


Arlington Public Schools



Local Plan for the Education of the Gifted

2012-2017

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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 http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml

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

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

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

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

LOCAL PLAN FOR THE EDUCATION OF THE GIFTED

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General Information regarding the Gifted Services 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, and Social Studies	K-12
Career and Technical Aptitude (CTA)	N/A
Visual and/or Performing Arts Aptitude (VPA) – Instrumental Music, Vocal Music, Visual Arts	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 Schools is dedicated to maximizing the strengths and potential of all students so they may become self-confident, well-rounded, responsible, and productive citizens. Arlington Public Schools believes that each and every individual has merit. This vision is itemized in the five goals of the APS 6-Year Strategic Plan, 2011-2017, adopted in July 2011.

1. Goal One: Ensure a challenging and engaging education for all students.
2. Goal Two: Eliminate achievement gaps.
3. Goal Three: Recruit, retain, and develop exemplary staff.
4. Goal Four: Provide optimal learning environments.
5. Goal Five: Strengthen support services to meet the needs of the whole child.

With our mission in mind, the Gifted Services Office of the Arlington Public Schools recognizes and identifies certain learners within the school population who have unique abilities, interests, strengths, and potential for achievement. These students have needs which necessitate systematic, continuous services through appropriately differentiated curricula responsive to the individual student's learning readiness, interest and learning style. Gifted Services staff seek to identify and serve the diverse population of Arlington Public Schools. To provide services to children of all socioeconomic, language, and unique cognitive and artistic needs, Arlington staff will identify students' individual characteristics, unique learning styles, and affective needs through the use of multiple criteria. It is our belief that each student's educational needs must be addressed as an integral part of the regular school curriculum. Therefore, the Gifted Services Office is committed to providing educators with ongoing professional development to assure a quality differentiated program for identified gifted students. Reflecting this philosophy

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and complying with the Virginia Commonwealth Regulations Governing Educational Services for Gifted Students, APS Gifted Services are based on the following concepts:

- Giftedness is developmental; it is potential which must be nourished
- Gifted students share some characteristics with all other children
- There is variability among the gifted

Arlington Public Schools recognizes that students of high ability need learning opportunities and experiences to help them develop skills and talents which will enhance the quality of their own lives and to make significant contributions to society. Gifted students need opportunities to think abstractly, work at various rates and levels of complexity, and pursue tasks independently. In addition, gifted students need opportunities to learn with others of like abilities, as well as opportunities to develop social and academic relationships with students of all abilities. Thus, Arlington Public Schools is committed to providing services that meet the academic and artistic needs of gifted learners. Services in the academic and fine arts areas are provided in various settings through the following:

- differentiation of instruction
- acceleration and extension of curriculum
- intensified/advanced secondary course offerings in the academic and arts areas
- Advanced Placement and International Baccalaureate courses
- independent study
- enrichment opportunities

B. Division Operational Definition of Giftedness

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

Arlington Public Schools is committed to the identification of gifted students among all ethnic, racial and socioeconomic groups. Gifted students are considered to be those with abilities and instructional needs that differ from their peers to a degree that differentiated educational opportunities and experiences must be provided to further develop their potential. Through a broad-based curriculum in Grades K-12, the gifted services program strives to address the unique needs, performance, strengths, and learning styles of each identified student.

1. **Specific Academic Aptitude:** Arlington Public Schools seeks to find those students who demonstrate remarkable strength and performance in specific academic aptitudes. Beginning in kindergarten, students may be referred to determine eligibility for gifted services in the areas of areas of English, mathematics, science, and social studies. The eligible student will demonstrate strength in aptitude in verbal and quantitative domains as substantiated by the following multiple criteria: course grades in the academic area of referral (Grades 6-12 only), norm-referenced aptitude and/or achievement testing, valid and reliable teacher checklists, student self-assessment information (Grades 6-12 only), parent information, and a portfolio of at least five writing samples in the area of English, across a variety of genres (Grades K-5 only).
2. **Visual and Performing Arts:** Arlington Public Schools seeks to find those students who demonstrate remarkable strength and performance in specific arts areas. Beginning in grade 3, students may be referred to determine eligibility for gifted services in the areas of music (instrumental and/or vocal) and visual arts. The eligible student will demonstrate strength in arts aptitude as substantiated by the following multiple criteria: grade in the arts area of referral, portfolio of art work (minimum of two artistic products, music performances, and/or musical compositions), teacher checklist, student self-assessment information (Grades 6-12 only), and parent information.

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

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

Arlington Public Schools Gifted Services goals are listed below. Objectives and time lines are in charts that follow.

- A. **Identification:** The APS Gifted Services Local Five Year Plan for the Education of the Gifted establishes and defines the uniform screening policy and identification system that utilizes consistent procedures.

Goal: To evaluate, improve, and implement refinements to the identification process for Specific Academic Aptitudes (SAA) and Visual and Performing Arts (VPA) in response to May 27, 2010 Virginia Board of Education adoption of *Regulations Governing Educational Services for Gifted Students*.

- B. **Delivery of Services:** The APS Gifted Services Local Five Year Plan for the Education of the Gifted defines appropriate delivery of services through differentiated instruction which provides a balance of classroom differentiation, independent study, and small-group activities in a variety of educational settings.

Goal: To engage in formal program evaluation of APS delivery of services, report findings, and generate recommendations (SAA and VPA) over the course of the six year plan.

- C. **Curriculum and Instruction:** The APS Gifted Services Local Five Year Plan for the Education of the Gifted defines curriculum and instruction that follows a scope and sequence of creative and critical thinking skills, research, and content that is advanced and enriched, which is delivered through a balance of classroom differentiation, independent study, and small-group activities in a variety of educational settings.

Goal: To evaluate and revise the rigorous and challenging supplemental curriculum materials for students in K-5 English and K-5 Math (SAA) pull-out and supplemental materials for K-12 SAA and 3-12 VPA classroom differentiation.

- D. **Professional Development:** The APS Gifted Services Local Five Year Plan for the Education of the Gifted and the APS School Board Policies note that classroom teachers are required to meet the professional development requirements that focus on the differentiation of content, process, and product within the regular classroom as stated in PIP 35-3.09.

Goal: To analyze the enrollment data of K-5 classroom teachers, 6-12 core subject classroom teachers, K-12 reading teachers, and K-12 art and music teachers who have training in gifted education as per county policy; to require gifted endorsement for all Resource Teachers for the Gifted; and to support the gifted education scholarship

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cohort for teachers who commit to the study for a Virginia endorsement in gifted education. (SAA and VPA)

- E. **Equitable Representation of Students:** The APS Gifted Services Local Five Year Plan for the Education of the Gifted notes that Arlington Public Schools is committed to the search for and identification of gifted students among all ethnic, racial, and socioeconomic groups; English Language Learners; and students with disabilities. (SAA and VPA)

Goal: To reduce the under-representation of identified groups in the identified gifted student population. (SAA and VPA)

- F. **Parent and Community Involvement:** The APS Gifted Services Local Five Year Plan for the Education of the Gifted is one of a variety of tools used to communicate and provide information to the community regarding the education of the gifted.

Goal: To strengthen family and community involvement in gifted services in Arlington Public Schools through improvement in communication, including further development of our web pages and the annual school-based gifted services information nights. (SAA and VPA)

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GIFTED PLAN GOALS GOAL STATEMENT OBJECTIVES	IDENTIFICATION To evaluate, improve, and implement refinements to the identification process for Specific Academic Aptitudes (SAA) and Visual and Performing Arts (VPA) in response to May 27, 2010 Virginia Board of Education adoption of <i>Regulations Governing Educational Services for Gifted Students</i> .			
	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Initiate new identification procedures	Initiate new identification procedures, including a non-verbal assessment within the identification multiple criteria; provide training to staff.	Gifted Services Supervisor and team of RTGs	2012-2013	Train all RTGs and implement new procedures
Analyze change in identification procedures	Engage in Program Evaluation: Collect and analyze data over the next three years of plan, including a close look at the data during Program Evaluation.	Gifted Services Supervisor working with Office of Planning and Evaluation Consultant, RTGs	2013-2015	Analyze three-year trend using new identification procedures
Determine next steps based on report findings	Research newest developments in the screening, referral and identification of gifted populations, especially English Language Learners, Students with Disabilities, and under-represented populations.	Gifted Services Supervisor	2015-17	Determine necessary changes to identification procedures Determine need for professional development

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GIFTED PLAN GOAL STATEMENT	DELIVERY OF SERVICES			
	To engage in formal program evaluation of APS delivery of services, report findings, and generate recommendations over the course of the six year plan. (SAA and VPA)			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Design a Program Evaluation plan	Develop questions for program evaluation and create design of evaluation plan for Gifted Services Delivery Model. (SAA and VPA) Present plan for Superintendent's approval.	Gifted Services Supervisor working with Office of Planning and Evaluation	2013-14	Evaluation plan and itemized schedule of evaluation process
Engage in Program Evaluation Year and collect data	Collect data on differentiation in the regular classroom through measures such as observations K-5, teacher focus groups 6-8, student surveys 11-12, and parent/family survey K-12. Collect data on teacher training, cluster grouping, student achievement, and other data that address evaluation design questions.	Gifted Services Supervisor, Consultant, RTGs	2014-15	Data collected and analyzed
Write report on findings and present to APS School Board	Analyze and evaluate data collected. Generate recommendations based on data collection. Determine effectiveness of delivery model.	Gifted Services Supervisor working with Office of Planning and Evaluation	2014-15	Written report and School Board Presentation
Determine next steps based on report findings	Utilizing recommendations, develop a plan to improve services and implement plan.	Gifted Services Supervisor	2015-16	Improvement of delivery of services
Initiate writing of new five-year plan	Incorporate recommendations for changes in services in next five-year APS Gifted Education Plan, 2017-2021.	Gifted Services Supervisor	2016-17	Updated five-year plan for 2017-2022

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GIFTED PLAN GOAL STATEMENT				
CURRICULUM and INSTRUCTION				
To evaluate and revise the rigorous and challenging supplemental curriculum materials for students in K-5 English and K-5 Math (SAA) pull-out and supplemental materials for K-12 SAA and 3-12 VPA classroom differentiation.				
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Review and align current pull-out curriculum for English and Math materials K-5 and supplemental materials for K-12 SAA and 3-12 VPA	Gather all supplemental materials presently available to teachers through RTGs and align with the updated math and English SOLs.	Gifted Services Supervisor, Team of RTGs	2013-2014	Create a plan to address alignment of current state standards to supplemental curriculum
Research new/additional resources	Examine supplemental K-8 curriculum to determine alignment with updated SOLs, county curriculum, recent textbook adoptions, and reserved book lists. Examine supplemental materials in alignment with updated SOLs and county curriculum.	Gifted Services Supervisor, Team of RTGs, Support from APS Core and Arts Curriculum Offices	2014-2015	Determine deficiencies in materials and generate recommendations for new/additional materials or books; make recommendations for unit-writing as needed
Write new curriculum alignment charts and units of study; set budget for purchasing new materials	Make recommendations for new/additional materials or books; pilot materials, make recommendations for unit-writing as needed.	Gifted Services Supervisor, Team of RTGs	2015-2016	Write units as needed; purchase materials as needed
Purchase and distribute new curriculum materials	Purchase new materials & set up distribution.	Gifted Services Supervisor	2016-2017	Prepare curriculum for distribution and professional development for curriculum implementation
Train RTGs in new curriculum materials	Professional development implementation.	Gifted Services Supervisor, Team of RTGs	2017-2018	Implementation of new curriculum in schools

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GIFTED PLAN GOAL STATEMENT	PROFESSIONAL DEVELOPMENT			
	To analyze the enrollment of K-5 classroom teachers, 6-12 core subject teachers, K-12 reading teachers, and K-12 art and music teachers who have training in gifted education as per county policy; to require gifted endorsement for all resource teachers for the gifted; and to support the gifted education scholarship cohort for teachers who commit to the study for a Virginia endorsement in gifted education. (SAA & VPA)			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Evaluate and analyze the present numbers of K-5 classroom, 6-12 core subject classroom, and K-12 art, and music teachers teaching cluster groups of gifted who have required training (SAA & VPA)	Through Program Evaluation, focus on delivery of services, collect data on differentiation in the regular classroom through observations K-5, teacher focus groups 6-8, student surveys 9-12, and parent/family survey K-12. Collect data on teacher training, cluster grouping, and student achievement. (SAA & VPA)	Gifted Services Supervisor, Fine Arts Gifted Coordinator, Consultant, RTGs	2013- 2014	Data specifications will be determined through the writing of the Program Evaluation plan; data will be collected and analyzed during Program Evaluation process
Write report on findings and present to APS School Board	Analyze and evaluate data collected. Determine effectiveness of present staff development plan. Generate recommendations based on data collection.	Gifted Services Supervisor, Consultant	2014- 2015	Program Evaluation results presented to School Board
Determine next steps based on findings. Update professional development plan. Revise Gifted Services Workshop Series.	Utilizing recommendations, develop an outline for a comprehensive staff development plan that supports the differentiation of curriculum and instruction for gifted students.	Gifted Services Supervisor	2015- 2016	Development of new professional development plan
Implement comprehensive staff development plan.	Implement professional development plan on gifted education training.	Gifted Services Supervisor	2016- 2017	Teachers meet the PIP35-9 requirement

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GIFTED PLAN GOAL STATEMENT	PARENT AND COMMUNITY INVOLVEMENT			
	To strengthen family and community involvement in gifted services in Arlington Public Schools through improvement in communication, including further development of our web pages and the annual school-based gifted services information nights. (SAA & VPA)			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Provide information to parents of students identified for Gifted Services	Annual review of web pages to determine need for additional or updated information; post new five-year plan on-line, etc.	Gifted Services Supervisor	2012-2017	Accurate Gifted Services Program information available to public
Provide information to parents of students identified for Gifted Services about academics and social-emotional development	Host Biennial Parent Institute and provide workshops on areas of need based on Program Evaluation Report.	Gifted Services Supervisor	2012-2013 And 2014-2015	Saturday Parent Institute event with increased attendance over previous institutes
Learn about parent/family/community understanding of gifted services through Program Evaluation (SAA & VPA)	Through Program Evaluation, collect data from the APS Customer Satisfaction Survey (or another to-be-developed method) on the community's understanding of the Gifted Services delivery model.	Gifted Services Supervisor working with Office of Planning and Evaluation, Consultant, RTGs	2014-15	Program Evaluation results presented to School Board
Determine next steps based on report finding	Utilizing recommendations, develop plan that increases parent/community understanding of and involvement in gifted services.	Gifted Services Supervisor	2015-2017	Action plan written

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GIFTED PLAN GOAL STATEMENT	EQUITABLE REPRESENTATION OF STUDENTS			
	To reduce the under-representation of identified groups in the identified gifted student population. (SAA & VPA)			
OBJECTIVES	ACTIVITIES	POSITION RESPONSIBLE	DATE DUE	EXPECTED RESULTS
Determine gaps in identification	Analyze the identification gaps over the past three years and determine trends and needs for improvement in equitable representation of students.	Gifted Services Supervisor	2012-2013	Increased equitable representation of all groups in identified gifted population.
Initiate new identification procedures	Initiate new identification procedures which include a non-verbal assessment within the identification multiple criteria.	Gifted Services Supervisor and team of RTGs	2012-2013	Compare identification results with the results of the previous three years
Analyze change in identification procedures	Collect and analyze data over the next three years of plan, including a close look at the data during Program Evaluation.	Gifted Services Supervisor working with Office of Planning and Evaluation, Consultant, RTGs	2013-2015	Analysis of three year trend using new identification procedures
Determine next steps based on report findings	Research newest developments on the screening, referral and identification of under-represented gifted populations.	Gifted Services Supervisor	2015-2017	Determine needed changes to identification procedures

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

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

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

Screening Procedures for Specific Academic Aptitudes (8VAC20-40-60A.3):

Specific Academic Aptitudes K-12:

- **English, Math, Science and Social Studies K-12**

Specific Academic Aptitudes in Arlington Public Schools include the core subjects of English, math, science, and social studies (K-12).

The general screening process generates a pool of eligible candidates. The total APS student population is screened annually.

- Resource Teachers for the Gifted (RTGs) engage all K-12 teachers annually in a process to review academic progress of all of their students to determine a need for gifted services: Grades 5 & 8 teachers engage in formal screening activities in October/November and Grades K-4, 6-7, and 9-12 teachers engage in formal screening activities in January/February. The screening activities are conducted by the RTG in each school working directly with all teaching staff, including but not limited to classroom teachers, ESOL/HILT teachers, and special education teachers. Screening activities include: using the Teacher Annual Screening and Referral form; examining new testing data; reviewing K-5 annual math pre-assessment data; reviewing K-8 formative assessment data; and examining performance of students recently exited from direct ESOL/HILT services. Additional screening conducted by the RTG includes review of student honor roll rosters; local, state, and national academic competition and contest finalists; and other evidence of student distinction.
- A student may also enter the eligibility pool through a general screening of available test scores including the all county-wide nationally norm-referenced tests, Advanced Proficiency rating on all Virginia Standards of Learning Tests, and out-of-grade-level results on county-administered formative assessment tools.
- All standardized test results are examined by the RTG and principal at the local schools to screen students. (See chart of standardized tests examined on next page.)

A. Screening Procedures for Specific Academic Aptitudes (8VAC20-40-60A.3)
 (continued):

Specific Academic Aptitudes K-12:

- **English, Math, Science and Social Studies K-12**

Grade Level(s)	Responsible for Screening	Testing Material examined for Screening
K – 3	RTG, Classroom Teacher, Reading Teacher, & Principal	APS Formative Assessment Instrument (if available), I-Station, DRP, Math pre-assessment, and/or other county assessments as they become available.
4 – 8	RTG, Classroom Teacher, Reading Teacher, & Principal	APS Formative Assessment Instrument (if available), I-Station, DRP, Math pre-assessment, SOL, Stanford 10 for all academic aptitudes (Grades 4 & 6), and/or other county assessments as they become available.
9	RTG, Classroom Teacher, & Principal	SOL and/or other county assessments as they become available.
10 & 11	RTG, Classroom Teacher, & Principal	PSAT, SOL, IB & AP Test results and/or other county assessments as they become available.
11 & 12	RTG, Classroom Teacher, & Principal	PSAT, SAT, SOL, IB & AP Test results and/or other county assessments as they become available.

To create a pool of eligible candidates, the student total population is screened. Arlington Public Schools applies the criteria for the screening, identification, and placement of gifted students uniformly without regard to sex, race, color, religion, handicapping condition, or national origin.

APS utilizes multiple avenues to enable students from underserved populations to become part of the pool of referred students. The Resource Teacher for the Gifted meets annually with the ESOL/HILT and Minority Achievement staff to discuss the unique characteristics of these underrepresented populations and to solicit referrals from these staff members.

Teachers, other school personnel, parents/guardians, community leaders, and students may refer individuals to the gifted services eligibility process. Students may also refer themselves. These direct referrals are made to the principal of the school or to the school’s Resource Teacher for the Gifted at any time up until April 1 of the current school year. Appropriate referral forms are available in English and Spanish, and will be available in Bengali, Amharic, and Mongolian on the APS Gifted Services’ web site and in each school. The forms may be returned to the principal or resource teacher at the school. (See Referral Section for details on the referral process)

A. Screening Procedures for Specific Academic Aptitudes (8VAC20-40-60A.3)
(continued):

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music 3-12**
- **Vocal Music 3-12**
- **Visual Arts 3-12**

The general screening process generates a pool of eligible candidates. The total APS student population is screened annually. Grades 3-12 visual art, instrumental music, and vocal music teachers are annually asked to examine all of their students to determine a need for gifted services: Grades 5 & 8 teachers engage in formal screening activities in October/November and Grades K-4, 6-7, and 9-12 teachers engage in formal screening activities in January/February. Teachers refer students using the Visual and Performing Arts (VPA) Teacher Annual Screening and Referral form. Additional screening consists of RTGs and arts educators reviewing classroom and hallway arts displays, school-wide and county-wide visual arts shows, school-wide musical performances, national arts competitions such as Scholastics, and student selection for county-wide or Northern Virginia area band, orchestra, and/or choral groups.

In creating an eligibility pool, the total population is considered. Arlington Public Schools applies the criteria for the screening, identification, and placement of gifted students uniformly without regard to sex, race, color, religion, handicapping condition, or national origin.

Teachers, other school personnel, parents/guardians, community leaders, and students may refer individuals to the gifted services eligibility process. Students may also refer themselves. These direct referrals are made to the principal of the school or to the school's Resource Teacher for the Gifted at any time up until April 1 of the current school year. Appropriate referral forms are available in English and Spanish, and will be available in Bengali, Amharic, and Mongolian on the APS Gifted Services' web site and in each school. The forms may be returned to the principal or resource teacher at the school. (See Referral Section for details on the referral process)

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

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Referral Procedures that Relate to All Areas of Giftedness (SAA & VPA) (8VAC20-40-60A.3):

Specific Academic Aptitudes K-12:

- **English, Math, Science and Social Studies K-12**

and

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music 3-12**
- **Vocal Music 3-12**
- **Visual Arts 3-12**

For teachers, the referral process is formally initiated in the fall when the Resource Teacher for the Gifted (RTG) in each school conducts a faculty workshop on identification procedures. Characteristics of gifted student behaviors are reviewed, as is the timeline of the identification process. The RTGs work closely with all teaching staff, including but not limited to classroom teachers, special subject teachers, special education teachers, and ESOL/HILT teachers to screen students and initiate referrals. The RTG meets individually or in team meetings with all teachers to support completion of the Teacher Annual Screening and Referral form or the VPA Teacher Annual Screening & Referral form, which initiates the process of determining whether gifted services are needed.

The referral process is ongoing and teachers, other school personnel, parents/guardians, community leaders, and students can initiate a referral for any student in Grades K-12 as per appropriate identification areas at appropriate grades at any time up until April 1st of that school year. Students may also refer themselves. A general referral form is available in English and Spanish, and will be available in Bengali, Amharic, or Mongolian. Referral forms may be obtained from the school-based RTG, the Gifted Services Office, or the Gifted Services web site: www.apsva.us/giftedservices .

