

**2005 – 2010**  
**Local Plan for the Education of the Gifted**

Submitted to the  
Virginia Department of Education  
Office of Secondary Instructional Services  
P.O. Box 2120  
Richmond, Virginia 23218-2120

<b>School Division</b>	<b>New Kent County Public Schools</b>
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## **2005-2010 Local Plan for the Education of the Gifted**

To assist school divisions in complying with 8 VAC 20-40-60, the Virginia Department of Education has developed this template for submitting 2005-2010 Local Plans for the Education of the Gifted. The timeline provided below indicates the specific activities for the submission, review, and approval of divisions' plans. For more information, please contact Dr. Barbara McGonagill, specialist, Governor's Schools and Gifted Education, 804/225-2884, [bmcgonag@mail.vak12ed.edu](mailto:bmcgonag@mail.vak12ed.edu).

### **Timeline for Submission, Review, and Approval**

June 30, 2005	Draft 2005-2010 Local Plan for the Education of the Gifted with the division superintendent's signature indicating his/her approval due to the Department of Education
July - August 2005	Peer Review Sessions
September 2005	If needed, plans are returned to school divisions for modification and approval by the local school board
December 2005	Revised plan with local school board approval is sent to the Department of Education
January 2006	Letters of approval are issued to the division superintendent from the Department of Education

# New Kent County Schools

## Part I: Vision/Mission, Philosophy, and Goal Statements

### **A. Division Vision/Mission Statement**

It is the mission of the New Kent County Schools to provide a nurturing environment in which ALL students will receive the best possible education. New Kent County Schools will provide the following: a program of quality instruction with high expectations for achievement; an environment that is safe, comfortable and conducive to learning; opportunities for each student to develop a positive self-image and positive attitude toward others and learning; a climate in which all students achieve their potential academically, intellectually, socially, aesthetically, emotionally, and physically.

### **B. Division Statement of Philosophy for Education of the Gifted**

[8 VAC 20-40-60. A. 1]

Gifted and talented students exist in all ethnic, geographic, and socio-economic groups and they represent a valuable resource in New Kent County Schools. These students possess talents and abilities differing from those of their peers to such a degree that differentiated educational provisions must be made so as to encourage their development. It is the intent of the New Kent County School division to provide a differentiated program to foster and to develop the talents of these students through their regular classes and / or means of pull-out classes.

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## Part I, continued

### C. **Goals** [8 VAC 20-40-60. A.2]

This section includes the division's five-year goal(s) for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.

#### **1. Identification:**

To strengthen and refine the process that identifies students in grades K-12 from all cultural and socioeconomic backgrounds needing special services in the area of intellectual aptitude through consistent use of multiple criteria.

#### **2. Delivery of Services:**

To enhance services provided to gifted students

#### **3. Curriculum Development:**

To continue to develop curriculum that provides effective instruction for all gifted learners

#### **4. Professional Development:**

To provide appropriate professional development activities for personnel working with identified gifted students

#### **5. Parent and Community Involvement:**

To continue to promote parent and community awareness of gifted programs

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## Part II: Current Status of Gifted Education

### A. Area(s) of Giftedness/Grade Levels Served in the Division

[8 VAC 20-40-60. A. 3]

Area of Giftedness	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA)	K-12
Practical/Technical Aptitude (PTA)	
Visual/Performing Arts Aptitude (VPA)	

**Note: For all items in Part II, Section B., local plans may summarize the division's program information and may indicate the multiple areas included in each item by checking all appropriate areas of giftedness. However, if the division's processes are significantly different among the areas of giftedness, then the local plan should include separate items for the areas of giftedness served by the division.**

### A. Screening, Identification, Placement Procedures [8 VAC 20-40-40]

#### 1. Screening Procedures [8 VAC 20-40-40]

This section describes the process used annually to create a pool of candidates. It describes the routine, annual review of data for students for areas of giftedness identified by the division in Part II, Section A.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

A pool of potential candidates is created through a referral process and / or regular screening of available data. This process is ongoing throughout the school year. Any one of the following sources serves to place a student in the screening pool:

\* In grades one and two all students are screened annually through our Primary Education Thinking Skills (PETS) program. Particular attention is paid to special populations, including students from economically disadvantaged backgrounds, culturally diverse, handicapped, or limited English proficient groups. The gifted resource teacher provides all students with lessons that target deductive reasoning skills, creativity, and evaluative thinking. Responses are noted, evaluated, and maintained by the gifted resource teacher and shared with the classroom teacher

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throughout the school year. Performance in this program and in the regular classroom is a basis for inclusion in the screening pool.

\* At the other grade levels a variety of data is reviewed These include a review of SOL assessments, school assessments (GATES or PALS), outstanding academic performance, interviews with classroom teachers, and / or referrals from each school's Special Education Child Study team.

\* Students who have been identified for gifted education services in other school divisions are placed in the screening pool and will continue through the identification and placement process.

No one score or other criterion is used to deny or guarantee a student access to the gifted program.

### **Part II, continued**

#### **2. Referral of Students [8 VAC 20-40-40]**

This section includes a description of the manner in which and when referrals are sought from teachers, parents, and others for each area of giftedness listed in Part II, Section A. This section should include from whom referrals may be received, to whom they are returned, and the timelines for their acceptance and for the division to provide parents/guardians with the results of the eligibility process.

\* The nomination or referral of students for the ACE program is a continuous process and may be made at any time throughout the year by school personnel, parents or guardians, community members, peer referral or self-referral of those students believed to be gifted. Referrals are strongly encouraged from the aforementioned group. Students from all cultural and socio-economic groups are considered in the process of gifted identification. A student may not be reviewed more than once annually.

