

Board of Education Agenda Item

Item: _____ S. _____

Date: September 21, 2005

Topic: 23rd Annual Report from the Virginia Advisory Committee for the Education of the Gifted

Presenter: Dr. Barbara McGonagill, Specialist, Governor's Schools and Gifted Education
Catherine Cottrell, Chair, Virginia Advisory Committee for the Education of the Gifted

Telephone Number: (804) 225-2884
(434) 736-0616

E-Mail Address: Barbara.McGonagill@doe.virginia.gov
cathycottrell2001@yahoo.com

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Virginia Board of Education Bylaws, 2004

Action requested at this meeting Action requested at future meeting: _____

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

The Virginia Advisory Committee for the Education of the Gifted (VACEG) was established by the Board of Education in 1982 to provide the Virginia Board of Education and the Superintendent of Public Instruction with recommendations regarding the educational needs of gifted students, kindergarten through grade 12. The advisory committee meets four times per year at a variety of sites throughout the commonwealth. Members include professional educators, parents, and community people with interest and expertise in gifted education. The committee is currently composed of 24 members who serve staggered, three-year terms.

The committee studies issues for the two-year term of the chairperson. These issues are examined by subcommittees through field study and visitations, presentations by guest speakers, as well as traditional research methods. The committee presents an annual report to the Board of Education that summarizes the findings and recommendations regarding the issues under review.

Summary of Major Elements

The Virginia Advisory Committee for the Education of the Gifted is presenting its 23rd Annual Report to the Board of Education (Attachment A). This report explains the committee's development of its *Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted* to assist school divisions as they draft their 2005-2010 or 2006-2011 local plans. The reference guide's first two sections, identification and professional development, were presented to the 2003 Virginia Board of Education in the 21st Annual Report. During the 2003-2005 terms, the remaining templates for the reference guide covering curriculum development, delivery of services, and parent and community involvement have been completed. The annual report also includes updated membership information, as well as other documents related to the Virginia Governor's School program.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive the 23rd Annual Report submitted by the Virginia Advisory Committee for the Education of the Gifted.

Impact on Resources:

None

Timetable for Further Review/Action:

None

TWENTY-THIRD ANNUAL REPORT

from the

Virginia Advisory Committee for the Education of the Gifted

to the

Board of Education

and the

Superintendent of Public Instruction

September 21, 2005

TABLE OF CONTENTS

Introduction	1
Membership and Organization	1
Background and Overview	1
Explanation of the Reference Guide Template	2
Subcommittee Membership and Goals.....	3
2001 - 2003.....	3
2003 - 2005.....	3
2003 - 2005 Work Plan Research and Discussion	4
2003 - 2004.....	4
Curriculum and Instruction Subcommittee	5
Delivery of Services Subcommittee	5
2004 - 2005.....	6
Committee of the Whole	6
Future Focuses and Committee Charge.....	9
Appendices	10
A. VACEG Committee Membership	A-01
B. Four-Year Research Graphic	B-01
C. Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted	C-01
1. Identification Component.....	C-02
2. Professional Development Component	C-10
3. Curriculum and Instruction Component.....	C-16
4. Delivery of Services Component	C-26
5. Parent and Community Involvement Component	C-34
D. School Divisions Participating in the 2005 Summer Residential Governor's School Programs.....	D-01
E. Map of 2004 - 2005 Academic-Year Governor's Schools	E-01
F. Map of 2005 Summer Regional Governor's Schools	F-01

Introduction

The Virginia Advisory Committee for the Education of the Gifted (VACEG) provides guidance to the Virginia Board of Education and the Department of Education related to the development of comprehensive educational services for gifted learners in the commonwealth. This report provides detailed information about the activities of the committee from September 2003 through May 2005. It includes templates, created between 2001 - 2003, that form the first half of the *Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted*.

Membership and Organization

The membership of the VACEG consists of persons concerned with the education of gifted students. Members serve staggered, three-year terms and may be nominated for a second term. Staff members from the Department of Education serve as ex-officio members of the committee. The officers of the committee for 2003 - 2005 included Catherine Cottrell, chairperson; Gail Hubbard, past chairperson; Jennifer Green-Flint, vice-chairperson; and Joseph Marler, secretary. A complete list of the 2004 - 2005 membership is included in Appendix A.

The committee meets in regular session four times a year. During each meeting, subcommittees study prioritized issues related to the education of gifted learners and share their findings and recommendations with the committee as a whole.

Background and Overview

In September 2001, Superintendent Jo Lynne DeMary, on behalf of the board, asked the VACEG to develop a technical assistance document to support school divisions in the planning process for gifted education services. The VACEG initiated a comprehensive four-year work plan to develop a reference guide to assist school divisions in developing, implementing, and evaluating plans for the education of the gifted.

The *Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted* provides school divisions with additional guidance in responding to the expectations of the *Regulations Governing Educational Services for Gifted Students*, 1993, hereafter referred to as the "regulations." The regulations specify that each school division must develop a local plan for the education of the gifted, which includes an explanation of its goals and services for the following five areas:

- Identification
- Delivery of Services
- Curriculum Development
- Professional Development
- Parent and Community Involvement

The 2001 - 2003 committee as a whole determined that the two components with the highest priority were student identification and professional development. The committee developed a

two-year agenda to examine these plan elements during its 2001 - 2003 term. Subcommittees completed these two sections of the reference guide, which were included in the 21st Annual Report, presented to the Board of Education in July 2003. Those sections, in draft form, were distributed statewide in 2003. Responses from gifted education coordinators and other administrators have indicated that the components were helpful in drafting the student identification and professional development components in the local gifted plans.

The VACEG examined the remaining three areas of the local plan for the education of the gifted during the 2003 - 2005 biennium:

- Curriculum and Instruction
- Delivery of Service
- Parent and Community Involvement

Explanation of the Reference Guide Template

As the committee began its work in 2001 - 2002, much discussion was given to the format of summary information. Its purpose was to develop materials to assist gifted education coordinators and local advisory committees for the education of the gifted with the process of evaluating existing programs and implementing programs that reflect best practices. All members of the committee agreed that the most critical piece of information would be the Virginia regulations, found in the following documents:

- *Regulations Governing Educational Services for Gifted Students*
- *Standards of Accreditation*
- *Standards of Quality*

Further, consensus existed to align the critical elements related to each regulation with the appropriate local plan template and the peer review guidelines. The peer review guidelines provided school division personnel with a thorough understanding of the information the plan must contain for the division's plan to be considered consistent with the regulations. Another critical element identified in the committee's early discussions was the required reporting data captured through the Annual Report, Programs for the Gifted (§22.1-18.1. *Code of Virginia*).

The committee also recognized the value of research-based, theoretical foundations presented through professional organizations such as the National Association for Gifted Children (NAGC), the National Staff Development Council (NSDC), and the Council for Exceptional Children and National Council of Accreditation of Teacher Education (CEC/NCATE). Research and study demonstrated those standards contained indicators that mark programs of excellence. Such research-based, theoretical pieces and documented best practices were incorporated into the template as process indicators tied to specific regulations. Information from the following sources was incorporated into the 2001 – 2003 templates as research-based indicators:

- *No Child Left Behind Act of 2001*
- National Association for Gifted Children standards
- Council for Exceptional Children and the National Council of Accreditation of Teacher Education standards
- Models of curriculum for gifted students in traditional courses
- Models of curriculum specifically designed for gifted students

- Research-based objectives for gifted programs

The three subcommittees working between 2003 and 2005 determined that the template should be modified slightly for the curriculum component. While Virginia school divisions are required to enter data in the *Annual Report, Programs for the Gifted* for the identification, professional development, and delivery of services components, no required indicators are included in that annual evaluation to address curriculum development or parent and community involvement. However, the three subcommittees working between 2003 and 2005, determined that significant suggested benchmarks, found in educational literature, could also provide important guidance for school divisions. Additionally, the curriculum development subcommittee included a range of guiding questions to assist school divisions in designing appropriately differentiated instruction for gifted students. These questions were integrated into the local plan requirements and peer review guidelines column. To that end, the template for the curriculum development, delivery of services, and parent and community involvement components differed slightly from the earlier template.

Subcommittee Memberships and Goals

2001 - 2003

The **Identification Practices Subcommittee** was chaired by Dr. Elizabeth Daniels. Members included Authur Bowman, Nancy Brittle, L. Frances Brown, Peg Cox, Jane Crowther, Jennifer Green-Flint, Valerie Rife, Alix Smith, Jennifer Towslee, Sylvia Wadsworth, and Sheila Winett.

The subcommittee's work was based upon the guidelines established by the Virginia Board of Education in its regulations as well as the *Pre-K – Grade 12 Gifted Program Standards* for identification developed by the NAGC. Members of this subcommittee also examined exemplary standards or regulations from several other states. Areas of particular concern for this subcommittee included identification of gifted students from economically disadvantaged backgrounds, minority populations, and primary grades.

The **Professional Development Subcommittee** was chaired by Dr. Elissa Brown. Members included Nancy Ballinger, Catherine Cottrell, Jane Freeman, Janice Leslie, David McKinney, Robert T. Turner, and C. Earl Snyder.

The subcommittee examined professional development practices within the framework of the regulations, and the *2000 Regulations Accrediting Public Schools in Virginia*. The subcommittee also examined current peer review guidelines, and the *Annual Report, Programs for the Gifted* from the Virginia Department of Education; the NAGC's *Pre-K – Grade 12 Gifted Program Standards*, and the NSDC *Standards for Professional Development Revised*. Exemplary standards and regulations from other states were also reviewed.

2003 - 2005

During 2003 - 2005, two major subcommittees concentrated on the development of reference guides for the areas of curriculum and instruction, and delivery of services.

The **Curriculum and Instruction Subcommittee** was chaired by Dr. Elissa Brown. Members included Catherine Cottrell, Cris Chilton, Elizabeth Daniels, Donna Elder, Joseph Marler and Janice Leslie.

The goal of this committee was to establish a set of guiding principles for curriculum for gifted students. Those guiding principles would serve as a reference or baseline between content standards and gifted education. To this end, committee members examined national and state standards, as well as philosophies of gifted education and correlated objectives for gifted programming. Various curricular models and instructional strategies were also studied.

The **Delivery of Services Subcommittee** was chaired by Gail Hubbard. Members included Clint Estes, Elizabeth Mebane, Earl Snyder, Nancy Ballinger, Lowell Frye, and Robert Turner.

The goal of this committee was to develop research and standards-based guidelines that encourage divisions to recognize the need for and provision of a continuum of services that meet the diverse needs of gifted students. The committee members reviewed the categories of gifted as set forth in the regulations, which include general intellectual aptitude (GIA), specific academic aptitude (SAA), visual and performing arts aptitude (VPA), and practical and technical arts aptitude (PTA). Members also examined delivery models used in urban, suburban, and rural school divisions, as well as those prevalent in large and small divisions throughout the commonwealth.

2003 - 2005 Work Plan Research and Discussions

2003 - 2004

In October 2003, the committee of the whole reviewed the *21st Annual Report of the Virginia Advisory Committee for the Education of the Gifted*, presented in July 2003, to the Virginia Board of Education and the Superintendent of Public Instruction. The committee determined that during the 2003 - 2005 biennium, it would complete the remaining three areas of the reference guides: Curriculum, Delivery of Services, and Parent and Community Involvement. The committee reviewed its four-year issues research graphic (Appendix B) as a reference for the progress it had made and the activities it was undertaking to complete the reference guide.

The VACEG began the two-year study with a charge to ensure that the reference guide would be useful by basing its recommendations on research and best practices in gifted education, addressing the affective and cognitive needs of students, and aligning recommended curriculum guidelines with realistic service delivery systems. With this in mind, the committee of the whole examined the following major sources of information, research, and regulation, previously shown on page three, used in its work for the first two templates.

The committee of the whole identified the following issues that influence delivery of gifted services:

- Lack of a common definition of terms related to gifted education
- Population density, personnel, and composite index of the school division

- School divisions' definition(s) of giftedness, gifted identification procedures, and differing curriculum
- Delivery models across the K-12 continuum affecting expectations for programs and service delivery

The committee heard from several guest speakers in 2003 - 2004 to supplement their on-going research. B. Blanton Oliver and T. Douglas presented an overview of the gifted services offered by Chesterfield County Public Schools. Gail Hubbard, Prince William County Public Schools; Nancy Ballinger, Montgomery County Public Schools; Joseph Marler, Bristol City Public Schools; and Jane Freeman, Albemarle County Public Schools also shared information about their gifted education programs. These presentations provided the committee with a view of services from Northern to Southwest Virginia and from large metropolitan areas to small cities and rural school divisions. In a presentation that same year, Maureen Hajar, director, Office of Secondary Instructional Services, Virginia Department of Education, reviewed current state and federal initiatives that related to curriculum and instruction.