To reach out to parents/guardians, every school holds an informational meeting on the topic of gifted services in October/November. The RTG shares identification information with parents/guardians during this meeting. The Gifted Services Office provides all RTGs with a PowerPoint presentation which provides background information on APS Gifted Services in addition to outlining identification procedures.

Upon referral of a student, the parent/guardian is provided with a parent Acknowledgement of Notification form authorizing the collection of support materials such as products, test scores, and

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grades, in addition to consent for testing. 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 90 instructional days, beginning with the receipt of a parent's or legal guardian's signed parent Acknowledgement of Notification form giving consent for testing, the identification and placement committee in each school reviews the data to determine the eligibility status of each referred student. Parents/guardians are notified of the outcome within ten days of the committee's meeting. For those students identified for gifted services, parents/guardians are asked to complete a permission form allowing their student to receive gifted services. This form is returned to the school and filed in the student's cumulative folder.

Students who transfer into Arlington Public Schools with a Gifted Identification from another school division must provide the Arlington school administrator or registrar with the appropriate documentation from the previous division. The RTG at the school will gain a signed "Permission to Provide Services" form from the parent/guardian and the student will receive services until the next eligibility cycle begins. The student is considered provisionally identified until the conclusion of the APS eligibility process. At that time, the student's eligibility will be determined through the Arlington Public School's Gifted Services Identification Process.

It is important to note that evaluation for gifted services is a complex process that carries with it an emotional investment for students, parents/guardians, teachers, and administrators. It is imperative that parents/guardians understand the multiple data to be collected and the expectations for performance of eligible students. Students found ineligible, including those whose status has been appealed and found ineligible by the Administrative Appeals Committee, may not be evaluated more than once in a 12-month period. Thus, a new referral in the same area(s) cannot be made until 365 days have passed since the notification of ineligibility has been made. Note: nationally-normed test scores examined within the eligibility process (KBIT2, NNAT2, Stanford, TOMAGS, etc) are valid for two years and will not be re-administered until two full years have passed since the previous administration of the same test. (Please see chart of Timeline of Referral and Identification Process for SAA and VPA on next two pages.)

Referral Procedures that Relate to All Areas of Giftedness (SAA & VPA)
(8VAC20-40-60A.3):

Timeline of Referral and Identification Process for SAA and VPA

Time (instructional days)	Activity: Referral and Identification Process for SAA and VPA	Responsibility	Location
Fall and on-going	Review student records and observe student behaviors	RTG & Instructional staff	Local Schools
Fall and on-going	Highlight characteristics of gifted students and increase awareness of student strengths at grade level meetings for Grades K-5, at team meetings for Grades 6-8, and at departmental meetings for Grades 9-12	RTG & Instructional staff	Local Schools
As Available	Review available assessment data, including but not limited to formative assessment data, previous year SOL data, and achievement testing data. Decision options: 1. Proceed with referral for individual students 2. Table possible referral pending additional information 3. No referral	RTG, Instructional staff & Principal	Local Schools
Winter	Teacher Annual Screening and Referral form completed	RTG & Instructional staff	Local Schools Use the county-wide form
On-going Referrals accepted until April 1	Parent/Guardian/Community Member/Student initiates process using general Referral Form. A transfer student with Gifted designation from another school division is considered for provisional eligibility status and then reevaluated within first available eligibility cycle.	Referring Source & RTG	Local Schools Use the county-wide form Copy of referral form maintained in Student's Cumulative File

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Time (instructional days)	Activity: Referral and Identification Process for SAA and VPA	Responsibility	Location
30 calendar days	<p>Notification of Referral Letter and Parent Acknowledgement of Notification form sent to parent/guardian.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Mailed home 2. Second mailing as needed 3. Phone call reminder if letter not returned within 10 days and within 20 days 4. If written form and signed permission for assessment is not returned within 30 days, referral process is terminated 	RTG & Parent/Guardian	<p>Local Schools Use the county-wide form</p> <p>Copy of letter and Acknowledgement of Notification form maintained in student's cumulative file</p>
At 30 calendar day	If permission is not granted or Acknowledgement of Notification form is not returned within 30 days, the identification process is terminated.	RTG	Local Schools
90 School days	<p>Eligibility/Identification Process: collection of data, testing, and evaluation process must be completed within 90 instructional days beginning with the date of receipt of the parent/guardian Acknowledgement of Notification form</p>	RTG, Instructional staff & Counseling Services	<p>Local Schools Use county-wide forms</p> <p>Copies or record of data maintained in student's cumulative file</p>
By the end of the school year	<p>Identification Committee Meeting: committee reviews collected data and makes decision about identification.</p> <p>Decision Options:</p> <ol style="list-style-type: none"> 1. Eligible for services in SAA or VPA 2. Provisionally eligible for services for one school year in SAA or VPA Not eligible for services 	Local School Based Committee: co-chaired by RTG and Principal or Principal's designee	<p>Local Schools Use county-wide forms</p> <p>Copies of all forms, letters, and permission documents maintained in student's cumulative file</p>

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Time (instructional days)	Activity: Referral and Identification Process for SAA and VPA	Responsibility	Location
10 school days	Identification/Eligibility Letter communicating committee results sent to parent/guardian. If not eligible, a phone call precedes the mailing of the letter. Letter must be mailed within 10 instructional days of the Identification Committee meeting.	RTG & Principal	Local Schools Use the county-wide form letters Copy maintained in student's cumulative file
10 school days	Appeals Process Level 1: The parent/guardian must notify the school principal of an intent to appeal in writing within 10 instructional days of receipt of the Identification/Eligibility Letter containing notification of the student's ineligibility for gifted services	Letter to Principal	Local Schools Copy of appeal letter maintained in student's cumulative file
10 school days	Appeals Process Level 2: The parent/guardian must notify the Supervisor of Gifted Services in writing within 10 instructional days of receipt of ineligibility decision from the Level 1 appeal	Letter to Gifted Services Supervisor	Central Office Copy maintained in student's cumulative file at local school
10 school days	Administrative Appeals Committee: Upon receipt of the request for appeals letter, the Gifted Services Supervisor appoints members to the Central Office Appeals Committee. All members of the Appeals committee did not serve on the student's initial identification committee. Actions: 1. Committee convenes, reviews identification process data and any new information supplied by parent/guardian. 2. Results of appeal are mailed to the parent/guardian within 10 school days. 3. All Administrative Appeals Committee decisions are final.	Gifted Services Supervisor forwards request for Administrative Appeals Committee to Superintendent or designee	Central Office Copy of appeal letter and summary maintained in student's cumulative file at local school

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

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

1. Multiple Criteria Listing (8 VAC 20-40-40D.3) Specific Academic Areas

This section includes the three or more criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria 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: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criteria.

Specific Academic Aptitude:

• **English K-12**

- X 1. **Assessment of appropriate student products, performance, or portfolio**
 - K-5 writing portfolio required
 - 6-12 alternate measures
- 2. Record of observation of in-class behavior – not used in APS process
- X 3. **Appropriate rating scales, checklists, or questionnaires**
 - Grades K-12: Scales for Identifying Gifted Students (SIGS), Prufrock Press, 2004; and APS Parent Information Form, 2005
- X 4. **Individual interview**
 - Grades 6-12: APS Student Self-Assessment form
- X 5a. **Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)**
 - Grades K-1: Kaufman Brief Intelligence Test Second Edition (KBIT2), Pearson, 2004: Verbal and Nonverbal
 - Grades 2-12: Naglieri Nonverbal Ability Test Second Edition (NNAT2), Pearson, 2007.

and/or
- X 5b. **Individual or group-administered, nationally norm-referenced achievement test(s) as available**
 - Grades 4 & 6: Stanford 10 Total Reading and Total Language
 - Grades 10 & 11: PSAT Verbal and Essay
 - Grades 11 & 12: SAT Verbal and Essay
- X 6. **Record of previous achievements (awards, honors, grades, etc.)**
 - Grades K-12: Awards and Honors related to writing
 - Grades 6-12: Report Card Grade in English
- X 7. **Additional valid and reliable measures or procedures**
Specify: VA English SOLs and county-wide standardized assessments

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

Specific Academic Aptitude:

• **Math K-12**

- X 1. **Assessment of appropriate student products, performance, or portfolio**
 - ***K-12 Alternate Measure***
 - 2. Record of observation of in-class behavior – not used in APS process
- X 3. **Appropriate rating scales, checklists, or questionnaires**
 - **Grades K-12: Scales for Identifying Gifted Students (SIGS), Prufrock Press, 2004; and APS Parent Information Form, 2005**
- X 4. **Individual interview**
 - **Grades 6-12: APS Student Self-Assessment form**
- X 5a. **Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)**
 - **Grades K-3: Test of Mathematical Abilities for Gifted Students (TOMAGS) Primary Level, Pro-Ed, 1998**
 - **Grades 4-5: Test of Mathematical Abilities for Gifted Students (TOMAGS) Intermediate Level, Pro-Ed, 1998**
 - **Grades K-1: Kaufman Brief Intelligence Test Second Edition (KBIT2), Pearson, 2004: Verbal and Nonverbal**
 - **Grades 2-12: Naglieri Nonverbal Ability Test Second Edition (NNAT2), Pearson, 2007.**

and/or
- X 5b. **Individual or group-administered, nationally norm-referenced achievement test(s) as available**
 - **Grades 4 & 6: Stanford 10 Total Math**
 - **Grades 10 & 11: PSAT Quantitative**
 - **Grades 11 & 12: SAT Quantitative**
- X 6. **Record of previous achievements (awards, honors, grades, etc.)**
 - **Grades K-12: Awards and Honors related to mathematics**
 - **Grades 6-12: Report Card Grade in upper level mathematics**
- X 7. **Additional valid and reliable measures or procedures**

Specify: **Continental Math League results, VA Mathematics SOLs and county-wide standardized assessments**

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

Specific Academic Aptitude:

• **Science K-12**

- X 1. **Assessment of appropriate student products, performance, or portfolio**
 - **K-12 Alternate Measure**
 - 2. Record of observation of in-class behavior – not used in APS process
- X 3. **Appropriate rating scales, checklists, or questionnaires**
 - **Grades K – 12: Scales for Identifying Gifted Students (SIGS), Prufrock Press, 2004; and APS Parent Information Form, 2005**
- X 4. **Individual interview**
 - **Grades 6-12: APS Student Self-Assessment form**
- X 5a. **Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)**
 - **Grades K-3: Test of Mathematical Abilities for Gifted Students (TOMAGS) Primary Level, Pro-Ed, 1998**
 - **Grades 4-5: Test of Mathematical Abilities for Gifted Students (TOMAGS) Intermediate Level, Pro-Ed, 1998**
 - **Grades K-1: Kaufman Brief Intelligence Test Second Edition (KBIT2), Pearson, 2004: Verbal and Nonverbal**
 - **Grades 2-12: Naglieri Nonverbal Ability Test Second Edition (NNAT2), Pearson, 2007.**

and/or
- X 5b. **Individual or group-administered, nationally norm-referenced achievement test(s)**
 - **Grades 4 & 6: Stanford 10 Science**
 - **Grades 10 & 11: PSAT Quantitative**
 - **Grades 11 & 12: SAT Quantitative**
- X 6. **Record of previous achievements (awards, honors, grades, etc.)**
 - **Grades 4-12: Awards and Honors related to science**
 - **Grades 6-12: Report Card Grade in science**
- X 7. **Additional valid and reliable measures or procedures**

Specify: **VA Science SOLs and county-wide standardized assessments**

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

Specific Academic Aptitude:

• **Social Studies K-12**

- X 1. **Assessment of appropriate student products, performance, or portfolio**
 - **K-12 *Alternate Measure***
 - 2. Record of observation of in-class behavior – not used in APS process
- X 3. **Appropriate rating scales, checklists, or questionnaires**
 - **Grades K-12: Scales for Identifying Gifted Students (SIGS), Prufrock Press, 2004; and APS Parent Information Form, 2005**
- X 4. **Individual interview**
 - **Grades 6-12: APS Student Self-Assessment form**
- X 5a. **Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)**
 - **Grades K-1: Kaufman Brief Intelligence Test Second Edition (KBIT2), Pearson, 2004: Verbal and Nonverbal**
 - **Grades 2-12: Naglieri Nonverbal Ability Test Second Edition (NNAT2), Pearson, 2007**

and/or
- X 5b. **Individual or group-administered, nationally norm-referenced achievement test(s)**
 - **Grades 4 & 6: Stanford 10 Social Studies**
 - **Grades 10 & 11: PSAT Verbal and Essay**
 - **Grades 11 & 12: SAT Verbal and Essay**
- X 6. **Record of previous achievements (awards, honors, grades, etc.)**
 - **Grades 4-12: Awards and Honors related to social studies**
 - **Grades 6-12: Report Card Grade in Social Studies/History course**
- X 7. **Additional valid and reliable measures or procedures**

Specify: **VA Social Studies/History SOLs and county-wide standardized assessments**

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

Visual and Performing Arts 3-12:

- **Instrumental Music**
 - **Vocal Music, and**
 - **Visual Arts**
-
- X 1. Assessment of appropriate student products, performance, or portfolio**
 - **Grades 3-12 required**
 - 2. Record of observation of in-class behavior – not used in APS process
 - X 3. Appropriate rating scales, checklists, or questionnaires**
 - **Grades 3-12: APS VPA Art or Music Teacher Referral Form**
 - X 4. Individual interview**
 - **Grades 6-12: APS Student Self-Assessment form**
 - 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA) - not used in VPA APS process and/or
 - 5b. Individual or group-administered, nationally norm-referenced achievement test(s) – not used in VPA APS process
 - X 6. Record of previous achievements (awards, honors, grades, etc.)**
 - **Grades 3-12: Awards and Honors related to music or visual art**
 - **Grades 3-12: Report Card Grade in music or visual arts courses**
 - 7. Additional valid and reliable measures or procedures – not used in APS process

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

Additional identification information for Specific Academic Aptitudes (SAA) and Visual and Performing Arts Areas (VPA)

Identification Procedures:

The evidence-based practice itemized within the 2010 National Association of Gifted Education Programming Standard 2: Assessment is foundational to the APS Gifted Services Identification Process:

- 2.2.1 Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.
- 2.3.1 Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.
- 2.3.2 Educators understand and implement district and state policies designed to foster equity in gifted programming and services.

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2.5.1 Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument.

Following screening, identification procedures begin with a formal referral for consideration for services which may be initiated by the parent, teacher, Resource Teacher for the Gifted, principal, community member, or student. A parent is notified of the referral and acknowledgement of notification and written permission to gather data and assess student eligibility for gifted services are gained from the parent/guardian. Once a referral is made and the signed parent Acknowledgement of Notification form is received, the resource teacher for gifted conducts the gifted identification process, including the collection of all eligibility information about each referred student.

The following responsibilities for gathering and/or administering evaluation tools and data are assigned to parents and school staff:

The RTG enters all appropriate information on the Gifted Services Identification Profile form to be examined by the committee. The Identification Committee considers the data collected for each student. The Identification Committee reviews and discusses the profile of the child's multiple criteria holistically in order to determine a need for services. Students do not need to score at a prescribed level on any test to be eligible for services; however, a trend of consistent demonstrated strengths within an academic or arts area is expected. Arlington Public Schools does not allow any one single criterion to deny or guarantee access to gifted services. The total profile is reviewed to determine whether the majority of the criteria demonstrates a need for services. If the evidence is inconclusive and the committee feels it would be helpful for the student to be placed in services for one year to determine appropriate need, students may be labeled for and receive gifted services provisionally for one year. The student would then be reevaluated for services in the next school year.

The Identification Committee makes one of the following identification decisions for each area in which a student has been referred:

Gifted (Grades K-12)

Provisionally Gifted (Grades K-12): one year of service; services for transfer students

Not Eligible for Services (K-12)

Exited (1-12)

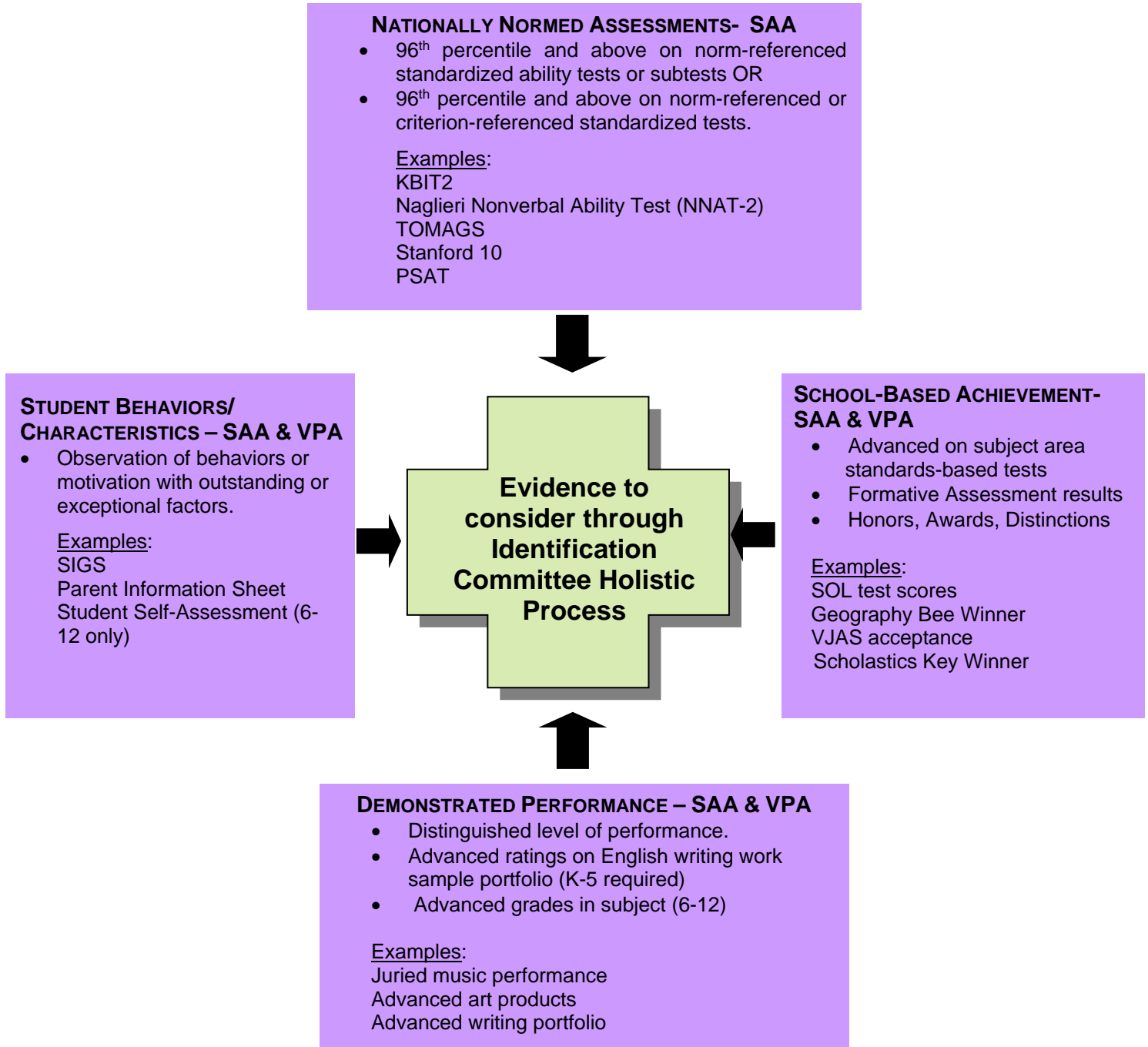
Based on the Identification Committee's decision, each referred student is identified for gifted services based on the individual's strengths/needs. All supporting identification documents are filed in the student's cumulative folder in a separate folder identified with a blue dot. The identification decisions on all referred students are communicated to parents/guardians by letter, and copies of the letter and subsequent parent permission for services forms are placed in the student's confidential cumulative file. If a student is not found eligible for services, the RTG

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contacts the parents by phone prior to mailing the decision letter to review the identification decision.

(See chart on next page for graphic representation of evidence reviewed holistically to determine student's eligibility.)

Body of Evidence To Review by School-Based Identification Committee



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.