\* Referral forms are available at the main office of each school or directly from the gifted resource teachers. Once completed these forms are returned to the Gifted Coordinator.

\* During in-service training for new teachers at the beginning of each school year, information on the gifted program and referral process is provided. The division makes information regarding the gifted program available to parents of all K-12 students through our website, and it is also published in the parent handbook of each school.

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### 3. Multiple Criteria Listing [8 VAC 20-40-50]

This section includes the four or more criteria that are used by the division to develop a profile or composite for each student being considered.

NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Please indicate the edition or version of all standardized measures used.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

1. Assessment of student products, performance, portfolio

2. Record of observation of in-class behaviors

\* 3. Appropriate rating scales, checklists, and questionnaires  
[Gifted and Talented Evaluation Scales (GATES), 1996]

4. Individual interviews

\* 5. Individual or group aptitude test(s)

Specify: Wechsler Abbreviated Scales of Intelligence (WASI),  
1999

\* 6. Individual or group achievement test(s)

Specify: Woodcock-Johnson III (2001) or other comparable  
norm-referenced measure

\* 7. Record of previous achievements (awards, honors, grades, etc.)

8. Additional valid and reliable measures or procedures

Specify: \_\_\_\_\_

- Required

(Note: For information regarding the validity and reliability of the Woodcock-Johnson, Wechsler Abbreviated Scales of Intelligence, and GATES, please see the technical manuals. All those administering the aforementioned tests have been trained on this administration.)

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**4. Identification/Placement Committee [8 VAC 20-40-40]**

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category. This committee must include a professional who knows the child; please indicate who will serve in that capacity.

Area of Giftedness:   X   General Intellectual Aptitude  
  X   Specific Academic Aptitude  
       Practical and Technical Arts Aptitude  
       Visual and Performing Arts Aptitude

  1-2   Classroom Teacher(s) (The student's teacher serves as professional who knows the student.)

  1-2   \* Gifted Education Resource Teacher(s)

       Counselor(s)

  1   \* School Psychologist(s)

       Assessment Specialist(s)

  1   Principal(s) or Designee(s)

  1   \* Gifted Education Coordinator

  1   \* Other(s) Specify: Gifted Programs Administrator

\* Standing committee member

b. Type of Identification/Placement Committee

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

  X   School        Division

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### Part II, continued

#### 5. Eligibility [8 VAC 20-40-50]

This section includes a description of the process used by the committee to make decisions regarding eligibility for services. It includes the time frame for making eligibility decisions once the individual referral process is initiated.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

Measure	Administered/ Completed by	Scored by	Provided to the committee by
WASI	School psychologist	School psychologist	School psychologist
Woodcock Johnson	Gifted resource teacher	Gifted resource teacher	Gifted resource teacher
GATES	Classroom teacher	Gifted resource teacher	Gifted resource teacher
Academic performance	Classroom teacher	Gifted resource teacher	Classroom teacher

Once a nomination has been received, the gifted resource teacher begins the Assessment / Evaluation process. Each school establishes and maintains a Gifted Identification Team. The team meets three times a year (once in the fall, once mid-year, and once in the late spring) to review information for each student referred for identification. Written parental / guardian permission is required in order to begin the eligibility process. This process will culminate in a Gifted Identification meeting, which is held within an average of 65 working days of the decision to administer an ability test. Parents are officially notified and encouraged to be part of the meetings. Eligibility will be determined at this time and will be made by a consensus of the Gifted Identification Team. Parents are invited and encouraged to attend all meetings concerning their child and to share their observations; however, they are not a part of the decision-making process.

The resource teacher of the school's gifted program presents to the Gifted Identification Team the Student Profile (see Appendix), including all of the available information on the student such as the score on a test of mental ability, achievement test scores, and the GATES checklist score. The profile includes the grade point average of the four major academic subject areas for grades 3-12 and in Reading and Math for grade 2. A Student Profile form is completed for each

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student the team assesses. The information collected is reviewed and discussed by the team members. The cognitive test scores, achievement test scores, GATES checklist score, and grades are given a point value as follows:

WASI - 1 point for Full Score at 94 percentile or above; 1 point for Verbal Score at –94 percentile or above; 1 point for Performance Score at 94 percentile or above. (maximum of 3 points possible).

Woodcock-Johnson III - Test results are provided in three areas (Broad Reading, Broad Written Language, and Broad Mathematics). One point is awarded for each area at the 94 percentile or above. (maximum of 3 points possible).

GATES - 1 point for each score in the Probable or above rating in each of the three categories of Intellectual Ability, Academic Skills, and Creativity. (maximum of 3 points possible).

Academic Performance - 1 point for GPA at or above 92%.

There is a possibility of having ten points total (in grades 2-12). It is a good indicator that a student who has seven or more of the ten points needs additional enrichment outside of the regular classroom. (If a student scores at the 94<sup>th</sup> percentile or above on any portion of the WASI, the student only needs six points for placement.) This can be offered through the services of the Academic and Creative Excellence (ACE) Program.

For kindergarten or first grade students there is a possibility of having nine points total (as they do not receive grades). It is a good indicator that a student who has six or more of the nine points needs additional enrichment outside of the regular classroom. (If a student scores at the 94<sup>th</sup> percentile or above on any portion of the WASI, the student only needs five points for placement.) This can be offered through the services of the Academic and Creative Excellence (ACE) Program.

For a student to be placed for Specific Academic Aptitude (English or Mathematics), the student profile sheet should demonstrate a correlation between academic areas. For example, for placement in English the following point values are assigned:

WASI – 1 point for Verbal Score at 94% or above

Woodcock-Johnson III – 1 point each is awarded for Broad Reading and Broad Written Language at the 94 percentile or above

GATES - 1 point for each score in the Probable or above rating in each of the three categories of Intellectual Ability, Academic Skills, and Creativity. (maximum of 3 points possible).