Curriculum and Instruction Subcommittee

During its two-year focus, the **Curriculum and Instruction Subcommittee** targeted the different aspects of curriculum design and implementation by synthesizing information from numerous sources to complete its template. The subcommittee recognized that the current philosophies of gifted education curriculum, demonstrated in models such as problem-based learning or the parallel curriculum, offered guidance that could positively influence objectives and instructional strategies. The subcommittee was clear that its work was not to endorse one model over another; it sought to delineate those qualities of excellence in curricular models that were effective in meeting the needs of gifted and advanced learners.

The subcommittee gained a perspective for the critical guidance that regulations play in shaping curricular excellence in programs for the gifted through its review of curricular regulatory expectations from Arkansas, Arizona, California, Minnesota, Montana, and Texas. The subcommittee balanced the requirements outlined in the Virginia regulations with excellence as defined by NAGC and several states.

The final template for curriculum aligned local, state, and national goals with best practice in the field. It indicated the importance of content development as well as cognitive and affective development of gifted learners. Discussions within the subcommittee and the full committee emphasized that a shared glossary would be an important addition to the effectiveness of the template, a point that was reiterated by the other subcommittee members, as well.

Delivery of Services Subcommittee

The **Delivery of Services Subcommittee** began the two-year study by reviewing the content and structure of the completed VACEG Identification and Professional Development templates. In doing so, the subcommittee focused on three elements facing gifted program administrators as they plan comprehensive delivery systems for gifted students:

- Categories of gifted identification

- Continuity of services across grade levels to match student needs
- Effect of demographics on delivery systems

Again, the subcommittee recognized that the foundation for its work would be the regulations and the four areas of giftedness recognized in those regulations. The potential range of learning needs found in students identified in one or more of these areas of giftedness (GIA, SAA, VPA, and/or PTA) affects service delivery methods as well as professional development requirements.

The subcommittee examined standards set by NAGC for excellence in gifted education programming, and exemplary local gifted plans from numerous Virginia school divisions. As with the other subcommittees, best practices from other states were also reviewed to assist the subcommittee in its effort to establish benchmark indicators. Such indicators represented important markers for divisions with a continuum of services across grade levels that connected curriculum offerings with identified needs.

Throughout the study period, the subcommittee maintained the philosophy that guidelines for an effective service delivery system must be adequately inclusive to provide for the various demographic compositions existing in Virginia school divisions. A service delivery system that would be effective in a large, urban system would not necessarily be appropriate for a small, rural school division.

The final template for the delivery of services reflected effective planning and implementation to enable school divisions to provide differentiated services to gifted students through a continuum of curricular options. For clarification, the delivery of services subcommittee developed a visual, C-29, to depict the interaction among curriculum and instructional design and implementation, student assessment for identification [area(s) of giftedness], teacher professional development, delivery system requirements, and student curricular assessment. That graph, along with reporting templates, C-30 through C-33, were designed to assist the school divisions with monitoring their services, by grade, for identified gifted students.

2004 - 2005

With the work of the curriculum and the delivery of services subcommittees well underway, a third subcommittee was established to provide guidance for increasing parent and community involvement in local gifted education programs. The **Parent and Community Involvement Subcommittee** was chaired by Lowell Frye and members included Joseph Marler, and Elizabeth Mebane. This subcommittee incorporated language from regulations, information from both from NAGC and CEC/NCATE, as well as peer review guidelines and the *Annual Report, Programs for the Gifted* to develop the section on Parent and Community Involvement. The final and complete templates for all five components are included in Appendix C.

Committee of the Whole

Additionally, the Committee of the whole continued to study Academic-Year, Summer Regional, and Summer Residential Governor's Schools. In an effort to conduct first-hand observations, two

meetings were held each year at Academic-Year Governor's Schools. Meetings during the 2004 - 2005 term were held at these sites:

- March 2004 - Chesapeake Bay Governor's School, Tappahannock
- November 2004 - Thomas Jefferson High School for Science and Technology, Alexandria
- March 2005 - Central Virginia Governor's School, Lynchburg

Academic-Year Governor's Schools

The Commonwealth of Virginia has distinguished itself nationally and internationally through its extensive network of Academic-Year Governor's Schools. Since the establishment of the original four schools in 1984, the commonwealth's program has expanded to 17 operational programs, with an 18th program receiving a planning grant in FY 2006. Upon the Board of Education's approval of this program, 130 of the 132 school divisions in the commonwealth will have access to these programs. While participation is not mandatory, 102 school divisions participated in at least one program in 2004 - 2005, with 16 school divisions participated in more than one program.

The regionally governed Academic-Year Governor's Schools meet the needs of gifted and advanced high school learners through programs that are managed by the participating localities. While the majority of the 17 programs provide accelerated and enriched opportunities in mathematics, science, and technology, several programs serve all four core subjects; with three serving the arts; and several serving humanities or international studies. The map of the 2004 - 2005 Academic-Year Governor's School (Appendix D) indicates the service area for each program.

Through the evaluation of programs, Academic-Year Governor's Schools demonstrate that, in spite of their different structures, similar critical features are fundamental to their effectiveness for gifted and advanced learners:

- Each program has a unique community of learners, with curriculum designed specifically to meet the academic, artistic, and affective needs of gifted students;
- Each program works to be on the cutting edge of innovation, technology, and content in the focus area;
- Each program exceeds expectations within the *Standards of Learning*, and
- Each program responds to the needs of its community and emphasizes the importance of real-world experiences.

Summer Residential Governor's Schools

In summer 2005, the six academic summer residential programs included agriculture; humanities; life sciences and medicine; mathematics/science/technology; and mentorships in engineering at NASA/Langley Research Center, and marine science at the Virginia Institute for Marine Science, College of William and Mary. The seventh program in visual and performing arts served students in the areas of dance, instrumental and vocal music, theatre, and visual art. Acceptance to these programs continued to be highly competitive and open to all public, private, and home-schooled students who met the eligibility requirements. Appendix E indicates all school divisions that had participating students for the 2005 Summer Residential Governor's Schools.

Summer Regional Governor's Schools

These 20 programs, open to public, private, and home-schooled students, are highly localized and designed to meet the specific needs of the regions they serve. Programs differ in length, number and grades of students served, and content foci. While most students are transported daily, at program expense, to a central site, three programs are residential in nature:

- Valley/Ridge - James Madison University campus in Harrisonburg
- Southside - False Cape State Park
- University of Virginia at Wise (UVA-Wise) - the campus in Southwest Virginia

Programs that serve high school students often allow those who attend to earn community college dual enrollment credit. The map of the 2004 Summer Regional Governor's Schools (Appendix F) indicates the service area or participating school divisions for each program.

Access to Governor's School Programs

Balancing access to Academic-Year Governor's Schools, Summer Regional Governor's Schools, and Summer Residential Programs is necessary to offer the broadest range of programs possible for students across the commonwealth. With the approval of the Board of Education of the planning grant currently under study in the Culpeper, Fauquier, Frederick, Rappahannock, Warren, and Winchester areas, only the Eastern Shore school divisions will not have access to an academic-year program. However, most school divisions have access to only one type of Academic-Year Governor's School program. While students in the Hampton Roads area have the Governor's School for the Arts, only the Augusta-Waynesboro-Staunton and the Petersburg-Richmond area serve students who are gifted in the arts. Similarly, Maggie L. Walker Governor's School for Government and International Studies is the only one of its kind in the commonwealth. Consequently, the seven Summer Residential Governor's Schools support a range of opportunities that may not be available in each locality. These seven programs are available to any eligible public, private, or home-schooled high school student, and enable students to accelerate their learning in a manner that may only be available through summer opportunities.

Committee Recommendations Concerning Virginia Governor's Schools

The committee as a whole offers these recommendations concerning the Board of Education and the Department of Education's support of Virginia Governor's Schools.

1. Continue to support the **structured evaluation process** for Academic-Year, Summer Regional, and Summer Residential Governor's Schools to maintain the quality of these programs.
2. Continue to support the effort to **increase the number of students and school divisions** that participate in Academic-Year, Summer Regional, and Summer Residential Governor's School programs.

Future Focuses and Committee Charge

The completion of the reference guide has renewed interest within the committee to revise *The Virginia Plan for the Gifted* since new *Regulations Governing Educational Services for Gifted Students* have been approved by the Board of Education. The committee as a whole has also recognized the importance of some of its earlier publications and would welcome the opportunity to revise documents such as its parents' guide to gifted education in Virginia, and its guide for local advisory committees.

Similarly, the committee understands that the effectiveness of programs, including those for the gifted, is most appropriately judged by quantitative as well as qualitative data. The committee would be receptive toward a charge that allowed it to review such data. As always, the 2004 - 2005 committee sees continued study of effective instructional strategies and programs as a charge of incalculable value to the students, teachers, and administrators in Virginia's schools.

APPENDICES

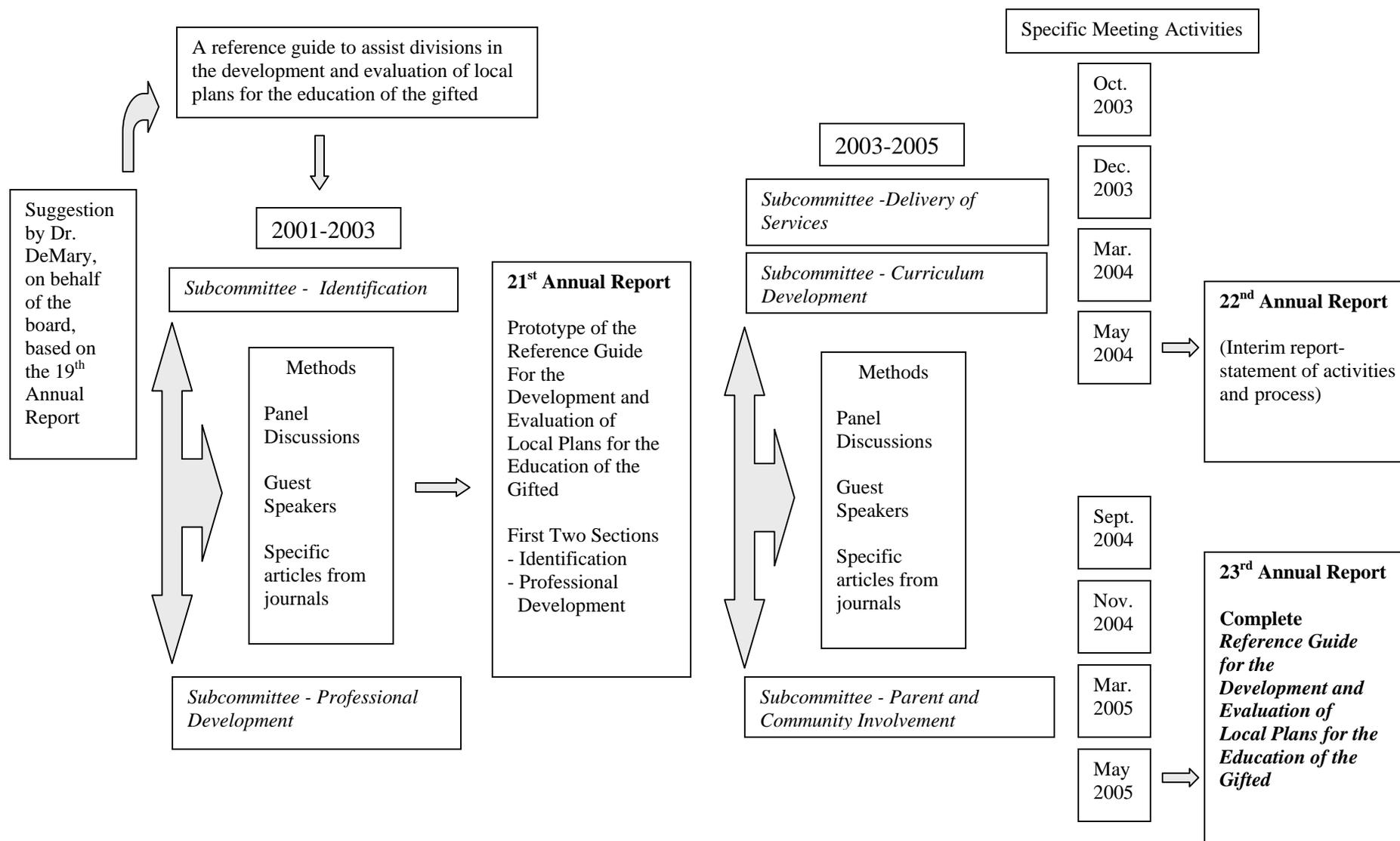
**2004 - 2005 Membership
Virginia Advisory Committee for the Education of the Gifted**