SAA and VPA

- 1+ Classroom Teacher(s) – ***who instruct the student in the area(s) of referral(s)***
- 1 Gifted Education Resource Teacher(s) - **RTG**
- 1 Counselor(s) – ***As needed***
- 1 School Psychologist(s) – ***As needed***
- Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
- Gifted Education Coordinator
- 1 Other(s) Specify: ***Appropriate specialist who knows child's instructional strengths such as Sp/Ed or ELL teacher specialist (as needed)***

b. Type of Identification/Placement Committee

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

School-level

Division-level

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

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

SAA – Specific Academic Aptitude and VPA – Visual Performing Arts Area

Measure (Area and Grade Levels)	Administered/ Completed by	Scored by	Provided to the committee by
SIGS -- behaviors checklist SAA K-12	Current classroom teacher for referred specific academic aptitude	RTG	RTG & Principal or Principal's Designee
Teacher Checklist APS Art or Music Teacher Referral Form VPA 3-12	Current Arts Teacher	RTG	RTG & Principal or Principal's Designee
Student Portfolio SAA required K-5 English only Student Products: SAA Alternate Measure K-12 for math, science and social studies; SAA Alternate Measure 6-12 English VPA required 3-12	SAA required K-5 English only One SAA English portfolio with a minimum of five items demonstrating various writing genres scored by RTG and classroom teacher at local school SAA Alternate Measure K-12 math, science, and social studies; and 6-12 English : two SAA products (English, math, science, social studies) produced from work with K-12 classroom teachers; scored by RTG and K-5 classroom teacher or scored by 6-12 classroom teacher VPA 3-12: Two VPA products produced from work with appropriate arts 3-12 arts teacher	K-5 SAA classroom/ELA teacher with RTG K-5 SAA classroom teacher with RTG 6-12 SAA classroom/subject area teacher 3-12 VPA arts teacher	RTG & Principal or Principal's Designee Products are scored using APS Product Scoring Instruments (SAA or VPA) – form/rubric adapted from work by Bertie Kingore, 2004

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Measure (Area and Grade Levels)	Administered/ Completed by	Scored by	Provided to the committee by
Testing Information SAA K-12	RTG or through county-wide testing process	Planning & Evaluation Office or RTG	RTG & Principal or Principal's Designee
Report Card Grades SAA 6-12 VPA 3-12 Honors & Awards SAA K-12 & VPA 3-12	RTG and Classroom Teacher	Per report card documents Parent Information Form SIGs Form Student Self-Assessment Form	RTG & Principal or Principal's Designee
K-5 TOMAGS K-1 KBIT2 2-12 NNAT-2 SAA K-12	RTG	RTG	RTG & Principal or Principal's Designee
Parent Information Sheet SAA K-12 & VPA 3-12	Parent: may be written by parent or can be conducted by an interview with RTG; oral translation into parent's primary language permitted	RTG and discussed by identification committee	RTG & Principal or Principal's Designee
6-12 Student Self Assessment SAA 6-12 & VPA 6-12	Student: may be written by student or can be conducted by an interview with RTG; oral translation into student's primary language permitted	RTG & reviewed and discussed by identification committee	RTG & Principal or Principal's Designee

Each referred student's multiple criteria is presented to the school-based Identification Committee by the RTG. The Identification Committee reviews the appropriate subtest scores from the norm-referenced aptitude and achievement testing, the teacher and parent information and checklists, and the portfolio scores. The Identification Committee considers all data and looks for consistency of student performance across the data. Students found eligible for a specific academic or arts area will demonstrate significant strength in one or more content areas of English, math, science, social studies, instrumental music, vocal music, or visual art.

Arlington Public Schools does not allow any one single criterion to deny or guarantee access to gifted services. The total profile is reviewed to determine whether the majority of the criteria demonstrate a need for services.

Eligibility (8VAC20-40-60A.3) (continued)

Steps in Process	Typical Month of Process
Communication to parents & community	Ongoing
Parent/Teacher Information Meetings	October/November
Identification In-service to Staff	November
Referrals	September 1 – April 1
Fall cycle of Eligibility with an emphasis on Fifth & Eighth Grade Referrals and Transfer Students with previous Gifted Eligibility	October – January
Fall Eligibility Cycle Identification Committees	January/February
Identification Data gathered within 90 instructional days, beginning with the receipt of a signed parent/guardian Acknowledgement of Notification form giving consent for assessment; can be initiated at any time during the school year.	October – February Formal identification timeline with emphasis on students in Grades 5 & 8
Two formal identification timelines that allow for screening of full school community occur. First semester focus on Grades 5 & 8 and second semester focus for all other grade levels.	February– May Formal identification timeline for students in Grades K-4 & 6-7 & 9-12
Identification Committee Meetings	January/February 5&8 April/May K-4, 6-7, 9-12
Identification Decision Notification to Parents within 10 instructional days of receipt of letter indicating Identification Committee’s decision	February/March 5&8 May/June K-4, 6-7, 9-12
Parent Request for Appeal to Building Principal within 10 instructional days of Identification Committee meeting	February/March 5&8 May/June K-4, 6-7, 9-12
Parent Request for Appeal to Central Office within 10 instructional days of Principal’s appeal decision	March/April 5&8 June/July K-4, 6-7, 9-12
Central Office Administrative Appeal Committee within 10 instructional days of Parent/Guardian Request for Appeal	March/April 5&8 June/July K-4, 6-7, 9-12

Eligibility (8VAC20-40-60A.3) (continued)

The School-based Identification Committee's decision about whether a referred student is identified for gifted services is based on the individual's strengths/needs. All supporting identification documents are filed in the student's cumulative folder. The identification decisions on all referred students are communicated to parents/guardians by letter, and copies of the letter and subsequent parent permission for services are placed in the student's cumulative file.

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

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

Specific Academic Aptitude Areas K-12:

- **English, Math, Science and Social Studies K-12**

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 which comply with school board and state objectives. Gifted services address the unique abilities, interests, and needs of gifted students through differentiated curriculum and instruction, enrichment or acceleration opportunities, and other extension activities. Specific provisions are made to provide services for the gifted population within the general education classroom setting and as an integral part of the school day.

School-based services are based on county-wide objectives for gifted education and unique community resources for the gifted. School-based services are delivered in the following ways:

- In the general education classroom setting, identified students are cluster-grouped. When appropriate, students are instructed individually or in small, flexible/fluid groups based on readiness, interest, and/or learning style (K-12)
- Students identified for gifted services in math and science receive pull-out math instruction, which incorporates a prescribed curriculum, with the K-5 RTG once per week.
- Students identified for gifted services in English and attend a school with a full-time RTG receive pull out instruction with the K-5 RTG once per week for literature and/or writing extension. Half-time RTGs collaborate with the classroom teacher to provide English extensions.
- In a collaborative resource model, a Resource Teacher for the Gifted supports the classroom teacher. Working together, these teachers develop and present appropriately differentiated learning experiences for gifted students within the general education classroom. The Resource Teacher for the Gifted may conduct short-term extension projects with small groups of students based on student interest, readiness, and/or learning style. (K-12)
- At the secondary level, APS offers numerous challenging courses for gifted and high achieving students. These courses include Advanced/Intensified, International Baccalaureate, Advanced Placement, dual-enrolled college level courses, and Governor's Career and Technical Academy career-focused courses, such as Engineering (9-12) and EMT (9-12).

At all levels, school staff supports enrichment and extension opportunities for students whose readiness and interests meet the criteria of specific contests/competitions:

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- Academic core area local, state, and national competitions (K-12) including but not limited to: PTA Reflections Contest (K-12), Geography Bee (4-8), Math Counts (6-8), Knowledge Masters (6-12), Virginia Junior Academy of Science (VJAS) (7-12), It's Academic (9-12) or National Poetry Contest (9-12)

There are county-wide activities designed to extend school-based academic activities and respond to students' academic readiness and interest. These are available to gifted students and high-achieving students. These opportunities, which are available through application and/or selection processes, 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)
- Career Center/ Governor's Career & Technical Academy Programs and Courses (9-12)
- Independent Study for elective credit (10-12)
- P.R.I.M.E. (Professionally Related Internship/ Mentorship Experience) (rising 11 & 12)
- Summer Residential Governor's School for Academics/Mentorships (rising 11 & 12)
- Summer Residential Governor's Foreign Language Academies (rising 11 & 12)
- Summer Superintendent's Seminar (rising 11 & 12)

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music 3-12**
- **Vocal Music 3-12**
- **Visual Arts 3-12**

APS Gifted Services is committed to providing services in settings that encourage differentiation of instruction. Gifted services for visual and performing arts are provided through school-based and county-wide activities which comply with school board and state objectives. 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.

School-based services are designed under the direction of the principal working with resource teachers for the gifted, the art and music teachers, and with the support from the Arts Education Office. School-based services are delivered through differentiated curriculum that extends and/or accelerates content, process, and products. 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, International Baccalaureate (IB) and Advanced Placement (AP) visual arts and music courses at Grades 9-12.

At all levels, school staff supports enrichment and extension opportunities for students' whose readiness and interest meet the criteria of specific contests/competitions:

- Arts area local, state, and national competitions (K-12) including but not limited to: Reflections Contest (K-12), Scholastic Arts Awards (9-12), or District XII Solo/Ensemble Competitions (7-12)

Arlington Public Schools

The APS 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 students' interests through the following county-wide programs:

County-wide Elementary Opportunities

- Junior Honors Band (Grades 4 through 6)
- Junior Honors Orchestra (Grades 4 through 6)
- Elementary Honors Chorus (grade 5)

County-wide 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)
- Enrichment offerings at the Career Center (Grades 4-12)
- Independent Study for elective credit (10-12)
- Fine Arts Apprentice Program (Grades 10-12) provides instructional, performance, exhibit and service opportunities in art, music, dance, drama, and independent study
- Summer Residential Governor's School for Visual and Performing Arts (Rising 11 & 12)
- Summer Superintendent's Seminar (Rising 11 & 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 Areas K-12:

- **English, Math, Science and Social Studies K-12**
- and

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music 3-12**
- **Vocal Music 3-12**
- **Visual Arts 3-12**

Gifted Services Information Nights are held annually to help parents and the community be informed about the education of students identified for gifted services.

When a child is referred for consideration for gifted services in a specific academic or arts area, the Resource Teacher for the Gifted at each school sends a letter to parents/guardians notifying them of the referral and requesting that parents:

- Complete and return an Acknowledgement of Notification form to permit and provide permission to the schools to engage in the evaluation/eligibility process to collect multiple criteria data and provide any needed testing for the identification process
- Complete and return the Parent Information Form

No further action is taken until the signed parental Acknowledgement of Notification form is received by the principal or the Resource Teacher for the Gifted. Upon receipt of this signed permission form, the student is entered into the appropriate referral database for eligibility and the data collection process begins.

After the Identification Committee has made an eligibility decision, parents are notified.

Eligible for Services:

- Parents/guardians are notified of the final Identification Committee decision by letter.
- If the decision has been made to identify the student, a parent Permission Form for the student to receive gifted services is also included.

Not Eligible for Services:

- If a student is not found eligible for services, the RTG contacts the parents by phone prior to mailing the Identification/Eligibility letter to review the identification decision.
- Appeal information is included in the letter sent home to parents to notify them of a non-identification.
- If a parent/guardian appeals a decision, the appeals process goes into effect.

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 Areas K-12:

- **English, Math, Science and Social Studies K-12**
- and

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music 3-12**
- **Vocal Music 3-12**
- **Visual Arts 3-12**

Request for change in services: add services or exit from services

To ensure that a student's instructional needs are met, a parent/guardian, teacher, or student may request a change in gifted services delivery at any time. The request is made in writing to the principal. The principal, RTG, classroom teacher, and Reevaluation/Exit Committee will evaluate the service request and follow appropriate procedures. To evaluate a change in service, such as the addition of an area of eligibility or exit of a student from services, an eligibility process begins. Current multiple criteria data is collected and a Reevaluation/Exit Committee is assembled to assess the data. All students who are identified provisionally for one-year are also reevaluated through this committee.

If a student is not demonstrating success in his/her identified academic or arts area and a student's standardized test scores indicate a drop in achievement, a classroom teacher or a Resource Teacher for the Gifted may initiate a full re-evaluation of a student's gifted services eligibility. At any time, a new eligibility process may be initiated when a classroom teacher, the Resource Teacher for the Gifted, a family member, a community member, or a student refers a student already identified for services for additional specific academic or visual/performing arts areas.

The reevaluation process begins when the Resource Teacher for the Gifted at the student's school sends a letter to parents/guardians notifying them of the re-evaluation and requesting that parents complete and submit both an Acknowledgement of Notification Form and a new Parent Information Form. Current multiple criteria data may be collected without a newly signed Parental Acknowledgement of Notification Form utilizing the signed notification form from the original eligibility process. The information provided on the original Parent Information Form may be used again, provided it was submitted within one calendar year.

Parents who wish to discuss removal of a student from services may contact the building administrator or the Gifted Services Supervisor to discuss concerns and alternative services at any time. Parents who wish to exit students from gifted services must send a letter to that effect to the building principal or the Gifted Services Supervisor indicating that they are refusing services for their student. Once a parent exits a student from gifted services, the student remains ineligible for reinstatement of services for a period of one calendar year. After one calendar year,

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the student can be considered for services based upon the presentation of a new referral form and the review of a new Gifted Services Identification Process.

The Reevaluation/Exit Committee is composed of members similar to those of an Identification Committee, including the principal, or his/her designee, the classroom teacher, the Resource Teacher for the Gifted, and other specialists as appropriate. The decision to add a service area or to exit a student from services is based on analysis of the consistency of student performance in relationship to the expectations of the differentiated curriculum and the characteristics of giftedness. All current multiple criteria is collected and reviewed, and the committee makes the final decision regarding gifted services. The results may include an addition of services in new areas, modification of delivery of services, or exit from services.

If a student is exited from services, the parents/guardians are notified by a phone call from the Resource Teacher for the Gifted prior to receipt of a letter from the principal sent by mail within ten (10) instructional days of the identification committee meeting. School personnel are available to meet with the family to discuss the reasons for the change in designation. The principal and Resource Teacher for the Gifted are available to meet with the parents to review all identification forms and other evidence which support the change in services. Parents are also informed of their right to appeal a reevaluation exit decision first to the principal at the school level, next to the central office Administrative Appeals Committee within ten (10) instructional days of the school based appeal decision.

Appeal Process:

Level One Appeal – School-based:

Parents/guardians, teachers, or others who disagree for any reason with the decision of the Identification Committee or a Reevaluation/Exit Committee may appeal the decision within ten (10) instructional days after being informed of the committee's decision. Appeals cover non-eligibility decisions for initial referrals, changes in services, and exit decisions. Parents/guardians have the opportunity to meet with a school-based administrator to discuss the decision and review the identification paperwork. The formal appeal must be submitted in writing to the Principal of the student's school.

Following the receipt of an appeal, the Principal and Resource Teacher for the Gifted, acting as representatives of the Identification Committee, meet with the parents/guardians within 10 instructional days. Together there is a review of the identification file and results. The principal may determine a need to override the committee decision. The principal may change the committee results, determining that a student is eligible for services provisionally for one year.

Level Two Appeal – Central Office Administrative Appeal:

Parents/guardians, teachers, or others who disagree for any reason with the decision of the Identification Committee or a Reevaluation/Exit Committee *and* the School-based Appeal decision of the school-based administrator, may appeal the decision within ten (10) instructional days after the school-based appeal decision. Appeals cover non-eligibility decisions for initial referrals, changes in services, and exit decisions. The formal appeal must be submitted in writing to the Gifted Services Supervisor.

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Following the receipt of an appeal, the Central Office Administrative Appeals Committee will convene. This is a division committee composed of the Gifted Services Supervisor or designee, one or more resource teachers for the gifted, and two or more of the following: classroom teacher, school psychologist, guidance counselor, principal or designee, visiting teacher/school social worker, or a professional in the area of giftedness (e.g. art, music). The members of this committee did not sit on the original identification committee. Parents/guardians are notified by phone that an Administrative Appeals Committee has been appointed to review the Identification Committee's decision.

This committee reviews all of the original data collected during the identification process and any additional material that is submitted by the parents/guardians, school staff, professional staff, and others who know or instruct the student. This additional material may include recent school work, products developed at school, end of school year testing and Grades, and/or private outside testing.

The Administrative Appeals Committee reviews the appealed cases of students found ineligible for gifted services. Upon completion of the review of referred cases, the committee:

- (1) determines whether the student is eligible to be identified as gifted, and if so, in which area(s)
- (2) determines whether the student requires differentiated instruction, and
- (3) recommends appropriate gifted services when a student is found eligible.

Committee minutes and decisions are filed in the child's confidential cumulative file. All decisions of the committee are final. Within ten (10) instructional days after receipt of the appeal, the Gifted Services Supervisor will notify the parents/guardians and the school principal in writing of the Administrative Appeal Committee's final decision(s). The principal implements any recommendations regarding appropriate services.

It is important to note that evaluation for gifted services is a complex process that carries with it an emotional investment for students, parents/guardians, teachers, and administrators. It is imperative that parents/guardians understand the multiple data to be collected and the expectations for performance of eligible students. Students who have been found ineligible, or whose status has been appealed and found ineligible by the Administrative Appeals Committee may *not* be evaluated in the same specific academic aptitude more than once in a 12-month period. Thus, new referrals cannot be made until 365 days have passed since the notification of ineligibility has been made. Note: nationally-normed test scores examined within the eligibility process (KBIT 2, NNAT2, Stanford, TOMAGS, etc) are valid for two years and will not be re-administered until two years have passed since the previous administration of the same test.

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

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

A. Service Options are Continuous and Sequential

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

Specific Academic Aptitude Areas K-12:

- **English, Math, Science and Social Studies K-12**

and

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music (3-12)**
- **Vocal Music (3-12)**
- **Visual Arts (3-12)**

The unique characteristics of individual students should determine the type and level of support services the student receives. Some gifted students will require more intensive services than others.

A continuum of services is the variety of delivery and K-12 programming options available to gifted students for meeting educational and affective needs.

A continuum of delivery of services refers to where gifted students receive services: general education classroom, Resource Teacher for the Gifted pull-out group, classroom cluster groups, interest groups, AP or IB or specialized classrooms, special schools for gifted students (TJHSST), learning clusters for special interests or topics, mentorships, or Career Center/Governor's Career and Technical Academy Program opportunities.

The continuum of learning refers to the Arlington Public Schools K-12 content standards and benchmarks that allow for continuous learning and/or acceleration based upon progress monitoring and student achievement of the content benchmarks.

A continuum of programming options refers to the curricular and affective opportunities provided through implementation of programming components (structure, content options, differentiated instruction, and affective guidance).

See examples of continuum of services in charts on next page.

Examples of Continuous Service Options (8VAC20-40-60A.10)

<p>Specific Academic Aptitude (SAA) Instructional Services</p>	<p>Specific Academic Aptitude (SAA) & Visual and Performing Arts Ability (VPA) Instructional Services</p>
<ul style="list-style-type: none"> • Utilize pre-assessment and formative assessment data to identify material mastered and replace with enriched and accelerated material. • Use flexible, non-permanent instructional grouping practices designed to facilitate accelerated/advanced academic learning (cluster groups, cross-age groups, interest groups, etc.). • Provide content learning that requires gifted students to be engaged in higher-level thinking, abstract thinking, and problem-solving. • Use challenging programs/materials (e.g., William & Mary Curriculum, Project M3). • Provide high-level materials, activities, and product options that facilitate use of analytical and critical thinking skills. • Encourage participation in creative writing opportunities, debate, or advanced literacy activities. • Use high-level problem-solving approaches that emphasize open-ended problems with multiple solutions or multiple paths to solutions. • Provide exposure and access to advanced ideas, research, and works of eminent producers in many fields. • Embed multiple intelligence strength areas into instruction. • Offer choice in student assignments and assessments so students can use their strengths to demonstrate their knowledge. 	<ul style="list-style-type: none"> • Provide opportunities for “real world” investigations and experiences (in-depth study of real problems, career exploration, etc.). • Encourage fluency, flexibility, originality, and elaboration through open-ended classroom activities and products. • Provide opportunities for creative problem-solving and divergent thinking techniques. • Utilize biographies of creative/talented individuals to promote success and to provide awareness of gifted characteristics. • Provide opportunities for students to connect prior knowledge to new learning experiences and to establish relationships across the discipline. • Utilize “think, pair, share” strategies. • Integrate creative thinking skills and problem-solving strategies with content and objectives. • Emphasize mastery of concepts and minimize rote practice. • Create story boards. • Help students transfer abstract thinking into a variety of forms of expression.

Examples of Instruction in Thinking Strategies

<p>Explicit Instruction: Critical Thinking Strategies</p>	<p>Explicit Instruction: Creative Thinking Strategies</p>
<ul style="list-style-type: none"> • Teach students to use visual imagery. • Create visual graphs/charts to support new learning and demonstrate interrelationships. • Teach grouping and categorizing strategies. • Teach and model flow charts, graphic organizers, and cognitive webs. • Draw the solution to a problem to capitalize on visual strengths. • Use charts, graphs, timelines, maps, pictures, or videos. • Teach problem-solving strategies. • Teach students to analyze or think critically with Plus/Minus/Interesting (P.M.I.) or DeBono’s Hats. • Coach students in making abstract connections and deeper understandings using synectics. 	<ul style="list-style-type: none"> • Instruct students in the multiple steps of creative problem-solving: identify problem, explore data, generate ideas, develop solutions, and build acceptance. • Coach students in SCAMPER technique to substitute, combine, adapt, modify, put to other uses, eliminate, and rearrange. • Teach brainstorming techniques so students can generate numerous and innovative ideas or alternatives in a safe environment where judgment is withheld. • Coach students in generating ideas or alternatives with fluency, flexibility, originality, and elaboration (FFOE).

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 Areas K-12:

- **English, Math, Science and Social Studies K-12**

and

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music (3-12)**
- **Vocal Music (3-12)**
- **Visual Arts (3-12)**

Grade Levels	Area of Giftedness	Service Options that Provide Time with Age-Level Peers
Elementary: Grades K-5 Daily	SAA K-5 VPA 3-5	Identified gifted students are cluster-grouped within a classroom of grade-level peers for all core and arts subjects and physical education, FLES, or other school offerings. Students do not stay with the cluster group throughout the school day. They are with the cluster group for the appropriate gifted instructional area.
Middle School: Grades 6-8 Daily	SAA 6-8 VPA 6-8	Identified gifted students are assigned to grade-level teams with grade-level peers for all core and elective courses, including arts subjects, physical education, world languages and other school offerings.
High School: Grades 9-12 Daily	SAA 9-12 VPA 9-12	Identified gifted students self-select courses according to their strength areas including advanced, intensified, AP and IB courses instructed by teachers who have met AP, IB, or county gifted education training requirements (PIP 35.09).

As per the APS 2011-2017 Strategic Plan Goals, differentiation in the regular classroom is key to the instruction provided for all students on a daily basis. Gifted students are cluster grouped in the regular classroom with their age-level peers. The following graphic demonstrates the ways that APS classrooms provide content, process, product, and assessment differentiation for all learners, including those identified as gifted.