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Academic Performance - 1 point for English / Reading grade at 92 percentile or above

There is a possibility of having six points total. It is a good indicator that a student who has five or more points needs additional enrichment in that particular subject area.

Based upon the information available, the recommendation of the Gifted Identification Team may be: the student is eligible; the student is not eligible; or more information is needed before a decision may be reached.

If the student is found to be eligible, the committee prescribes a program, and parents are notified by letter and requested to sign permission for participation. If the student is found to not be eligible, the parents are notified that the student was evaluated and found to not be eligible. They are advised that they may appeal the committee's decision and may request a copy of the Appeals Procedure. If more information is needed through further testing, parent permission is requested. Written notification of all parties is achieved through the distribution of minutes.

Teachers are encouraged to give special consideration to those who experience economic disadvantages, learning disabilities, physical challenges, or are culturally diverse. In cases of cultural differences or a disability, other appropriate tests may be utilized according to the specific needs of the student. When deemed necessary, specially trained personnel are consulted for assistance. No one score or other criterion is used to deny or guarantee access to gifted program services.

### **6. Determination of Services [8 VAC 20-40-40]**

This section describes the process used to determine appropriate educational service options for identified students, K-12.

Area of Giftedness:   X   General Intellectual Aptitude  
  X   Specific Academic Aptitude  
       Practical and Technical Arts Aptitude  
       Visual and Performing Arts Aptitude

If the Gifted Identification Team determines a student to be eligible, the committee will determine an appropriate program placement that matches the student's strengths and potential and available options. This placement may be designated at the beginning of a unit of study, a grading period, or a semester. A letter of the committee's recommendation notifies the parents. Parents are required to give written permission before any student may participate in the program.

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### **7. Notification Procedures [8 VAC 20-40-60. A. 4]**

This section includes the procedures used for (1) notifying parents/guardians when the individual identification process is initiated; (2) requesting permission for individual testing and/or collection of additional information; and (3) requesting permission for provision of services.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

After screening is completed, a letter is sent which notifies parents that the process has begun and that parental permission is requested to continue the process, as well as to have additional testing administered to their child. Formal assessment is initiated after receipt of parental permission. The process between nomination and the eligibility decision takes a maximum of an average of sixty-five working days. Parents are notified of the Gifted Identification Team's meeting date(s) and invited to attend.

After the Gifted Identification Team has reached a decision concerning a child's eligibility, parents are notified by letter. If a child has been declared eligible to receive gifted services, parents are invited to attend a meeting with the gifted resource teacher to discuss the program's goals and structure and to obtain parental permission for participation in the program. Services are not begun until parental permission is obtained.

If a child has been found not eligible to receive gifted services or is being monitored, parents are notified of this decision and of their right to appeal the decision.

Information about the referral process and timelines is provided in informational brochures available at each school.

### **8. Change in Instructional Services [8 VAC 20-40-60. A. 5]**

This section includes the procedure used when (1) a change in services is recommended by school staff; or (2) parents/guardians wish to initiate a change in services. This procedure includes an exit policy.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

Students in the ACE (Academic and Creative Excellence) Program are expected to maintain appropriate classroom behavior, arrive on time prepared for the day's activity

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or assignment, participate in all class activities, and responsibly complete with satisfactory results their ACE Program assignments. If necessary, a student is counseled individually and given specific recommendations. Parents are notified of any difficulties.

In addition, students at the elementary, middle and high school levels must maintain at least a “C” average in the core content areas in which the student is identified as gifted. In exceptional cases, individual circumstances may be considered.

Students who fail to maintain these academic and social responsibilities will not participate in ACE-sponsored activities for six weeks. Parents will receive a letter informing them of probationary status. After the six-week period, the student and his parent must meet with the Gifted Coordinator before the student resumes active status in the program.

Placement of students for gifted services is subject to periodic review. If a teacher recommends a change in placement, the parents are notified and the Gifted Identification Team is informed and review procedures begin.

Students remain eligible for the Gifted Program unless a change is deemed necessary by either the school staff or the parents / guardians. No formal re-evaluation occurs; however, academic performance may serve as an indicator to change instructional services.

A student may exit the program upon request from the parent or student. The parent must express the student’s desire to exit in a letter to the Gifted Coordinator who will present the letter to the Gifted Identification Team. Parents will be notified when a decision has been made to exit a student from the program, and a parent signature will be required to verify this notification. To be considered for “re-placement” in the program, referral procedures must be initiated.

### **9. Appeals [8 VAC 20-40-60. A. 5]**

This section includes the process used when an identification, change in placement, or exit decision is appealed.

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

When the Gifted Identification Team finds a student not eligible for the gifted program or a change in placement is recommended, the parent may request a copy of the Program Appeals Procedure. The procedure is as follows:

- A. Parents contact the Director of Instruction (Gifted Programs Administrator) in writing within eight (8) working days of the date on the

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- letter of ineligibility or dismissal to request an appeal.
- B. The Director of Instruction schedules a meeting of the Appeals Committee. This meeting should take place within ten (10) working days of the request by the parent.
  - C. The Appeals Committee meets. The Gifted Coordinator presents all information available pertaining to the case, including any valid information available from professionals outside of the school system. The Appeals Committee makes a decision.
  - D. The Gifted Coordinator sends a letter to the parent regarding the decision of the Appeals Committee within three (3) days following the Appeals Committee meeting.

