

<p><b>2011 - 2012</b></p> <p><b>Local Plan for the Education of the Gifted</b></p>
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Submitted to the  
Virginia Department of Education  
Office of Middle and High School Instruction  
P.O. Box 2120  
Richmond, Virginia 23218-2120

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# New Kent County Public 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.

# New Kent County Public Schools

## Part I, continued

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

This section includes the division's annual goal(s) for each of the 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

## New Kent County Public Schools

### 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)	

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**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.**

### **B. Screening, Identification, and 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:	X	General Intellectual Aptitude
	X	Specific Academic Aptitude
		Practical and Technical Arts Aptitude
		Visual and Performing Arts Aptitude

A pool of potential candidates is created annually through a review of available screening indicators. These indicators may include classroom grades and performance, work samples, SOL and other assessment results, results of the Primary Educational Thinking Skills (PETS) tool (K-2), and results from the OLSAT assessment as described below.

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 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 (such as PALS), outstanding academic performance, interviews with classroom teachers, and / or referrals from each school's Special Education Child Study team.

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The Otis-Lennon School Abilities Test, 8<sup>th</sup> Ed. will be administered to all second grade students in the school division, in the spring of the school year. General Education, Special Education, and Gifted Education teachers will administer this assessment. If a student scores at or above the 85<sup>th</sup> percentile on the Global Composite or the Verbal or Non-Verbal Composites, the student will be closely monitored, and other indicators of giftedness will be assessed. The student will be referred for eligibility if appropriate.

Other indicators may include classroom grades and performance, work samples, SOL and other assessment results.

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.

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### 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 referred for eligibility 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 information is also published in the parent handbook of each school.

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### Part II, continued

#### 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:	X	General Intellectual Aptitude
	X	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 Evaluation Scale, 3<sup>rd</sup> Edition

4. Individual interviews

5. Individual or group aptitude test(s)

Specify:  Wechsler Abbreviated Scales of Intelligence (WASI)  
or Otis-Lennon Scholastic Ability Test, 8<sup>th</sup> Edition

6. Individual or group achievement test(s)

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

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

8. Additional valid and reliable measures or procedures

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

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### Part II, continued

**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:  General Intellectual Aptitude  
 Specific Academic Aptitude  
 Practical and Technical Arts Aptitude  
 Visual and Performing Arts Aptitude

1-2 Classroom Teacher(s)

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 Program Administrator

b. Type of Identification/Placement Committee

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

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
GES-3	Classroom teacher	Gifted resource teacher	Gifted resource teacher
Academic performance	Classroom teacher	Gifted resource teacher	Classroom teacher
OLSAT 8	Gifted Resource and Classroom teacher	School psychologist	School psychologist

Following the screening and referral processes, the gifted resource teacher begins the Assessment / Evaluation process. Each school establishes and maintains a Gifted Identification Team. The team meets two times per year (once in the fall, once in the 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 90 school days of the parents written permission to test the student. 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 Gifted Identification meetings concerning their child and to share their observations; however, they are not a part of the decision-making process.

The gifted resource teacher of the school's gifted program presents to the Gifted Identification Team the Student Profile (see Appendix), including all of the

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available information on the student such as the score on a test of mental ability, achievement test scores, and the GES 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 student the team assesses. The information collected is reviewed and discussed by the team members. The cognitive test scores, achievement test scores, GES checklist score, and grades are given a point value as follows:

WASI/OLSAT - 10 points for Full Score at 94 percentile or above; 10 points for Verbal Score at 94 percentile or above; 10 points for Performance Score at 94 percentile or above. (maximum of 30 points possible).

Woodcock-Johnson III - Test results are provided in three areas (Broad Reading, Broad Written Language, and Broad Mathematics). Ten points are awarded for each area at the 94 percentile or above. (a maximum of 30 points are possible).

GES - 5 points for each scaled score at or above 13 in each of the three subscales of Intellectual, Specific Academic Aptitude, and Creativity and a score at or above 120 in the subscale of Motivation. (maximum of 20 points possible).

Academic Performance - 10 points for GPA at or above 92%.