B. Service Options Provide Instructional Time with Age-level Peers (Continued)

Differentiated Curriculum Meets the Needs of All Learners, including Gifted

Curriculum Component	Build on Strengths
<p>Content: What students should know, understand, and be able to do as a result of the study</p>	<ul style="list-style-type: none"> • Focus on broad-based issues, themes, or problems. • Pretest to find out what a student knows and eliminate unnecessary drill and practice; compacting or content extension provided to student. • Shape instruction based on student readiness, interest, and learning profile. • Guide students in making interest-based learning choices. • Explore the topic in greater depth; issues and problems should be complex and multi-faceted. • Combine ideas or skills being taught with those previously learned or from other curriculum areas.
<p>Process: Activities designed to help students make sense of the content</p>	<ul style="list-style-type: none"> • Encourage students to utilize independent learning skills and become self-reliant learners. • Respectful (engaging, high-level) tasks for all learners. • Focus on key concepts, principles/generalizations, and skills versus coverage. • Tasks should be based on readiness, interests, and learning profiles of students. • Encourage creativity and skills of fluency, flexibility, originality, and elaboration.
<p>Product: The vehicles through which students demonstrate and extend what they have learned</p>	<ul style="list-style-type: none"> • Product assignments should cause students to rethink, apply, and extend key concepts and principles. • Multi-option assignments allow students to use their strengths to demonstrate their knowledge. • Products are used to help students connect what they are learning to the real world.
<p>Assessment: Diagnostic, on-going and varied so that students can display their skills and understandings</p>	<ul style="list-style-type: none"> • Set clear standards of high expectations. • Encourage self-evaluation based on agreed-upon criteria. • Use formative (in-process) and summative (end-of-process) evaluation by peers, self, and teachers to promote growth and success. • Excellence is defined by student growth: continually model and talk about what constitutes personal excellence.

Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Ann Tomlinson.

A primary instructional strategy for instructional time with age-level peers through differentiation is Content Extension with cluster groups in the regular classroom, especially at the elementary and middle school levels.

Content Extension is the process of extending the curriculum beyond what is typical or expected in a class or grade level. Content extension can occur in the general education classroom setting or in small group pull-out settings.

Content extension includes:

- Exposure beyond the regular curriculum – working with new ideas, skills, and concepts not encountered before.
- Extension of the regular curriculum – going more broadly and deeply into the ideas already introduced in that curriculum. Extended learning beyond grade-level expectations through advanced content, materials, and complexity.

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- Concept development – using a concept introduced within the regular curriculum and exploring its meaning and implications across the curricular areas.

Content extension requires depth, complexity, and novelty:

Depth encourages students to venture further, deeper and with greater elaboration, through quality subject matter. Students analyze rules and ethics, language, and patterns. Learning follows a continuum from:

- Concrete to abstract
- Familiar to unfamiliar
- Known to unknown
- Literal to synthesized

Complexity encourages students to make connections and identify relationships and associations between, within, and across subjects and disciplines. Learning focuses on:

- Varying perspectives
- Issues, problems, and themes
- Conceptual learning

Novelty encourages students to create a personal understanding of or connection to the subject area content, thereby making content more meaningful and relevant. It provides opportunities to:

- Interpret meaning and give personal insights
- Engage in non-traditional product development
- Approach content through inquiry, experimentation, invention, and exploration
- Synthesize information using irony, paradox, and metaphors

It is important to realize that these components interact. For example, depth of learning at some point demands both novelty and complexity – a student cannot study extinction without recognizing the relationship between and among areas of biology, natural phenomena and human's influence. Personal interests inform and drive student research and further exploration.

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

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

Specific Academic Aptitude Areas K-12:

- **English, Math, Science and Social Studies K-12**

and

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music 3-12**
- **Vocal Music 3-12**
- **Visual Arts 3-12**

The evidenced-based practices itemized within the 2010 National Association for Gifted Children standards that are foundational to the APS continuum of service options to gifted students include:

- 5.1.1 Educators regularly use multiple alternative approaches to accelerate learning.
- 5.1.2 Educators regularly use enrichment options to extend and deepen learning opportunities within and outside the school setting.
- 5.1.3 Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.
- 5.1.4 Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.
- 5.1.5 Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high level programming.
- 5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values.
- 5.7.2 Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.

Service Options to Provide Instructional Time with Intellectual and Academic Peers

Grade Levels	Area of Giftedness	Time with Intellectual-Level Peers
<p>Elementary School: Grades K-5 Daily</p>	<p>SAA K-5 VPA 3-5</p>	<p>Cluster grouping within a classroom of grade-level peers for instructional time in all four core areas with teachers who have met county gifted education training requirements (PIP 35.09) and county expectations to differentiate for the cluster group.</p> <p>Other opportunities to work with intellectual peers include but not limited to: Math Dice, Geography Bee, Science Olympiad, Word Masters, Stock Market Game, APS Honors Band, Orchestra and Chorus</p>
<p>Elementary School: Grades K-5 Weekly Pull-out Session</p>	<p>SAA K-5 Math only in schools with .5 RTG And Math and English in schools with 1.0 RTG</p>	<p>Instructional time in pull-out/resource room math and/or English groups with Resource Teachers for the Gifted</p> <p>Prescribed pull-out/resource room math curriculum (See this document’s curriculum section for specific items)</p> <p>Suggested pull-out/resource room English curriculum and reserved book list (See this document’s curriculum section for specific items)</p>
<p>Elementary School: Grades K-5 Monthly</p>	<p>SAA K-5 Push-in Lessons in Science and Social Studies all K-5 classrooms</p>	<p>Science and Social Studies – Push-in RTG instructional support for small group instruction and Short Term Extension Projects (STEP)</p> <p>Push-in creative/critical thinking strategies in the Science and Social Studies classrooms that follow the APS Gifted Services Scope and Sequence</p> <p>(See this document’s curriculum section for thinking strategies scope and sequence)</p>
<p>Middle School: Grades 6 - 8 Daily</p>	<p>SAA 6-8 VPA 6-8</p>	<p>Cluster grouping for instructional time in accelerated math courses and differentiated curriculum and instruction across all other core and arts areas with teachers who have met county gifted education training requirements (PIP 35.09).</p> <p>RTG provides support to the classroom instructor through the Collaborative Instructional Model.</p> <p>Other opportunities to work with intellectual peers include but not limited to: Knowledge Masters, Science Fair, VJAS, Math Counts, APS Honors Band and Orchestra, District XII Band, Orchestra, Choral Competition</p>

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Grade Levels	Area of Giftedness	Time with Intellectual-Level Peers
<p>High School: Grades 9 - 12 Daily</p>	<p>SAA 9-12 VPA 9-12</p>	<p>Student self-select courses according to their strength areas including advanced, intensified, AP and IB courses in all academic and arts areas (APS HS Program of Studies at www.apsva.us). Instructed by teachers who have met AP, IB, and/or county gifted education training requirements (PIP 35.09).</p> <p>RTG provides support to the classroom instructor through the Collaborative Instructional Model.</p> <p>Other opportunities to work with intellectual peers including but not limited to: History Bowl, It's Academic, VJAS, Math Counts, APS County Symphony, and other self-selected team, club or group academic extra-curricular opportunities.</p>
<p>High School: Specialized Programs Daily or Semester or Summer</p>	<p>SAA 9-12 VPA 9-12</p>	<p>Students engage in application processes with some support from the RTG to participate in various programs that align with the student's identified gifted academic and/or visual/performing arts area.</p> <p>Specialized programs available through application processes, including but not limited to: TJHSST Regional Governor's School (daily), Summer Residential Governor's School Programs (summer), Foreign Language Governor's Academies (summer); Fine Arts Apprentice Program (daily), Career Center Governor's Career and Technical Academy (daily), Professionally Related Internship/Mentorship Experience or P.R.I.M.E. (semester or summer) (APS HS Program of Studies at www.apsva.us)</p>
<p>High School: Grades 9-12 Weekly or quarterly Individual or Small Group Support</p>	<p>SAA 9-12 VPA 9-12</p>	<p>RTGs at WHS & YHS, in collaboration with the Minority Achievement Staff, engage in specialized programs to support increased enrollment of under-represented populations in advanced, intensified or AP courses.</p> <p>Cohort - WHS SOAR - YHS CAS - WLHS</p>

Acceleration to Accommodate Time with Intellectual Level Peers

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.

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.

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, PIP20-3.1, and PIP 20-3.50. See details on the pages that follow.

PIP 20-3.350 Underage Placement in Grade One

Virginia State law has established September 30th as the legal kindergarten entry cut-off date. The APS Underage Placement in Grade One policy provides an opportunity for staff to consider the best educational placement for students who have a birth date between October 1 and December 31 of his/her five-year-old year.

Data Collection: Tasks Itemized	Underage Placement Data Details	Responsible Staff
Initial request & rationale	Parent initiates a request to either the elementary principal and/or Early Childhood Supervisor	Parent
Arrange an appointment or appointments to administer informal literacy and mathematics assessments		Elementary principal
Collect student work, recommendations, and formal or informal testing from previous schools	The parent submits student work and/or recommendations and formal and informal testing from previous schools to the elementary principal	Parent submits to elementary principal
Administer and compile informal literacy assessments	Literacy Assessments may include: Developmental Reading Assessment (DRA), Developmental Spelling Assessment (DSA), Phonological Awareness Literacy Screening (PALS-K) and an unedited writing sample	Reading teacher and/or kindergarten teacher
Administer and compile informal mathematics assessments	Administer the APS end-of-year kindergarten math assessment	Math coach and/or kindergarten teacher
Interview/ sustain an informal conversation with child	Report on the overall observation and impression of the child's social skills; specifically, consider a child's ability to 1) separate from parents, 2) work independently, and 3) work with other children	Teachers that administer the math and literacy assessments

Data Collection: Tasks Itemized	Underage Placement Data Details (continued)	Responsible Staff
Compile and review the assessment data, including observations of social development, with site-based staff and Early Childhood Supervisor	Site-based staff form and share recommendations based on the assessment and social development observation data	Principal, teachers, and Director of Early Childhood and Elementary Education
Confer with the Early Childhood Supervisor and make a recommendation	Once all assessment data has been compiled and reviewed a recommendation is formed	Principal and Director of Early Childhood and Elementary Education
Notify the family of the Underage Placement in Grade One recommendation		Principal or Director of Early Childhood and Elementary Education

Underage Placement in Grade One Assessments
PIP 20-3.350 Underage Placement in Grade One

Definitions of Assessments used in Process:

Literary Assessments

Developmental Reading Assessment (DRA) or other County-wide Formative Assessments:

The DRA is an informal reading inventory which is designed to identify a child’s instructional reading level and to provide teachers with explicit information regarding a child’s reading accuracy, fluency and comprehension. The DRA is used to monitor student progress and inform instruction.

Spelling Inventory: Developmental Spelling Assessment (DSA)

There are five developmental spelling levels: Emergent, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations. APS teachers use the Developmental Spelling Assessment (DSA), a spelling inventory, to determine each child’s instructional spelling level and to compile information on the child’s spelling feature knowledge.

Phonological Awareness Literacy Screening (PALS-K)

The Phonological Awareness Literacy Screening (PALS) is an assessment of fundamental literacy skills including phonological awareness, phonics, alphabet recognition, letter-sounds, spelling, and word recognition. This screening is to determine whether or not a student has a solid literacy foundation and if the child would benefit from intervention services. It is useful to determine literacy strengths and areas of weakness which affect a child’s ability to learn to read.

Unedited Writing Sample

A sample of the child’s writing on any topic that is written without parental or teacher prompting and revision.

Math Assessment

End-of-Kindergarten Math Test or other County-wide Formative Assessments:

Arlington developed an End-of-Kindergarten Math Test which includes a number of primary skills. The components of the math assessment are based on the Virginia State Standards of Learning and include the following strands:

- number and number sense
 - computation and estimation
 - measurement
 - geometry
 - probability and statistics
 - patterns, functions, and algebra
-
- 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.
 - Assessments for Underage Placement in Grade One policy are informal (not standardized) and subject to professional judgment; school standards for performance in the top half of first grade vary from school to school; grade-level acceleration assessments (as accommodated under PIP 20-3) are standardized and normed with the nation and not an individual school population.

Grade-Level Acceleration:

PIP 20-3 Program Differentiation

The acceleration of progress through school is planned far enough in advance so that arrangements may be made for the student to complete two years' work in one, rather than skip the work of a grade.

APS Policy Implementation Procedure 20-3 Program Differentiation (page 10 of the PIP) 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. In the elementary schools some children may profit from acceleration through school.

- A recommendation for acceleration should be made at a conference involving the principal, teacher, and appropriate curriculum supervisors and pupil personnel specialists.
- Acceleration should take place only with parental approval.
- Acceleration of progress through school should be planned far enough in advance so that arrangements may be made for the student to complete two years' work in one, rather than skip the work of a grade.

**APS Policy Implementation Procedure 20-3 Program Differentiation (page 10 of the PIP)
Acceleration of Progress through School**

I. Purpose and rationale

- A. Permit students who are advanced to accelerate their progress through school – completing two years of academic work in one rather than skip the work of a grade
- B. Can occur at any time in elementary school
- C. Can be initiated by parent or by school staff
- D. Most successful when occurs in early childhood years (K – 2)
- E. Prefer to initiate after the fall parent/teacher conference after student has been able to distinguish himself from grade-level group
- F. Prefer to collapse two years' work into one in order to meet the goal of PIP 20 - 3: i.e.: K first quarter or semester and balance of year in grade one; grade one first quarter or semester and balance of year in grade two
- G. Grade level accelerations can be accommodated at any elementary grade level; however, a plan must be written to provide avenue for child to compact the core content of two grade-levels in one, especially the content of science and social studies

II. Process chart for elementary grade-level acceleration follows. The chart delineates data collection, assessment materials, and staff tasked with parts of data collection process.

**APS Policy Implementation Procedure 20-3 Program Differentiation (page 10 of the PIP)
Acceleration of Progress through Elementary School**

Data Collection Tasks:	Acceleration Data Details Elementary Age Students	Responsible Staff
Initial Request & rationale	Written request from parents/guardians	Principal
Background & Folder review	Review of Cumulative Record; all data collected is forwarded to Gifted Services Supervisor	Gifted Services Supervisor
Reading	DRA: may test up to two years above present grade level	Reading Teacher
Writing	Portfolio Samples	Classroom Teacher
Spelling	DSA	Classroom Teacher
English/Social Studies	SAGES testing and/or Cognitive Abilities Test – Out of Level In-class social studies samples	Gifted Services Supervisor
English/Language	In-Class Observation	Director, Early Childhood and Elementary Education
Math	Beginning of Year Assessment Math portfolio samples	Classroom Teacher
Math/Science	SAGES – math/science testing In-class science samples	Gifted Services Supervisor
Math	TOMAGS – testing And/or Cognitive Abilities Test – Out of Level Quantitative Test	Gifted Services Supervisor
Math	In-Class Observation	Gifted Services Supervisor
Reasoning	SAGES - Problem Solving & Analogies testing and/or Cognitive Abilities Test – Out of Level Non-Verbal Test	Gifted Services Supervisor
Acceleration Decision report written and shared with parents/guardians	Attendance at Meeting: Principal; Director, Early Childhood and Elementary Education; Reading Teacher; Gifted Services Supervisor; Grade-Level Teacher; Resource Teacher for the Gifted as needed; parents/guardians	Gifted Services Supervisor

APS Policy Implementation Procedure 20-3 Program Differentiation (page 10 of the PIP) Acceleration of Progress through School

Definitions of Assessments used in Process

Developmental Reading Assessment (DRA)

The DRA is an informal reading inventory which is designed to identify a child's instructional reading level and to provide teachers with explicit information regarding a child's reading accuracy, fluency and comprehension. The DRA is used to monitor student progress and inform instruction.

Spelling Inventory: Developmental Spelling Assessment (DSA)

There are five developmental spelling levels: Emergent, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations. APS teachers use the Developmental Spelling Assessment (DSA), a spelling inventory, to determine each child's instructional spelling level and to compile information on the child's spelling feature knowledge.

SAGES (Screening Assessment for Gifted Students):

SAGES-2 – Screening Assessment for Gifted Students, 2nd Edition was designed to identify students who are gifted in academics and reasoning. We use this assessment to determine whether a student is working well above her age-level peers and to determine how a student performs in comparison to students who are identified gifted. Our expectation for students who will accelerate a grade is for students to perform within the 95th – 99th percentile or more of **gifted** students within their age group.

TOMAGS (Test of Mathematical Abilities for Gifted Students):

The TOMAGS is a standardized, norm-referenced test designed to assess mathematical talent in children. The test requires students to use mathematical reasoning and problem solving skills. The Primary Level is designed for students 6 through 9 years old. The Intermediate Level is designed for students 9 – 10 years old. Our expectation for students who will accelerate a grade is for students to perform within the 95th – 99th percentile or more of **gifted** students within their age group.

Cognitive Abilities Test (CogAT)

Form 6 of the CogAT appraises the level and pattern of cognitive development of students from kindergarten through grade 12. This test measures both general and specific reasoning abilities. The general reasoning abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems, especially in the absence of instruction. These abilities are assessed in three domains: verbal, quantitative, and non-verbal. Our expectation for students who will accelerate a grade is for students to perform within the 95th – 99th percentile or more of students within the accelerated grade level age group.

**APS Policy Implementation Procedure 20-3 Program Differentiation (page 10)
Acceleration of Progress through School**

III. Elementary Results

1. A grade level acceleration is granted if the student demonstrates maturity and the student's academic strengths across all core areas are determined to be at the top of the next grade level. Gifted eligibility in individual content areas is not considered for a least one full calendar year after a student is accelerated to the next grade level.
2. A grade level acceleration is not to be granted if the student demonstrates maturity and some academic strength but does not demonstrate academic strength at the top of the next grade level across all core areas.
3. If the student is demonstrating some academic strength that is above grade level but not at the top of the next grade level in one or more academic areas, staff may recommend that the Gifted Services Identification Process for that academic area be initiated at the school immediately. The identification process would be conducted through the school-based committee. Testing data collected for the acceleration report may be used within the Gifted Services Identification Process.

IV. Secondary Process for Progress through School and Results

"Acceleration of progress through school should be planned far enough in advance so that arrangements may be made for the student to complete two years' work in one, rather than skip the work of a grade." APS PIP 20-3 (page 10)

A. Middle School:

- Parents/guardians and student meet with the Gifted Services Supervisor and the Director of Counseling at the middle school to draft a 6 year plan that accommodates the selection of courses to meet policy expectation of not skipping the content of a grade, especially in the areas of science and social studies.

B. High School:

- Parents/guardians and student meet with the HS Director of Counseling to draft a 3 year plan that accommodates the selection of courses required for graduation and an advanced diploma.

V. Additional Acceleration Options at the Secondary Level

Arlington accommodated 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 are allowed to spend part of their day attending classes at a local college or university and receive both high school and college credit. (e.g., NOVA, dual-enrolled 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 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 and **PIP 20-3 Differentiation** and **PIP 20-3.1 Advanced Classes**.

D. Service Options Provide Instructional Time to Work Independently

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

Specific Academic Aptitudes K-12:

- **English, Math, Science and Social Studies K-12**
- and

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music (3-12)**
- **Vocal Music (3-12)**
- **Visual Arts (3-12)**

The evidenced-based practices itemized within the 2010 National Association for Gifted Children standards that are foundational to the APS continuum of service options to gifted students include:

- 3.3.3 Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talents.
- 3.4.4 Educators use inquiry models to meet the needs of students with gifts and talents.
- 5.1.1 Educators regularly use multiple alternative approaches to accelerate learning.
- 5.1.2 Educators regularly use enrichment options to extend and deepen learning opportunities within and outside the school setting.
- 5.1.4 Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.
- 5.1.5 Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high level programming.
- 5.7.2 Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.

Arlington Public Schools

Instructional strategies that permit gifted students opportunities to work independently are noted in the chart in below.

Grade Levels	Area of Giftedness	Time to Work Independently
<p>Elementary School:</p> <p>Grades K-5</p> <p>Cluster Classroom</p>	<p>SAA K-5</p> <p>VPA 3-5</p>	<p>Cluster grouped for instructional time in identified gifted services areas with teachers who have met county gifted education training requirements (PIP 35.09) and who provide opportunities for independent research within the context of the cluster group and the student’s Differentiated Instruction Planning Form (K-5 SAA only).</p> <p>Some independent opportunities are available through Short Term Extension Projects (STEP) coordinated by the RTG.</p> <p>Other opportunities include but are not limited to: Continental Math League, Reflections Contest, Moving Words Contest, Martin Luther King Oratorical Contest.</p>
<p>Middle School:</p> <p>Grades 6-8</p>	<p>SAA 6-8</p> <p>VPA 6-8</p>	<p>Teachers and RTGs encourage independent research opportunities within the context of the core and arts areas as well as extension in the student’s area of giftedness.</p> <p>Other opportunities include but are not limited to: Math Counts, Virginia Junior Academy of Science, National History Day, Solo and Ensemble District Festival, Reflections Contest.</p>
<p>High School:</p> <p>Grades 9-12</p>	<p>SAA 9-12</p> <p>VPA 9-12</p>	<p>Teachers and RTGs encourage independent research opportunities within the context of the core and arts areas as well as extension in the student’s area of giftedness.</p> <p>Other opportunities include but are not limited to: Poetry Alive, American Math Competition, Virginia Junior Academy of Science, Madrigals, Scholastic Arts Competition, Professionally Related Internship/Mentorship Experience or P.R.I.M.E.</p> <p>High School Independent Study For Elective Credit is also an option for students. (See following pages in this document for details of the Independent Study Option).</p>

A formal Independent Study Option for High School students is described below:

PHILOSOPHY FOR HIGH SCHOOL INDEPENDENT STUDY FOR ELECTIVE CREDIT

Independent study allows students to explore an area of intense interest which is not offered in the high school program of study or which is covered in an introductory manner within a larger context.

GUIDELINES FOR HIGH SCHOOL INDEPENDENT STUDY FOR ELECTIVE CREDIT

1. The student will meet with the monitoring teacher weekly and maintain a time/activity log describing the daily activities involved in the independent study. The log must be turned into the monitoring teacher each quarter. Students must spend a minimum of 75 hours for a semester independent study and 140 hours for a full year independent study.
2. The student must complete a quarterly reflection on the study and submit it to the monitoring teacher.
3. The student must develop an annotated bibliography or portfolio of work.
4. The student must create a product that reflects the learning which has resulted from the independent study.
5. The student must give a presentation to an appropriate audience concerning the results from the independent study.
6. The student must compose a summary of the study for the assigned counselor that becomes part of the student's permanent record. The student will be responsible for submitting information on the Independent Study topic and outcome to the college.