	MEMBERS	ADDRESS	CONTACT INFORMATION	(VAG) REGION	REPRESENTING	TERM
1.	Cottrell, Catherine (Mrs.)	Director The Governor’s School of Southside Virginia 200 Daniel Road Keysville, VA 23947	(434) 736-0616 FAX: (434) 736-0719 cathycottrell2001@yahoo.com	9	CHAIRPERSON Academic-Year Governor’s School Directors	2003-2005
2.	Green-Flint, Jennifer (Mrs.)	Director Shenandoah Conservatory 203 South Cameron Street Winchester, VA 22601	(540) 665-1294 CELL: (540) 247-4229 jgreen@su.edu	8	VICE-CHAIR Fine Arts Professional	2004-2007
3.	Marler, Joseph (Mr.)	Gifted Education Resource Teacher Stonewall Jackson Elementary School 2045 Euclid Avenue Bristol, VA 24201	(540) 669-3632 FAX: (540) 645-9637 jbarlarmar@aol.com	7	SECRETARY Local Advisory Committee (VEA Representative)	2003-2005
4.	Hubbard, Gail (Mrs.)	Supervisor of Gifted Education and Special Programs Prince William County Schools P. O. Box 389 Manassas, VA 22108	(703) 791-7400 FAX: (703) 791-7336 hubbardg@pwcs.edu	4	IMMEDIATE PAST CHAIRPERSON Gifted Education Coordinators	2003-2005
5.	Ballinger, Nancy (Ms.)	Supervisor of Gifted Programs Montgomery County Public Schools 200 Junkin Street Christiansburg, VA 24073	(540) 382-5190 FAX: (804) 381-6127 nancebal@aol.com	5	Consortium for Administrators of Gifted Education	2002-2004
6.	Bremner, Kathryn (Ms.)	6129 Pond Grass Road Mechanicsville, VA 23111	(804) 730-1492	1	Virginia Middle School Association	2004 - 2007
7.	Brighton, Catherine (Dr.)	University of Virginia P.O. Box 400277 Charlottesville, VA 22904-4277	(434) 924-1022 brighton@virginia.edu	5	Virginia Association for the Gifted	2004 - 2007
8.	Brown, Elissa (Dr.)	Center for Gifted Education The College of William and Mary 427 Scotland Street Williamsburg, VA 23185	(757) 221-2210 efbrow@wm.edu	2	At-Large Member	2004-2007

	MEMBERS	ADDRESS	CONTACT INFORMATION	(VAG) REGION	REPRESENTING	TERM
9.	Carey, Virginia (Dr.)	Williamsburg-James City County Public Schools Lafayette High School 4460 Longhill Road Williamsburg, VA 23188	(757) 565-4203 FAX: (757) 565-4246 Careyv@wjcc.k12.va.us	2	Virginia Counselors Association	2004 – 2007
10.	Chilton, Cris (Ms.)	12205 Bothwell Court Richmond, VA 23233	(804) 756-3000 cris12205@aol.com	1	Virginia Education Association	2003 - 2006
11.	Dillon, Cy (Dr.)	Director, Stanley Library Ferrum College 3045 Dugspur Road Callaway, VA 24067	(540) 365-4428 cdillon@ferrum.edu	6	Higher Education (Private)	2003 - 2006
12.	Estes, Clint (Mr.)	Gifted Education Coordinator Orange County Public Schools 437 Waugh Blvd. Orange, VA 22960	(540) 661-4583 clestes@aol.com	5	Gifted Education Coordinators	2003 – 2006
13.	Frye, Lowell (Dr.)	Hampden Sydney College 305 Second Avenue Farmville, VA 23901	(434) 223-6215 lfrye@hsc.edu	9	Local Advisory Committee	2003 - 2006
14.	Hall-Haley, Marjorie (Dr.)	George Mason University Hunt View – P.O. Box 476 The Plains, VA 20198	(703) 993-8710 mhaley@gmu.edu	4	Higher Education (Public)	2003 - 2006
15.	Hardt, Meg (Ms.)	Director of Instruction West Point Public Schools 1542 H Honey Grove Drive Richmond, VA 23229	(804) 285-5623 mhardt@wpps.k12.va.us	1	Gifted Education Coordinators	2004 - 2007
16.	Lynch, Patricia (Ms.)	Fredericksburg City Public Schools 195 Cool Breeze Way Fredericksburg, VA 22406	plynch@cityschools.com	4	Teacher of the Gifted	2003 - 2006
17.	Mebane, Elizabeth (Mrs.)	21 West Brigstock Road Midlothian, VA 23113	lizmebane@comcast.net	1	Local Advisory Committee	2003 - 2006
18.	Morgan, Frank (Dr.)	Division Superintendent Goochland County Public Schools P.O. Box 169 Goochland, VA 23063	(804) 556-5665 fmorgan@glnd.k12.va.us	1	Virginia Association of School Superintendents	2003 - 2006
19.	Roark, Marion G. (Mrs.)	Board Member 5358 Glenvar Heights Blvd. Salem, VA 24153	CELL: (540) 580-4772 mroark@rev.net	6	Virginia School Boards Association	2004 - 2007

	MEMBERS	ADDRESS	CONTACT INFORMATION	(VAG) REGION	REPRESENTING	TERM
20.	Shortt, Thomas (Dr.)	Executive Director Virginia Association of Elementary School Principals 2116 Dabney Road, Suite A-4 Richmond, VA 23230	(804) 335-6791 tomshortt@earthlink.net	1	Virginia Association of Elementary School Principals	2003 - 2006
21.	Snyder, C. Earl (Mr.)	Northrup Grumman-Newport News 15 Jonquil Lane Newport News, VA 23606	(757) 380-7936 FAX: (757) 688-2483 CELL: (757) 869-6807 earlsnyder@worldnet.att.net	2	Virginia Business & Industry	2004-2007
22.	Wyatt, Avery (Mrs.)	Gifted Education Coordinator Pittsylvania County Public Schools 617 Sandy Creek Road Danville, VA 24540	(434) 793-1624 avery.wyatt@pcs.k12.va.us	9	Gifted Education Coordinators	2003 - 2006
23.	Grillo, Ruth (Mrs.)	Specialist, Gifted Education Access and Equity Office of Middle and High School Instruction Department of Education Maggie L. Walker GS 1000 N. Lombardy Street Richmond, VA 23220	(804) 359-0440 FAX: (804) 354-6939 Ruth.Grillo@doe.virginia.gov	1	Virginia Department of Education	(Ex-officio)
24.	McGonagill, Barbara (Dr.)	Principal Specialist Governor's Schools and Gifted Education Office of Middle and High School Instruction Department of Education P. O. Box 2120 Richmond, VA 23218-2120	(804) 225-2884 FAX: (804) 786-1597 Barbara.McGonagill@doe.virginia.gov	1	Virginia Department of Education	(Ex-officio)
25.	Firebaugh, James (Mr.)	Director Office of Middle and High School Instruction Department of Education P. O. Box 2120 Richmond, VA 23218-2120	(804) 225-2651 FAX: (804) 786-1597 Jim.Firebaugh@doe.virginia.gov	1	Virginia Department of Education	(Ex-officio)

Four-Year Issues Research Process, 2001-2005 Virginia Advisory Committee for the Education of the Gifted



Appendix C
*Reference Guide for the Development and Evaluation of Local Plans
for the Education of the Gifted*

Developed by subcommittees serving terms between 2001 and 2003

Identification Component.....	C-02
Professional Development Component.....	C-10

Developed by subcommittees serving terms between 2003 and 2005

Curriculum Component.....	C-16
Delivery of Services Component	C-26
Parent and Community Involvement Component	C-34

IDENTIFICATION COMPONENT

Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>Each school division shall establish a uniform procedure with common criteria for screening and identification of gifted students.</p> <p><i>Regulations Governing Educational Services for Gifted Students (Regulations)</i> 8 VAC 20-40-40 A</p>	<p>A comprehensive and cohesive division process for student nomination must be coordinated in order to determine eligibility for gifted education services.</p> <p><i>National Association for Gifted Children (NAGC) Standards: Identification 1</i></p> <p>CEC Standard 1 – Foundations CEC Standard 2 – Development and Characteristics of Learners</p> <p><i>Council for Exceptional Children/National Council of Accreditation of Teacher Education (CEC Standards for Gifts and Talents)</i></p>	<p>This section includes the division’s five-year goals for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.</p> <p>Identification Curriculum Development Delivery of Services Professional Development Parent and Community Involvement</p> <p><i>Virginia Department of Education Peer Review Guidelines (VDOE Guidelines) Part I, Section C</i></p>	
<p>These [identification] procedures will permit referrals from school personnel, parents, or legal guardians, other persons of related expertise, peer referral, and self referral of those students believed to be gifted.</p> <p><i>Regulations: 8 VAC 20-40-40 A</i></p>	<p>The school district should provide information annually regarding the process for nominating students for gifted education programming services in a variety of languages.</p> <p><i>NAGC Standards: Identification 1.0E</i></p> <p>The nomination process should be ongoing and screening of any student should occur at any time.</p> <p><i>NAGC Standards: Identification 1.1E</i></p> <p>Nomination procedures and forms should be available in a variety of languages.</p> <p><i>NAGC Standards: Identification 1.2E</i></p>	<p>Plan describes the screening process used to screen all students and create a pool of potential candidates, K-12, for any area of giftedness.</p> <p><i>VDOE Guidelines: Part II, Section B, Item 1</i></p> <p>Plan describes how direct referrals are solicited; who can refer; how appropriate forms are obtained; to whom those forms are returned; timeline for their acceptance; and how information about the referral process is made available to parents of students K-12 and others.</p> <p><i>VDOE Guidelines: Part II, Section B, Item 2</i></p>	<p>School division indicates that referrals are received from all segments of the school community.</p> <p><i>Annual Report, Programs for the Gifted, Code of Virginia §22.1-18.1</i></p>

IDENTIFICATION COMPONENT

Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>Pertinent information, records, and other performance evidence of referred students will be examined by a building level or division level identification committee. Further, the committee(s) will determine the eligibility of the referred students for differentiated program services.</p> <p><i>Regulations: 8 VAC 20-40-40 A</i></p>	<p>A comprehensive and cohesive division process for student nomination must be coordinated in order to determine eligibility for gifted education services.</p> <p><i>NAGC Standards: Identification 1</i></p> <p>A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.</p> <p><i>NAGC Standards: Identification 3</i></p> <p>CEC Standard 3 – Individual Learning Differences</p> <p><i>CEC Standards for Gifts and Talents</i></p>	<p>Plan includes description of the membership and organization of a school-based or division-wide identification/placement committee that includes an advocate for the child.</p> <p><i>VDOE Guidelines: Part II, Section B, Item 4</i></p> <p>Plan describes how the committee determines which of its programs demonstrate a match between the assessed potential of the student and options provided.</p> <p><i>VDOE Guidelines: Part II, Section B, Item 6</i></p>	
<p>Each school division shall maintain a division review procedure for students whose cases are appealed. This procedure shall involve individuals, the majority of whom did not serve on the Identification/Placement Committee.</p> <p><i>Regulations: 8 VAC 20-40-40 B</i></p>	<p>Written procedures for student identification must include at the very least provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.</p> <p><i>NAGC Standards: Identification 5</i></p>	<p>Plan describes how the appeals process works; the members of or how the committee is established; and provides the timeline from the point that an appeal is received until the division responds formally to it.</p> <p><i>VDOE Guidelines: Part II, Section B, Item 9</i></p>	

IDENTIFICATION COMPONENT

Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>Eligibility of students for programs for the gifted shall be based on multiple criteria for screening and identification established by the school division ... Multiple criteria shall include four or more of the following categories:</p> <ol style="list-style-type: none"> 1. Assessment of appropriate student products, performance, and/or portfolio 2. Record of observation of in-classroom behavior 3. Appropriate rating scales, checklists, and/or questionnaires 4. Individual interview 5. Individual or group aptitude tests 6. Individual or group achievement tests 7. Records of previous accomplishments (such as awards, honors, grades, etc.) 8. Additional valid and reliable measures or procedures <p>Inclusion of a test score in a division identification plan does not indicate that an individual student must score at a prescribed level on the test(s) to be admitted to a program. No single criterion shall be used in determining students who qualify for, or are denied access to, programs for the gifted.</p> <p><i>Regulations: 8 VAC 20-40-50</i></p>	<p>All student identification procedures and instruments must be based on current theory and research. <i>NAGC Standards –Identification 4</i></p> <p>Student assessment data should come from multiple sources and include multiple assessment methods. <i>NAGC Standards –Identification 4.OE</i></p> <p>Student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures. <i>NAGC Standards: Identification 4.1E</i></p>	<p>Plan identifies four or more criteria to be used in the identification/placement process. <i>VDOE Guidelines: Part II, Section B, Item 3a</i></p> <p>Plan provides information about the validity and reliability of all measures except those that are standardized or norm-referenced. <i>VDOE Guidelines: Part II, Section B, Item 3b</i></p> <p>Plan includes an identification procedure that clearly specifies how elements are collected; who administers which instruments; and who collects and summarizes information used to lead to an eligibility decision. <i>VDOE Guidelines: Part II, Section B, Item 5a</i></p> <p>Plan describes how eligibility decisions are made. <i>VDOE Guidelines: Part II, Section B, Item 5b</i></p> <p>Plan includes a statement that the division does not allow any one single criterion to deny or guarantee access to gifted program services. <i>VDOE Guidelines: Part II, Section B, Item 5c</i></p>	