The Appeals Committee includes the Director of Special Education or designee, another school psychologist, a building-level administrator, a teacher not included in the former meeting, and other members acceptable to the parents of the student. The majority of members of the original committee may not serve on the Appeals Committee. Parents are invited to attend and participate in the meeting; however, they will not be granted a vote. The final decision rests with this committee.

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Part II, continued

### **B. Delivery of Services [8 VAC 20-40-60. A. 9]**

This section includes the options used in the programs offered in the division that are (1) offered by teachers trained in gifted education strategies; and (2) evaluated with goals for the program for gifted learners. Use numbers from codes on page 13 to complete this form.

<b>Levels/Grades</b>	<b>General Intellectual Aptitude (GIA)</b>	<b>Specific Academic Aptitude (SAA)</b>	<b>Practical/ Technical Aptitude (PTA)</b>	<b>Visual/ Performing Arts Aptitude (VPA)</b>
Primary Grades <u>K-2</u>	2a, 2b, 8a, 12a, 12b, 17	2a, 8a, 12a, 12b, 17		
Elementary Grades <u>3-5</u>	2a, 2b, 8a, 8b, 12a, 12b, 15	2a, 8a, 8b, 12a, 12b, 15		
Middle School Grades <u>6-8</u>	2a, 2b, 3a, 3c, 3d, 8a, 12a, 12b, 13b, 15	2a, 3a, 3c, 3d, 8a, 12a, 12b, 13b, 15		
High School Grades <u>9-12</u>	1, 2a, 2b, 3a, 3c, 3d, 3e, 4a, 4c, 4e, 6, 7a, 9b, 11, 12a, 13b	1, 2a, 3a, 3c, 3d, 3e, 4a, 4c, 4e, 6, 7a, 9b, 11, 12a, 13b		

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### Part II, continued

Codes (All appropriate codes for each area of giftedness the division serves will be entered on the chart in Part II, C. Delivery of Services)

1. Academic-Year Governor's School
2. Acceleration based on individual needs
  - 2a. Content area
  - 2b. Grade level
3. Advanced/Honors classes in specific content areas
  - 3a. English
  - 3b. Foreign language
  - 3c. Mathematics
  - 3d. Science
  - 3e. Social Studies
  - 3f. Other \_\_\_\_\_
4. Advanced Placement
  - 4a. English
  - 4b. Foreign language
  - 4c. Mathematics
  - 4d. Science
  - 4e. Social Studies
  - 4f. Other \_\_\_\_\_
5. Center-based program
  - 5a. Biweekly
  - 5b. Full-time
  - 5c. Weekly
  - 5d. Other \_\_\_\_\_
6. Dual enrollment
7. Guidance services addressing special needs of the gifted
  - 7a. College/career counseling
  - 7b. Small group sessions
  - 7c. Other \_\_\_\_\_
8. In-class differentiation by regular classroom teacher (cluster model)
  - 8a. Heterogeneously grouped
  - 8b. Homogeneously grouped
  - 8c. Multi-age grouped
  - 8d. Other cluster format \_\_\_\_\_
9. Independent study
  - 9a. For credit
  - 9b. Not for credit
10. International Baccalaureate
11. Mentorship program
12. Resource teacher
  - 12a. Pull-out
  - 12b. Within regular classroom
13. Special seminars
  - 13a. For credit
  - 13b. Not for credit
14. Saturday or Summer Services  
(May not be used as the division's single delivery of services)
15. Summer Regional Governor's School
16. Summer Residential Governor's School
17. Talent Pool, grades K-2

A list of all center-based programs should be included using the table on page 14. The type of school or program and the grades served should be noted. Divisions may not use 5a, 5c, 5d, 12a, 12b, or summer or weekend services as the sole services provided to students at any grade level. [*Virginia Plan for the Gifted*, page 9].

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## Part II, continued

### C. Instructional and Pedagogical Frameworks [8 VAC 20-40-60 A. 10]

#### 1. Theoretical Foundations

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

Area of Giftedness:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

Educational philosophies are constantly in flux resulting in a myriad of curriculum models for teaching the gifted. The majority of the theorists agree that gifted students require educational stimulation different from that which is received by their peers — stimulation that reflects the gifted child's accelerated pace of learning, powers of abstraction and conceptualization, abilities to plan, organize, execute, and evaluate, and intense sensitivity to his or her environment. To meet the needs of these children, the gifted program must provide a curriculum that is qualitatively different from regular curriculum offerings and must emphasize academic rigor, complexity, abstractedness, and multifacetedness through integrated content experiences.

Unfortunately, no single model or approach meets our needs. New Kent County's curriculum for the gifted is currently modeled after the *Enrichment Triad* originated by J.S. Renzulli, with aspects of the *Purdue Three-Stage Enrichment Model* by J.F. Feldhusen, Susan Winebrenner's *Teaching Gifted Kids In The Regular Classroom*, and Benjamin Bloom's Taxonomy. However, it must be stressed that these models were chosen because of their inherent flexibility that allows the classroom teachers, the gifted resource teachers, and the gifted coordinator to respond to the ever-changing needs of our gifted students.

In general, these and other models are used in New Kent to differentiate the curriculum for the gifted through various approaches to content, process, and product. Instructional strategies that accelerate and enrich required tasks, activities and processes beyond grade-level or course expectations will be utilized. The cluster teachers and the gifted resource teachers work cooperatively to incorporate self-directed learning, critical inquiry, creative thinking and problem-solving skills.

