more

rigorous curriculum is necessary if they are to extend their learning. According to Richard and Rebecca Dufour in “Neglecting the Gifted and Talented,” they reject the notion that, within a PLC, focusing on the needs of struggling learners will result in neglecting gifted learners. Instead, they state that the “staff of a PLC attempts to create a culture that stretches all students beyond their comfort zone and then provides the support to help them be successful in meeting the challenge.” They go on to state that students who are “comfortable in the standard curriculum are called upon to stretch to meet the challenges of an accelerated curriculum. Students in the most rigorous curriculum are challenged to see how far they can go in extending their learning.”

Daily differentiation in the general education classroom through cluster grouping (minimum 5-8) and collaboration is the model used in APS to serve gifted learners. The general education teacher is the primary source to provide daily differentiation in the general education classroom with support from the resource teacher for the gifted. The Cluster Grouping Model is a research-based approach of intentionally grouping students according to their strengths and needs in a mixed ability classroom with a teacher who has the background and understanding of gifted learners and knows how to plan and implement strategies and/or resources written for gifted learners on a daily basis. The grouping size of at least 5-8 is very important as it provides a group of students for which planning will be intentional and ongoing for at least a year of growth. This model is proven to improve teaching, learning and achievement in all students, especially in schools with strong collaborative learning teams.

In alignment with the NAGC position paper on Collaboration Among All Educators to Meet the Needs of Gifted Learners, the collaborative instructional model employed through the RTGs is essential to instruction of the gifted population within the general education setting and to making gifted programming an integral part of the school day. Collaboration for effective differentiation for gifted students involves the classroom teacher and the RTG working together to design and implement appropriate instruction for identified gifted students. Working collaboratively has professional benefits for both the classroom teacher and the RTG. The benefits include:

- Collective focus on gifted student learning within cluster groups (minimum 5-8)
- Opportunities to model and support the implementation of best practices in gifted education within the general education classroom
- Shared ownership of instructional practice
- Spirit of collaborative responsibility for the learning of all students
- Reflective and ongoing dialogue

This collaboration has instructional benefits that have a positive impact on student learning. The instructional benefits include:

- Greater exposure to best practices in gifted education to challenge and engage all learners
- Increased use of data to drive instruction to monitor student progress and growth
- Increased likelihood of finding and nurturing those students who are ready for advanced curriculum but who may not have been identified for gifted services

Collaborative instruction can take many forms. The classroom teacher and the RTG work together to assess students, plan the unit or lesson, and instruct students in program of studies building in the depth and complexity that advanced/gifted learners need to show academic

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growth. Each teacher takes on instructional tasks within a lesson or unit. Teachers share the instruction by taking turns teaching to the whole class and to small groups. The RTG uses this time to model content, process, and/or product differentiation strategies and curriculum written for advanced/gifted learners.

RTGs work with these collaborative teams and cluster/intensified/AP/IB teachers to reduce the content through the collaborative design and implementation of pre-assessments and ongoing assessments. Pre-assessments are a best practice for all learners in terms of identifying areas which students have mastered prior to direct instruction, and they can be particularly helpful for gifted learners. Data from pre-assessments enables teachers to utilize techniques such as curriculum compacting, “a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment/extension activities, or other activities.” (Renzulli, J. S., & Reis, S. M. (2014). *The Schoolwide Enrichment Model: A How-To Guide for Talent Development* (3rd ed.).

Based on the varying needs in the classroom, teachers work with collaborative teams to employ Arlington’s Tiered System of Support (ATSS) to help every student reach success in academics and behavior. The focus of ATSS is to address the whole child and what supports he or she needs to be successful both academically and socio-emotionally. The ATSS framework uses the data decision-based model in the Professional Learning Communities (PLC), to analyze data, identify students who are in need of remediation or extension, and create timely action plans.

In its position statement regarding Response to Intervention (RtI) for Gifted Children, The Association for the Gifted, a division of the Council for Exceptional Children, posits that “the RtI model be expanded in its implementation to include the needs of gifted children.” The use of the RtI framework for gifted students would support advanced learning needs of children in terms of a faster paced, more complex, greater depth and/or breadth with respect to their curriculum and instruction. It should also be noted that students who are gifted with disabilities may need more than one level of intervention and advancement in terms of curriculum and instructional strategies.”