IDENTIFICATION COMPONENT

Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>Eligibility of students for programs for the gifted shall be ...designed to seek out high aptitude in all populations. <i>Regulations: 8 VAC 20-40-50</i></p>	<p>Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths. <i>NAGC Standards: Identification 2</i></p>	<p>Plan describes specific strategies to be used to screen and identify special populations of gifted learners. (This includes groups identified in the <i>No Child Left Behind Act of 2001.</i>) <i>VDOE Guidelines: Part II, Section B, Item 1c</i></p>	<p>School division indicates the demographic composition of those students referred for identification. Gifted Education Annual Report indicates the demographic composition of those students receiving gifted education services. <i>Code of Virginia §22.1-18.1</i></p>
<p>If a program is designed to address general intellectual aptitude, aptitude measures must be included as one of the categories in the division identification plan. If a program is designed to address specific academic aptitude, an achievement or an aptitude measure in the specific academic area must be included as one of the categories in the division identification plan. If a program is designed to address either the visual/performing arts or technical/practical arts aptitude, a performance measure in the specific aptitude area must be used. <i>Regulations: 8 VAC 20-40-50</i></p>	<p>Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths. <i>NAGC Standards: Identification 2</i></p> <p>A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention. <i>NAGC Standards: Identification 3</i></p> <p>An assessment profile should reflect the gifted learner's interests, learning styles, and educational needs. <i>NAGC Standards –Identification 3.1E</i></p> <p>Student placement data should be collected using an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification. <i>NAGC Standards: Identification 5.0E</i></p>	<p>Plan identifies four or more criteria to be used in the identification/placement process; includes names, dates, or versions of tests where appropriate. Separate forms should be provided for each program, or items should be clearly marked to indicate in which programs specific measures are used. <i>VDOE Guidelines: Part II, Section B, Item 3a</i></p>	

IDENTIFICATION COMPONENT

Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. Modifications to the plan shall be reported to the Department of Education on dates specified by the Department.</p> <p><i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>A comprehensive and cohesive division process for student nomination must be coordinated in order to determine eligibility for gifted education services.</p> <p><i>NAGC Standards: Identification 1</i></p> <p>District guidelines and procedures should be reviewed and revised when necessary.</p> <p><i>NAGC Standards: Identification 5.1E</i></p>	<p>Plan provides one goal statement in each of the following components of gifted education:</p> <p>Identification Curriculum Development Delivery of Services Professional Development Parent and Community Involvement</p> <p><i>VDOE Guidelines: Part I, Section C</i></p> <p>Plan provides a series of objectives and activities to support the goal statement(s) indicated in Part I of the plan.</p> <p><i>VDOE Guidelines: Part III, Item a</i></p> <p>Plan provides evidence that a goal, objective, activity, and timeline are in place.</p> <p><i>VDOE Guidelines: Part III, Item b</i></p>	
<p>3. Procedures for the early and on-going identification and placement of gifted students beginning with kindergarten through secondary graduation, in at least one of the four defined areas of giftedness.</p> <p><i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Assessment should be responsive to students' economic conditions, gender, ethnicity, language, developmental differences, and handicapping conditions.</p> <p><i>NAGC Standards: Identification 2.1E</i></p> <p>Students identified in all designated areas of giftedness within a school district should be assessed consistently across grade levels.</p> <p><i>NAGC Standards: Identification 2.2E</i></p> <p>Student assessments should be sensitive to all stages of talent development.</p> <p><i>NAGC Standards: Identification 2.3E</i></p> <p>CEC Standard 2 – Development and Characteristics of Learners CEC Standard 5 – Language <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan indicates that the division offers services continuously in either General Intellectual Aptitude or Specific Academic Aptitude, grades K-12. Services for Visual and Performing Arts or Practical and Technical Arts are optional.</p> <p><i>VDOE Guidelines: Part II, Section A</i></p> <p>Plan describes the screening process used to screen all students and create a pool of potential candidates, K-12.</p> <p><i>VDOE Guidelines: Part II, Section B, Item 1a</i></p> <p>Plan describes time frame for requesting data for the screening process.</p> <p><i>VDOE Guidelines: Part II, Section B, Item 1b</i></p> <p>Plan describes specific strategies to be used to screen and identify special populations of gifted learners.</p> <p><i>VDOE Guidelines: Part II, Section B, Item 1c</i></p>	<p>School division indicates referrals at all levels from kindergarten through secondary graduation.</p> <p><i>Code of Virginia §22.1-18.1</i></p>

IDENTIFICATION COMPONENT

Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>4. A procedure for notifying parents/legal guardians when additional testing or additional information is required during the identification process and for obtaining permission prior to placement of students in an appropriate program. <i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Written procedures for student identification must include at the very least provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures. <i>NAGC Standards: Identification 5</i></p> <p>CEC Standard 10 – Collaboration <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan describes how direct referrals are solicited; who can refer; how appropriate forms are obtained; to whom those forms are returned; timeline for their acceptance; how information about the referral process is made available to parents of students K-12 and others. <i>VDOE Guidelines: Part II, Section B, Item 2</i></p> <p>Plan describes when (at what stages) parents will be notified about placement decisions, diagnostic re-evaluation, or other prescribed monitoring of student progress. <i>VDOE Guidelines: Part II, Section B, Item 7</i></p> <p>Plan clearly indicates the specific amount of time the division has to make eligibility decisions based on direct referrals from parents, school staff, or other persons. <i>VDOE Guidelines: Part II, Section B, Item 5e</i></p>	
<p>5. A policy for notifying gifted students' change of placement within, and exit from a program, which includes an opportunity for parents who disagree with the committee's decision to meet and discuss their concern(s) with an appropriate administrator. <i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Written procedures for student identification must include at the very least provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures. <i>NAGC Standards: Identification 5</i></p> <p>CEC Standard 10 – Collaboration <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan notes whether, how, and when re-evaluation takes place; and how this differs from a change in services request. <i>VDOE Guidelines: Part II, Section B, Item 8a</i></p> <p>Plan notes who can initiate a change in services request; how students may be exited from the program; and whether or not they remain eligible for services. <i>VDOE Guidelines: Part II, Section B, Item 8b</i></p> <p>Plan describes how the appeals process works; the members of or how the committee is established; and provides the timeline from the point that an appeal is received until the division responds formally to it. <i>VDOE Guidelines: Part II, Section B, Items 9a, 9b, 9c, and 9d</i></p>	

IDENTIFICATION COMPONENT

Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. <i>Regulations: 8 VAC 20-40-60 A</i></p>			
<p>6. Assurances that records are maintained according to “Management of Student’s Scholastic Record in the Public Schools of Virginia.” <i>Regulations: 8 VAC 20-40-60 A6</i></p>		<p>Plan includes assurances that records are maintained according to “Management of Student’s Scholastic Record in the Public Schools of Virginia.” <i>VDOE Guidelines: Part IV, Section B</i></p>	
<p>7. Assurances that (i) testing and evaluative materials selected and administered are sensitive to cultural, racial, and linguistic differences. <i>Regulations: 8 VAC 20-40-60 A7</i></p>	<p>Assessments should be provided in a language in which the student is most fluent, if available. <i>NAGC Standards: Identification 2.0</i></p> <p>Assessment should be responsive to students’ economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices. <i>NAGC Standards: Identification 2.1E</i></p> <p>Student assessments should be sensitive to all stages of talent development. <i>NAGC Standards: Identification 2.3E</i></p> <p>CEC Standard 2 – Development and Characteristics of Learners CEC Standard 5 – Language <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan includes assurances that testing and evaluative materials selected and administered are sensitive to cultural, racial, and linguistic differences. (This includes groups identified in the <i>No Child Left Behind Act of 2001.</i>) <i>VDOE Guidelines: Part IV, Section B</i></p>	

IDENTIFICATION COMPONENT

Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>7. Assurances that (ii) identification procedures are constructed so that they identify high potential/ability in all underserved culturally diverse, low socio-economic, and disabled populations. <i>Regulations: 8 VAC 20-40-60 A7</i></p>	<p>Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths. <i>NAGC Standards: Identification 2</i></p> <p>Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices. <i>NAGC Standards: Identification 2.1E</i></p> <p>CEC Standard 2 – Development and Characteristics of Learners CEC Standard 5 – Language <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan includes assurances that identification procedures are constructed so that they identify high potential/ability in all underserved culturally diverse, low socio-economic, and disabled populations. <i>VDOE Guidelines: Part IV, Section B</i></p>	
<p>7. Assurances that (iii) standardized tests have been validated for the specific purpose for which they are used. <i>Regulations: 8 VAC 20-40-60 A7</i></p>	<p>All student identification procedures and instruments must be based on current theory and research. <i>NAGC Standards: Identification 4</i></p> <p>CEC Standard 9 – Professional and Ethical Practice <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan includes assurances that standardized tests have been validated for the specific purpose for which they are used. <i>VDOE Guidelines: Part IV, Section B</i></p>	
<p>7. Assurances that (iv) instruments are administered and interpreted by trained personnel in conformity with the instructions of their producer. <i>Regulations: 8 VAC 20-40-60 A7</i></p>	<p>All student identification procedures and instruments must be based on current theory and research. <i>NAGC Standards: Identification 4</i></p> <p>CEC Standard 9 – Professional and Ethical Practice <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan includes assurances that instruments are administered and interpreted by trained personnel in conformity with the instructions of their producer. <i>VDOE Guidelines: Part IV, Section B</i></p>	

PROFESSIONAL DEVELOPMENT COMPONENT
Reference Guide For the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows: 11. Procedures for the selection/evaluation of teachers and for the training of personnel to include administrators/supervisors, teachers, and support staff. <i>Regulations Governing Educational Services for Gifted Students (Regulations)</i> 8 VAC 20-40-60 A</p>	<p>A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners. <i>National Association for Gifted Children (NAGC) Standards: Professional Development 1</i></p> <p>Appropriately qualified personnel must direct services for the education of gifted learners. <i>NAGC Standards: Program Administration and Management 1</i></p> <p>Responsibility for the education of gifted learners is a shared one requiring strong relationships between the gifted education program and general education school-wide. <i>NAGC Standards: Program Administration and Management 2.0E</i></p> <p>CEC Standard 9 – Professional and Ethical Practice CEC Standard 10 - Collaboration <i>Council for Exceptional Children/National Council of Accreditation of Teacher Education (CEC Standards for Gifts and Talents)</i></p>	<p>Plan indicates methods used to select teachers of the gifted. <i>Virginia Department of Education Peer Review Guidelines (VDOE Guidelines) Part II, Section E, Item 1c</i></p> <p>Plan indicates methods used to evaluate teachers of the gifted. <i>VDOE Guidelines: Part II, Section E, Item 1c</i></p>	<p>School division indicates the number of designated gifted education teachers with gifted endorsement. <i>Annual Report, Programs for the Gifted, Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with advanced degrees or with degrees in gifted education. <i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with local training. <i>Code of Virginia §22.1-18.1</i></p>

PROFESSIONAL DEVELOPMENT COMPONENT
Reference Guide For the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>Program of instruction and learning objectives: B. Instruction shall be designed to accommodate all students, including those with disabilities, those identified as gifted/talented, and those who have limited English proficiency. Each school shall provide students identified as gifted/talented with instructional programs taught by teachers with special training or experience in working with gifted/talented students.</p> <p><i>Regulations Establishing Standards for Accrediting Public Schools in Virginia (Standards of Accreditation)</i> 8 VAC 20-131-70</p>	<p>Only qualified personnel should be involved in the education of gifted learners. <i>NAGC Standards: Professional Development 2</i></p> <p>All personnel working with gifted learners should participate in regular staff development programs. <i>NAGC Standards: Professional Development 2.0E</i></p> <p>All specialist teachers in gifted education should possess a certification/ specialization or degree in gifted education. <i>NAGC Standards: Professional Development 2.1E</i></p> <p>Only teachers with advanced expertise in gifted education should have primary responsibility for the education of gifted learners. <i>NAGC Standards: Professional Development 2.2E</i></p>	<p>Plan indicates by title and area of giftedness, those teachers considered full-time teachers of the gifted and the required training they must have to teach students identified as gifted. <i>VDOE Guidelines: Part II, Section E, Item 1a</i></p> <p>Plan indicates by title and area of giftedness, those teachers considered part-time teachers of the gifted and the required training they must have to teach students identified as gifted. <i>VDOE Guidelines: Part II, Section E, Item 1b</i></p>	<p>School division indicates the number of designated gifted education teachers with gifted endorsement. <i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with advanced degrees or with degrees in gifted education. <i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with local training. <i>Code of Virginia §22.1-18.1</i></p>