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### 2. Instructional Strategies

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

Area of Giftedness:   X   General Intellectual Aptitude  
  X   Specific Academic Aptitude  
       Practical and Technical Arts Aptitude  
       Visual and Performing Arts Aptitude

There are many ways to differentiate the curriculum to accommodate the needs of the gifted student. *Content* modifications refer to the manner in which curriculum for the gifted is varied from that of the regular program. *Process* modifications refer to the ways teachers teach, the questions asked, and the mental operations expected of the student. A third means of differentiating is through *product* modifications. As a manifestation of the student's learning, products should be diverse and highly creative. A final set of modifications can be made to the learning environment. These changes refer primarily to the teacher's attitude and, to a lesser extent, to the comfort, layout and outfitting of the classroom, all of which can impact the social/emotional well being of the gifted student.

At the elementary and middle school levels in New Kent County, gifted students are cluster grouped within the regular classroom. The classroom teachers and the gifted resource teachers work cooperatively to differentiate the curriculum in terms of content, process and product. The various models and approaches referenced in the previous section, Theoretical Foundations, provide for many of the instructional strategies being used in New Kent. These include, but are not limited to:

#### Differentiating Content:

1. Acceleration or the use of advanced level materials
2. Pre-testing and Compacting when and where appropriate
3. Independent Study so students can pursue personal interests
4. Learning Centers to allow students to study a topic in greater depth
5. Computer Based Instruction
6. Interdisciplinary Studies

#### Differentiating Process:

1. Flexible grouping (e.g., by interest or by skill) can provide for more student choice, complex task assignment and more independent work at student's pace.
2. Tiered assignments, cubing, etc.
3. Appropriate pacing

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4. Contracts
5. High level questioning
6. Higher level thinking skills
7. Encourage divergent rather than convergent thinking (Open-Ended)
8. Inductive and deductive reasoning
9. Independent study
10. Mentoring

### Differentiating Product:

1. Allow for choice in the selection of products. Encourage diversity.
2. Encourage products that allow in-depth study of the topic.
3. Present products to real or authentic audiences in real or authentic ways.  
Encourage the incorporation of new and emerging technologies.
4. Encourage intellectual risk taking: ask for products that challenge existing ideas, focus on real-world issues and propose unique solutions.
5. Provide for self-evaluation and evaluation by others.

At the high school level, the gifted students are not clustered as a group. Students are placed into advanced and honors courses based on achievement. The secondary teachers also are required to differentiate instruction in all classes, including AP courses, to meet the needs of their students.

### **3. Assessment Strategies**

This section includes the assessment strategies used to assess students' solutions, products, or projects resulting from the accelerated, enriched, and/or differentiated curricula presented to gifted learners.

Area of Giftedness:   X   General Intellectual Aptitude  
  X   Specific Academic Aptitude  
       Practical and Technical Arts Aptitude  
       Visual and Performing Arts Aptitude

The assessment component is critical because it allows a school system to assess student needs and determine the efficiency and effectiveness of its various program components. Evaluation should be both ongoing and summative to enable the school system to make midcourse corrections and answer the question, "Is this program doing what we want it to do?"

There are two components to assessment. First, an ongoing evaluation of the curriculum itself must take place at reasonable time intervals. Dr. Joyce VanTassel-Baska, in her book Comprehensive Curriculum for The Gifted Learner, lists a set of curriculum principles that may be used to assess the appropriateness of any set of curriculum experiences for gifted learners. Curriculum principles such as continuity, appropriateness for the gifted, diversity, integration, openness,

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independence, complexity, interdisciplinary learning, and level of challenge will be assessed. Following is a list of evaluative strategies available to assess the effectiveness of accelerated and differentiated curricula for gifted learner.

1. Direct classroom observations
2. Ongoing feedback from students, parents, teachers, administrators, and community members
3. Surveys filled out by students, parents, teachers, administrators, and mentors
4. Discussions with students and teachers
5. Grades
6. Self-evaluation
7. Evaluation by real audience/experts
8. Results of student work entered in competitions
9. SAT scores
10. AP test scores

The second component, assessment of the gifted students' performance, is critical to ensure they are meeting the curriculum goals. For the gifted learner in particular, we are interested in "authentic assessment," which is evaluation of students' products, performances, and achievements that have meaning in real life. Authentic assessment includes evidence of skill in solving real problems, writing essays on real-world issues and problems, carrying out research projects, giving prepared and extemporaneous speeches, and similar tasks that reflect operations they will later carry out in professional, research, and creative occupations. Of critical importance is the realization of all gifted students and their teachers that "authentic assessment" is not limited to testing and grading but is also a tool to help develop motivation and a desire to master the subject matter. Following is a list of evaluative strategies available to assess the effectiveness of student work produced by students through their experiences with the differentiated curricula.

1. Pretest and posttest results
2. Discussions with students and teachers
3. Evaluation procedures using student-generated criteria
4. Evaluation by real audience/experts
5. Results of student work entered in competitions
6. Classroom observation
7. Rubrics
8. Teacher Assessment
9. Surveys (Parent/Teacher)
10. Portfolio assessment based on established criteria
11. Self-appraisal and evaluation
12. Peer review
13. Questioning

## New Kent County Schools

The more traditional methods of evaluation are also available, though their use should be held to a minimum. These include:

1. Criterion referenced tests (e.g., SOL tests)
2. Standardized tests (e.g., SAT tests)
3. Grades
4. Direct classroom observations
5. End of course tests

# New Kent County Schools

## Part II, continued

### **D. Personnel and Required Training [8 VAC 20-40-60. A. 11]**

#### **1. Designation of Personnel and Training Requirements**

Teachers who are considered teachers of the gifted, whether in full- or part-time positions, are designated in this section. The section includes training requirements for the designation.

Full-time teachers of the gifted are typically those personnel who work predominantly during the day and/or week with identified gifted students.