As teachers use pre-assessment data to determine the need for more rigorous curricular resources, they ensure student learning while providing instruction that is commensurate with the students’ ability. Furthermore, pre-assessments and curriculum compacting fall very much in line with key principles of ATSS:

- Intervene early through the use of universal screeners and other forms of assessment
- Use a multi-tiered system of support
- Tailor instruction to the individual learner’s needs
- Use data-based decision making to inform instruction and monitor progress
- Use research-based interventions and instruction
- Ensure fidelity of implementation
- Document and encourage parental involvement in all steps of the process

The APS Program of Studies, which incorporates the state Standards of Learning, delineates a scope and sequence of content in each discipline building on previous knowledge and increasing the depth of understanding as students move from kindergarten through grade 12. Learning

experiences in APS are designed to challenge and engage highly able students in such a way as to nourish their abilities and encourage excellence. In its Position Statement on Differentiating Curriculum and Instruction for Gifted and Talented Students, the National Association of Gifted Children recommends that in order for a focus to remain on learning and continued growth, gifted students should be provided with access to curricular resources designed for advanced learners. For gifted learners, appropriate differentiation allows for increasing levels of advanced, abstract, and complex curriculum that is substantive and responds to learner differences. The National Association for Gifted Children strongly recommends that every school provide:

- access to curricular resources that are designed for gifted learners;
- systematic and substantial professional development for all teachers regarding the needs of gifted learners, differentiation in general, and flexible grouping approaches; and
- resource specialists who can support the classroom teacher in assessing gifted learner differences,
- making adjustments to the curriculum, and implementing differentiated instruction.

APS Gifted Services is dedicated to teaching students creative and critical thinking skills. RTGs work with collaborative teams and/or individual classroom teachers to embed critical and creative thinking strategies into lessons that teach the Standards of Learning (SOL) content.

All students have the ability to:

- think abstractly,
- see numerous relationships,
- make generalizations, and
- work at varying levels of complexity.

Therefore, it is imperative to develop processing tools so that they can use metacognition to organize their thinking to:

- pursue tasks, themes, and topics independently;
- develop their ability to examine issues at a continually developing level of abstraction/complexity; and
- develop their ability to use generalizations, principles, and theories to structure thought in an area of study.

Through this work, enduring understandings that may result include:

- abstract/complex content requiring a systematic way of thinking;
- creative, critical problem solving to improve higher level thinking; and
- application of these tools across disciplines.

Guided by the Critical and Creative Thinking Strategies Framework, K–12 RTGs work with collaborative teams and/or individual classroom teachers to embed critical and creative thinking strategies into lessons that teach the Standards of Learning (SOL) content.

The role of the RTG in training/supporting classroom teachers is to:

- Model critical and creative thinking strategies using content with whole class and/or small groups

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- Collaborate with teachers in developing future lessons/units that teach students the thinking strategies and provide additional support for the teacher as they implement these strategies
- Provide the opportunity to observe students' responses and behavior and to take anecdotal notes for evidence of advanced potential
- Conduct school-based professional learning opportunities for teachers in critical and creative thinking strategies to promote opportunities for students to apply higher level thinking on a daily basis
- Provide resources to teachers to use during instruction



### Arlington Public Schools Framework of K-12 Critical and Creative Thinking Strategies

#### **Big Ideas**

- \*Overarching Concepts – Change, Patterns, Systems, Perspectives, Cause/Effect, Cycles
- \*Taba Concept Development

#### **Critical Thinking Teaching Models**

- \*Frayer Model
- \*Future Problem Solving
- \*Jacob's Ladder
- \*Literature Web
- \*Paul's Elements of Reasoning
- \*Research Model
- \*Vocabulary Web

#### **Creative Thinking**

- \*Creative Problem Solving (CPS)
- \*FFOE (Fluency, Flexibility, Originality, Elaboration)
- \*SCAMPER

#### **Decisions and Outcomes**

- \*Habits of Mind
- \*Plus, Minus or Modify, Interesting
- \*Problem Based Learning
- \*Project Based Learning

#### **Making Connections**

- \*Analogies
- \*Mind-Mapping
- \*Synectics
- \*Visualization

<p><b>Point of View (Different Perspectives)</b></p> <ul style="list-style-type: none"> <li>*Debates</li> <li>*deBono's Hats</li> <li>*RAFT</li> <li>*Socratic Seminar/Junior Great Books</li> <li>*Structured Academic Controversy</li> </ul>
<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>*Bloom's Taxonomy &amp; Levels of Questioning</li> <li>*Question Formulation Technique (QFT)</li> <li>*SEM-R Questions</li> </ul>

An additional and critical support to the continued implementation of PLC, ATSS and personalized learning, the Gifted Services Office created a Best Practices for Advanced Learners handbook to support all classroom teachers and particularly those teachers working with clusters of identified gifted students, or cluster teachers. The handbook provides a common framework that supports meaningful and continuous collaboration between cluster teachers and each school's RTG for the Gifted (RTG). In an effort to support teachers as they plan for both the academic and socio-emotional needs of their advanced students, this handbook includes information about:

- Curricular resources designed for advanced learners
- Critical and creative thinking skills for all learners
- Behaviors and characteristics of diverse gifted learners
- Socio-emotional needs of gifted learners

Since the general education teacher is responsible for providing this daily service with support of the RTG, coaching and collaboration is used at all levels as a way to expand teachers' understanding of giftedness and potential while building capacity to infuse critical and creative thinking lessons and curricular resources written for gifted/advanced learners and for all learners.