PROFESSIONAL DEVELOPMENT COMPONENT
Reference Guide For the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>11. Procedures for the ... training of personnel to include administrators/ supervisors, teachers, and support staff. <i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Staff development that improves the learning of all students. (Context Standards) <i>NSDC Standards</i></p>	<p>This section includes the division's five-year goals for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.</p> <ul style="list-style-type: none"> Identification Curriculum Development Delivery of Services Professional Development Parent and Community Involvement <p><i>VDOE Guidelines: Part I, Section C</i></p>	<p>School division indicates the number of designated gifted education teachers with gifted endorsement. <i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with advanced degrees or with degrees in gifted education. <i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with local training. <i>Code of Virginia §22.1-18.1</i></p>
	<p>Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities) <i>NSDC Standards</i></p>	<p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	
	<p>Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership) <i>NSDC Standards</i></p>	<p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	
	<p>Requires resources to support adult learning and collaboration. (Resources) <i>NSDC Standards</i></p>	<p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	

PROFESSIONAL DEVELOPMENT COMPONENT
Reference Guide For the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>11. Procedures for the ... training of personnel to include administrators/supervisors, teachers, and support staff. <i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Staff development that improves the learning of all students. (Process Standards) <i>NSDC Standards</i></p>	<p>This section includes the division's five-year goals for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.</p> <ul style="list-style-type: none"> Identification Curriculum Development Delivery of Services Professional Development Parent and Community Involvement <p><i>VDOE Guidelines: Part I, Section C</i></p>	<p>School division indicates the number of designated gifted education teachers with gifted endorsement. <i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with advanced degrees or with degrees in gifted education. <i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with local training. <i>Code of Virginia §22.1-18.1</i></p>
	<p>Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven) <i>NSDC Standards</i></p>	<p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	
	<p>Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation) <i>NSDC Standards</i></p>	<p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	

PROFESSIONAL DEVELOPMENT COMPONENT
Reference Guide For the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>11. Procedures for the ... training of personnel to include administrators/ supervisors, teachers, and support staff. <i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Staff development that improves the learning of all students. (Process Standards) <i>NSDC Standards</i></p>	<p>This section includes the division's five-year goals for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.</p> <p>Identification Curriculum Development Delivery of Services Professional Development Parent and Community Involvement <i>VDOE Guidelines: Part I, Section C</i></p>	<p>School division indicates the number of designated gifted education teachers with gifted endorsement. <i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with advanced degrees or with degrees in gifted education. <i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with local training. <i>Code of Virginia §22.1-18.1</i></p>
	<p>Prepares educators to apply research to decision-making. (Research-Based) <i>NSDC Standards</i></p>	<p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	
	<p>Uses learning strategies appropriate to the intended goal. (Design) <i>NSDC Standards</i></p>	<p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	
	<p>Applies knowledge about human learning and change. (Learning) <i>NSDC Standards</i></p>	<p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	
	<p>Provides educators with the knowledge and skills to collaborate. (Collaboration) <i>NSDC Standards</i></p>	<p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	

PROFESSIONAL DEVELOPMENT COMPONENT
Reference Guide For the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>11. Procedures for the ... training of personnel to include administrators/ supervisors, teachers, and support staff. <i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Staff development that improves the learning of all students. (Content Standards) <i>NSDC Standards</i></p>	<p>This section includes the division's five-year goals for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.</p> <p>Identification Curriculum Development Delivery of Services Professional Development Parent and Community Involvement <i>VDOE Guidelines: Part I, Section C</i></p>	<p>School division indicates the number of designated gifted education teachers with gifted endorsement. <i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with advanced degrees or with degrees in gifted education. <i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with local training. <i>Code of Virginia §22.1-18.1</i></p>
	<p>Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity) <i>NSDC Standards</i></p>	<p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	
	<p>Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments. (Quality Teaching) <i>NSDC Standards</i></p>	<p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	
	<p>Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement) <i>NSDC Standards</i></p>	<p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	

CURRICULUM AND INSTRUCTION COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA GUIDING QUESTIONS	SUGGESTED BENCHMARK INDICATORS
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product. <i>Regulations Governing Educational Services for Gifted Students (Regulations)</i> 8 VAC 20-40-60 A</p>	<p>Gifted education programming must be guided by a clearly articulated philosophy statement and accompanying goals and objectives. <i>National Association for Gifted Children (NAGC) Standards: Program Design 3.1M</i></p> <p>CEC Standard 1 – Foundations <i>Council for Exceptional Children/National Council of Accreditation of Teacher Education (CEC Standards for Gifts and Talents)</i></p>	<p>This section includes the division’s five-year goals for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.</p> <ul style="list-style-type: none"> Identification Delivery of Services Curriculum Development Professional Development Parent and Community Involvement <p><i>Virginia Department of Education Peer Review Guidelines (VDOE Guidelines): Part I, Section C</i></p>	<p><i>Philosophy, definition, and service delivery/program models are clearly articulated.</i></p>
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product. <i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Gifted education programming must be guided by a clearly articulated philosophy statement and accompanying goals and objectives. <i>NAGC Standards: Program Design 3.1M</i></p> <p>CEC Standard 1 – Foundations <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan describes the theoretical foundations that frame the division’s curriculum and instruction for gifted learners. <i>VDOE Guidelines: Part II, Section D, Item 1</i></p> <p>Does the plan describe the theoretical foundation(s) that frame curriculum and instruction for gifted learners?</p> <p>Are the local philosophy, definition, and services described reflective of the theoretical foundation(s)?</p>	<p><i>Theoretical foundations frame curriculum and instruction.</i></p> <p><i>Plan philosophy, definition, and services reflect the theoretical foundations.</i></p>

CURRICULUM AND INSTRUCTION COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA GUIDING QUESTIONS	SUGGESTED BENCHMARK INDICATORS
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product. <i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>A continuum of services must be provided across grades pre-K – 12. <i>NAGC Standards: Program Design 3.2M</i></p> <p>A well-defined and implemented curriculum scope and sequence should be articulated for all grade levels and all [appropriate] subject areas. <i>NAGC Standards: Curriculum and Instruction 1.0 E</i></p> <p>CEC Standard 2 – Development and Characteristics of Learners CEC Standard 5 – Learning Environments and Social Interactions CEC Standard 7 – Instructional Planning <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan demonstrates how the division’s curriculum based on the theoretical model or models provides differentiated presentation of materials to meet the needs of all students identified in the division as gifted. <i>VDOE Guidelines: Part II, Section D, Item 1</i></p> <p>Is the curriculum model sequential and continuous, K – 12?</p> <p>Do the content scope and sequence correspond to students’ abilities, interests, and area(s) of identification?</p> <p>Do the scope and sequence support the local division’s strategic plan?</p>	<p><i>The scope and sequence describe sequential and continuous services, K - 12.</i></p> <p><i>The scope and sequence include appropriate content areas, K - 12.</i></p> <p><i>The scope and sequence support school division’s initiatives.</i></p>

CURRICULUM AND INSTRUCTION COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA GUIDING QUESTIONS	SUGGESTED BENCHMARK INDICATORS
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product. <i>Regulations: 8 VAC 20-40-60 A</i></p> <p>Appropriately differentiated curricula for gifted students refer to curricula designed in response to their cognitive and affective needs. Such curricula provide emphasis on both accelerative and enrichment opportunities for advanced content and pacing of instruction... <i>Regulations: 8 VAC 20-40-20</i></p> <p>Upon the recommendation of the division superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement. <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia (Standards of Accreditation)</i> 8 VAC 20-131-110</p>	<p>Existing and future school policies must include provisions for the needs of gifted learners. <i>NAGC Standards</i> <i>Program Design 6.0M</i></p> <p>Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided with more challenging educational opportunities. <i>NAGC Standards:</i> <i>Curriculum and Instruction 2.3E</i></p> <p>When warranted, continual opportunities for curricular acceleration should be provided in gifted learners' areas of strength and interest while allowing sufficient ceiling for optimal learning. <i>NAGC Standards:</i> <i>Curriculum and Instruction 3.0E</i></p> <p>Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs. <i>NAGC Standards:</i> <i>Curriculum and Instruction 4.0E</i></p> <p>CEC Standard 2 – Development and Characteristics of Learners CEC Standard 3 – Individual Learning Differences CEC Standard 7 – Instructional Planning CEC Standard 8 – Assessment <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan includes evidence that the division's curriculum provides for the use of instructional strategies that accelerate and enrich required tasks, activities, and processes beyond grade level or course expectations. <i>VDOE Guidelines: Part II, Section D, Item 1-2</i></p> <p>Is there a policy that allows for different modes of acceleration options?</p> <p>Is there a policy that allows for flexible pacing and instruction for gifted learners?</p> <p>Is the service delivery model flexible enough to accommodate different types of acceleration?</p>	<p><i>Division-wide flexible instruction grouping and/or pacing policies for diverse gifted learners should be in place.</i></p> <p><i>Division-wide acceleration policies for diverse gifted learners should be in place.</i></p>

CURRICULUM AND INSTRUCTION COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA GUIDING QUESTIONS	SUGGESTED BENCHMARK INDICATORS
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product. <i>Regulations: 8 VAC 20-40-60 A</i></p> <p>Appropriately differentiated curricula for gifted students refer to curricula designed in response to their cognitive and affective needs. Such curricula provide ... a focus on issues, themes, and ideas within and across areas of study. <i>Regulations: 8 VAC 20-40-20</i></p> <p>Each school shall provide a program of instruction that promotes individual student academic achievement in the essential academic disciplines and shall provide additional instructional opportunities that meet the abilities, interests, and educational needs of students. Each school shall establish learning objectives to be achieved by students at successive grade levels that meet or exceed the knowledge and skills contained in the Standards of Learning for English, mathematics, science, and history/social science adopted by the Board and shall continually assess the progress of each student in relation to the objectives. <i>Standards of Accreditation: 8 VAC 20-131-70</i></p>	<p>District curriculum plans should include objectives, content, and resources that challenge gifted learners in the regular classroom. <i>NAGC Standards: Curriculum and Instruction 2.0E</i></p> <p>Gifted services must be designed to supplement and build on the basic academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress through the program. <i>NAGC Standards: Program Design 4.0E</i></p> <p>CEC Standard 3 – Individual Learning Differences CEC Standard 4 – Instructional Strategies CEC Standard 7 – Instructional Planning <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan includes evidence that the revised curriculum emphasizes academic rigor, complexity, abstractedness, and multifacetedness through integrated content experiences. <i>VDOE Guidelines: Part II, Section D, Item 1-1</i></p> <p>Does the curriculum support integrated content experiences?</p> <p>Are requisite resources, including technology, available to support integrated content experiences?</p> <p>Are curriculum experiences complex, integrated, and rigorous in response to learner needs?</p>	<p><i>A differentiated curriculum supports integrated content experiences.</i></p> <p><i>Required resources, including technology, are available to support a differentiated curriculum.</i></p>

CURRICULUM AND INSTRUCTION COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA GUIDING QUESTIONS	SUGGESTED BENCHMARK INDICATORS
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product.</p> <p><i>Regulations: 8 VAC 20-40-60 A</i></p> <p>Appropriately differentiated curricula for gifted students refer to curricula designed in response to their cognitive and affective needs. Such curricula provide emphasis on ... original research or production, problem finding and solving, [and] higher level thinking that leads to the generation of products...</p> <p><i>Regulations: 8 VAC 20-40-20</i></p>	<p>Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorships, independent study, and research projects) must be available.</p> <p><i>NAGC Standards: Curriculum and Instruction 5.1M</i></p> <p>Differentiated educational program curricula for students pre-K-12 should be modified to provide learning experiences matched to students' interests, readiness, and learning style.</p> <p><i>NAGC Standards: Curriculum and Instruction 5.1E</i></p> <p>Gifted learners must be provided with career guidance consistent with their unique strengths.</p> <p><i>NAGC Standards: Socio-Emotional Guidance and Counseling 2.0M</i></p> <p>Gifted learners must be provided with affective curriculum as part of differentiated curriculum and instructional services.</p> <p><i>NAGC Standards: Socio-Emotional Guidance and Counseling 4.0M</i></p> <p>CEC Standard 2 – Development and Characteristics of Learners CEC Standard 3 – Individual Learning Differences CEC Standard 4 – Instructional Strategies CEC Standard 5 – Learning Environments and Social Interactions CEC Standard 6 – Language CEC Standard 7 – Instructional Planning <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan includes evidence that the division's curriculum incorporates self-directed learning, critical inquiry, creative thinking and problem-solving skills, and optionally, leadership skills.</p> <p><i>VDOE Guidelines: Part II, Section D, Item 1-3</i></p> <p>How does the curriculum design provide for opportunities for self-directed learning?</p> <p>How does the curriculum design provide for critical inquiry, creative thinking, and problem-solving skills?</p> <p>Does the curriculum design provide for leadership skills?</p>	<p><i>Curriculum design includes opportunities for self-directed learning.</i></p> <p><i>Curriculum design includes critical inquiry, creative thinking, and problem-solving skills across the K-12 continuum and within all appropriate content areas.</i></p> <p><i>Curriculum design includes leadership skills and opportunities to demonstrate leadership.</i></p> <p><i>Curriculum design provides for metacognition.</i></p>