APPLICATION PROCESS - HS INDEPENDENT STUDY FOR ELECTIVE CREDIT

The student is responsible for writing a detailed description of his/her plan, obtaining the agreement of a monitoring teacher, and submitting this proposal along with the necessary application forms to the Director of Counseling. The submission must occur in the spring of the year preceding the proposed study, no later than April 1. A committee called by the Director of Counseling will hear the student present the proposal and application and will make suggestions for improvement, if necessary. The student will be notified by the Director of Counseling upon approval of the proposal. Scheduling arrangements will be managed by the counselor; attendance will be maintained by the monitoring teacher. Support for all record keeping and evaluations can be facilitated by the Resource Teacher for the Gifted.

HS INDEPENDENT STUDY FOR ELECTIVE CREDIT APPLICATION CHECKLIST

The following documents must be included in the application:

- HS Independent Study for Elective Credit Proposal Form (with parent signature)
- Teacher Recommendation for High School Independent Study for Elective Credit
- Narrative description of the planned study (see the next page for itemized description of contents)
- HS Independent Study for Elective Credit Monitoring Teacher Agreement

HS INDEPENDENT STUDY FOR ELECTIVE CREDIT PROPOSAL DESCRIPTION

Complete a proposal by writing answers to the following items. Be as *specific* as possible. You may want to consult your monitoring teacher for assistance. A committee will review your proposal to determine its appropriateness and feasibility for an independent study. Your ability to plan and to present your independent study will help the committee determine whether to accept your proposal.

1. Describe your proposed independent study, including the following:
 - The topic, including objective or goals, of your study
 - The method of investigation you plan to use
 - The potential resources you plan to use (List titles - include print, audio-visual and other sources – that will comprise syllabus).
2. Draft a timetable for your course of study.
3. Describe your end product. This final product must include a written component, a final annotated bibliography, and an oral presentation to an appropriate student or adult audience. You propose the form, type, content, and audience selection.
4. Suggest criteria for evaluating your product, your presentation and your independent study in general. Consider how you will know that you succeeded.
5. Describe any problems you anticipate in your independent study and suggest possible solutions.
6. Explain why you wish to complete this independent study and how you expect to succeed. Include in this explanation your own assessment of yourself as a responsible, motivated student who can sustain the independent work required for such an undertaking.

EVALUATION OF HIGH SCHOOL INDEPENDENT STUDY FOR ELECTIVE CREDIT

In a successfully completed high school independent study for elective credit, the student receives a “*pass*” on the report card/transcript, one-half credit for a semester or one full credit for a year-long independent study. The quarterly evaluation results from a conference between the student and the designated evaluator (the monitoring teacher). At the conference, the student and the evaluator review the student’s time/activity log, the annotated bibliography or portfolio of work that is in progress, the completed quarterly reflection form, and any other completed work toward the final product and presentation. The student evaluates the goals set for the quarter and establishes goals for the next quarter. Final credit is awarded upon completion of the final product and the final presentation.

**HIGH SCHOOL INDEPENDENT STUDY FOR ELECTIVE CREDIT
CALENDAR/TIME-LINE**

TIME OF YEAR	STUDENT RESPONSIBILITY	MONITORING TEACHER RESPONSIBILITY	DATES ITEMS ARE DUE TO DIRECTOR OF COUNSELING
February- March	<ul style="list-style-type: none"> Develop an idea for independent study and secure a monitoring teacher within the field of study Prepare all items required under the Credit Proposal Description. 	<ul style="list-style-type: none"> Agree to monitor a student's independent study Support student proposal: review all student prepared items, especially resources for syllabus 	
By April 1	<ul style="list-style-type: none"> Turn Proposal into Director of Counseling by this date 		April 1
April – May	<ul style="list-style-type: none"> Present proposal to the Independent Study Committee 	<ul style="list-style-type: none"> Attend student proposal presentation and provide clarification of student's support to the proposal 	
By June 1	<ul style="list-style-type: none"> Receive word from Independent Study Committee about Proposal Acceptance or Denial 	<ul style="list-style-type: none"> Receive word from Independent Study Committee about Proposal Acceptance or Denial 	
September – May	<p>Engage in steps of Independent Study Proposal:</p> <ul style="list-style-type: none"> Maintain Quarterly Logs Complete Quarterly Reflections Meet regularly with Monitoring Teacher (daily/weekly) Prepare Final Project Presentation 	<p>Support student in steps of Independent Study Proposal:</p> <ul style="list-style-type: none"> Review/monitor and evaluate Quarterly Logs and Reflections Maintain daily attendance records or maintain record of weekly meetings Support student preparation of Final Project Presentation. 	Quarterly Grades for Each Grading Period
May – June	<ul style="list-style-type: none"> Present Final Project Presentation before a student or adult group Complete final Self-Reflection Log Compose and submit summary of the study for counselor and permanent record 	<ul style="list-style-type: none"> Arrange time and location of Final Project Presentation before a student or adult group Complete final evaluation and submit final grade report. 	By June 15

E. Service Options to 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 Aptitudes K-12:

- **English, Math, Science and Social Studies K-12**

and

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music (3-12)**
- **Vocal Music (3-12)**
- **Visual Arts (3-12)**

The evidenced-based practices itemized within the 2010 National Association for Gifted Children standards that are foundational to the APS continuum of service options to gifted students include:

- 3.1.6 Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.
- 3.3.1 Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.
- 3.3.3 Educators provide opportunities for students with gifted and talents to explore, develop or research their areas of interest and/or talent.

Instructional strategies that foster intellectual and academic growth of gifted students within the general education classroom K-12 may include, but are not limited to the following strategies: (See chart on the next page.)

Differentiated Instructional Strategies

Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Ann Tomlinson

Strategy	Description of Strategy	Why Appropriate for Gifted Learners
Assessment	Assessment is ongoing and diagnostic. It provides the teacher with day-to-day data on students' readiness, interests, and learning profiles. Assessment has more to do with helping students grow than with cataloging their mistakes.	<ul style="list-style-type: none"> • Used to formally record student growth and determine point at which a student can access the curriculum • To determine whether to differentiate content, process, or product
Most Difficult First	Students can demonstrate mastery of a concept by completing the five most difficult problems with 85% accuracy. Students who can demonstrate mastery do not need to practice anymore.	<ul style="list-style-type: none"> • Eliminates unnecessary drill and practice • Allows for a differentiated assignment or homework adjusted to student's mastery level
Flexible Skills Grouping	Students are matched to skills work by virtue of readiness, not with the assumption that all need the same spelling task, computation drill, writing assignment, etc. Movement among groups is common, based on individual student readiness on a given skill and growth in that skill.	<ul style="list-style-type: none"> • Exempts students from basic skills work in areas where they demonstrate a high level of performance • Allows for independent work at a student's own pace • Allows for differentiated assignments
Choice Boards, Tic-Tac-Toe RAFT	Students make a work selection from a certain row or column. Teachers can target work toward student needs while giving students choice.	<ul style="list-style-type: none"> • Allows for student choice • Addresses student readiness, interest, and learning profiles
Learning Centers, Interest Centers	Centers are flexible enough to address variable learning needs. Interest centers are designed to motivate student exploration of a topic. Learning centers are a collection of activities designed to teach, reinforce, or extend a skill/concept.	<ul style="list-style-type: none"> • Permits teacher to align materials and activities to address students' range of interests, abilities, and learning profiles • Allows for activities to vary from simple to complex; concrete to abstract; structured to open-ended.
Short Term Extension Projects (STEP)	Independent investigations, generally of three to six weeks. They revolve, around some facet of the curriculum. Students select their own topics, and they work with guidance and coaching from the teacher to develop more expertise on the topic and to become an independent investigator.	<ul style="list-style-type: none"> • Allows students to develop expertise, depth and complexity on a topic • Builds on student interest • Extends or deepens the curriculum
Independent Projects, Group Investigations	Process through which student and teacher identify problems or topics of interest to the student. Both student and teacher plan a method of investigating the problem or topic and identifying the type of product the student will develop. The product should address the problem and demonstrate the student's ability to apply skills and knowledge to the problem or topic.	<ul style="list-style-type: none"> • Builds on student's interests • Encourages independence • Establishes criteria for success through preset timelines and logs to document process
Portfolios	A collection of student work that can be a powerful way of reflecting on student growth over time.	<ul style="list-style-type: none"> • Motivates student choice and addresses readiness, interest, and learning profiles
Problem-Based Learning	The student is placed in the active role of solving problems as a professional would.	<ul style="list-style-type: none"> • Allows for application of creative and critical thinking strategies
Compacting	A three-step process that (1) assesses what a student knows about material to be studied and what the student still needs to master, (2) plans for learning what is not known and excuses student from what is known, and (3) plans for freed-up time to spend in enriched or accelerated study	<ul style="list-style-type: none"> • Eliminates unnecessary drill and practice • Allows for depth and complexity on a topic • Encourages independence

F. Procedures for Assessing Academic Growth in Gifted Students

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

Specific Academic Aptitudes K-12:

- **English, Math, Science and Social Studies K-12**

and

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music (3-12)**
- **Vocal Music (3-12)**
- **Visual Arts (3-12)**

The evidenced-based practices itemized within the 2010 National Association for Gifted Children standards that are foundational to the APS continuum of service options to gifted students include:

- 4.1.1 Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.

In elementary school, parents/guardians of students identified for gifted services in the four core areas receive updates on their children's differentiated instruction through the Gifted Services Differentiated Instruction Planning Form. The document is completed by each identified student's classroom teacher in collaboration with the Resource Teacher for the Gifted. The document is prepared for the fall and spring conference to provide information about how the content, process, and product are differentiated for the student. In the final quarter of the year, the RTG and student engage in a metacognitive exercise during which the student shares evidence of his growth over the course of the school year.

Arlington Public Schools is committed to differentiation for all students and accommodates this differentiation through the development of curriculum that teaches for meaning. Thus, assessment of academic growth for SAA and VPA gifted learners is the same as it is for all learners in Arlington Public Schools at grades K-12: test result reports, interim reports, report cards, 4-year and 6-year academic plans, and conferences as requested.

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 Aptitudes K-12:

- **English, Math, Science and Social Studies K-12**
- and

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music (3-12)**
- **Vocal Music (3-12)**
- **Visual Arts (3-12)**

Overview of Differentiated Curriculum and Instruction in Arlington Public Schools

The guiding principles of differentiation that Arlington Public Schools follow are from the work of Carol Ann Tomlinson, UVA, as presented in her books: *Differentiation for Gifted and Talented Students*, 2004; *The Differentiated School*, 2008; and *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching*, 2003.

This model is built on the theoretical foundation of Vygotsky's Theory of Proximal Development, the multiple intelligence theories of Howard Gardner, Robert Sternberg's Triarchic Theory of Intelligence, Sandra Kaplan's model for differentiating curriculum, and other work of leading gifted education theoreticians and researchers. The guiding principles are the use of ongoing assessment and adjustment, appropriately challenging tasks, and flexible grouping. Teachers differentiate by content, process, product, and learning environment according to the student's readiness, interests, and learning profile. A wide range of classroom management and instructional strategies are employed by the teacher in order to meet each learner at his present level of understanding and move him to the next level of ability and understanding. The Program of Studies offers many elements that have been designed to differentiate instruction and learning experiences for students.

Arlington Public Schools

Differentiation in the regular classroom is the theoretical foundation of the service model in Arlington Public Schools and is a strategy for meeting the 2011-2017 APS Strategic Plan Goals One and Two:

Goal One: Ensure a challenging and engaging education for all students

Goal Two: Eliminate Achievement Gaps

The APS theoretical foundations of Curriculum and Instruction are aligned with the guiding principle of the 2010 National Association for Gifted Children (NAGC) Pre-K-12 Gifted Programming Standards:

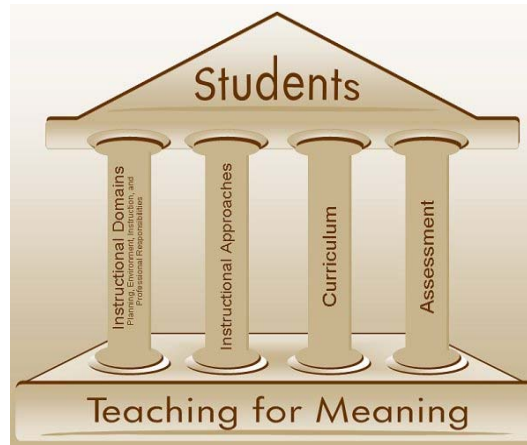
- Standard 3: Curriculum Planning and Instruction: Educators apply the theory and research-based models of curriculum and instruction related to students with gifted and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

The evidence-based practices itemized within the 2010 National Association for Gifted Children standards that are foundational to APS Department of Instruction's approach to differentiation, used in the development of APS county curriculum and instruction, and can be noted throughout the K-12 Program of Study (www.apsva.us) include:

- 3.1.1 Educators use local, state, and national standards to align and expand curriculum and instructional plans.
- 3.1.2 Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifted and talents.
- 3.1.3 Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifted and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.
- 3.1.4 Educators design differentiated curricula that incorporated advanced conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.
- 3.1.5 Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.
- 3.1.6 Educators use pre-assessments and pace instruction based on the learning rates of students with gifted and talents and accelerate and compact learning as appropriate.
- 3.1.7 Educators use information and technologies, including assistive technologies to individualize for students with gifted and talents, including those who are twice-exceptional.

An overview of APS commitment to Responsive Teaching (the instructional art of focusing on teaching for meaning through a blend of instructional domains, instructional approaches, curriculum, and assessment) and Differentiation in APS follows.

DIFFERENTIATION OF CURRICULUM IN THE ARLINGTON PUBLIC SCHOOLS



Arlington Public Schools is committed to differentiation of curriculum for all students and accommodates this differentiation through the development of curriculum that teaches for meaning and differentiation of the content and curriculum for all students.

TEACHING FOR MEANING

In teaching for meaning, the teacher:

- Focuses on big ideas by requiring students to use high-level problem solving skills in authentic contexts and creating meaningful and effective assessments
- Focuses on depth not just breadth
- Focuses on uncoverage as opposed to coverage
- Designs and implements instruction that is meaningful to the diverse student populations
- Manages and instructs content through understandings as opposed to facts
- Focuses on the importance of lasting learning

In teaching for meaning, the student:

- Makes connections across content and sees connections to the “real world”
- Is engaged in inquiry and authentic learning
- Shows increased understanding when given choice in the manner in which they demonstrate knowledge
- Understands the importance of lasting learning

GUIDING TENETS OF DIFFERENTIATION

Differentiation is a process of teaching and learning that begins with the premise that not all children are alike. Differentiation is based on:

- Readiness (a student’s prior mastery of knowledge, understandings, and skill)
- Interest (a student’s curiosity and passion that “hooks” the learner into wanting to know, understand, or do more)
- Learning profile (how a student prefers to learn)

When differentiating instruction, teachers plan and carry out various instructional approaches that

- Assess student's readiness, interest, and/or learning profile
- Scaffold student learning (support a student's success at complex tasks)
- Modify content (what a student learns), process (activities by which a student learns), or product (demonstration of what a student learns)

When differentiating instruction, teachers select materials, text, and programs from the adopted APS curriculum that meet a student's readiness, interest and/or learning profile.

SPECIFICS ABOUT DIFFERENTIATED CURRICULUM FOR GIFTED STUDENTS

K-5 Gifted Services – SAA & VPA

Rigorous, challenging county-wide curriculum is instructed by classroom teachers in collaboration with resource teachers for the gifted (RTG) in a cooperative effort to meet the unique cognitive needs of students who are gifted 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 including 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. Most elementary schools offer an exemplary project to enrich instruction through a school-based instructional or curricular focus, such as the Primary Years International Baccalaureate Program offered at one elementary school. County-wide elementary programs include two Spanish Immersion schools, a traditional model school, a science-focus school, and numerous schools that have a Spanish Foreign Language in the Elementary School Program (FLES).

In grades K-5, identified students are clustered in heterogeneous classes with teachers who have been trained in characteristics of, identification of, and curriculum differentiation for gifted students. (See Professional Development portion of this document for details) Interdisciplinary thematic units are available at each grade level with accompanying literature units, which complement the grade level theme and content. System-wide grade-level themes include:

Cooperation – Kindergarten	Environment – First Grade
Patterns – Second Grade	Change – Third Grade
Exploration – Fourth Grade	Systems – Fifth Grade

Resource teachers for the gifted are supplied with supplemental curriculum resource kits in the areas of English/reading, mathematics, science, social studies, and creative/critical thinking skills to support classroom extension and enrichment of the APS county curriculum for gifted learners. Supplemental social studies and science curriculum materials developed by the College of William and Mary Gifted Education Center are provided to all resource teachers for the gifted.

Differentiation of instruction occurs using a variety of methods including, but not limited to, pre-assessment; tiered assignments/centers/products; problem-based learning; differentiated reading and text content; independent study; advanced content; flexible grouping; compacting curriculum; and student choice. Students are cluster grouped based on their readiness level with teachers who are trained in differentiation and gifted educational strategies according to county training policies. Students receive differentiation in their areas of identification (K-5 English, math, science, or social studies) on a daily basis from their primary instructors, the classroom teachers.

All K-5 students identified for gifted services in math (K-5) and science (K-5) engage in a weekly pull-out lesson from a prescribed curriculum taught by the Resource Teacher for the Gifted (RTG). A prescribed curriculum is used for students in Grades 2-5. Kindergarten and grade one students receive enrichment and extension from other supplemental materials utilized by the resources teachers for the gifted.

GIFTED SERVICES SUPPLEMENTAL MATHEMATICS FOR GRADES 2 – 5

Small Group – Gifted Identified

The Gifted Services Office has determined that the following math instructional materials can be used to provide enrichment for small groups of students identified for gifted services in the area of mathematics, Grades 2-5. The selected support materials have been researched, developed, and validated through the University of Connecticut Gifted Education Center and supported by the Federal Jacob K. Javits Gifted and Talented Students Education Program.

These materials are supplemental to the APS mathematics curriculum provided by the classroom teacher and may only be instructed by resource teachers for the gifted trained in the enrichment of students identified gifted for the content area of mathematics, Grades 2-5, and science, Grades 2-5. These materials are not authorized for use by the general education program. Virginia Standards of Learning objectives in the following charts were last updated in 2009.

Supplemental Enrichment in Grade 2 Math for Students Identified for Gifted Services in Math
<p><u>Project M3 Level 3:</u> <u>Awesome Algebra:</u></p> <p>In this unit, students are encouraged to study patterns and determine how they change, how they can be extended or repeated, and/or how they grow. They then organize the information systematically and analyze it to develop generalizations about mathematical relationships in the patterns. Students use their understanding of patterns to facilitate their ability to estimate and compute.</p>
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will understand that mathematics allows us to see patterns that might have remained unseen. • Students will understand that numbers are concepts that enable people to represent quantities. • Students will understand that recognizing patterns can help us to solve problems more easily.
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is a number? Why do we have numbers? • Can everything be quantified? What couldn't we do if we didn't have or couldn't use numbers? • How can we estimate? When is estimation better than counting and when not? • How do we use patterns to make estimations? • How do we solve problems in our daily lives? How do we select and apply various numerical operations?

**Supplemental Enrichment in
Grade 2 Math for
Students Identified for Gifted Services in Math (Continued)**

Mathematics Strands:

- Numbers and Number Sense
- Patterns, Functions and Algebra
- Computation/Estimation

Awesome Algebra:

Mathematical Skills:

- VA SOL terms

- 2.1** The student will read, write and identify the place value of each digit in a three-digit number, using numeration models.
- 2.5** The student will count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, and 10, using mental mathematics, paper and pencil, hundred chart, calculators, and/or concrete objects, as appropriate.
- 2.6** The student will recall basic additions facts-i.e., sums to 18 or less-and the corresponding subtraction facts.
- 2.7** The student, given two whole numbers whose sum is 99 or less, will a) estimate the sum; and b) find the sum, using various methods of calculation (mental computation, concrete materials, and paper and pencil).
- 2.25** The student will identify, create and extend a wide variety of patterns, using numbers, concrete objects, and picture.
- 2.26** The student will solve problems by completing a numerical sentence involving the basic facts for addition and subtraction. Examples include: $3 + \underline{\quad} = 7$, or $9 - \underline{\quad} = 2$. Students will create story problems using the numerical sentences.
- 3.24** The student will recognize and describe a variety of patterns formed using concrete objects, numbers, tables, and pictures, and extend the pattern, using the same or different forms (concrete objects, numbers, tables, and pictures).
- 3.25** The student will a) investigate and create patterns involving numbers, operations (addition and multiplication), and relations that model the identity and commutative properties for addition and multiplication; and b) demonstrate an understanding of equality by recognizing that the equal sign (=) links equivalent quantities, such as $4 \cdot 3 = 2 \cdot 6$.
- 3.4** The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. Students will use these relationships to solve problems like $5 + 3 = 8$ and $8 - 3 = \underline{\quad}$.
- 4.6** The student will add and subtract whole numbers written in vertical and horizontal form, choosing appropriately between paper and pencil methods and calculators.
- 4.21** The student will recognize, create, and extend numerical and geometric patterns, using concrete materials, number lines, symbols, tables, and words.
- 4.22** The student will recognize and demonstrate the meaning of equality, using symbols representing numbers, operations, and relations [e.g., $3 + 5 = 5 + 3$ and $15 + (35 + 16) = (15 + 35) + 16$].
- 5.20** The student will analyze the structure of numerical and geometric patterns (how they change or grow) and express the relationship, using words, tables, graphs, or a mathematical sentence. Concrete materials and calculators will be used
- 5.21** The student will a) investigate and describe the concept of variable; b) use a variable expression to represent a given verbal quantitative expression involving one operation; and c) write an open sentence to represent a given mathematical relationship, using a variable.