These curricular resources, and models included in our *Best Practices for Advanced Learners Handbook* are research-based and give teachers ways to add depth and complexity across the content areas. These resources also support cluster teachers work with the RTG to plan and implement systematic interventions for high-ability students. Much of this curriculum was developed at William and Mary's Center for Gifted Education or the University of Connecticut's Neag Center for Gifted Education and Talent Development. These curricula were included for a number of reasons: they are designed for gifted learners, have proven successful with students in Title 1 settings in that achievement scores increased when resources were used with fidelity, are developed by leaders within the field of gifted curriculum in collaboration with content experts, are comprehensive in nature, and in some cases, are award-winning.

<b>Grade K-12: Language Arts</b>	
<b>Resources Designed for Advanced Learners</b>	<b>Brief overview of resource</b>

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William and Mary Literature Units	The most comprehensive of William and Mary's (W & M) materials, consisting of numerous lessons for a differentiated approach to teaching integrated standards. Designed for high-ability students and organized around a guiding concept. Develops skills related to analytical and interpretive skills, creative writing, linguistic competency, reasoning, and conceptual understandings within literature.
Literature Trilogies	A series of literature trilogies created by Michael Clay Thompson. Each series consists of three works of literature providing close-ups of poetic techniques, four-level analysis of grammar and writing strategies.
William and Mary Navigator Novel Guides	Navigators are ideal for differentiation. The guides provide teachers and students with numerous and varied activities that can be done within shorter time frames (a few class periods) or span longer time periods (multiple weeks).
Jacob's Ladder – Primary 1 and 3: Level 1, 2, 3, 4, 5 (Fiction/Nonfiction)	W & M resource than can often be used within a few class periods. Shorter passages with accompanying questions that require students to move “up the ladder” of complexity. Promotes critical thinking and discourse.
Schoolwide Enrichment Model Reading Framework (SEM-R)	An enrichment-based reading framework designed to challenge all readers, but particularly talented readers through the use of strategies that are important to gifted education (critical/creative thinking; differentiation, independent study, etc.).
<i>Building Language</i>	A supplementary vocabulary program created by Michael Clay Thompson. <i>Building Language</i> contains 10 lessons that introduced important Latin stems; also the Roman roots of our buildings and our language. Serves as a precursor to <i>Caesar's English I</i> and <i>Caesar's English II</i> .
<i>Caesar's English I</i>	A supplementary vocabulary program created by Michael Clay Thompson. <i>Caesar's English I</i> contains 20 lessons, each of which introduces students to a variety of Latin stems and includes a variety of activities related to the stems. Serves as a precursor to <i>Caesar's English II</i> .
<i>Caesar's English II</i>	A supplementary vocabulary program created by Michael Clay Thompson. <i>Caesar's English II</i> contains 20 lessons, each of which introduces new Latin stems and revisits stems previously learned in <i>Caesar's English I</i> .
<i>The Word within the Word I</i>	A supplementary vocabulary program created by Michael Clay Thompson. <i>The Word within the Word I</i> contain 30 lessons. The first 20 lessons offer a list of 25 stems each, along with several example words that contain each stem, and the last 10 lessons provide twenty-five words that students will need to be familiar with to navigate well through advanced academic endeavors.
<i>The Word within the Word II</i>	A supplementary vocabulary program created by Michael Clay Thompson. <i>The Word within the Word II</i> contains 30 lessons. Each lesson begins with a list of stems, along with their meanings and words that contain them, followed by a list of advanced academic words that contain the stem in the list. There are ten new words in each lesson, as well as five words brought forward from <i>The Word within the Word I</i> . Volume I focused on ancient Greeks while Volume II focuses on the Roman Republic.
<i>The Word within the Word III</i>	A supplementary vocabulary program created by Michael Clay Thompson. is the third volume in the series. It is intended to build on cumulative work in Volumes I and II.
<b>Word Study Resources</b>	
Word Journey's by Kathy Ganske	Provides a comprehensive approach to building a child's word knowledge. Designed for students in grades K-8.

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<b>Inquiry and Discussion</b>	
Socratic Inquiry/Socratic Seminar	Socratic Inquiry and the associated Seminars provide students with an opportunity to exchange their opinions, perspectives, and ideas as they search for their ideas about a particular literary work.
Junior Great Books	Junior Great Books is an anthology which moves through a series of activities that allow students to explore vocabulary, analyze and interpret text, write critically and creatively, and participate in open-ended discussions.
Philosophy for Kids	The intent of this book, according to its author, is to “foster a sense of wonder and aim it in many directions.” Organized into four sections titled <i>Values</i> , <i>Knowledge</i> , <i>Reality</i> , and <i>Critical Thinking</i> , this resource is filled with questions to get kids thinking conceptually.