There is a possibility of having ninety points total (in grades 2-12). It is a good indicator that a student who has sixty or more of the ninety 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 or OLSAT, the student only needs fifty 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 eighty points total (as they do not receive grades). It is a good indicator that a student who has fifty or more of the eighty 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 forty 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 would demonstrate a correlation between academic areas.

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.

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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.

## New Kent County Public Schools

### Part II, continued

#### 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:  General Intellectual Aptitude  
 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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### Part II, continued

#### 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 receipt of parent permission to test and the eligibility decision, takes a maximum of ninety school 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.

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### Part II, continued

#### 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 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 the school staff or by 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.

## New Kent County Public Schools

### Part II, continued

#### 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 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 the 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 placement decision rests with this committee.

## New Kent County Public Schools

### Part II, continued

#### C. **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 14 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 K-2	2a, 2b, 9a, 13a, 13b, 18	2a, 9a, 13a, 13b, 18		
Elementary Grades 3-5	2a, 2b, 8b, 9a, 9b, 13a, 13b, 15, 16	2a, 9a, 9b, 13a, 13b, 15, 16		
Middle School Grades 6-8	2a, 2b, 3b, 3c, 8a, 9a, 13a, 13b, 15, 16	2a, 2b, 3b, 3c, 8a, 9a, 13a, 13b, 15, 16		
High School Grades 9-12	1, 2a, 2b, 3a, 3c, 3d, 3e, 4a, 4c, 4d, 4e, 6, 7, 8a,	1, 2a, 2b, 3a, 3c, 3d, 3e, 4a, 4c, 4d, 4e, 6, 7, 8a,		

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

A list of all center-based programs should be included using the table on page 15. The type of school or program and the grades served should be noted. Divisions may not use 6a, 6c, 6d, 13a, 13b, or summer or weekend services as the sole services provided to students at any grade level.

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## Part II, continued

### D. 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 researchers recommend a variety of curriculum models for teaching students identified as gifted learners. The majority of researchers 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, abstractness, and multifaceted approaches through integrated content experiences.

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:  General Intellectual Aptitude  
 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 may 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
4. Contracts

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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. 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:  General Intellectual Aptitude  
 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.

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Curriculum principles such as continuity, appropriateness for the gifted, diversity, integration, openness, 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

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The more traditional methods of evaluation are also available. 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 Public Schools

### Part II, continued

#### E. 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 persons who work predominantly during the day and/or week with identified gifted students.

TEACHING/GRADE	PROGRAM (General Intellectual Ability-GIA, Specific Academic - Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	REQUIRED TRAINING
One resource teacher, grades K-3; 9-12	GIA, SAA	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
Two resource teachers, grades 4-8; 9-12	GIA, SAA	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

## New Kent County Public 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>
Classroom teachers who have been selected to teach cluster groups of gifted students, grades K-12	GIA, SAA	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.

# New Kent County Public Schools

## 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;
- 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.

## New Kent County Public Schools

### **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 Public Schools

### Part II, continued

#### **F. 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
- 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 Public 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 one-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, to summarize the division's required activities across years and goal areas.

## New Kent County Public 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 services in the area of intellectual aptitude through consistent use of multiple criteria.			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>POSITION 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 grade 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.
	<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.
	Review screening and identification procedures to determine effectiveness and revise as necessary.	<ul style="list-style-type: none"> <li>• Analyze data relevant to the NKPCS gifted program and review best practices in identification of gifted students used in other school divisions. Revise procedures as necessary.</li> </ul>	Gifted Program Administrator and committee and appropriate staff members	6/12