<p align="center">Supplemental Enrichment in Grade 3 First Semester Math for Students Identified for Gifted Services in Math</p>	<p align="center">Supplemental Enrichment in Grade 3 Second Semester Math for Students Identified for Gifted Services in Math</p>
<p><u>Project M3 Level 3:</u> <u>Digging For Data: The Search within Research</u> In this unit, Data Analysis, students explore the world of the research scientists and learn how gathering, representing, and analyzing data are the essence of good research.</p>	<p><u>Project M3 Level 3:</u> <u>What's the ME in Measurement About?</u> In this unit on measurement, students are actively engaged in the measurement process and connect it to their own personal worlds.</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that graphic displays often reveal patterns in seemingly random data, enabling statistical analysis and predictions. • Students will understand the connection between mathematic and other disciplines. 	<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that standardized measures allow people to more accurately describe the physical world. • Students will understand that recognizing patterns can help us to solve problems more easily. • Students will understand the connection between mathematic and other disciplines.
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we conduct scientific investigations? • How can collected data be used to make predictions? • How does data influence my daily life? • How can numbers or data lie or mislead? • How do we make decisions using data analysis? • How does data help us see what is "typical"? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we compare measurements? • Why do we use standard units? • Why do we need to measure things? • How can collected data be used to make predictions? • How does measurement influence my daily life?
<p>Mathematics Strands:</p> <ul style="list-style-type: none"> • Data Analysis • Probability and Statistics • Scientific Investigation, Reasoning, and Logic • Interrelationships in Earth/Space Systems 	<p>Mathematics Strands:</p> <ul style="list-style-type: none"> • Measurement • Scientific Investigation, Reasoning, and Logic
<p><u>Digging For Data: The Search within Research</u> Mathematical Skills:</p> <ul style="list-style-type: none"> • VA SOLs <p>3.21 The student, given grid paper, will a) collect and organize data on a given topic of his/her choice, using observations, measurements, surveys, or experiments; and b) construct a line plot, a picture graph, or a bar graph to represent the results. Each graph will include an appropriate title and key.</p> <p>3.22 The student will read and interpret data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.</p> <p>4.20 The student will collect, organize, and display data in line and bar graphs with scale increments of one or greater than one and use the display to interpret the results, draw conclusions, and make predictions.</p> <p>5.18 The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using bar graphs, and line graphs, to draw conclusions and make predictions.</p> <p>5.19 The student will find the median and mode of a set of data.</p>	<p><u>What's the ME in Measurement About?</u> Mathematical Skills:</p> <ul style="list-style-type: none"> • VA SOLs <p>3.14 The student will estimate and then use actual measuring devices with metric and U.S. Customary units to measure a) length — centimeters and meters; b) liquid volume — cups, pints, quarts, and gallons.</p> <p>3.18 The student will analyze two-dimensional (plane) and three-dimensional (solid) geometric figures (circle, square, rectangle, triangle, cube, rectangular solid [prism], square pyramid, sphere, cone, and cylinder) and identify relevant properties, including the number of corners, square corners, edges, and the number and shape of faces, using concrete models.</p> <p>4.5 The student will estimate whole-number sums and differences and describe the method of estimation. Students will refine estimates, using terms such as <i>closer to</i>, <i>between</i>, and <i>a little more than</i>.</p> <p>4.6 The student will add and subtract whole numbers written in vertical and horizontal form, choosing appropriately between paper and pencil methods and calculators.</p> <p>4.11 The student will a) estimate and measure length, using actual measuring devices, and describe the</p>

<p><u>Digging For Data: The Search within Research</u> Science Skills:</p> <ul style="list-style-type: none"> • VA SOLs <p>3.1 The student will plan and conduct investigations in which a) predictions and observations are made; c) questions are developed to formulate hypotheses; g) data are gathered, charted, and graphed (line plot, picture graph, and bar graph); j) inferences are made and conclusions are drawn</p> <p>4.1 The student will plan and conduct investigations in which f) data are displayed using bar and basic line graphs; g) numerical data that are contradictory or unusual in experimental results are recognized; and h) predictions are made based on data from picture graphs, bar graphs, and basic line graphs.</p> <p>4.6 The student will investigate and understand how weather phenomena occur and can be predicted.</p> <p>5. 1 The student will plan and conduct investigations in which c) appropriate instruments are selected and used for making quantitative observations of elapsed time; e) data are collected, recorded, and reported using the appropriate graphical representation (graphs, charts, diagrams); f) predictions are made using patterns, and simple graphical data are extrapolated.</p> <p><u>Digging For Data: The Search within Research</u> Reading Skills:</p> <ul style="list-style-type: none"> • VA SOLs <p>4.6 The student will demonstrate comprehension of information resources to research a topic. a) Construct questions about a topic. b) Collect information, using the resources of the media center, including online, print, and media resources. c) Evaluate and synthesize information.</p>	<p><u>What's the ME in Measurement About?</u> Mathematical Skills continued:</p> <ul style="list-style-type: none"> • VA SOLs <p>results in metric units, including millimeters, centimeters, and meters; b) identify equivalent measurements between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters).</p> <p>4.12 The student will a) estimate and measure liquid volume, using actual measuring devices and using U.S. Customary units, including cups, pints, quarts, gallons; b) identify equivalent measurements between units within the U.S. Customary system (cups, pints, quarts, and gallons).</p> <p>4.13 The student will a) identify and describe situations representing the use of perimeter and area; and b) use measuring devices to find perimeter in both standard and nonstandard units of measure.</p> <p>5.8 The student will describe and determine the perimeter of a polygon and the area of a square and a rectangle, given the appropriate measures.</p> <p>5.10 The student will differentiate between perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.</p> <p>5.16 The student will identify, compare, and analyze properties of three-dimensional (solid) geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism).</p> <p><u>What's the ME in Measurement About?</u> Science Skills:</p> <ul style="list-style-type: none"> • VA SOLs <p>4.1 The student will plan and conduct investigations in which a) distinctions are made among observations, conclusions, inferences, and predictions; b) appropriate instruments are selected to measure linear distance and volume; c) appropriate metric measures are used to collect, record, and report data;</p> <p>5.1 The student will plan and conduct investigations in which a) estimations of length and volume are made; b) appropriate instruments are selected and used for making quantitative observations of length and volume; c) accurate measurements are made using basic tools (meter stick, graduated cylinder); d) predictions are made using patterns, and simple graphical data are extrapolated.</p>
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**Supplemental Enrichment in
Grade 4 Math for
Students Identified for Gifted Services in Math**

Hands On Equations: In this unit on algebraic concepts, a visual and kinesthetic system makes algebraic linear equations accessible to gifted math students.

Enduring Understanding:

- Students will understand that equality exists when there is a balance.
- Students will understand that mathematics allows us to see patterns that might have remained unseen.

Essential Questions:

- How do we use patterns to solve mathematical problems?
- What is a variable? If variables are like the players in a game, what happens if we don't play by the rules?
- What kind of problem is it? What is proof? Do I have one?
- What do the best problem solvers do? How do we emulate good mathematical problem solvers?

Mathematics Strands:

- Computation and Estimation
- Patterns Functions and Algebra

Hands On Equations

Mathematical Skills:

- VA SOLs

5.3 The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using paper and pencil, estimation, mental computation, and calculators.

6.23 The student will a) model and solve algebraic equations, using concrete materials; b) solve one-step linear equations in one variable, involving whole number coefficients and positive rational solutions; and c) use the following algebraic terms appropriately: *variable* and *equation*.

7.20 The student will write verbal expressions as algebraic expressions and sentences as equations.

7.21 The student will use the following algebraic terms appropriately: *equation*, *inequality*.

7.22 The student will a) solve one-step linear equations and inequalities in one variable with strategies involving inverse operations and integers, using concrete materials, pictorial representations, and paper and pencil; and b) solve practical problems requiring the solution of a one-step linear equation.

8.15 The student will solve two-step equations and inequalities in one variable, using concrete materials, pictorial representations, and paper and pencil.

**Supplemental Enrichment in
Grade 4 Math for
Students Identified for Gifted Services in Math**

Project M3 Level 4:

Factors, Multiples, and Leftovers: Linking Multiplication and Division

In this unit students learn mathematical terms that help them describe and compare numbers while facilitating multiplication, division, and use of fractions.

Enduring Understanding:

- Students will understand that numbers have attributes that help us compare and manipulate them in different ways.

Essential Questions:

- What attributes can a number have?
- How are numbers alike or different?
- How can I use the attributes of numbers to help me solve problems?

Mathematics Strands:

- Number Sense
- Computation and Estimation
- Patterns Functions and Algebra

Factors, Multiples, and Leftovers: Linking Multiplication and Division

Mathematical Skills:

- **VA SOLs**

5.20 The student will analyze the structure of numerical and geometric patterns (how they change or grow) and express the relationship, using words, tables, graphs, or a mathematical sentence. Concrete materials and calculators will be used.

5.4 The student will find the product of two numbers, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.

5.5 The student, given a dividend of four digits or fewer and a divisor of two digits or fewer, will find the quotient and remainder.

6.3 The student will a) find common multiples and factors, including least common multiple and greatest common factor; b) identify and describe prime and composite numbers; and identify and describe the characteristics of even and odd integers.

6.6 The student will a) solve problems that involve addition, subtraction, multiplication, and/or division with fractions and mixed numbers, with and without regrouping, that include like and unlike denominators of 12 or less, and express their answers in simplest form; and b) find the quotient, given a dividend expressed as a decimal through thousandths and a divisor expressed as a decimal to thousandths with exactly one non-zero digit

7.3 The student will identify and apply the following properties of operations with real numbers: a) the commutative and associative properties for multiplication; c) the multiplicative identity property.

Supplemental Enrichment in Grade 5 Math for Students Identified for Gifted Services in Math
<p><u>Investigations: Prisms and Pyramids:</u> Grade 5 Unit 2 – 3D Geometry and Measurement. In these units, students develop ideas about the attributes of two-dimensional and three-dimensional shapes and see how these attributes determine their classification</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that standardized measures allow people to more accurately describe the physical world. • Measuring is a common, everyday practice. • We use different units to measure different things.
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is measurement? • What is 2D and 3D and how does it influence our view of the world? • How does what we measure influence how we measure? • How does how we measure influence what we conclude?
<p>Mathematics Strands:</p> <ul style="list-style-type: none"> • Geometry <ul style="list-style-type: none"> ○ 2D and 3D Features of Shape ○ Prisms, pyramids, cylinders, cones and volume • Measurement <ul style="list-style-type: none"> ○ Linear measurement ○ Area ○ Angles ○ Volume
<p><u>Investigations: Prisms and Pyramids</u></p> <p>Mathematical Skills:</p> <ul style="list-style-type: none"> • VA SOLs <p>5.11 The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of a) length — part of an inch ($\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers; c) liquid volume — cups, pints, quarts, gallons, milliliters, and liters;</p> <p>5.16 The student will identify, compare, and analyze properties of three-dimensional (solid) geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism).</p> <p>6.17 The student will sketch, construct models of, and classify solid figures (rectangular prism, cone, cylinder, and pyramid).</p> <p>6.10 The student will estimate and then determine length, weight/mass, area, and liquid volume/capacity, using standard and nonstandard units of measure.</p> <p>7.8 The student will investigate and solve problems involving the volume and surface area of rectangular prisms and cylinders, using concrete materials and practical situations to develop formulas.</p> <p>8.7 The student will investigate and solve practical problems involving volume and surface area of rectangular solids (prisms), cylinders, cones, and pyramids.</p> <p>8.9 The student will construct a three-dimensional model, given the top, side, and/or bottom views.</p>

**Supplemental Enrichment in
Grade 5 Math for
Students Identified for Gifted Services in Math**

Second Semester

Hands On Equations: Abstract Problems

This unit is an extension of the Hands-on-Equations unit taught in pull out second semester of grade 4. In this unit on algebraic concepts, a visual and kinesthetic system makes algebraic linear equations accessible to gifted math students.

Enduring Understanding:

- Students will understand that equality exists in a balanced equation.
- Students will understand that mathematics allows us to see patterns that might have remained unseen.

Essential Questions:

- How do we use patterns to solve mathematical problems?
- What is a variable? If variables are like the players in a game, what happens if we don't play by the rules?
- What kind of problem is it? What is proof? Do I have one?
- What do the best problem solvers do? How do we emulate good mathematical problem solvers?

Mathematics Strands:

- Computation and Estimation
- Patterns Functions and Algebra

Hands On Equations: Abstract Problems

Mathematical Skills:

- **VA SOLs**

The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using paper and pencil, estimation, mental computation, and calculators.

6.23 The student will a) model and solve algebraic equations, using concrete materials; b) solve one-step linear equations in one variable, involving whole number coefficients and positive rational solutions; and c) use the following algebraic terms appropriately: *variable* and *equation*.

7.20 The student will write verbal expressions as algebraic expressions and sentences as equations.

7.21 The student will use the following algebraic terms appropriately: *equation*, *inequality*.

7.22 The student will a) solve one-step linear equations and inequalities in one variable with strategies involving inverse operations and integers, using concrete materials, pictorial representations, and paper and pencil; and b) solve practical problems requiring the solution of a one-step linear equation.

8.15 The student will solve two-step equations and inequalities in one variable, using concrete materials, pictorial representations, and paper and pencil.

**GIFTED SERVICES SUPPLEMENTAL ENGLISH FOR
GRADES 1 – 5**

Small Group – Gifted Identified

Elementary schools that have a half-time (.5) RTG, may provide a weekly English lesson to identified students through a pull-out resource room or push-in lesson.

In schools with a full time (1.0) RTG, all K-5 students identified for gifted services in English engage in a weekly pull-out lesson from a prescribed curriculum using William and Mary Curriculum or from the APS Gifted Services K-8 Novel Reading List taught by the RTG. The prescribed William and Mary curriculum may only be instructed by resource teachers for the gifted trained in the enrichment of students identified gifted for the content area of English in Grades 1-5; these materials are not authorized for use by the general education program. Virginia Standards of Learning objectives in the following charts were last updated in 2009.

<p align="center">Supplemental Enrichment in Grade ONE and TWO English/Language Arts Students Identified for Gifted Services in English</p> <p><u>William & Mary Center for Gifted Education Language Arts Unit</u></p> <p><u>Beyond Words: Part I and II</u></p>																				
<p><i>Beyond Words</i> explores the idea that language can change the way we think about the world by creating new images and connections in our minds. The unit uses poetry and picture books as the basis for analyzing different types of figurative language, including simile, metaphor, and personification, and gives opportunities for students to create their own literary images.</p> <ul style="list-style-type: none"> • Novels - <i>Hey, Get Off My Train</i>, and <i>Two Bad Ants</i> - may be used at the end of first grade as an introduction into wordless picture books which will be continued in 2nd grade. • Novels - <i>Seven Wonders of the World</i> and <i>Annie and the Old One</i> - create good connections with change and analogies for grade 2 																				
<p>Overarching Concept - Change</p> <ul style="list-style-type: none"> • Change is pervasive. • Change is linked to time. • Change may be perceived as systematic or random. • Change may represent growth and development or regression and decay. • Change may occur according to natural order or be imposed by individuals or groups. 																				
<p>Essential Goals of the Unit:</p> <p>Content:</p> <ol style="list-style-type: none"> 1. To develop analytical and interpretive skills in literature. 2. To develop skills in identifying, analyzing, and using figurative language. 3. To develop persuasive writing skills. 4. To develop linguistic competency. <p>Process:</p> <ol style="list-style-type: none"> 5. To develop analogical reasoning skills. <p>Concept:</p> <ol style="list-style-type: none"> 6. To develop an understanding of the concept of change, especially changes related to languages. 																				
<p>ELA Skills:</p> <table border="1"> <thead> <tr> <th>VA SOL</th> <th>Virginia Standards of Learning</th> <th>William and Mary Language Arts Curriculum</th> </tr> </thead> <tbody> <tr> <td>3.1, 4.1, 5.1</td> <td>Students will use effective oral communication skills in a variety of settings, including group activities.</td> <td>Oral Communication: Heavy emphasis on discussion in small and large groups</td> </tr> <tr> <td>3.2, 4.2, 5.2, 5.3</td> <td>Students will make and listen to planned oral presentations, using effective verbal and nonverbal communication skills.</td> <td>Oral Communication: Formal and informal presentations of research project and other work</td> </tr> <tr> <td>6.2, 7.2, 7.3</td> <td>Students will listen critically and evaluate presentations and persuasive messages.</td> <td>Oral Communication: Evaluation of self and others in presentations. Reasoning: Focus on identifying point of view and evaluating oral arguments</td> </tr> <tr> <td>3.3, 3.4, 4.3, 5.4</td> <td>Students will use word-analysis skills, context clues, and other strategies to read fiction and nonfiction with fluency and accuracy.</td> <td>Linguistic Competency: Vocabulary study focused on word stems and origins and use of language resources, including dictionary and thesaurus</td> </tr> <tr> <td>3.5, 3.6, 4.4, 5.5, 5.6</td> <td>Students will read and demonstrate comprehension of a variety of fiction and nonfiction.</td> <td>Analysis and Interpretation of Literature: Broad-based reading in poetry, short story, biography, essay, and novel forms; reading selected based on criteria for challenging literature, multicultural literature, and connection to the concept of change Reasoning: Encourages critical reading</td> </tr> </tbody> </table>			VA SOL	Virginia Standards of Learning	William and Mary Language Arts Curriculum	3.1, 4.1, 5.1	Students will use effective oral communication skills in a variety of settings, including group activities.	Oral Communication: Heavy emphasis on discussion in small and large groups	3.2, 4.2, 5.2, 5.3	Students will make and listen to planned oral presentations, using effective verbal and nonverbal communication skills.	Oral Communication: Formal and informal presentations of research project and other work	6.2, 7.2, 7.3	Students will listen critically and evaluate presentations and persuasive messages.	Oral Communication: Evaluation of self and others in presentations. Reasoning: Focus on identifying point of view and evaluating oral arguments	3.3, 3.4, 4.3, 5.4	Students will use word-analysis skills, context clues, and other strategies to read fiction and nonfiction with fluency and accuracy.	Linguistic Competency: Vocabulary study focused on word stems and origins and use of language resources, including dictionary and thesaurus	3.5, 3.6, 4.4, 5.5, 5.6	Students will read and demonstrate comprehension of a variety of fiction and nonfiction.	Analysis and Interpretation of Literature: Broad-based reading in poetry, short story, biography, essay, and novel forms; reading selected based on criteria for challenging literature, multicultural literature, and connection to the concept of change Reasoning: Encourages critical reading
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Arlington Public Schools

	Virginia Standards of Learning	William and Mary Language Arts Curriculum
3.7, 4.6, 5.7	Students will demonstrate comprehension of various information sources and use sources to research topics.	Research: Real-world, issue-based research drawing on a variety of sources of information. Writing & Oral Communication: Research projects include written and oral presentations
3.9, 3.10, 4.7, 5.8	Students will write for a variety of purposes, including descriptive, narrative, and informative.	Writing: Writing emphases throughout units, include major goal of persuasive writing Writing: Response journals, research reports that inform within a persuasive structure, and other activities encouraging narrative, descriptive, and poetic writing
3.11, 4.8, 5.9	Students will edit writing.	Writing: Writing process incorporated as outcome within persuasive writing Writing Process: Self, peer, and teacher evaluations for use in review and revision of writing throughout units
7.8	Students will develop persuasive writing skills.	Persuasive Writing: writing with emphasis on structure supporting persuasion and leading to the 5-paragraph essay model Reasoning: Use of persuasion and connection to writer's point of view

Connections to Science or Social Studies Grade One Curriculum

William & Mary Center for Gifted Education Language Arts Unit Connections

Beyond Words Part 1(Grade One)

Social Studies

- 1.1 History: Past, present and future: the link between change over time.
- 1.6 Geography: Location, climate and physical surroundings: looking at the first change chart on Teacher's Edition page 33. Focus on these objectives to spur student thinking. (How does your physical surrounding, climate and location change positively, negatively, quickly, slowly, etc.?)
- 1.7 Economics: Consumers and Producers: Services and goods have changed over time based on people's needs-connects to Teacher's Edition Lesson 2, p. 3 poem "Cobbler, Cobbler."

Science

- 1.1 Observation: Teacher's Edition Lesson on p. 41 Words for Describing and p. 49 Comparisons Charge.
- 1.7 Seasonal changes of weather and effects: Relate to change chart and "Fog" poem
- 3.8 Phases of the Moon and Tides: Teacher's Edition p. 51 moon chart

Connections to Science or Social Studies Grade Two Curriculum

William & Mary Center for Gifted Education Language Arts Unit

Beyond Words Part II (Grade Two)

Social Studies

- 2.2 American Indian cultures have changed over time: Teacher's Edition Lesson 10 poem "Moving."
- 2.10 Responsibility of a good citizen: *Frindle*
- 2.11 Visionary People: p. 25 "The Beginning of Road"

Science

- 2.1 Scientific Observation: "Nature is a Music Maker" and "April Rain Song."
- 2.5 Interdependence: p. 19 "Haiku" Poem
- 2.7 Weather and Seasonal Changes: Haiku and the Seasons Teacher's Edition Lesson on p. 107

**Supplemental Enrichment in
Grade THREE English/Language Arts
Students Identified for Gifted Services in English**

William & Mary Center for Gifted Education Language Arts Unit
Journeys & Destinations

The *Journeys & Destinations* unit uses an inquiry-based approach to investigate literature in an interdisciplinary, multi-cultural curriculum. The guiding theme of the unit is recognition of change as a concept that affects people and their relationships to the world around them. An open-ended approach to the discussion process is emphasized in the search for meaning in literature selections such as Aesop's fables, *The Green Book*, *Bringing the Rain to Kapiti Plain*, and "The Ugly Duckling." Vocabulary development, writing activities, oral communication, research, and reasoning are integrated into the unit.

Teacher Notes:

- Novels - *Fables*, *Just So Stories*, *Masterpiece* and *A Jar of Dreams* – connect to *Journeys and Destinations*.