<b>TEACHING/GRADE</b>	<b>PROGRAM</b> (General Intellectual Ability-GIA, Specific Academic - Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	<b>REQUIRED TRAINING</b>
<u>One resource teacher, grades K-3; 9-12</u>	<u>GIA, SAA</u>	<u>Must have gifted add-on endorsement or must obtain one within two years of assignment as full-time teacher of the gifted; annual training in topics related to gifted education</u>
<u>Two resource teachers, grades 4-8; 9-12</u>	<u>GIA, SAA</u>	<u>Must have gifted add-on endorsement or must obtain one within two years of assignment as full-time teacher of the gifted; annual training in topics related to gifted education</u>

## New Kent County Schools

### Part II, continued

Part-time teachers of the gifted are typically those persons who provide services for gifted students through the regular classroom or for only a portion of their teaching day.

<b>TEACHING/GRADE</b>	<b>PROGRAM</b> (General Intellectual Ability- GIA, Specific Academic - Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	<b>REQUIRED TRAINING</b>
<u>Classroom teachers who have been selected to teach cluster groups of gifted students, grades K-12 (approximate numbers are K-2 = 6 teachers; 3-5 = 18 teachers; 6-8 = 10 teachers; 9-12 AP/dual enrollment = 5 teachers)</u>	<u>GIA, SAA</u>	<u>Local training in identification annually; local training in differentiation upon designation as a cluster teacher; encouraged to attend conferences and graduate courses related to gifted education, AP courses, and/ or dual enrollment courses.</u>

### Part II, continued

#### 2. Methods of Selection

This section includes the methods used to select teachers of the gifted.

When a vacancy occurs in the full-time gifted resource teacher position, local personnel are notified along with various colleges and universities. Selection is the responsibility of the building principals and the Director of Instruction, who also serves as New Kent County Schools' Gifted Programs Administrator. Desired qualifications include the following:

- Has an endorsement in gifted education or is willing to obtain this add-on endorsement within two years
- Holds a Master's Degree or is working toward one;
- Has previous successful teaching experience, including the ability to differentiate;
- Has experience in teaching and / or supervising gifted children;
- Has knowledge and training in the characteristics and needs of the gifted learner and appropriate ways to meet these needs;
- Is knowledgeable of the curriculum;

## New Kent County Schools

- Has good working relationships with the faculty and administration;
- Is resourceful and shows evidence of originality and creativity in teaching;
- Is willing to participate in on-going training and is willing to participate in training activities for other teachers; and
- Has excellent communication skills.

Cluster teachers (part-time teachers of the gifted) are selected to teach gifted students by building administrators and this is based upon the following desired qualifications:

- Is motivated to work with gifted learners
- Is knowledgeable about the characteristics and needs of gifted learners
- Is willing and able to create and implement differentiated and enriched curriculum experiences
- Demonstrates mastery of the content area(s)
- Is willing to participate in on-going training.

### **3. Methods of Evaluation**

This section includes methods used to evaluate teachers of the gifted.

Gifted resource teachers are evaluated by building administrators using the same evaluation tools as are used for all teachers in the division. Each teacher is evaluated on his / her ability to “provide for the different needs and abilities of each student.”

# New Kent County Schools

## Part II, continued

### **E. Parent and Community Involvement** [8 VAC 20-40-60. A. 13]

This section includes the strategies used to encourage parents and community members to become and remain actively involved in the education of gifted learners.

Parent awareness of the gifted program and their involvement in their child's educational program is encouraged by the following:

- Informational brochures are available in all schools and administrative offices
- Parents are invited to attend all Gifted Identification meetings involving their child
- Upon identification, parents receive a folder of articles and information dealing with gifted education and parenting a gifted child
- Parents are encouraged to coach an Odyssey of the Mind team
- Mentorships for selected high school students are available
- Gifted conferences are attended by both staff members and parents
- Parents are given the opportunity to serve on the Gifted Advisory Council
- Attendance at related workshops and conferences by members of the Gifted Advisory Council is encouraged
- Gifted resource teachers attend Back-to-School nights at each school and attend other PTO meetings as requested
- Information regarding the gifted program is printed in each individual school's parent handbook
- Parents of all identified gifted students are surveyed periodically to ascertain their perceptions of the gifted program.

# New Kent County Schools

## Part III: Plan for the Education of the Gifted

Divisions are required to indicate objectives and activities for the goals indicated in Part I, C. of this document. This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals in the following components of a five-year plan:

1. Identification
2. Delivery of Services
3. Curriculum Development
4. Professional Development
5. Parent and Community Involvement

Divisions should provide the required information using Form A, page 21 of this document. Divisions should use a separate page for each goal and may duplicate the pages, as needed. Please number all pages consecutively, 21-1, 21-2, etc. Divisions may complete Form B, page 22, which is optional; it summarizes the division's required activities across years and goal areas.

**[New Kent County Schools]**

**Form A**

<b>GIFTED PLAN COMPONENT</b>	<b>Identification – GIA, SAA</b>			
<b>GOAL STATEMENT</b>	To strengthen and refine the process that identifies students in grades K-12 from all cultural and socioeconomic backgrounds needing special services in the area of intellectual aptitude through consistent use of multiple			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>PERSON RESPONSIBLE</b>	<b>DATE DUE</b>	<b>EXPECTED RESULTS</b>
To support parents and teachers of young children in identifying and serving the gifted.	<ul style="list-style-type: none"> <li>• Make resources available to parents of children in grades prek-2 that deal with characteristics of the gifted and tips for parenting young gifted children.</li> </ul>	Gifted Resource Teachers	On-going	Increased communication with parents and teachers.
	<ul style="list-style-type: none"> <li>• Promote awareness and provide staff development to primary school teachers aimed towards the characteristics of gifted children (including underrepresented populations) and identification procedures.</li> </ul>	Gifted Resource Teachers	On-going	Increased knowledge and understanding about identification and characteristics of gifted learners.
To establish measures that are most appropriate in identification of younger gifted students from all cultural and socioeconomic backgrounds.	<ul style="list-style-type: none"> <li>• Provide staff development for all teachers involved with the identification process on characteristics of gifted students and provide training for completion of the current teacher checklist.</li> </ul>	Gifted Resource Teachers	On-going	Increased knowledge and understanding about identification and characteristics of gifted learners.
	<ul style="list-style-type: none"> <li>• Research existing identification tools, such as parent identification techniques, ability tests, and PETS (Primary Educational Thinking Skills) analysis to be used as screening tools in order to develop a talent or screening pool of</li> </ul>	Gifted Program Administrator and committee composed of Gifted Resource teachers, other interested teachers	6/06	Assessment tools will contribute to more accurate identification of the gifted population.