## New Kent County Public Schools

<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>
<p>Continue to improve differentiation of instruction in all classrooms containing gifted students.</p> <p>Determine the most effective methods for utilizing the gifted resource teachers at each grade level.</p>	<ul style="list-style-type: none"> <li>• Continue with staff development for teachers in differentiating techniques.</li> <li>• Conduct staff development for administrators, department heads and lead teachers in ways to evaluate differentiation.</li> <li>• Administrators develop and implement a plan to ensure effective differentiation for all gifted students, K-12.</li> <li>• Administrators include differentiation in their teacher evaluations.</li> <li>• Administrators will develop daily schedules that allow for effective cluster-grouping of gifted students and most efficient use of gifted resource staff</li> </ul>	<p>Gifted Program Administrator</p> <p>ACE Coordinator</p> <p>Gifted Program Administrator</p> <p>Gifted Program Administrator</p> <p>Gifted Program Administrator and Gifted Resource Teachers</p>	<p>On-going</p> <p>On-going</p> <p>6/12</p> <p>On-going</p> <p>On-going</p>	<p>Teachers will increase use of differentiation within the classroom.</p> <p>Administrators, will support the use of effective differentiation techniques.</p> <p>Administrators, will support the use of effective differentiation techniques.</p> <p>Use of differentiation strategies will be effectively assessed</p> <p>Each school will develop a master schedule that allows for effective provision of gifted education services.</p>

## New Kent County Public Schools

<p>Encourage gifted students to participate in supplementary programs such as Governor's Schools and various summer programs.</p>	<ul style="list-style-type: none"><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>On-going</p>	<p>All students eligible for and interested in extracurricular activities for the gifted participate in such programs.</p>
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## New Kent County Public Schools

<b>GIFTED PLAN COMPONENT</b>	<b>Curriculum Development – GIA, SAA</b>			
<b>GOAL STATEMENT</b>	Continue to develop curriculum that provides effective instruction for all gifted learners.			
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>POSITION RESPONSIBLE</b>	<b>DATE DUE</b>	<b>EXPECTED RESULTS</b>
Evaluate the effectiveness of the gifted curriculum.	<ul style="list-style-type: none"> <li>• Review programming with administrators, teachers of the gifted, students served by the program, and parents of the gifted</li>   <li>• Develop and implement curriculum changes as necessary.</li> </ul>	<p>Gifted Program Administrator</p> <p>Gifted Program Administrator</p>	<p>6/12</p> <p>6/12</p>	<p>Specific curriculum needs of gifted students will be identified.</p> <p>Curriculum improvement needs will be prioritized and recommendations will be implemented</p>

## New Kent County Public Schools

<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>
<p>To develop staff awareness about the identification of gifted students and the classroom teacher's role in this process</p> <p>To continue to provide professional development activities in the following areas: characteristics of the gifted; differentiation; and social/emotional needs of the gifted.</p>	<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 GES-3</li> <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>	<p>Gifted Resource teachers</p> <p>Gifted Program Administrator/ Gifted Resource Teachers</p>	<p>On-going</p> <p>On-going</p>	<p>Improved awareness will enhance the teacher's role in the identification process</p> <p>Classroom teachers working with identified gifted students will become more knowledgeable about gifted characteristics, differentiation techniques, and social/emotional needs.</p>

## New Kent County Public Schools

<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>• Rebuild ACE program webpage as an integrated component of the school division website and develop ACE teacher webpages</li>   <li>• Develop a new brochure for the ACE program and supplementary programs.</li>   <li>• Explore the use of Powerschool and Instant Alert for communication with parents of gifted students and implement use as available</li> </ul>	<p>Gifted Resource Teachers</p> <p>Gifted Resource Teachers</p> <p>Gifted Program Administrator and Staff</p>	<p>6/12</p> <p>6/12</p> <p>6/12</p>	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>• Continue to provide appropriate workshops and information sessions for parents.</li> </ul>	<p>Gifted Program Administrator and Staff</p>	<p>Ongoing</p>	

## New Kent County Public 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

Categories	Number Represented
Parents	10
Teachers	3
Administrators	2
Support Staff	0
Community <input type="checkbox"/> representatives of business, industry, arts	1
Community <input type="checkbox"/> persons who are not parents of identified students	1
Students (optional)	0

##### 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

## New Kent County Public Schools

the implementation of the gifted plan and recommends suggestions for program improvement.

### **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 4 or more times annually, depending on need

## New Kent County Public 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 Typed  
or Printed Name

\_\_\_\_\_  
Date

**New Kent County Public 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 Typed  
or Printed Name

\_\_\_\_\_  
Date

## New Kent County Public 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