Overarching Concept - Change

- Change is pervasive.
- Change is linked to time.
- Change may be perceived as systematic or random.
- Change may represent growth and development or regression and decay.
- Change may occur according to natural order or be imposed by individuals or groups.

Essential Goals of the Unit:

Content:

1. To develop analytical and interpretive skills in literature.
2. To develop listening/oral communication skills.
3. To develop persuasive writing skills.
4. To develop linguistic competency.

Process:

5. To develop reasoning skills in language arts.

Concept:

6. To develop an understanding of the concept of change in the languages arts.

ELA Skills:

VA SOL	Virginia Standards of Learning	William and Mary Language Arts Curriculum
3.1, 4.1, 5.1	Students will use effective oral communication skills in a variety of settings, including group activities.	Oral Communication: Heavy emphasis on discussion in small and large groups
3.2, 4.2, 5.2, 5.3	Students will make and listen to planned oral presentations, using effective verbal and nonverbal communication skills.	Oral Communication: Formal and informal presentations of research project and other work
6.2, 7.2, 7.3	Students will listen critically and evaluate presentations and persuasive messages.	Oral Communication: Evaluation of self and others in presentations. Reasoning: Focus on identifying point of view and evaluating oral arguments
3.3, 3.4, 4.3, 5.4	Students will use word-analysis skills, context clues, and other strategies to read fiction and nonfiction with fluency and accuracy.	Linguistic Competency: Vocabulary study focused on word stems and origins and use of language resources, including dictionary and thesaurus
3.5, 3.6, 4.4, 5.5, 5.6	Students will read and demonstrate comprehension of a variety of fiction and nonfiction.	Analysis and Interpretation of Literature: Broad-based reading in poetry, short story, biography, essay, and novel forms; reading selected based on criteria for challenging literature, multicultural literature, and connection to the concept of change Reasoning: Encourages critical reading

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	Virginia Standards of Learning	William and Mary Language Arts Curriculum	
3.7, 4.6, 5.7	Students will demonstrate comprehension of various information sources and use sources to research topics.	Research: Real-world, issue-based research drawing on a variety of sources of information. Writing & Oral Communication: Research projects include written and oral presentations	
3.9, 3.10, 4.7, 5.8	Students will write for a variety of purposes, including descriptive, narrative, and informative.	Writing: Writing emphasizes throughout units, include major goal of persuasive writing Writing: Response journals, research reports that inform within a persuasive structure, and other activities encouraging narrative, descriptive, and poetic writing	
3.11, 4.8, 5.9	Students will edit writing.	Writing: Writing process incorporated as outcome within persuasive writing Writing Process: Self, peer, and teacher evaluations for use in review and revision of writing throughout units	
7.8	Students will develop persuasive writing skills.	Persuasive Writing: writing with emphasis on structure supporting persuasion and leading to the 5-paragraph essay model Reasoning: Use of persuasion and connection to writer's point of view	
<p>Connections to Science or Social Studies Grade 3 Curriculum <u>William & Mary Center for Gifted Education Language Arts Unit</u> <u>Journeys & Destinations</u></p>			
<u>Social Studies</u>			
3.3	Reasons for exploration: Relate to connections in the "The Green Book"		
3.7	Economics-specialization: Relate to connections in the "The Green Book"		
3.10-3.11	Decision-making: Relate to connections in the "The Green Book"		
3.12	Honoring Diversity: "The Ugly Duckling" and "Perfection."		
<u>Science:</u> All SOLs listed relate to connections in <i>The Green Book</i>			
3.1	Scientific Investigation		
3.3	Matter		
3.4	Life Processes		
3.5-3.6	Living Systems		
3.7	Interrelationships of Earth and Space Systems		
3.8-3.9	Earth Patterns, Cycles, and Change		
3.10-3.11	Resources		

<p align="center">Supplemental Enrichment in Grade THREE English/Language Arts Students Identified for Gifted Services in English</p> <p><u>William & Mary Center for Gifted Education Language Arts Unit</u></p> <p><u>Literary Reflections</u></p>		
<p><i>Literary Reflections</i> unit core involves student interacting with literature while enhancing reading comprehension and textual analysis skills. All four language arts strands of literature, writing, language study, and oral communication are integrated in the unit. Literature selections and world-class short stories by such authors as Tolstoy and Singer, serve as a basis for discussion.</p> <p><u>Teacher notes for Grade 3 Literary Reflections</u></p> <ul style="list-style-type: none"> • If the RTG is planning on conducting a Research Project with students, it is recommended to instruct Lessons 8, 10, 11, 13, 18, and 21 in that order. 		
<p>Overarching Concept - Change</p> <ul style="list-style-type: none"> • Change is pervasive. • Change is linked to time. • Change may be perceived as systematic or random. • Change may represent growth and development or regression and decay. • Change may occur according to natural order or be imposed by individuals or groups. 		
<p>Essential Goals of the Unit:</p> <p>Content:</p> <ol style="list-style-type: none"> 1. To develop analytical and interpretive skills in literature. 2. To develop linguistic competency. 3. To develop persuasive writing skills. 4. To develop listening/oral communication skills. <p>Process:</p> <ol style="list-style-type: none"> 5. To develop analogical reasoning skills. <p>Concept:</p> <ol style="list-style-type: none"> 6. To develop an understanding of the concept of change in the language arts. 		
VA SOL	Virginia Standards of Learning	William and Mary Language Arts Curriculum
3.1, 4.1, 5.1	Students will use effective oral communication skills in a variety of settings, including group activities.	Oral Communication: Heavy emphasis on discussion in small and large groups.
3.2, 4.2, 5.2, 5.3	Students will make and listen to planned oral presentations, using effective verbal and nonverbal communication skills.	Oral Communication: Formal and informal presentations of research project and other work.
6.2, 7.2, 7.3	Students will listen critically and evaluate presentations and persuasive messages.	Oral Communication: Evaluation of self and others in presentations. Reasoning: Focus on identifying point of view and evaluating oral arguments.
3.3, 3.4, 4.3, 5.4	Students will use word-analysis skills, context clues, and other strategies to read fiction and nonfiction with fluency and accuracy.	Linguistic Competency: Vocabulary study focused on word stems and origins and use of language resources, including dictionary and thesaurus.
3.5, 3.6, 4.4, 5.5, 5.6	Students will read and demonstrate comprehension of a variety of fiction and nonfiction.	Analysis and Interpretation of Literature: Broad-based reading in poetry, short story, biography, essay, and novel forms; reading selected based on criteria for challenging literature, multicultural literature, and connection to the concept of change. Reasoning: Encourages critical reading.
3.7, 4.6, 5.7	Students will demonstrate comprehension of various information sources and use sources to research topics.	Research: Real-world, issue-based research drawing on a variety of sources of information. Writing & Oral Communication: Research projects include written and oral presentations.
3.9, 3.10, 4.7, 5.8	Students will write for a variety of purposes, including descriptive, narrative, and informative.	Writing: Writing emphasizes throughout units, include major goal of persuasive writing. Writing: Response journals, research reports that

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		inform within a persuasive structure, and other activities encouraging narrative, descriptive, and poetic writing.
3.11, 4.8, 5.9	Students will edit writing.	Writing: Writing process incorporated as outcome within persuasive writing. Writing Process: Self, peer, and teacher evaluations for use in review and revision of writing throughout units.
7.8	Students will develop persuasive writing skills.	Persuasive Writing: writing with emphasis on structure supporting persuasion and leading to the 5-paragraph essay model. Reasoning: Use of persuasion and connection to writer's point of view.

Connections to Science or Social Studies Grade Three Curriculum
William & Mary Center for Gifted Education Language Arts Unit
Literary Reflections:

Social Studies

3.12 Honoring diversity through multicultural literature.

Science

3.1 Scientific investigation: Relate to "The Old Man and His Affectionate Son."

**Supplemental Enrichment in
Grade FOUR English/Language Arts
Students Identified for Gifted Services in English**

William & Mary Center for Gifted Education Language Arts Unit
Patterns of Change

Patterns of Change uses the concept of cyclic patterns of change as a unifying theme. Selected literary works deal with cycles in nature, knowledge, history, and human life. Students are introduced to some of the important approaches and ideas of literary criticism. They are encouraged to use journals, literature webs, essays, and visual projects to organize and express their in-depth ideas on the literature they read.

Teacher Notes for Grade Four:

- **IMPORTANT NOTE:** Novel selections in this unit cannot be used in APS elementary school as they are listed on the APS middle school reserved reading list. The only selection the RTG can use is *A Long Way From Chicago*.
- Novels - *The Sign of the Beaver*, *Red Cap*, *Mrs. Frisby and the Rats of NIMH* - connect with *Patterns of Change* – these can be used as alternatives for the novels listed in the text.
- **Recommended Lesson Sequence to teach Persuasive Writing: Lesson 6:** The Hamburger Model is one option for organizing writing which may be presented as RTG instructs persuasive writing. Persuasive writing continues in **Lessons 9, 14 and 16. Lesson 16** on Persuasive Speaking could be supplemented with the green and white striped book in the Supplemental Resource Kit.
- **Recommended Lesson Sequence to teach Research: Lessons 9, 11, 18, and 22:** If the RTG chooses to instruct research, these lessons provide a good overview of how to proceed with the students.

Overarching Concept - Change

- Change is pervasive.
- Change is linked to time.
- Change may be perceived as systematic or random.
- Change may represent growth and development or regression and decay.
- Change may occur according to natural order or be imposed by individuals or groups.

Essential Goals of the Unit:

Content:

1. To develop analytical and interpretive skills in literature.
2. To develop listening/oral communication skills.
3. To develop persuasive writing skills.
4. To develop linguistic competency.

Process:

5. To develop reasoning skills in language arts.

Concept:

6. To develop an understanding of the concept of cyclical change in the language arts

ELA Skills:

VA SOL	Virginia Standards of Learning	William and Mary Language Arts Curriculum
3.1, 4.1, 5.1	Students will use effective oral communication skills in a variety of settings, including group activities.	Oral Communication: Heavy emphasis on discussion in small and large groups.
3.2, 4.2, 5.2, 5.3	Students will make and listen to planned oral presentations, using effective verbal and nonverbal communication skills.	Oral Communication: Formal and informal presentations of research project and other work.
6.2, 7.2, 7.3	Students will listen critically and evaluate presentations and persuasive messages.	Oral Communication: Evaluation of self and others in presentations. Reasoning: Focus on identifying point of view and evaluating oral arguments.
3.3, 3.4, 4.3, 5.4	Students will use word-analysis skills, context clues, and other strategies to read fiction and nonfiction with fluency and accuracy.	Linguistic Competency: Vocabulary study focused on word stems and origins and use of language resources, including dictionary and thesaurus.

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VA SOL	Virginia Standards of Learning	William and Mary Language Arts Curriculum
3.5, 3.6, 4.4, 5.5, 5.6	Students will read and demonstrate comprehension of a variety of fiction and nonfiction.	Analysis and Interpretation of Literature: Broad-based reading in poetry, short story, biography, essay, and novel forms; reading selected based on criteria for challenging literature, multicultural literature, and connection to the concept of change Reasoning: Encourages critical reading.
3.7, 4.6, 5.7	Students will demonstrate comprehension of various information sources and use sources to research topics.	Research: Real-world, issue-based research drawing on a variety of sources of information. Writing & Oral Communication: Research projects include written and oral presentations.
3.9, 3.10, 4.7, 5.8	Students will write for a variety of purposes, including descriptive, narrative, and informative.	Writing: Writing emphasizes throughout units, include major goal of persuasive writing. Writing: Response journals, research reports that inform within a persuasive structure, and other activities encouraging narrative, descriptive, and poetic writing.
3.11, 4.8, 5.9	Students will edit writing.	Writing: Writing process incorporated as outcome within persuasive writing. Writing Process: Self, peer, and teacher evaluations for use in review and revision of writing throughout units.
7.8	Students will develop persuasive writing skills.	Persuasive Writing: writing with emphasis on structure supporting persuasion and leading to the 5-paragraph essay model. Reasoning: Use of persuasion and connection to writer's point of view.

Connections to Science or Social Studies Grade Four Curriculum

William & Mary Center for Gifted Education Language Arts Unit

Patterns of Change

Social Studies

VS.1 Historical analysis: Poetry themes tie into looking at history as a cycle.

Science

Earth Patterns, Cycles, and Change: Relating earth, moon, and sun cycles to the literature theme.

**Supplemental Enrichment in
Grade FIVE English/Language Arts
Students Identified for Gifted Services in English**

**William & Mary Center for Gifted Education Language Arts Unit
Autobiographies**

In the *Autobiographies* unit, students study the concept of change by reading autobiographies of writers and by looking at change in the lives of writers and other artists. As they examine life stories and self-portraits, they study literature and examine works of art from various cultures. In order to gain insight into the development of talent, students are encouraged to explore their own identifies as talented learners through discussion, research, oral presentation, and reflective writing.

Teacher Notes for Grade Five:

- It is recommended that the RTG instruct the lessons in *Autobiographies* sequentially.
- The instructional models are reiterated. If students have completed William and Mary literature units in the past, some lessons may be presented as a quick review rather than full instruction in how to use the models.

Overarching Concept - Change

- Change is pervasive.
- Change is linked to time.
- Change may be perceived as systematic or random.
- Change may represent growth and development or regression and decay.
- Change may occur according to natural order or be imposed by individuals or groups.

Essential Goals of the Unit:

Content:

1. To develop analytical and interpretive skills in literature.
2. To develop listening/oral communication skills.
3. To develop persuasive writing skills.
4. To develop linguistic competency.

Process:

5. To develop reasoning skills in language arts.

Concept:

1. To develop an understanding of the concept of cyclical change in the language arts.

VA SOL	Virginia Standards of Learning	William and Mary Language Arts Curriculum
3.1, 4.1, 5.1	Students will use effective oral communication skills in a variety of settings, including group activities.	Oral Communication: Heavy emphasis on discussion in small and large groups.
3.2, 4.2, 5.2, 5.3	Students will make and listen to planned oral presentations, using effective verbal and nonverbal communication skills.	Oral Communication: Formal and informal presentations of research project and other work.
6.2, 7.2, 7.3	Students will listen critically and evaluate presentations and persuasive messages.	Oral Communication: Evaluation of self and others in presentations. Reasoning: Focus on identifying point of view and evaluating oral arguments.
3.3, 3.4, 4.3, 5.4	Students will use word-analysis skills, context clues, and other strategies to read fiction and nonfiction with fluency and accuracy.	Linguistic Competency: Vocabulary study focused on word stems and origins and use of language resources, including dictionary and thesaurus.
3.5, 3.6, 4.4, 5.5, 5.6	Students will read and demonstrate comprehension of a variety of fiction and nonfiction.	Analysis and Interpretation of Literature: Broad-based reading in poetry, short story, biography, essay, and novel forms; reading selected based on criteria for challenging literature, multicultural literature, and connection to the concept of change. Reasoning: Encourages critical reading.

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	Virginia Standards of Learning	William and Mary Language Arts Curriculum
3.7, 4.6, 5.7	Students will demonstrate comprehension of various information sources and use sources to research topics.	Research: Real-world, issue-based research drawing on a variety of sources of information. Writing & Oral Communication: Research projects include written and oral presentations.
3.9, 3.10, 4.7, 5.8	Students will write for a variety of purposes, including descriptive, narrative, and informative.	Writing: Writing emphasizes throughout units, include major goal of persuasive writing. Writing: Response journals, research reports that inform within a persuasive structure, and other activities encouraging narrative, descriptive, and poetic writing.
3.11, 4.8, 5.9	Students will edit writing.	Writing: Writing process incorporated as outcome within persuasive writing. Writing Process: Self, peer, and teacher evaluations for use in review and revision of writing throughout units.
7.8	Students will develop persuasive writing skills.	Persuasive Writing: writing with emphasis on structure supporting persuasion and leading to the 5-paragraph essay model. Reasoning: Use of persuasion and connection to writer's point of view.
<p>Connections to Science or Social Studies Curriculum</p> <p><u>William & Mary Center for Gifted Education Language Arts Unit</u></p> <p><u>Autobiographies</u></p> <p>No close correlations to 5th grade social studies or science standards of learning.</p>		

GIFTED SERVICES SUPPLEMENTAL ENGLISH FOR GRADES K – 8

Gifted Identified and Advanced Readers

The APS Gifted Services K-8 Novel Reading List for the Gifted is a list of suggested novels from which general education classroom teachers, reading teachers, and resource teachers for the gifted may select novels for instruction. These novels may be instructed with small reading groups of gifted and advanced readers. In order to provide differentiated reading instruction for advanced readers, the novels are selected to connect to the K-8 curricular grade level themes as well as the social studies or science curriculum for that grade. At the elementary level, the author study and focus on fantasy, mystery, and science fiction list is provided to accommodate the gifted reader's need to engage in active learning about literature. The recommended K - 8 novels are appropriate for gifted readers because they:

- Foster critical and creative thinking
- Enhance growth of metacognitive awareness
- Heighten students' awareness and appreciation of cultural diversity
- Explore interdisciplinary applications by connecting literature to art, music, social studies, science, and other relevant areas of study
- Encourage the exploration of themes and issues of significance
- Provide opportunities for instruction in a variety of research techniques and development of authentic performance assessments

K-5 NOVEL READING LIST FOR THE GIFTED (revised 9/10)

<u>GRADE/THEME</u>	<u>S.S./SCI. CONNECTION</u>	<u>FANTASY/MYSTERY/ SCIENCE FICTION</u>	<u>AUTHOR STUDY</u>
K - <u>Cooperation</u> <i>Ox-Cart Man</i> <i>The Remarkable Farkle McBride</i>	<i>Legend of the Blue Bonnet</i>		David Wiesner Tomie De Paolo
1 - <u>Environment</u> <i>Hey, Get Off My Train</i>	<i>How I Learned Geography</i>		Chris Van Allsburg <i>Jumanji</i> <i>Polar Express</i> <i>Two Bad Ants</i> Vera Williams
2 - <u>Patterns</u> <i>When the Wind Stops</i>	<i>Annie and The Old One</i> <i>Iron Dragon Never Sleeps</i> <i>Paddle to the Sea</i> <i>Seven Wonders of Sassafras Springs</i> <i>Songs From the Loom</i>		Roald Dahl <i>The BFG</i> <i>Frindle</i> <i>Dream Stealer</i>
3 - <u>Change</u> <i>While a Tree Was Growing</i> <i>A Jar of Dreams</i>	<i>Double Life Of Pocahontas</i> <i>Poppy</i> <i>Masterpiece</i>		Lloyd Alexander <i>The High King</i> <i>The Lion, The Witch & The Wardrobe</i> <i>Aesop's Fables</i> <i>Fables</i> <i>Just So Stories</i> <i>Mysterious Matter of I. M. Fine</i>
4 - <u>Exploration</u> <i>The People Could Fly:</i> <i>American Black Folktales</i>	<i>Red Cap</i> <i>Caddie Woodlawn</i> <i>The Sign of the Beaver</i> <i>Across Five Aprils</i> <i>Iron Thunder</i>		<i>Mrs. Frisby and the Rats of NIMH</i> <i>The Phantom Tollbooth</i> <i>Puzzling World of Winston Breen</i>
5 - <u>Systems</u> <i>A Drop of Water</i>	<i>The Children's Homer</i> <i>The House of Dies Drear</i> <i>The Door in the Wall</i> <i>The Golden Goblet</i> <i>The Twenty-One Balloons</i>		<i>The Hobbit</i> <i>The Wind in the Willows</i> <i>Ella Enchanted</i> <i>Storyteller</i>

6-8 Gifted Services: SAA & VPA

In middle school, students of varying achievement and ability levels are assigned to teams for instruction in the core academic subjects. Identified students are clustered on heterogeneous student teams with teachers trained in differentiation and in providing educational services to gifted students. The Program of Studies is the basis for instruction in each subject, and the curriculum is differentiated to meet students' needs through content, process, product, and learning environment. Technology is used to enrich the curriculum. Teachers in mathematics and English are encouraged to use flexible grouping to meet the needs of identified gifted and highly able students. Supplemental social studies and science curriculum materials developed by the College of William and Mary Gifted Education Center are provided to all resource teachers for the gifted for use in collaboration with content area teachers. Teachers provide lessons that require multiple responses with opportunities for creating diverse products that challenge existing ideas and thoughts. Art and music teachers work directly with the students to provide appropriate differentiation for their most highly-able students.

Conceptual themes are employed at each grade level to provide for interdisciplinary connections and facilitate literature study. The grade level themes are Survival (grade 6), Adaptation (grade 7), and Interactions (grade 8).

6 - 8 NOVEL READING LIST FOR THE GIFTED

6 – Survival

April Morning
Lyddie
Fellowship of the Ring
Treasure Island
Light in the Forest
Tuck Everlasting
Rifles for Watie
Dark is Rising

7 – Adaptation

Adventures of Tom Sawyer
A Midsummer's Night Dream
Dragonwings
A Tree Grows in Brooklyn
Farewell to Manzanar
Upon the Head of a Goat
I Heard the Owl Call My Name
Watership Down

8 - Interaction

As You Like It
Twelfth Night
Animal Farm
Diary of Anne Frank
Flowers for Algernon
Prince and the Pauper
Martian Chronicles
Z for Zachariah
Call of the Wild

All APS middle schools embrace the best practices of middle school philosophy, and one middle school offers the Middle Years International Baccalaureate Program. Additionally, there is one county-wide middle school program which offers a focus on arts and technology, and there is one secondary school program for Grades 6-12.

Rigorous and challenging curriculum, as provided through the APS Department of Instruction and including the Virginia Standards of Learning, is extended to meet the unique needs of gifted students by the middle school core teacher in cooperation with the Resource Teacher for the Gifted. Resource Teachers for the Gifted are supplied with supplemental curriculum resource kits in the areas of English/reading, science, social studies, and creative/critical thinking skills for this purpose.

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 are cluster grouped by academic readiness within their teams.

Eligible middle school students may be radically 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 & II, Spanish I & II, French I & II, Arabic I & II, and Chinese I & II. Grade 8 students may apply for freshman admission to the regional Governor's School, Thomas Jefferson High School for Science and Technology, located in Annandale, VA and operated by Fairfax County Public Schools, VA.