CURRICULUM AND INSTRUCTION COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA GUIDING QUESTIONS	SUGGESTED BENCHMARK INDICATORS
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product. <i>Regulations: 8 VAC 20-40-60 A</i></p> <p>Appropriately differentiated curricula for gifted students refer to curricula designed in response to their cognitive and affective needs. Such curricula provide emphasis on both accelerative and enrichment opportunities for advanced content and pacing of instruction, original research or production, problem finding and solving, higher level thinking that leads to the generation of products, and a focus on issues, themes, and ideas within and across areas of study. <i>Regulations: 8 VAC 20-40-20</i></p>	<p>Differentiated educational program curricula for students pre-K-12 should be modified to provide learning experiences matched to students' interests, readiness, and learning style. <i>NAGC Standards: Curriculum and Instruction 5.1E</i></p> <p>Appropriate service options of each student to work at assessed levels and advanced rates of learning should be available. Appropriate service options of each student to work at assessed levels and advanced rates of learning should be available. <i>NAGC Standards: Curriculum and Instruction 5.0E</i></p> <p>CEC Standard 3 – Individual Learning Differences CEC Standard 7 – Instructional Planning CEC Standard 8 - Assessment <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan includes evidence that the division's curriculum encourages multiple responses, diverse products, and new technologies that challenge existing ideas and thoughts. <i>VDOE Guidelines: Part II, Section D, Item 1-4</i></p> <p>Does the curriculum encourage multiple responses and diverse products?</p> <p>Does the curriculum encourage the use of new applications of technology?</p> <p>Does the curriculum encourage the development of ideas, products, and/or solutions that extend or challenge existing ideas?</p>	<p><i>The curriculum encourages the development of multiple responses and diverse products.</i></p> <p><i>The curriculum encourages the development of new ideas, solutions, projects, and products.</i></p>

CURRICULUM AND INSTRUCTION COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA GUIDING QUESTIONS	SUGGESTED BENCHMARK INDICATORS
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>8. A procedure to identify and evaluate student outcomes based on the initial and ongoing assessment of their cognitive and affective needs.</p> <p>9. A procedure to match service options, including instructional approach(es); settings, and staffing, to designated student needs.</p> <p>10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product.</p> <p>12. Procedures for the appropriate evaluation of the effectiveness of the school division's program for gifted students. <i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>The program evaluation design must address whether or not services have reached intended goals. <i>NAGC Standards Program Evaluation 3.1M</i></p> <p>Instruments and procedures used for data collection must be valid and reliable for their intended use. <i>NAGC Standards Program Evaluation 3.2M</i></p> <p>Ongoing formative and summative evaluation strategies must be used for substantive program improvement and development. <i>NAGC Standards Program Evaluation 3.3M</i></p> <p>Persons conducting the evaluation should possess an expertise in program evaluation in gifted education. <i>NAGC Standards Program Evaluation 3.0E</i></p> <p>CEC Standard 8 – Assessment CEC Standard 9 – Professional and Ethical Practice <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan incorporates a variety of evaluative strategies to assess the solutions and/or products created by students to determine the effectiveness of accelerated and differentiated curricula for gifted learners. <i>VDOE Guidelines: Part II, Section D, Item 1-5</i></p> <p>How is assessment used overall as a way to achieve continuous student progress?</p> <p>What is the alignment between the various assessment approaches and the matching curriculum and/or instructional interventions?</p> <p>How is assessment used to modify curriculum approaches?</p> <p>How is assessment used to modify instructional decisions?</p> <p>How is assessment used for data-based decision making?</p> <p>Who is involved in data collection, analysis, or revision?</p> <p>How are decisions made regarding choice of assessments employed?</p>	<p><i>Assessment is used to make placement decisions.</i></p> <p><i>Assessment is used as a tool for modifying curricular and instructional approaches.</i></p> <p><i>Assessment is used to support student growth.</i></p> <p><i>Assessment is used for program evaluation and for program improvements.</i></p> <p><i>Assessments are fair, equitable, valid, reliable, and defensible.</i></p>

CURRICULUM AND INSTRUCTION COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA GUIDING QUESTIONS	SUGGESTED BENCHMARK INDICATORS
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product. <i>Regulations: 8 VAC 20-40-60 A</i></p> <p>Appropriately differentiated curricula for gifted students refer to curricula designed in response to their cognitive and affective needs. Such curricula provide emphasis on both accelerative and enrichment opportunities for advanced content and pacing of instruction, original research or production, problem finding and solving, higher level thinking that leads to the generation of products, and a focus on issues, themes, and ideas within and across areas of study. <i>Regulations: 8 VAC 20-40-20</i></p>	<p>Instruction, objectives, and strategies provided gifted learners must be systematically differentiated from those in the regular classroom. <i>NAGC Standards: Curriculum and Instruction 2.0M</i></p> <p>Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals. <i>NAGC Standards: Curriculum and Instruction 2.1M</i></p> <p>Means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration. <i>NAGC Standards: Curriculum and Instruction 2.2M</i></p> <p>Gifted learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated. <i>NAGC Standards: Curriculum and Instruction 2.3M</i></p> <p>A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners. <i>NAGC Standards: Curriculum and Instruction 3.0M</i></p> <p>CEC Standard 4 – Instructional Strategies CEC Standard 7 – Instructional Planning <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan 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. Plan indicates the array of instructional designs that are incorporated to enable teachers to differentiate the curriculum in an appropriate manner. <i>VDOE Guidelines: Part II, Section D, Item 2</i></p> <p>Does the division use a variety of instructional strategies to actualize students' cognitive and affective needs?</p> <p>Does the division use a variety of assessment measures to ensure that the curriculum is responsive to the gifted learner?</p> <p>Are teachers involved in staff development to support differentiation of instruction?</p> <p>Does the division provide a variety of above-grade level, advanced materials for teachers to use at different stages of students' cognitive and affective development?</p> <p>Does the plan include an explanation of the instructional and assessment strategies?</p>	<p><i>Systematic data collection and analysis drives professional decision making (e.g., teacher observations, pretests, end of chapter tests, performance).</i></p> <p><i>Multiple curricular and/or instructional options are provided for students and/or teachers to address goals and objectives and students' interests, needs, and abilities or skills.</i></p> <p><i>Multiple possibilities are available for addressing content, process, product, and concept development.</i></p> <p><i>Instructional strategies used to accelerate and enrich beyond grade level expectations are described.</i></p> <p><i>Assessment strategies are used to assess students' outcomes from accelerated/enriched learning experiences.</i></p>

CURRICULUM AND INSTRUCTION COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA GUIDING QUESTIONS	SUGGESTED BENCHMARK INDICATORS
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product. <i>Regulations: 8 VAC 20-40-60 A</i></p> <p>Appropriately differentiated curricula for gifted students refer to curricula designed in response to their cognitive and affective needs. Such curricula provide emphasis on both accelerative and enrichment opportunities for advanced content and pacing of instruction, original research or production, problem finding and solving, higher level thinking that leads to the generation of products, and a focus on issues, themes, and ideas within and across areas of study. <i>Regulations: 8 VAC 20-40-20</i></p>	<p>Gifted learners must be provided with differentiated guidance efforts to meet their unique socio-emotional development. <i>NAGC Standards: Socio-Emotional Guidance and Counseling 1</i></p> <p>Gifted at-risk students must be provided with guidance and counseling to help them reach their potential. <i>NAGC Standards: Socio-Emotional Guidance and Counseling 3</i></p> <p>Underachieving gifted learners must be served rather than omitted from differentiated services. <i>NAGC Standards: Socio-Emotional Guidance and Counseling 5</i></p> <p>Flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum. <i>NAGC Standards: Program Design 5</i></p> <p>School personnel must be allotted planning time to prepare for the differentiated education of gifted learners. <i>NAGC Standards: Professional Development 4.0M</i></p> <p>Requisite resources and materials must be provided to support the efforts of gifted education programming. <i>NAGC Standards: Program Administration and Management 4</i></p> <p>CEC Standard 3 – Individual Learning Differences <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan 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. Plan indicates the array of instructional designs that are incorporated to enable teachers to differentiate the curriculum in an appropriate manner. <i>VDOE Guidelines: Part II, Section D, Item 2</i></p> <p>How are the needs of at-risk or underachieving gifted student being met?</p> <p>Are professionals collaborating in order to ensure that the gifted learners' needs are being met?</p> <p>Is time allocated during the school day for collaborative planning to occur?</p> <p>Are requisite resources available, including technology, to support personnel, student and/or curricular needs?</p> <p>What community resources are available that can be incorporated to extend a gifted student's learning?</p>	<p><i>Guidance provisions are integrated into the gifted education program.</i></p> <p><i>Curricular and instructional options are modified or extended for special populations.</i></p> <p><i>Provisions for collaborative planning time are evident in the local plan.</i></p> <p><i>Curricular and instructional extension and support incorporate learning opportunities and resources from the community.</i></p>

CURRICULUM AND INSTRUCTION COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA GUIDING QUESTIONS	SUGGESTED BENCHMARK INDICATORS
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>10. A framework for appropriately differentiated curricula indicating accelerative and enrichment opportunities in content, process, and product.</p> <p><i>Regulations: 8 VAC 20-40-60 A</i></p> <p>Appropriately differentiated curricula for gifted students refer to curricula designed in response to their cognitive and affective needs. Such curricula provide emphasis on both accelerative and enrichment opportunities for advanced content and pacing of instruction, original research or production, problem finding and solving, higher level thinking that leads to the generation of products, and a focus on issues, themes, and ideas within and across areas of study.</p> <p><i>Regulations: 8 VAC 20-40-20</i></p>	<p>Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners.</p> <p><i>NAGC Standards: Curriculum and Instruction 2.2E</i></p> <p>Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided with more challenging educational opportunities.</p> <p><i>NAGC Standards: Curriculum and Instruction 2.3E</i></p> <p>Appropriate service options of each student to work at assessed levels and advanced rates of learning should be available.</p> <p><i>NAGC Standards: Curriculum and Instruction 5.0E</i></p> <p>CEC Standard 7 – Instructional Planning CEC Standard 8 – Assessment <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan 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.</p> <p><i>VDOE Guidelines: Part II, Section D, Item 3</i></p> <p>How is assessment used overall as a way to achieve continuous student progress?</p> <p>What is the alignment between the various assessment approaches and the matching curriculum and/or instructional interventions?</p> <p>How is assessment used to modify curriculum approaches?</p> <p>How is assessment used to modify instructional decisions?</p>	<p><i>Assessment is used to make placement decisions.</i></p> <p><i>Assessment is used as a tool for modifying curricular and instructional approaches.</i></p> <p><i>Assessment is used to support student growth.</i></p> <p><i>Assessments are fair, equitable, valid, reliable, and defensible.</i></p>

DELIVERY OF SERVICES COMPONENT

Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>Students who are found to be eligible by the Identification/Placement Committee shall be offered differentiated program services by the school division.</p> <p><i>Regulations Governing Educational Services for Gifted Students (Regulations)</i> 8 VAC 20-40-40 A</p>	<p>Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.</p> <p><i>National Association for Gifted Children (NAGC) Standards: Curriculum and Instruction 5.0</i></p> <p>Levels of services should be matched to the needs of gifted learners through the provision of a full continuum of options.</p> <p><i>NAGC Standards: Program Design 1.0E</i></p> <p>Local school districts should offer multiple service delivery options as no single service should stand alone.</p> <p><i>NAGC Standards: Program Design 4.1E</i></p> <p>CEC Standard 3 – Individual Learning Differences</p> <p><i>Council for Exceptional Children/National Council for Accreditation of Teacher Education (CEC Standards for Gifts and Talents)</i></p>	<p>This section describes the process used to determine appropriate educational service options for identified students, K-12.</p> <p><i>Virginia Department of Education Peer Review Guidelines (VDOE Guidelines)</i> <i>Part II, Section B, Item 6.</i></p>	
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>9. A procedure to match service options, including instructional approach(es), setting(s), and staffing, to designated student needs.</p> <p><i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Local school districts should offer multiple service delivery options as no single service should stand alone.</p> <p><i>NAGC Standards: Program Design 4.1E</i></p>	<p>This section includes the division's five-year goals for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.</p> <ul style="list-style-type: none"> Identification Delivery of Services Curriculum Development Professional Development Parent and Community Involvement <p><i>VDOE Guidelines, Part I, Section C</i></p>	