<b>Grade K-12: Math</b>	
<b>Resources Designed for Advanced Learners Resources</b>	<b>Brief overview of resource</b>
Project M <sup>2</sup> : Mentoring Mathematical Minds	Comprehensive in nature. These curricular units consist of chapters and lessons, include pre and post-assessments, and promote mathematical writing and discourse.
Project M <sup>3</sup> : Mentoring Mathematical Minds	Comprehensive in nature. These curricular units consist of chapters and lessons, include pre and post-assessments, and promote mathematical writing and discourse.
William and Mary Math Units	Comprehensive in nature, but not quite as in-depth as Project M3 units. Unit consists of several lessons and include pre and post-assessments.; designed for use across multiple grade-levels
Hands-On Equations and Verbal Problems	A hands-on introduction to algebraic reasoning, with 21 lessons divided into three Levels of complexity; a supplemental Verbal Problems resource allows for continued applied practice
<b>Supplemental Resources (for short-term activities)</b>	
Groundworks Series	Sets of activities related to five mathematical strands (Algebra, Data & Probability, Measurement, Geometry, and Number Sense). Activities combine critical thinking with mathematical writing and discourse. Sets can be completed quickly (1-2 class periods).
Nimble with Number Series	Activities and games that couple applied practice with critical thinking; well-suited for extensions of particular standards; often used in centers or stations
Number Sense Series	Similar in nature to <i>Nimble with Numbers</i> ; Activities and games that couple applied practice with critical thinking; well-suited for extensions of particular standards; often used in centers or stations.
The Problem Solver Series	Story problems designed around a variety of problem solving strategies (logic, draw a picture, make a table, etc.). Well-suited for direct instruction of problem-solving skills.
Challenge Math Series by Edward Zaccaro: <i>Upper Elementary Challenge Math</i> ,	Chapters focus on a particular topic (ex. fractions, measurement, decimals, etc.). Chapters have leveled story problems (Level 1 through Einstein



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<i>Challenge Math, and Real-World Algebra</i>	Levels); suited for small-group or individual extensions of grade-level concepts.
Puddle Questions Assessing Mathematical Thinking	Open-ended tasks that promote critical thinking and encourage mathematical discourse. Designed to be completed within a shorter time frame (1-3 class periods).
Continental Math League	A collection of story-problems that, in order to be solved, require students to apply one of a variety of problem-solving strategies. <i>Contact your Math Lead or RTG regarding information about the competition as well as "Best of CML" Materials for your classroom use.</i>
Wake Forest Problem-Based Learning Cases	Provide real-world context for math and science. The cases are well-suited for small groups; usually 1-4 hours, depending on age group.

<b>Grade K-12: Science</b>	
<b>Resources Designed for Advanced Learners</b>	<b>Brief overview of resource</b>
William and Mary Project Clarion Science Units	These comprehensive units were designed to introduce young students to science concepts, processes, and macro-concepts. Hands-on lessons that allow students to explore science concepts through play and planned investigations.
William and Mary Problem Based Learning Science Units	These comprehensive units are designed to provide students with real-world problems facing today's society. They are geared towards different clusters of grade-levels, but can be adapted for use across grades K-8.
<b>Supplemental resources</b>	
Wake Forest Problem-Based Learning Cases	Provide real-world context for math and science. The cases are well-suited for small groups; usually 1-4 hours, depending on age group.
Great Explorations in Math and Science (GEMS)	GEMS activities engage students in direct experience and experimentation to introduce essential, standards-based principles and concepts
<b>Science Investigation and Research</b>	
Engineering is Elementary	Hands-on, project-based engineering activities. Each unit includes 8-11 hours on instructional time. <a href="http://www.eie.org/">http://www.eie.org/</a>
WebQuests/Inquiries	WebQuests are inquiry-oriented online tools for learning. Lengths of WebQuests can vary from short term (one lesson) to long term (an entire unit). The link to an Education World article titled "Creating a WebQuest: It's Easier Than You Think" is provided: <a href="http://www.educationworld.com/a_tech/tech/tech011.shtml">http://www.educationworld.com/a_tech/tech/tech011.shtml</a>
<b>Science Team Competitions</b>	
Odyssey of the Mind	An international educational program that provides creative problem-solving opportunities for students from kindergarten through college. Team members apply

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	their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics <a href="http://www.odysseyofthemind.com/">http://www.odysseyofthemind.com/</a>
Future Problem Solvers	A yearlong educational program which combines the rigorous intellectual challenge of creative problem solving with an interdisciplinary study of the future. <a href="http://www.vafps.org/">http://www.vafps.org/</a>
Virginia Junior Academy of Sciences (VJAS)	Stimulus for scientific research by sponsoring programs for the advancement of science in grades 7 through 12 and by encouraging students to enter scientific research investigations in competition for awards at the annual VJAS Research Symposium.
<b>Inquiry-Based Approaches</b>	
Socratic Inquiry/Socratic Seminar	Socratic Inquiry and the associated Seminars provide students with an opportunity to exchange their opinions, perspectives, and ideas as they search for their ideas about a particular literary work, in this case literary passages related to science can be utilized.