9-12 Gifted Services: SAA & VPA

Content differentiation is achieved by student course selection at the high school level. Students identified as gifted in academic areas and the arts are offered a variety of advanced/intensified courses including the International Baccalaureate Certificate and Diploma Program at one high school and twenty-eight Advanced Placement courses offered at all four secondary schools. All students in AP and IB courses are required to take the end-of-course examinations, which are fully funded by the Arlington Public Schools. In addition, students may participate in independent study for elective credit and/or dual enrollment in college courses. Arlington Public Schools provide full funding for eligible students to attend the regional Governor's School, Thomas Jefferson High School for Science and Technology.

Resource teachers for the gifted are supplied with materials in the areas of social/emotional needs and creative/critical thinking skills to extend and enrich the APS county curriculum. Thematic instruction is incorporated into the English and history curriculum across the high schools. Grade-level themes are Identity (grade 9), Community (grade 10), National Perspectives (grade 11), and Power (grade 12). All three high schools and the one 6-12 secondary school maintain a focus on rigorous curriculum and high expectations through advanced and intensified courses and Advanced Placement offerings.

The resource teachers for the gifted support in-class differentiation, and they provide services directly to identified students. These services include specialized seminars, instructional and social/emotional support for cohorts of culturally diverse students working in advanced classes, information about summer program opportunities, and other projects developed by each school. They also provide direct support to students who may apply to engage in independent study for credit by designing their own proposals in addition, but not limited, to the application processes for Summer Residential Governor's School, Summer Residential Governor's Foreign Language Academies, the APS P.R.I.M.E. program, the Fine Arts Apprentice Program, and other programs.

In addition to advanced/intensified/Advanced Placement courses for Grades 9-12 arts students, enrichment opportunities in content, process and product are provided to all visual arts and music students through the Arts Education county-wide art and music programs.

K-12 Scope & Sequence of Creative/Critical Thinking Skills: SAA & VPA

APS Gifted Services is dedicated to teaching students creative and critical thinking skills. The evidence-based practices itemized within the 2010 National Association for Gifted Children standards that are foundational to APS Gifted Services Scope and Sequence of Creative/Critical Thinking Skills that are infused in the classroom instruction include:

- 3.4.1 Educators use critical-thinking strategies to meet the needs of students with gifts and talents.
- 3.4.2 Educators use creative-thinking strategies to meet the needs of students with gifts and talents.
- 3.4.3 Educators use problem-solving model strategies to meet the needs of students with gifts and talents.
- 3.4.4 Educators use inquiry models to meet the needs of students with gifts and talents.

K-12 resource teachers for the gifted work collaboratively with classroom teachers to infuse these skills into instruction, especially in the content areas of science and social studies.

K-12 Scope & Sequence of Creative/Critical Thinking Skills

Rationale:

Gifted students have the ability to:

- Think abstractly
- See numerous relationships
- Make generalizations
- Work at varying levels of complexity

Therefore, it is imperative to develop in gifted students 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
- Develop their ability to use generalizations, principles, and theories to structure thought in an area of study

Enduring Understandings resulting from the development of Thinking Tools include:

- Abstract/complex content requires a systematic way of thinking
- Instruction in productive thinking tools --- creative, critical, problem solving – is necessary to improve higher level thinking
- An increase in students' ability to apply these tools across disciplines is necessary

Students will know and be able to use Four Primary Areas of Productive Thinking:

1. creative thinking
2. critical thinking
3. problem solving
4. logical thinking

Role of RTG in training/supporting Classroom Teachers:

- Model application of thinking tools using content with whole class and/or small groups
- Collaborate with teachers in developing lessons/units that teach students the thinking tools and provide additional practice
- Conduct in-services to train teachers in the strategies to promote opportunities for students to apply higher level thinking
- Provide resources to support instruction

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GRADE LEVEL	APS Gifted Services CREATIVE/CRITICAL THINKING STRATEGY Scope and Sequence
K - 1	PMI
K-1	De Bono's Hats
2-3	FFOE
2-3	SCAMPER
4-5	Visualization
4-5	Synectics
6 – 8	Mind-mapping and Shared Inquiry
9 – 10	Socratic Seminar/Paideia
11 – 12	Ethical Thinking

NOTE: Each thinking strategy can be introduced and/or used at any grade level, as appropriate.

K-12 Countywide Opportunities: SAA & VPA

The county provides opportunities for students to learn with and from their intellectual and/or artistic peers. Students identified in specific academic aptitudes of English, math, science, and/or social studies may participate in the Summer Laureate Program (Grades K-4), the Superintendent's Seminar (rising 11 & 12), or the regional Governor's School, Thomas Jefferson High School for Science and Technology (9-12). They may also apply for the Summer Residential Governor's School for Academic Areas/Mentorships (rising 11 & 12) and the Governor's Foreign Language Academies (rising 11 & 12).

Other programs that support highly able learners are offered through the APS summer school enrichment program: Global Village (K-3) and PRIME (9-12). Identified arts students may participate in Junior Honors Band (Grades 4-6), Junior Honors Orchestra (Grades 4-6), Elementary Honors Chorus (grade 5), Honors Band (7-8), Honors Orchestra (7-8), Fine Arts Apprentice Program (Grades 10-12), and the Summer Residential Governor's School in Visual and Performing Arts (rising 11 & 12). All students may also take part in the Saturday enrichment programs (4-12) offered through the APS Career Center. These offerings include academic and artistic opportunities.

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

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

Specific Academic Aptitudes K-12:

- **English, Math, Science and Social Studies K-12**

and

Visual and Performing Arts Aptitudes 3-12:

- **Instrumental Music 3-12**
- **Vocal Music 3-12**
- **Visual Arts 3-12**

The Arlington Public Schools' Policy Implementation Manual, Section 20-3, Program Differentiation, provides an overview on Gifted Services. Additionally, the Program Differentiation Policy, 20-3, the Advanced Classes Policy, 20-3.1, and the Underage Placement Policy, 20-3.50 provide the procedures and guidelines for program differentiation that meets the unique learning needs of advanced and gifted students.

Procedures and Guidelines exist for:

- First Grade Placement of Underage Students, PIP 20-3.50
- Acceleration of Program through School (including grade level acceleration), PIP 20-3, page 10
- Acceleration of Program through Content (including cross grade level grouping and advanced levels of study without limits to number of years above grade level), PIP 20-3, pages 10-11
- Summer School (including new work for credit and acceleration through high school), PIP 20-3, pages 10-11
- Concurrent Enrollment in High School and Colleges, PIP 20-3, pages 10-11
- Independent Study for high school credit (including research, self-directed courses, internship, and work experience), PIP 20-3, pages 10-11

The APS Programs of Studies, the responsibility of the APS Department of Instruction, incorporates the Virginia 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 Arlington Public Schools are designed to challenge and engage highly able students in such a way as to nourish their abilities and encourage excellence. Instruction is also influenced by the APS Department of Instruction's commitment to curriculum development based on the theory of *Understanding by Design* (Wiggins & McTighe, 1998).

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

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

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

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

According to Arlington Public Schools **PIP 35-3.09 – Teacher Qualifications – Education of Gifted Students**, all elementary classroom teachers (K-5), middle school core teachers (6-8), reading teachers (K-12), music teachers (K-12), art teachers (K-12), 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 are required to meet specific training qualifications: 40 in-service hours or 3 graduate credit hours in gifted education. All resource teachers for the gifted are required to have a Virginia Endorsement in Gifted Education.

The evidence-based practices itemized within the 2010 National Association for Gifted Children standards that are foundational to APS Department of Instruction's approach to professional development include:

- 6.1.1 Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.
- 6.1.2 The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
- 6.1.3 Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access.
- 6.1.4 Administrators provide human and material resources needed for professional development in gifted education.
- 6.1.5 Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.

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

Gifted Services Workshop Series Funded through APS Gifted Services In-Service Accounts.

Gifted Cohort funded through APS Personnel Recruitment Office Account.

Title	Brief Description	Type (Systemwide , School- Based, or External)	Targeted Group	Teacher Competencies as outlined in 8VAC-542-310	Recertification Points
Characteristics of Gifted Students (K-12)	<p>Skeptical, curious, daydreamer, problem solver, scattered, inquisitive, imaginative, non-conforming, critical, perceptive, distracted, and adaptable. Gifted children can be a challenge to identify and instruct. Participants in this workshop series will be provided with the opportunity to explore the diverse personality attributes, behaviors, and learning styles that can be associated with gifted students. The focus of the three sessions will include the general characteristics of gifted students, their academic performance, and their social and emotional needs.</p> <p><u>TEXT: Series of Articles</u> (provided by Gifted Services)</p>	Systemwide	K-12 Core and Arts Classroom teachers for 10 gifted points	1 a & b 2 a-c 3 a-g	10 recertification hour workshop series
Developing Gifted Students' Creative/ Critical Thinking (K-5) Part I	<p>Through skillful teaching of metacognition, students gain greater insights into their own thinking processes and can become more effective problem solvers. This workshop series will focus on how to teach metacognitive skills. Participants will be introduced to strategies for developing students' "thinking toolbelts" and will have an opportunity to apply these strategies to their own content. Strategies to be covered: PMI, SCAMPER, RTO, Synectics. (10 points)</p> <p><u>TEXT: Creativity Tackle Box</u></p>	Systemwide	K-5 Classroom and Arts teachers for 10 gifted points	4 a-c 5 a-f	10 recertification hour workshop series

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<p>Developing Gifted Students' Creative/Critical Thinking (K-5) Part II</p>	<p>Through skillful teaching of metacognition, students gain greater insights into their own thinking processes and can become more effective problem solvers. This workshop series will focus on how to teach metacognitive skills. Participants will be introduced to strategies for developing students' "thinking toolbelts" and will have an opportunity to apply these strategies to their own content. Strategies to be covered: DeBono's Hats, Visualization, and Mindmapping. (10 points)</p> <p><u>TEXT:</u> <i>Kagan Mindmapping Reference Card</i> (Reference to be provided by Gifted Services)</p>	<p>Systemwide</p>	<p>K-5 Classroom and Arts teachers for 10 gifted points</p>	<p>4 a-c 5 a-f</p>	<p>10 recertification hour workshop series</p>
<p>A Different Place: Strategies for the Differentiated Classroom, Part I, (K-5)</p>	<p>Overview of four differentiated instruction (DI) strategies for teaching higher level students. This workshop series will focus on understanding and implementing specific strategies in a differentiated elementary classroom. Session One will focus on pre-assessment and questioning as fundamentals of differentiation. Session Two will delve into the relationship between compacting curriculum and anchoring activities.</p> <p><u>Text:</u> <i>Strategies for Differentiating Instruction, Best Practices for the Classroom</i> By Julie Roberts 2nd Edition (Book to be provided by Gifted Services)</p>	<p>Systemwide</p>	<p>K-5 Classroom and Arts teachers for 10 gifted points</p>	<p>4 a-c 5 a-f 6 a-b</p>	<p>10 recertification hour workshop series</p>
<p>A Different Place: Strategies for the Differentiated Classroom, Part II, (K-5)</p>	<p>Overview of creating and implementing tiered assignments for higher level students. This workshop series will investigate the methods of flexible grouping for readiness, interest, and learning profiles through use of pre-assessments and interest inventories. Teachers will look at examples of differentiating content, process, and product and learn how to develop tiered lessons that meet the needs of advanced students.</p> <p><u>TEXT:</u> <i>Differentiating Instruction: A Practical Guide to Tiered Lessons in the Elementary Grades</i>, by Cheryll M. Adams, PhD &</p>	<p>Systemwide</p>	<p>K-5 Classroom and Arts teachers for 10 gifted points</p>	<p>4 a-c 5 a-f 6 a-b</p>	<p>10 recertification hour workshop series</p>

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	Rebecca L. Pierce, PhD (Book to be provided by Gifted Services)				
A Different Place: Strategies for the Differentiated Classroom, Part I, (6-12)	<p>Overview of three DI strategies for teaching higher level students: This workshop series will focus on understanding and implementing specific strategies in a differentiated secondary classroom. Session One will focus on pre-assessment as a fundamental of differentiation. Session Two will explore anchoring as a key strategy to classroom management. Session Three will investigate flexible grouping as the “heart” of the differentiated classroom.</p> <p><u>TEXT:</u> <i>Strategies for Differentiated Instruction: Best Practices for the Classroom</i>, by Julia L. Roberts, Ed.D & Tracy F. Inman 2nd Edition (Book to be provided by Gifted Services)</p>	Systemwide	6-12 Core and Arts Teachers for 10 gifted points	4 a-c 5 a-f 6 a-b	10 recertification hour workshop series
A Different Place: Strategies for the Differentiated Classroom, Part I, (6-12)	<p>Overview of three DI strategies for challenging students: tiered assignments curriculum compacting, and independent studies.</p> <p><u>TEXT:</u> <i>Successful Teaching in the Differentiated Classroom</i>, by Carolyn Coil (Book to be provided by Gifted Services)</p>	Systemwide	6-12 Core and Arts Teachers for 10 gifted points	4 a-c 5 a-f 6 a-b	10 recertification hour workshop series
Paideia Socratic Seminar (6-12)	<p>Socratic Seminar workshops are based on the principles of the National Paideia Center at UNC - Greensboro. Teachers will be introduced to Socratic Seminar goals, components and outcomes. Teachers will explore text selections, practice writing questions, observe seminar facilitation and lead a seminar using learned discussion techniques. (15 points for 4 required sessions)</p> <p><u>TEXT:</u> <i>The Paideia Seminar: Active Thinking Through Dialogue in the Secondary Grades</i>, by Paideia Active Learning (Book to be provided by Gifted Services)</p>	Systemwide	6-12 Core and Arts teachers for 15 gifted points	4 a-c 5 a-f	10 recertification hour workshop series

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<p>APS Gifted Services Blackboard Course: Differentiated Instruction for Gifted Learners (K-12)</p>	<p>This course is designed for the novice teacher or the teacher who knows little about differentiated instruction. The course is composed of eight lessons taught online focusing on appropriate strategies for meeting the needs of gifted students in the regular classroom through regular on-going assessment, a variety of instructional strategies, and differentiation of content/process/product. Requirements for credit include completion of a variety of assignments such as participation in discussion boards, reflections on information via Microsoft Word files dropped in the instructor's digital drop box, and a final portfolio. Additionally, four face-to-face classes will be held to assist participants in their progression through the course. These in-person sessions will include viewing video examples of differentiation in action from 4:15 - 5:45 PM on four afternoons: (60 points)</p> <p><u>TEXT:</u> <i>Differentiating the Curriculum for Gifted Learners</i>, by Wendy Concklin and Shelly Frei <i>How to Differentiate Instruction in Mixed-Ability Classrooms</i>, by Carol Ann Tomlinson (Books to be provided by Gifted Services)</p>	<p>Systemwide Alternate years</p>	<p>K-12 Core and Arts Classroom teachers for 60 gifted points</p>	<p>1 a & b 2 a-c 4 a-c 5 a-f 6 a-b</p>	<p>60 recertification hour workshop series</p> <p>On-line course with four Monday afternoon sessions meeting over length of course from October through March</p>
<p>APS Gifted Services Blackboard Course: Introduction to Gifted (K-12)</p>	<p>This course is designed for the novice teacher or the teacher who knows little about gifted education. The course is composed of eight lessons taught online focusing on gifted characteristics, eligibility/identification for services, and creative/critical thinking instructional strategies appropriate for gifted students. Requirements for credit include completion of a variety of assignments such as participation in online discussion boards, researching and reporting on topics of interest in gifted education, and developing lesson plans appropriate for gifted students. Four face-to-face classes will be held to assist participants in their progression through the course topics. These in-person sessions will</p>	<p>Systemwide Alternate years</p>	<p>K-12 Core and Arts Classroom teachers for 60 gifted points</p>	<p>1 a & b 2 a-c 3 a-g 4 a-c 6 a-b</p>	<p>60 recertification hour workshop series</p> <p>On-line course with four Monday afternoon sessions meeting over length of course from October through March:</p>

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	include viewing video examples of differentiation in action from 4:15 - 5:45 PM on four afternoons: (60 points) <u>TEXT: When Gifted Kids Don't Have All the Answers</u> , by Jim Deliste and Judy Galbraith (Book to be provided by Gifted Services)				
County Identification Process	Annual school-based faculty/staff training in the APS Identification Process to initiate the referral process	School-based	All K-12 staff	3 a – g	One hour workshop – no recertification points awarded
Book Study	School-based gifted education book study led by the RTG – as requested. Book Study is designed, instructed, and monitored by school-based Resource Teacher for the Gifted, approved by Gifted Services Supervisor, and offered at the school. Reading, planning with the resource teacher to include two application lessons, and a teacher reflection are required for each. (List of suggested titles is provided to schools by Gifted Services Office each fall).	School-based	K-12 staff	May cover 1 a & b 2 a - c 3 a - g 4 a - c 5 a - f 6 a & b	10 recertification hour workshop series
Hands-on-Equations	Training for any new hires in K-5 for use of supplemental math enrichment materials in Grades 4 & 5	External	New Hire K-5 RTGs	4 a - c 5 a - f 6 a & b	Two full-day workshops; 10 recertification hour workshop series
Gifted Conferences or other items	Training for Gifted Services Staff as determined by Supervisor or Building Principal	External	Selected K-12 RTGs	May cover 1 a & b 2 a - c 3 a - g 4 a - c 5 a - f 6 a & b	Full day or multi-day conferences recertification hour vary
Gifted Cohort	Endorsement Courses At UVA – supported by APS Personnel Recruitment Office: based on application/interview process – four continuing contract teachers per year will be trained for a gifted endorsement program through UVA. After admission to the Cohort, teachers are required to complete the 12-credit endorsement over a 12-month period. This option results in an add-on endorsement in	External	By application – Completes all four endorsement courses; Total of 12 credits	Covers all competencies 1 a & b 2 a - c 3 a - g 4 a - c 5 a - f 6 a & b	4 course sequence 12 graduate credit hours

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	Gifted Education (4 teachers per year accepted into the program)				
One 3-credit Graduate Course in Gifted Education	Three hours of Graduate Course in Gifted Education or a Series of One or Two Hour Courses: courses offered at campuses of GMU or UVA No. VA or on-line through CASENEX, William and Mary Gifted Education Center, or James Madison University. Follow county application for scholarship to apply for funding for graduate courses	External	K-12 staff	Course may cover some or all 1 a & b 2 a - c 3 a - g 4 a - c 5 a - f 6 a & b	3 graduate credit hours
AP or IB Training	AP Training for High School Advanced Placement Course Teachers (full week of training documented with Advanced Placement Certificate as approved by Gifted Services Supervisor) IB Training for High School International Baccalaureate Course Teachers (full week of training as approved by WLHS IB Director)	External	9-12 staff	1 a & b 2 a-c 4 a-c 5 a-f 6 a-b	40 hours of AP or IB training
Arts Program Training	Kennedy Center Training in the Arts – documentation required through Kennedy Center Certificates, for Smithsonian Resident Associates Programs – documentation required through Smithsonian Resident Associates Certificates	External	K-12 Visual Art and Music Teachers <i>ONLY</i>	4 a-c 5 a-f	Up to a maximum of 20 hours of training may be applied to this training.

Professional Development offered by APS Gifted Services Office for APS K-12 Academic and Arts Teachers to earn required 40 hours of training as per PIP 35.3-09

Expected workshop series for K-5 Teachers to earn required 40 points:

1. Characteristics of Gifted Students, 10 points
2. Developing Gifted Students' Creative/Critical Thinking, Part I, 10 points
3. Developing Gifted Students' Creative/Critical Thinking, Part II, 10 points
4. Strategies for the Differentiated Classroom, Part I, 10 points
5. Strategies for the Differentiated Classroom, Part II, 10 points

Expected workshop series for 6-12 Teachers to earn required 40 points:

1. Characteristics of Gifted Students, 10 points
2. Strategies for the Differentiated Classroom, Part I, 10 points
3. Strategies for the Differentiated Classroom, Part II, 10 points
4. Paideia: Socratic Seminar Teaching, 15 points

Alternate Path for K-12 Teachers to earn required 40 points: (offered alternate years)

1. Blackboard Course: Introduction to Gifted Education, 60 points
2. Blackboard Course: Differentiated Instruction, 60 points

Gifted Endorsement Cohort for classroom teachers interested in earning Gifted Education Endorsement in order to be APS Resource Teachers for the Gifted, four 3-graduate credit courses at the Northern Virginia Campus of the University of Virginia

1. Introduction to the Gifted
2. Models and Strategies for Teaching the Gifted
3. Differentiating Instruction
4. Introduction to the Curriculum for the Gifted

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.

Each September, the Gifted Services Advisory Committee begins with a review of the Local Plan for the Education of the Gifted, including a review of the Goals to be met or accomplished during the course of the school year. Also provided at that meeting is a copy of the Virginia Department of Education End of Year Gifted Data which includes numbers of students served by area of giftedness, ethnicity of identified students by grade, and number and ethnicity of students referred for gifted services during the previous school year.

Arlington Public Schools engages all curriculum and program areas in a comprehensive Program Evaluation on a regular cycle. Previous APS Gifted Services Program Evaluations were conducted and reported out in 1999 and 2008. The next comprehensive evaluation that will focus on the goals of the 2012-2017 Local Plan for the Education of the Gifted will occur in the 2014-15 school year.

The evidence-based practices itemized within the 2010 National Association for Gifted Children standards that are foundational to APS Department of Instruction and Planning and Evaluation Office procedures related to Program Evaluation are:

- 2.6.2 The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programs: a. identification, b. curriculum, c. instructional programming and services, d. ongoing assessment of student learning, e. counseling and guidance programs, f. teacher qualifications and professional development, g. parent/guardian and community involvement, h. programming resources, and i. programming design, management, and delivery.
- 2.6.3 Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.

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

Each school division shall 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 services program.

Membership on the Arlington Public Schools Gifted 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
Printed Name

April 13, 2012
Date