**[New Kent County Schools]**

**Form A**

<p>Examine, evaluate and implement other instruments for use in identification of gifted students from underrepresented populations.</p>	<p>candidates.</p> <ul style="list-style-type: none"> <li>• Research and examine instruments found to be effective in identifying potential in special populations such as the Naglieri Nonverbal Ability Test (NNAT).</li> <li>• Select and pilot instrument for use in identification of underrepresented populations.</li> <li>• Analyze and evaluate instrument for accuracy in identification of underrepresented populations.</li> <li>• Implement revisions to the identification process.</li> </ul>	<p>and parents, and school psychologist</p> <p>Gifted Resource Teachers</p> <p>Gifted Resource Teachers</p> <p>Gifted Program Administrator and committee composed of Gifted Resource teachers, other interested teachers and parents, and school psychologist</p>	<p>6/06</p> <p>6/07</p> <p>12/07</p>	<p>New measures will be implemented to increase percentage of identified gifted students from underrepresented populations.</p> <p>Effectiveness of new measures will be assessed and revisions made.</p>
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**[New Kent County Schools]**

**Form A**

<b>GIFTED PLAN COMPONENT</b>	<b>Delivery of Services (Programs) – GIA, SAA</b>			
<b>GOAL STATEMENT</b>	To enhance services provided to gifted students.			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>POSITION RESPONSIBLE</b>	<b>DATE DUE</b>	<b>EXPECTED RESULTS</b>
Continue to improve differentiation of instruction in all classrooms containing gifted students.	<ul style="list-style-type: none"> <li>Continue with staff development for teachers in differentiating techniques.</li> </ul>	Gifted Program Administrator	On-going	Teachers will increase their use of differentiation techniques within the classroom.
	<ul style="list-style-type: none"> <li>Conduct staff development for administrators, department heads and lead teachers in ways to evaluate differentiation.</li> </ul>	ACE Coordinator	On-going	Administrators, department heads and lead teachers will learn to recognize effective differentiation techniques.
	<ul style="list-style-type: none"> <li>Administrators include differentiation in their teacher evaluations.</li> </ul>	Gifted Program Administrator	On-going	Teachers and administrators are held accountable for meeting the needs of the gifted students
Determine the most effective methods for utilizing the gifted resource teachers at each grade level.	<ul style="list-style-type: none"> <li>Administrators, classroom teachers, parents, and gifted resource teachers evaluate the most effective ways to utilize the gifted resource teachers such as pullout, assisting cluster</li> </ul>	Gifted Program Administrator	6/07	A plan for the most effective use of gifted resource teachers will be formulated.

**[New Kent County Schools]**

**Form A**

<p>Determine the most effective methods for delivery of services at each grade level when the school division changes from one K-2 and one 3-5 to two K-5 buildings.</p> <p>Encourage gifted students to participate in extra-curricular activities such as Governor's Schools and various summer programs.</p>	<p>teachers in the classroom, and conducting mini-courses.</p> <ul style="list-style-type: none"> <li>• Make and implement recommendations for effective use of resource teachers.</li> <li>• Determine the changes in delivery of services that may be required, to include staffing requirements, when the school system changes to having two K-5 schools.</li> <li>• Make and implement changes if required.</li> <li>• Advertise all programs the students may be eligible for. Program brochures and the Gifted Web page will be used.</li> </ul>	<p>Gifted Program Administrator</p> <p>Gifted Program Administrator</p> <p>Gifted Program Administrator</p> <p>ACE Coordinator</p>	<p>6/08</p> <p>12/08</p> <p>6/09</p> <p>On-going</p>	<p>Continued improvement in the gifted education program.</p> <p>A plan for the most effective use of gifted resource teachers will be formulated.</p> <p>Continued improvement in the gifted education program.</p> <p>All students eligible for and interested in extra curricular activities for the gifted participate.</p>
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**[New Kent County Schools]**

**Form A**

<b>GIFTED PLAN COMPONENT</b>	<b>Staff Development – GIA, SAA</b>			
<b>GOAL STATEMENT</b>	To provide appropriate professional development activities for personnel working with identified gifted students			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>POSITION RESPONSIBLE</b>	<b>DATE DUE</b>	<b>EXPECTED RESULTS</b>
To develop staff awareness about the identification of gifted students and the classroom teacher's role in this process	<ul style="list-style-type: none"> <li>• Provide training for all teachers on the referral process</li> <li>• Provide training for all teachers on the implementation of the Gifted and Talented Evaluation Scales</li> </ul>	Gifted Resource teachers	On-going	Improved awareness will enhance the teacher's role in the identification process
To continue to provide professional development activities in the following areas: characteristics of the gifted; differentiation; and social/emotional needs of the gifted.	<ul style="list-style-type: none"> <li>• Provide information on workshops, conferences, and college courses to all staff members</li> <li>• Provide funding to cover the costs of the activities</li> <li>• Develop in-services in identified areas, as needed</li> <li>• Conduct in-services, as needed</li> </ul>	Gifted Program Administrator/ Gifted Resource Teachers	On-going	Classroom teachers working with identified gifted students will become more knowledgeable about gifted characteristics, differentiation techniques, and social/emotional needs.