<b>Grade K-12: Social Studies</b>	
<b>Resources Designed for Advanced Learners</b>	<b>Brief overview of resource</b>
William and Mary Social Studies Units	The most comprehensive of William and Mary's (W & M) materials, consisting of numerous lessons for a differentiated approach to teaching integrated standards. Designed for high-ability students and organized around a guiding concept. Develops skills related to primary source analysis, critical thinking and concept development, historical thinking and research and the integration of major concepts across disciplines.
TCI History Alive! Units	History Alive! (K-5) Knowledge, skills, attitudes and values, and civic actions in the social sciences through a variety of approaches including History Alive! The pedagogical approaches are designed to make instruction more engaging, relevant, meaningful and memorable for students. It is based upon the work of Howard Gardner's Multiple Intelligences, Elizabeth Cohen's Cooperative Interaction, and Jerome Bruner's Spiral Curriculum Model. The approach provides a structure and teaching strategies that can be included in lesson design, an organizational structure for students, and methods for establishing a classroom environment that will promote cooperation, tolerance and some risk-taking
Project DBQ – Full DBQs and Mini Qs	Each unit is inquiry-based and requires students to analyze a series of documents in order to answer a particular question (i.e. Citizenship in Athens and Rome: Which was the better system?). Students must analyze the documents in order to both form and justify an opinion. Provides opportunities for discussion and written responses.
Engaging With History in the Classroom	Comprehensive units focusing on learning history through primary source analysis, concept based learning and considering different perspectives to understand different time periods. Each unit consists of detailed lesson plans with hook activities, suggested materials, lesson content, teacher notes, tips, historical documents and great online resources. Also included in the units are suggestions for differentiation for gifted learners and learners who may need accommodations.

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Resources for Research	
Library of Congress Teaching with Primary Sources	The <u>Library of Congress</u> provides teachers with classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching
Web Quests/Inquiries	WebQuests are inquiry-oriented online tools for learning. Lengths of Web Quests can vary from short term (one lesson) to long term (an entire unit). The link to an Education World article titled "Creating a WebQuest: It's Easier Than You Think" is provided: <a href="http://www.educationworld.com/a_tech/tech/tech011.shtml">http://www.educationworld.com/a_tech/tech/tech011.shtml</a>
National History Day	NHD offers year-long academic programs that engage over half a million middle- and high-school students around the world annually in conducting original research on historical topics of interest.
Inquiry-Based Approaches	
Socratic Inquiry/Socratic Seminar	Socratic Inquiry and the associated Seminars provide students with an opportunity to exchange their opinions, perspectives, and ideas as they explore their thinking about a particular text that connects to social studies content. Maps, portraits, and photographs, and primary sources from the <u>Library of Congress</u> are also excellent resources for Socratic Inquiry in Social Studies.

### Elementary School

Rigorous, challenging curricula are designed by classroom teachers in collaboration with RTGs in a cooperative effort to meet the unique cognitive needs of students who are identified for gifted services in English, mathematics, science, and social studies. Art and music teachers work directly with the students to provide appropriate differentiation for their most highly able students. All K-5 classroom teachers and K-5 arts specialists use a variety of supplemental content materials, creative and critical thinking strategies, and instructional methods that link content in an integrated manner.

A variety of flexible groupings are encouraged in order to meet the varied needs of learners to include whole class, small flexible groups within and outside the classroom, and individual instruction. Flexible groupings and in-class instruction extend and enrich the curriculum and encourage self-understanding, self-direction, and critical/creative thinking skills for all students. Teachers are encouraged to provide lessons that allow for multiple responses, with opportunities for diverse products that challenge existing ideas and thoughts. Technology is used to enrich and extend the curriculum in order to challenge the students.

In Grades K–5, identified students are cluster grouped (minimum 5-8) in heterogeneous classes with teachers who have been trained in characteristics, identification, and curriculum differentiation for gifted students. These teachers work collaboratively with the RTG to implement the curricular resources outlined in the Best Practices for Advanced Learners Handbook to support daily differentiation.

### **Middle School**

Similar to elementary, in Grades 6-8, identified students are cluster grouped (minimum 5-8) in heterogeneous classes with teachers who have been trained in characteristics, identification, and curriculum differentiation for gifted students.

RTGs and classroom teachers use the collaboration model to plan rigorous, challenging curricula to meet the daily, unique cognitive needs of students who are identified for gifted services in English, mathematics, science, and social studies. Identified students are clustered in heterogeneous student teams with core subject teachers trained in the characteristics and curriculum written for gifted students.

Teachers are encouraged to use flexible grouping to meet the needs of identified gifted and highly able students using curriculum written for gifted learners to add depth and complexity to the program of studies. Cluster teachers work collaboratively with the RTG to implement the curricular resources outlined in the Best Practices for Advanced Learners Handbook to support daily differentiation.

Content differentiation and acceleration for middle school mathematics is delineated by specific course title with students identified as gifted accelerated into grade 7 or 8 mathematics in grade 6; grade 8 mathematics or Intensified Algebra I in grade 7; and Intensified Algebra I or Intensified Geometry in grade 8.