DELIVERY OF SERVICES COMPONENT

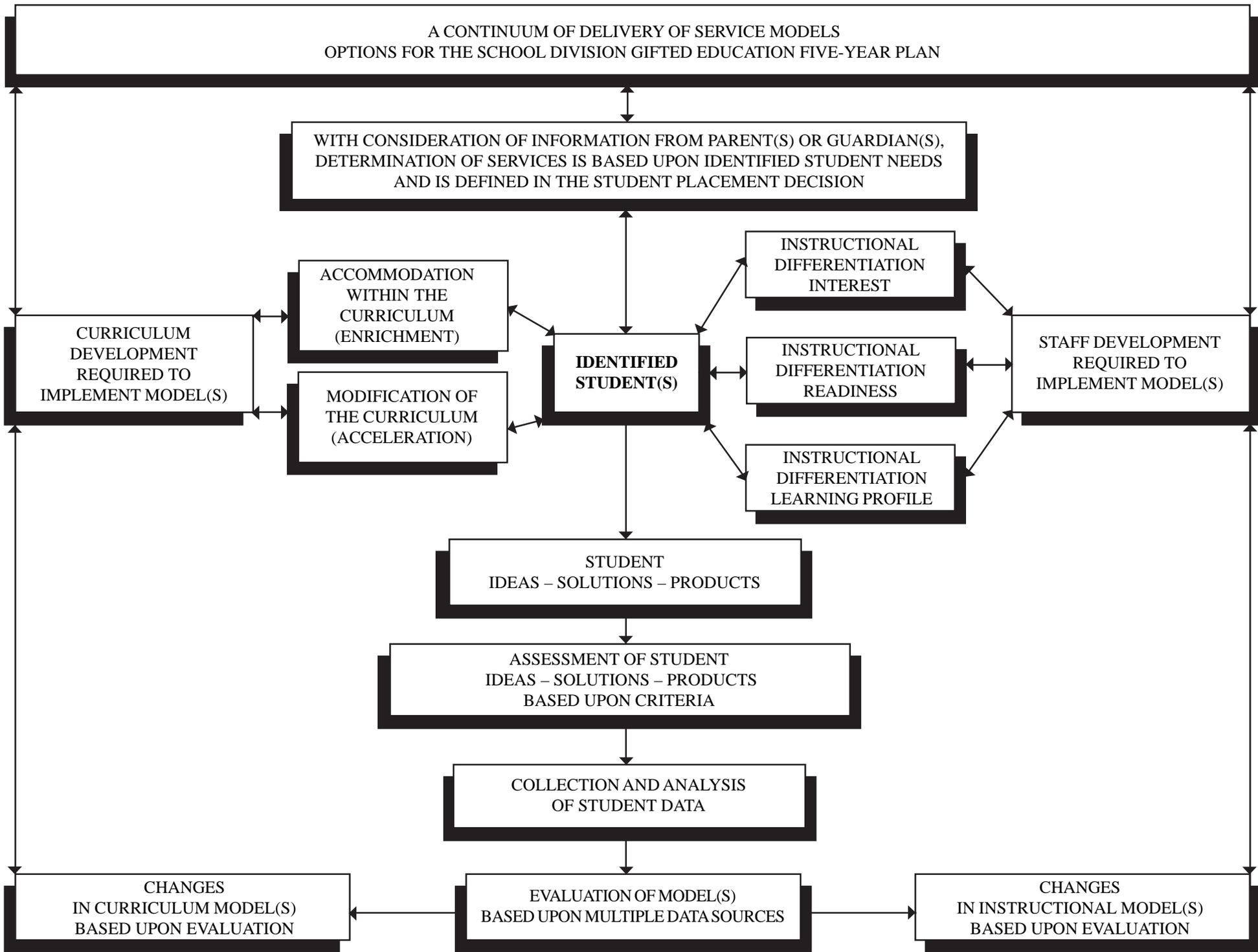
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>8. A procedure to identify and evaluate student outcomes based on the initial and ongoing assessment of their cognitive and affective needs.</p> <p><i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should exist.</p> <p><i>NAGC Standards: Curriculum and Instruction 5.0E</i></p> <p>Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners.</p> <p><i>NAGC Standards: Curriculum and Instruction 2.2E</i></p> <p>When warranted, continual opportunities for curricular acceleration should be provided in gifted learners' areas of strength and interest while allowing sufficient ceiling for optimal learning.</p> <p><i>NAGC Standards: Curriculum and Instruction 3.0E</i></p> <p>Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided educational opportunities that are more challenging.</p> <p><i>NAGC Standards: Curriculum and Instruction 2.3E</i></p> <p>The use of flexible grouping of gifted learners must be an integral part of gifted education programming.</p> <p><i>NAGC Standards: Program Design 5.0M</i></p> <p>CEC Standard 8 – Assessment <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan includes the delivery of services options used in the programs offered in the division.</p> <p>(1) These programs are to be offered by teachers trained in gifted education strategies.</p> <p>(2) These programs are to be evaluated with goals for the program for gifted learners.</p> <p><i>VDOE Guidelines, Part II, Section C Part II, Section E, Items 1a and 1b Part II, Section D, Item 2</i></p>	<p>School division includes a report on the delivery of services options offered.</p> <p>(1) These programs are to be offered by teachers trained in gifted education strategies.</p> <p>(2) These programs are to be evaluated with goals for the program for gifted learners.</p> <p><i>Annual Report, Programs for the Gifted, Code of Virginia §22.1-18.1</i></p>

DELIVERY OF SERVICES COMPONENT

Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows:</p> <p>9. A procedure to match service options, including instructional approach(es), setting(s), and staffing, to designated student needs.</p> <p><i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Levels of services should be matched to the needs of gifted learners through the provision of a full continuum of options.</p> <p><i>NAGC Standards: Program Design 1.0E</i></p> <p>Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners.</p> <p><i>NAGC Standards: Curriculum and Instruction 2.2E</i></p> <p>Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.</p> <p><i>NAGC Standards: Curriculum and Instruction 4.0E</i></p> <p>Differentiated education program curricula for students pre-K-12 should be modified to provide learning experiences matched to students' interests, readiness and learning styles.</p> <p><i>NAGC Standards: Curriculum and Instruction 5.1E</i></p> <p>Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners.</p> <p><i>NAGC Standards: Curriculum and Instruction 2.1E</i></p> <p>CEC Standard 7 – Instructional Planning <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan includes the delivery of services options used in the programs offered in the division.</p> <p>(1) These programs are to be offered by teachers trained in gifted education strategies.</p> <p>(2) These programs are to be evaluated with goals for the program for gifted learners.</p> <p><i>VDOE Guidelines, Part II, Section C, Item a Part II, Section E, Items 1a and 1b Part II, Section D, Item 2</i></p> <p>Plan indicates both sequential and continuous delivery of services for each area of giftedness identified in Part II, Section A.</p> <p><i>VDOE Guidelines, Part II, Section C, Item b</i></p> <p>Plan describes the continuous services provided as part of the total instructional program.</p> <p><i>VDOE Guidelines, Part II, Section C, Item b</i></p> <p>Plan notes change or adaptation in the normal school setting that has been provided to meet the needs of the gifted learner.</p> <p><i>VDOE Guidelines, Part II, Section C, Item b</i></p>	<p>School division includes a report on the delivery of services options offered.</p> <p>(1) These programs are to be offered by teachers trained in gifted education strategies.</p> <p>(2) These programs are to be evaluated with goals for the program for gifted learners.</p> <p><i>Code of Virginia §22.1-18.1</i></p>



DELIVERY OF SERVICES TO IDENTIFIED GIFTED STUDENTS
SUGGESTIONS TO SUPPORT SCHOOL DIVISIONS IN THE DEVELOPMENT OF OPTIONS FOR DELIVERY OF SERVICES

	GRADE LEVEL											
	K		1		2		3		4		5	
PROGRAM OPTIONS	number of students	schedule										
Full-Time Program												
Homogeneously Grouped												
Flexible Classroom Instructional Grouping Options												
Grouped into Clusters												
By Readiness												
By Interest												
By Learning Profile												
Grouped Cross Grade												
Other												
Flexible Classroom Curriculum Options												
Acceleration/Modification												
Content Area												
Grade Level												
Accommodation/Enrichment												
Content Area												
Content Area												
Compacting												
Independent Study												
Other												
Pull-Out Program												
Within School												
Gifted Center												
Guidance Services Addressing Special Needs of Gifted Students												
Small Group Sessions												
Other												
Programs Beyond School Day or Year (List)												

DELIVERY OF SERVICES TO IDENTIFIED GIFTED STUDENTS
SUGGESTIONS TO SUPPORT SCHOOL DIVISIONS IN THE DEVELOPMENT OF OPTIONS FOR DELIVERY OF SERVICES

	GRADE LEVEL							
	5 or (6)		6 or (7)		7 or (8)		8 or (9)	
PROGRAM OPTIONS	number of students	schedule						
Full-Time Program								
Homogeneously Grouped								
Advanced or Honors Classes								
Language Arts								
Foreign Language								
Mathematics								
Science								
Social Studies								
Other								
Flexible Classroom Instructional Grouping Options								
Grouped into Clusters								
By Readiness								
By Interest								
By Learning Profile								
Other								
Flexible Classroom Curriculum Options								
Acceleration/Modification								
Content Area								
Grade Level								
Accommodation/Enrichment								
Content Area								
Content Area								
Compacting								
Independent Study								
Other								
Pull-Out Program								
Within School								
Gifted Center								
Guidance Services Addressing Special Needs of Gifted Students								
Small Group Sessions								
Other								
Programs Beyond School Day/Year								

DELIVERY OF SERVICES TO IDENTIFIED GIFTED STUDENTS
SUGGESTIONS TO SUPPORT SCHOOL DIVISIONS IN THE DEVELOPMENT OF OPTIONS FOR DELIVERY OF SERVICES

	GRADE LEVEL							
	9		10		11		12	
PROGRAM OPTIONS	number of students	schedule						
Academic Year Governor’s School								
Advanced or Honors Classes								
Language Arts								
Foreign Language								
Mathematics								
Science								
Social Studies								
Other								
Advanced Placement Program								
Language Arts								
Foreign Language								
Mathematics								
Science								
Social Studies								
Other								
International Baccalaureate Program								
Language Arts								
Foreign Language								
Mathematics								
Science								
Social Studies								
Other								
Other Program(s)								
Language Arts								
Foreign Language								
Mathematics								
Science								
Social Studies								
Other								
Dual Enrollment Course(s)								
Concurrent Course(s)								

DELIVERY OF SERVICES TO IDENTIFIED GIFTED STUDENTS
SUGGESTIONS TO SUPPORT SCHOOL DIVISIONS IN THE DEVELOPMENT OF OPTIONS FOR DELIVERY OF SERVICES

	GRADE LEVEL							
	9		10		11		12	
PROGRAM OPTIONS	number of students	schedule						
Early College Scholars Program								
Virginia Virtual AP School Course(s)								
Distance Learning Course(s)								
Computer Based Training Self-Paced								
Independent Study Program								
Credit/Non-Credit								
Mentorship Program								
Credit/Non-Credit								
Seminar Program								
Credit/Non-Credit								
Summer Residential Governor’s School								
Academics								
Visual and Performing Arts								
Mentorship								
Foreign Language Academy								
Summer Regional Governor’s School								
Other Programs Beyond the School Day/Year								
Guidance Services Addressing Special Needs of Gifted Students								
Small Group Sessions								
College /Career Counseling								
Other								

PARENT AND COMMUNITY INVOLVEMENT COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATION	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>Each school division shall establish a local advisory committee composed of parents, school personnel, and other community members. This committee shall reflect the ethnic and geographical composition of the school division. The purpose of this committee shall be to advise the school board through the division superintendent of the educational needs of all gifted students in the division. As a part of this goal, the committee shall review annually the local plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The recommendations of the advisory committee shall be submitted in writing through the division superintendent to the school board. <i>Regulations Governing Educational Services for Gifted Students (Regulations)</i> 8 VAC 20-40-60 A</p> <p>Each school board shall appoint, in accordance with the regulations of the Board of Education, a local advisory committee on gifted education. The local advisory committee on gifted education shall annually review the local plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The comments and recommendations of the local advisory committee on gifted education shall be submitted in writing directly to the school board and the superintendent. <i>Annual Report, Program for the Gifted Code of Virginia 22.1-18.1</i></p>	<p>Gifted programs must establish and use an advisory committee that reflects the cultural and socio-economic diversity of the school or school district's total student population, and includes parents, community members, students, and school staff members. <i>National Association for Gifted Children (NAGC) Standards: Program Administration and Management 3.1M</i></p> <p>Parents of gifted learners should have regular opportunities to share input and make recommendations about the program operations with the gifted programming coordinator. <i>NAGC Standards: Program Administration and Management 3.1M</i></p> <p>CEC Standard 10 – Collaboration <i>Council for Exceptional Children/National Council of Accreditation of Teacher Education (CEC Standards for Gifts and Talents)</i></p>	<p>Plan indicates the composition and number of advisory committee members by categories. <i>Virginia Department of Education Peer Review Guidelines (VDOE Guidelines) Part IV, Item A a</i></p> <p>Plan describes how the committee selection process insures geographic and ethnic representation of the division. <i>VDOE Guidelines Part IV, Item A b</i></p> <p>Plan indicates the number of times the committee will meet per year. <i>VDOE Guidelines Part IV, Item A c</i></p>	<p>School division indicates that the local advisory committee reviewed the division's implementation of the local plan and current revisions and the date that the written report was provided to the superintendent and the school board. <i>Annual Report, Program for the Gifted Code of Virginia §22.1-18.1</i></p>