**[New Kent County Schools]**

**Form A**

<b>GIFTED PLAN COMPONENT</b>	<b>Parent and Community Involvement – GIA, SAA</b>			
<b>GOAL STATEMENT</b>	To continue to promote parent and community awareness of gifted programs			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>POSITION RESPONSIBLE</b>	<b>DATE DUE</b>	<b>EXPECTED RESULTS</b>
To inform parents and teachers of the goals and activities of the gifted program	<ul style="list-style-type: none"> <li>Establish and maintain a gifted webpage that contains information relevant to gifted education and information regarding activities of the gifted program</li> </ul>	Gifted Resource Teachers	1/06	Parents and other interested parties will increase their knowledge of the goals and activities of the gifted program
To provide access to information regarding gifted identification	<ul style="list-style-type: none"> <li>Incorporate information regarding gifted characteristics and the identification process on to the gifted webpage</li> </ul>	Gifted Resource Teachers	6/06	Parents and community members will have instant access to information regarding the gifted identification
	<ul style="list-style-type: none"> <li>Develop an in-service for parents regarding gifted characteristics and identification</li> </ul>	Gifted Resource Teachers	6/08	Parents will increase their knowledge of gifted identification

## [New Kent County Schools]

### Part IV: Local Advisory Committee and Assurances

#### A. Local Advisory Committee [§ 22.1-18.1, Code of Virginia]

##### 1. Composition of Local Advisory Committee (LAC)

<b>Categories</b>	<b>Number represented</b>
Parents	<b>7</b>
Teachers	<b>4</b>
Administrators	<b>1</b>
Support Staff	
Community □ representatives of business, industry, arts	<b>1</b>
Community □ persons who are not parents of identified students	
Students (optional)	<b>1-2</b>

##### 2. Selection of Members for the Local Advisory Committee

This section includes the procedures for selecting advisory committee members and for insuring that the committee is geographically and demographically balanced to reflect the school division.

Gifted Advisory Council members are suggested by teacher nomination, peer nomination, and / or self-nomination. Information regarding the Gifted Advisory Council will be provided to parents. Principals make the final decision on the school's representative. The composition of the Gifted Advisory Council is established to reflect representation from all schools and from all areas of giftedness. Care is taken to include representatives from the various ethnic groups and from the different geographical sections of the county.

A roster of members is submitted annually to the New Kent County School Board for approval.

The purpose of the Gifted Advisory Council is to advise the School Board and the Superintendent of the educational needs of gifted students in the division. The Council submits a written report annually to the School Board that reviews the implementation of the gifted plan and recommends suggestions for program improvement.

**[New Kent County Schools]**

**3. Meeting Schedule of the Local Advisory Committee**

Number of times the committee is scheduled to meet annually.

Monthly     3 times     4 times     5 times

Other, specify Four or more times per year, depending upon need

**[New Kent County Schools]**

**Part IV, continued**

**B. Assurances [8 VAC 20-40-60. A. 6 and 7]**

The applicant for approval of the Local Plan for the Education of Gifted Students hereby assures the Superintendent of Public Instruction that:

1. Records are maintained according to "Management of Student's Scholastic Record in the Public Schools of Virginia."
2. Testing and evaluative materials selected and administered to gifted students are sensitive to cultural, racial, and linguistic differences.
3. Procedures used to identify gifted students are constructed so that they identify high potential/ability in all underserved and culturally diverse, low socio-economic, and disabled populations.
4. Standardized tests have been validated for the specific purpose for which they are used.
5. Multiple criteria are used in the identification of students for the gifted education programs.
6. The division encourages teachers of the gifted to pursue the add-on gifted endorsement.
7. The division has designated an administrator with responsibility for supervising the gifted education program.

**C. Superintendent's Certification**

I, the undersigned authorized official of the local school division, agree to comply with all assurances. To the best of my knowledge, all information in this Local Plan for the Education of the Gifted is accurate and meets the requirements as specified in the *Regulations Governing Educational Services for Gifted Students*.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
School Division Name

\_\_\_\_\_  
Superintendent's Name

\_\_\_\_\_  
Date

**[New Kent County Schools]**

**Part IV, continued**

**D. Approval by the Local School Board**

I, the undersigned authorized official of the local school board, do certify that this local plan for the education of the gifted was approved on

\_\_\_\_\_.

\_\_\_\_\_  
Board President's Signature

\_\_\_\_\_  
School Division Name

\_\_\_\_\_  
Board President's Name

\_\_\_\_\_  
Date

## [New Kent County Schools]

### Part V: Appendices

The following items must be included in the appendices:

- ❑ Narrative of the division's services  
Description of the division's program that includes an overview of its K-12 area(s) of service, identification, program design, curriculum, staffing, parent and community involvement, and local advisory committee, and gifted education coordinator contact information
- ❑ Referral form(s)
- ❑ Checklists/observation documents for parents/teachers/others
- ❑ Permission to test form
- ❑ Permission to place form
- ❑ Matrix/profile/other data collection instrument
- ❑ Letter of acceptance
- ❑ Letter denying eligibility with indication of parent's/guardian's right to appeal
- ❑ Change in placement form
- ❑ Exit form
- ❑ Appeals process document
- ❑ Professional development schedule for the current year
- ❑ Professional personnel evaluation document, if different from division's standard process
- ❑ Letter/announcement of local advisory committee meeting