Differentiation occurs using a variety of methods including, but not limited to: pre-assessment, tiered assignments/centers/products, problem-based learning, independent study, advanced content, flexible grouping, and student choice. Students can be flexibly grouped by achievement within English and math courses. Eligible middle school students may be accelerated in math with Intensified Algebra I in grade 7 and Intensified Geometry in grade 8. Other high school credit-bearing courses available to identified gifted and highly able middle school students include World Geography, Latin I and II, Spanish I and II, and French I and II. Eighth-grade students may apply for freshman admission to the regional academic-year Virginia Governor's School (Thomas Jefferson High School for Science and Technology, located in Annandale, VA, and operated by Fairfax County Public Schools, VA).

Art and music teachers work directly with the students to provide appropriate differentiation for their most highly able students. All 6-8 classroom teachers and arts teachers use a variety of supplemental content materials, creative and critical thinking strategies, and instructional methods that link content in an integrated manner.

### **High School**

At the high school level, RTGs and classroom teachers use the collaboration model to plan rigorous, challenging curricula to meet the daily, unique cognitive needs of students who are identified for gifted services in English, mathematics, science, and social studies. Content differentiation is achieved by course selection at the high school level.

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High school students identified as gifted in academic areas and the arts are offered a variety of advanced/intensified courses including the IB Program at one high school and the AP courses offered at all four comprehensive secondary schools. All students in AP and IB courses are required to take the end-of-course examinations. In addition, students may participate in independent study for credit and/or dual enrollment in college courses. APS provides full funding for eligible students to attend the regional academic-year Governor's School (Thomas Jefferson High School for Science and Technology).

Additionally, APS offers two countywide programs. One high school offers the IB Certificate and Diploma Program, and a secondary 6–12 school operates on the premise of self-discipline and self-motivation. Finally, students have the opportunity to take advanced technical courses at the APS Career Center.

The RTGs support in-class differentiation and implementation of curriculum written for advanced learners to add depth and complexity to the program of studies, AP, and/or IB curriculum.

The RTG may also directly serve identified students through specialized seminars, instructional and social-emotional support for cohorts of students working in advanced classes, application processes for summer opportunities to include the Summer Residential Governor's School program, and other projects developed at each school.

In addition to advanced/intensified/AP courses for Grades 9–12 arts students, enrichment opportunities are offered to all visual arts and music students as part of the countywide K–12 programs.

### **K–12 Countywide Opportunities**

There are countywide activities available to students identified for gifted services in academic areas (English, math, science, and social studies). These experiences are designed to extend school-based activities and respond to students' interests. Opportunities include:

- Elementary Summer Laureate Program (K–4)
- Enrichment offerings at the Career Center (4–12)
- Regional Governor's School for the Gifted—Thomas Jefferson High School for Science and Technology (9–12)
- Independent Study for elective credit (10–12)
- P.R.I.M.E. (Professionally Related Internship/Mentorship Experience) (rising 11 and 12)
- Summer Residential Governor's School for Academics/Mentorships (rising 11 and 12)
- Summer Residential Governor's Foreign Language Academies (rising 11 and 12)
- Summer Superintendent's Seminar (rising 11 and 12)
- Academic core area local, state, and national competitions (K–12) such as Geography Bee (4–8), Math Counts (6–8), VJAS (7–12), and National Poetry Contest (9–12)

Additionally, gifted services for students identified in arts areas (instrumental music, vocal music, and visual arts) are provided through school-based and countywide activities that comply with school board and state objectives. School-based services are delivered through differentiated curricula that extend and/or accelerate content, process, and products.

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Opportunities exist within the school day for students to be selected for and participate in performance groups that challenge varied skill levels at K–8 and through course offerings including advanced/intensified, IB, and AP arts courses at Grades 9–12.

The Arts Education office coordinates specialized fine arts experiences beyond the curriculum at the elementary and secondary levels to extend school-based activities and respond to gifted arts students' interests through the following countywide programs:

### **Countywide Elementary Opportunities**

- Junior Honors Band (Grades 4 - 6)
- Junior Honors Orchestra (Grades 4 – 6)
- Elementary Honors Chorus (Grades 5)
- School Initiated Programs/Teacher Incentive Projects, K–5 (arts-related experiences arranged in connection with curriculum objectives as requested by individual teachers/schools and in cooperation with Arts Education office)

### **Countywide Secondary Opportunities**

- Junior Honors Band (Grades 4–6) and Honors Band (Grades 7 and 8)
- Junior Honors Orchestra (Grades 4–6) and Honors Orchestra (Grades 7 and 8)
- Middle School Honors Chorus (Grades 6 – 8)
- Enrichment offerings at the Career Center (Grades 4–12)
- Independent Study for elective credit (Grades 10–12)
- Fine Arts Apprentice Program (Grades 10–12)
- Summer Residential Governor's School for Visual and Performing Arts (rising 11 and 12)
- Summer Superintendent's Seminar (rising 11 and 12)
- Arts area local, state, and national competitions (K–12) such as Reflections Contest (K–12), Scholastic Arts Awards (Grades 9–12), or District XII Solo/Ensemble Competitions (Grades 7–12)
- School Initiated Programs/Teacher Incentive Projects, Grades 6–12 (arts-related experiences arranged in connection with curriculum objectives as requested by individual teachers/schools and in cooperation with Arts Education Office)

### **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.

**Specific Academic Aptitude Grades K-12 (Mathematics, English, History and Social Studies, and Science) and VPA Grades 3-12 (Visual arts, Instrumental and Vocal Music)**  
APS's differentiated curriculum and instructional model is based on additional guiding principles of Program Design and Curriculum and Instruction from the NAGC PreK-12 Gifted Program Standards and on the NAGC position paper on acceleration. The guiding principles respond to

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individual, unique student achievement needs that extend well beyond the general education curriculum:

- Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate. (As noted in *A Nation Empowered*, there are multiple forms of acceleration.)
- Educational opportunities for subject and grade skipping must be provided to gifted learners.

The APS Policy, Section 20-3, Program Differentiation, provides an overview on Gifted Services. Included within this policy are the procedures and guidelines for program differentiation that meet the learning needs of gifted students. Procedures and guidelines exist for

- First grade placement of underage students
- Acceleration of progress through school (including grade-level acceleration when a child shows mastery of all core content and is testing at the top of the next grade level in all content)
- Acceleration of progress through content (including cross-grade-level grouping and advanced levels of study without limits to number of years above grade level)
- Summer school (including new work for credit and acceleration through high school)
- Dual Enrollment
- Independent study for high school credit (including research, self-directed course, internship, and work experience)

### **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;

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- 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.

In alignment with NAGC, APS believes all teachers entering the classroom should be able to:

- recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students, including those from diverse cultural and linguistic backgrounds, and identify their related academic and social-emotional needs; and
- understand how to differentiate curriculum and instruction, including modifying instructional strategies, materials, and assessments, in response to the learning needs of students who have mastered key concepts earlier than their classmates.

This commitment is outlined in APS Policy (35-3.9 Teacher Qualifications- Education of Gifted Students).



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Gifted Services are implemented through school-based activities that comply with School Board policies and Virginia regulations. Teachers specifically designated to work with gifted students address the unique abilities, interests and instructional needs of gifted students through differentiated curriculum. In the classroom setting, teachers provide curricula that are extended or accelerated from concepts in the prescribed or regular curriculum.

- A. Elementary classroom teachers (K-5), middle school core teachers (6-8), reading teachers (K- 12), music teachers (K-12) and art teachers (K-12) who instruct gifted students and secondary (6-12) mathematics, social studies, science and English teachers specifically designated to instruct gifted students in courses designated as intensified, advanced, gifted, Advanced Placement or International Baccalaureate:
  1. Must complete 3 semester hours or 40 hours of in-service training on such aspects of the education of gifted students as identification, teaching methods and models (including Advanced Placement and International Baccalaureate instructional techniques), curriculum differentiation, or evaluation within the recertification period; and
  2. Must meet such other criteria as is found in The Virginia Plan for the Education of the Gifted and suggested staff recommendations for gifted special needs criteria.
  
- B. Newly employed teachers specifically designated to instruct gifted students:
  1. Must have completed 3 semester hours in the education of gifted students, or must have equivalent experience within the three years previous to employment with Arlington Public Schools, or must agree to make up the deficiency within one year after employment; and
  2. Must meet such other criteria as is found in The Virginia Plan for the Education of the Gifted and suggested staff recommendations for gifted special needs criteria.

On an annual basis, the Gifted Services office updates each school's Credit Roster report which documents each teacher's progress toward the 40 gifted points required by APS policy. The Supervisor of Gifted Services shares this report with each principal to guide the assignment of cluster/intensified/AP/IB teachers each year.

Arlington Public Schools recognizes that administrators, specialists, teachers and counselors are on a continuum in terms of professional learning needs; therefore, personalized professional development opportunities are necessary in order to meet the varying needs of administrators, teachers and counselors in the division. In order to provide more differentiated support, the Gifted Services office provides a variety of training formats:

- Opportunities to work with consultants with an expertise in gifted education and differentiated curricular resources written for gifted learners
  
- School-based professional development opportunities led by the RTGs throughout the school year such as collaborative book studies, staff development trainings, working with collaborative learning teams, and/or cognitive coaching opportunities with individual teachers

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- Blended county-wide learning opportunities developed by the Gifted Services office such as Young Scholars Model, Advancing Differentiation, Introduction to Gifted, Differentiation for Gifted and Differentiation for Gifted in Art, Mindset, Framework of Critical and Creative Thinking Strategies, Curricular Resources Written for Gifted Learners
- Opportunities to attend professional learning opportunities focusing specifically on the needs of gifted learners such as sponsored by the National Association for the Gifted, Center for Gifted Education at William and Mary, Virginia Association for the Gifted, and the Renzulli Center for Creativity, Gifted Education, and Talent Development.

In collaboration with the Human Resources office, the Gifted Services supervisor recruits and interviews teachers each year for the Gifted Cohort. This cohort offers APS teachers who have been in the system for at least three years to take four graduate courses in gifted education to earn the add-on endorsement on their state license. Once selected for this course, the Supervisor of Gifted Services provides ongoing support to this cohort as they take the coursework and subsequently submit the necessary paperwork for the endorsement at the state level.

### Professional Development for Resource Teachers for the Gifted (RTG):

As an instructional coach and collaborator with teams and individual teachers, RTGs are expected to participate in ongoing professional development opportunities to stay current in research-based instructional best practices for working with gifted learners. RTGs are expected to take active roles in monthly meetings focusing on:

- Coaching and collaboration strategies to build capacity in teachers
- Updates on service implementation
- Training on Synergy and Insight: Data Warehouse
- Finding and Nurturing Historically Underrepresented Populations
- Data Dives and Plan for Action
- Socio-emotional Needs of Gifted Learners
- Middle and High School: Secondary Content Meetings

The following is a list of professional development sessions each RTG is expected to complete within five years of accepting a position:

- Cognitive Coaching (Days 1-4 and Days 5-8)
- Adaptive Schools
- Young Scholars Course (if in a Title 1 school)
- Training on Curricular Resources written for Gifted Learners as appropriate by elementary, middle and high school level
  - Center for Gifted Education: W & M Language Arts & Social Studies
  - Center for Gifted Education: Problem-Based Learning in Science
  - Center for Gifted Education: W & M Jacob's Ladder
  - National Research Center: SEM-R
  - National Research Center: Project M2 & Project M3
  - Document Based Questions (DBQ)
  - Project-Based Learning

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- Framework for Critical and Creative Thinking Strategies

Additionally, RTGS are expected to lead and/or co-lead the following:

- Screening and Identification Training at local school
- Overview of Process
- Gifted Behavior Commentary (GBC)
- Performance Assessments and Other Work Samples
- Collaborative Book/Strategies Study on topics focusing on critical and creative thinking framework, curricular resources written for gifted learners, socio-emotional needs of gifted learners, diverse characteristics of gifted learners, personalized learning for gifted learners and differentiation
- Conduct school-based trainings based on needs of staff

Resource teachers for the gifted who are hired without the state add-on endorsement in gifted education must obtain this certification within three years of accepting the position.

### **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 annual review of the effectiveness of the APS gifted education program is based on the following criteria:

- Annual Report to the State of Virginia
- Annual Credit Roster and Cluster Data Report
- A report on the screening and identification process that includes the number of students referred, screened, and found eligible by ethnic group, gender, and Young Scholars
- The number, ethnicity, and gender of students who take middle school intensified classes in mathematics
- The number, ethnicity, and gender of students who take middle school intensified classes in World Languages
- The number of AP and IB course offerings
- The number of AP or IB courses taken by individual students by graduation
- The number of AP and IB students that receive the Advanced Studies Diploma
- The percent of senior students that take at least one AP or one IB course
- Progress made toward reaching the Program Goals and Objectives as outlined in Part II

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In addition, Arlington Public Schools engages all curriculum and program areas in a comprehensive Program Evaluation on a regular cycle every seven years.

The Gifted Services program evaluation began in 2014-15, during which a planning committee met regularly to develop the questions that would guide data collection. The National Association for the Gifted Children Programming Standards were used to evaluate all aspects of Gifted Services as part of the three year program evaluation cycle.

Committee members included staff from APS Planning and Evaluation, the Supervisor of Gifted Services, other central offices and school staff, as well as community members and students.

Data collection occurred in 2015-16 and the evaluation proceeded in 2016-17. The study centered on two overarching questions:

- (1) How effectively was the Gifted Services program implemented? and
- (2) What were the outcomes?

The study concludes with a detailed report, which can be found at [www.apsva.us/evaluationreports](http://www.apsva.us/evaluationreports), and this executive summary.

### **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.

The Gifted Services Advisory Committee (GSAC) is one of the instructional program committees that report to the Advisory Committee on Instruction (ACI). The Gifted Services Advisory Committee seeks to ensure that the committee is geographically and demographically reflective of the county and selection follows Arlington Public Schools Policy 10-6 School Board Advisory Committees and Arlington Public Schools policy 10-6.1 Advisory Council on Instruction:

- Any resident of Arlington County is eligible for membership on advisory committees except for staff members of the Arlington Public Schools. All members of the School Board's advisory committees [including the Gifted Services Advisory Committee] shall be appointed by the School Board. The Superintendent shall designate a staff member to serve as liaison with each committee [Gifted Services Supervisor].
- Attendance at ten monthly meetings during the school year is expected of all appointed committee members. In addition, the Gifted Services Advisory Committee will present its report to the full Advisory Council on Instruction and the School Board annually.
- Members who miss three (3) or more committee meetings in a year may have their committee membership terminated, and a replacement may be selected by the selection method used to select members for that specific council, committee, or task force.

**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

PATRICK K. MURPHY 7-14-17

Printed Name

Date