PARENT AND COMMUNITY INVOLVEMENT COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATIONS	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>2.2 Identification A. Each school division shall establish a uniform procedure with common criteria for screening and identification of gifted students ... These procedures will permit referral from school personnel, parents, or legal guardians, other persons of related expertise, peer referral and self-referral of those students believed to be gifted. <i>Regulations: 8VAC 20-40-40</i></p>	<p>Parents must be provided information regarding an understanding of giftedness and student characteristics. <i>NAGC Standards: Student Identification 3.1M</i></p> <p>The gifted education programming staff should facilitate the dissemination of information regarding major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.) to colleagues, parents, community members, etc. <i>NAGC Standards: Program Administration and Management 3.0E</i></p>	<p>Plan includes a description of the manner in which and when referrals are sought from teachers, parents, and others for each area of giftedness... 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. <i>VDOE Guidelines Part II, Item 2</i></p>	

PARENT AND COMMUNITY INVOLVEMENT COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATIONS	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>2.4 Local Plan A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. The plan shall include the components as follows: 4. A procedure for notifying parents/legal guardians when additional testing or additional information is required during the identification process and for obtaining permission prior to placement of students in an appropriate program. <i>Regulations: 8 VAC 20-40-60 A</i></p> <p>5. A policy for notifying gifted students' change of placement within or exit from a program, which includes an opportunity for parents who disagree with the committee's decision to meet and discuss their concern(s) with an appropriate administrator. <i>Regulations: 8 VAC 20-40-60 A</i></p> <p>12. Procedures for the appropriate evaluation of the effectiveness of the school division's program for gifted students. <i>Regulations: 8 VAC 20-40-60 A</i></p> <p>13. Other information as required by Department of Education. <i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>The gifted education programming staff should facilitate the dissemination of information regarding major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.) to colleagues, parents, community members, etc. <i>NAGC Standards: Program Administration and Management 3.0E</i></p> <p>A comprehensive pre-K-12 program plan should include policies and procedures for identification, curriculum and instruction, service delivery, teacher preparation, formative and summative evaluation, support services, and parent involvement. <i>NAGC Standards: Program Design 3.2E</i></p> <p>[Evaluation] information collected should address pertinent questions raised by all constituency groups, and should be responsive to the needs of all stakeholders. <i>NAGC Standards: Program Evaluation 1.0E</i></p> <p>All individuals who are involved in the evaluation process should be given the opportunity to verify information and the resulting interpretation. <i>NAGC Standards: Program Evaluation 3.4E</i></p> <p>Evaluation reports should be designed to present results and encourage follow-through by stakeholders. <i>NAGC Standards: Program Evaluation 4.0E</i></p>	<p>This section includes the division's five-year goals for each of the five components listed below. These goals serve as targets against which the division will evaluate its growth and development.</p> <ul style="list-style-type: none"> Identification Delivery of Services Curriculum Development Professional Development Parent and Community Involvement <p><i>VDOE Guidelines: Part I, Section C</i></p> <p>This section should include the objectives, activities, responsible position, timelines, and results the division has established to attain its stated goals... <i>VDOE Guidelines: Part III</i></p>	

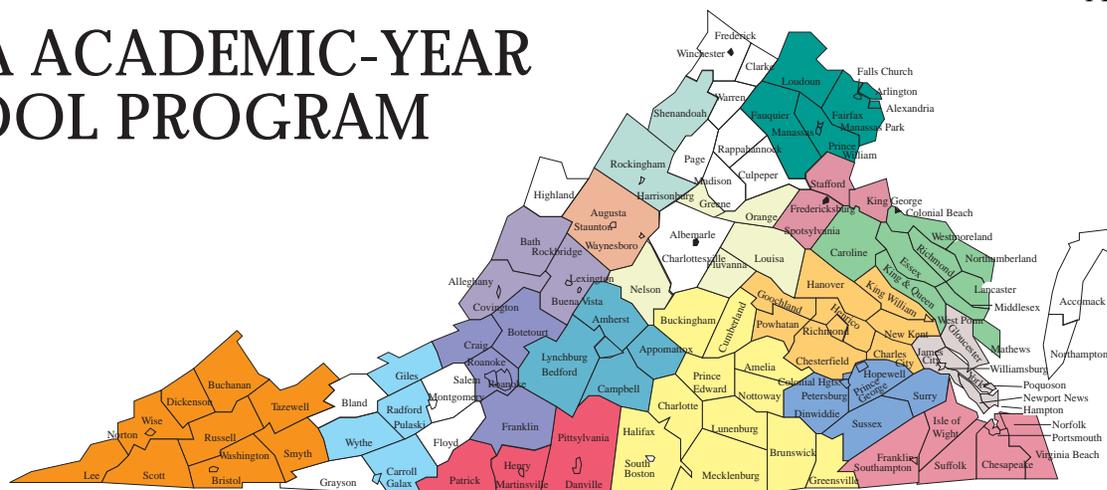
PARENT AND COMMUNITY INVOLVEMENT COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATIONS	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement, and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiative promoting family and community involvement, and potential funding and support sources.</p> <p><i>Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.</i> <i>Code of Virginia 22.1-253.13:1</i></p>	<p>The gifted education programming staff should facilitate the dissemination of information regarding major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.) to colleagues, parents, community members, etc.</p> <p><i>NAGC Standards: Program Administration and Management 3.0E</i></p> <p>CEC Standard 7 – Instructional Planning CEC Standard 10 – Collaboration <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan lists and/or describes strategies the division has established to involve the community in programs for the gifted. These actions should describe school-based as well as division-wide activities, beyond the formation and efforts of the required local advisory committee, that foster dialogue among parents, staff, and community regarding provisions and services for gifted learners.</p> <p><i>VDOE Guidelines Part II, Item F</i></p>	

PARENT AND COMMUNITY INVOLVEMENT COMPONENT
Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

VIRGINIA REGULATIONS	RESEARCH-BASED PROCESS INDICATORS	DIVISION PLAN REQUIREMENTS VDOE PLAN REVIEW CRITERIA	REQUIRED INDICATORS - ANNUAL REPORT
<p>A. Each school shall promote communication and foster mutual understanding with parents and the community. Each school shall:</p> <p>1. Involve parents, citizens, community agencies, and representatives from business and industry in developing, disseminating, and explaining the biennial school plan; on advisory committees; in curriculum studies; and in evaluating the educational program.</p> <p>2. Provide annually to the parents and the community the School Performance Report Card in a manner prescribed by the Board. The information contained therein will be for the most recent three-year period...</p> <p><i>2000 Standards of Accreditation 8VAC 20-131-270 School and community communications</i></p>	<p>Gifted programs must establish and use an advisory committee that reflects the cultural and socio-economic diversity of the school or school district's total student population, and includes parents, community members, students, and school staff members.</p> <p><i>NAGC Standards: Program Administration and Management 3.1M</i></p> <p>Parents of gifted learners should have regular opportunities to share input and make recommendations about the program operations with the gifted programming coordinator.</p> <p><i>NAGC Standards: Program Administration and Management 3.1M</i></p> <p>[Evaluation] information collected should address pertinent questions raised by all constituency groups, and should be responsive to the needs of all stakeholders.</p> <p><i>NAGC Standards: Program Evaluation 1.0E</i></p> <p>All individuals who are involved in the evaluation process should be given the opportunity to verify information and the resulting interpretation.</p> <p><i>NAGC Standards: Program Evaluation 3.4E</i></p> <p>Evaluation reports should be designed to present results and encourage follow-through by stakeholders.</p> <p><i>NAGC Standards: Program Evaluation 4.0E</i></p> <p>CEC Standard 10 – Collaboration <i>CEC Standards for Gifts and Talents</i></p>	<p>Plan indicates the composition and number of advisory committee members by categories.</p> <p><i>VDOE Guidelines Part IV, Item A a</i></p> <p>Plan describes how the committee selection process insures geographic and ethnic representation of the division.</p> <p><i>VDOE Guidelines Part IV, Item A b</i></p> <p>Plan indicates the number of times the committee will meet per year.</p> <p><i>VDOE Guidelines Part IV, Item A c</i></p>	<p>School division indicates that the local advisory committee reviewed the division's implementation of the local plan and current revisions and the date that the written report was provided to the superintendent and the school board.</p> <p><i>Code of Virginia §22.1-18.1</i></p>

2004-2005 VIRGINIA ACADEMIC-YEAR GOVERNOR'S SCHOOL PROGRAM

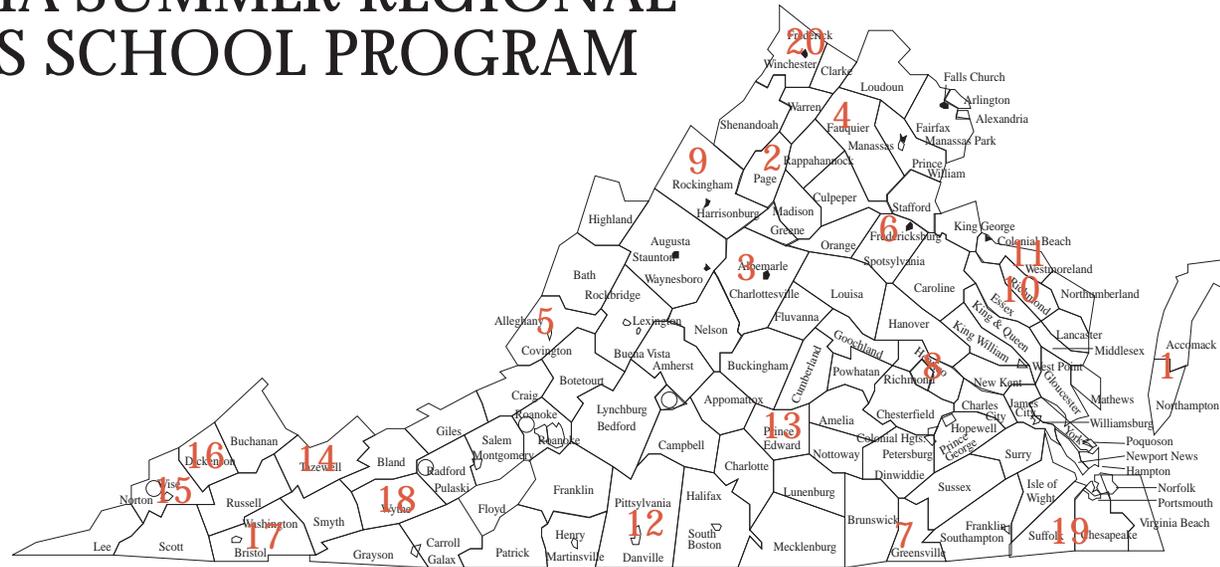


- A. Linwood Holton GS**
Bland, Bristol, Buchanan, Dickenson, Lee, Norton, Russell, Scott, Smyth, Tazewell, Washington, Wise
- Appomattox Regional GS for the Arts and Technology**
Amelia, Charles City, Chesterfield, Colonial Heights, Dinwiddie, Franklin City, Hopewell, Petersburg, Powhatan, Prince George, Richmond City, Southampton, Surry, Sussex
- Blue Ridge GS**
Fluvanna, Goochland, Greene, Louisa, Nelson, Orange
- Central Virginia GS for Science and Technology**
Amherst, Appomattox, Bedford, Campbell, Lynchburg
- Chesapeake Bay GS for Marine and Environmental Sciences**
Caroline, Essex, Gloucester, King & Queen, King George, King William, Lancaster, Mathews, Middlesex, Northumberland, Richmond (County), Westmoreland
- Commonwealth GS**
King George, Spotsylvania, Stafford
- GS of Southside Virginia**
Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, Prince Edward
- GS for the Arts**
Chesapeake, Franklin City, Isle of Wight, Norfolk, Portsmouth, Southampton, Suffolk, Virginia Beach
- Jackson River GS**
Alleghany, Bath, Botetourt, Buena Vista, Covington
- Maggie L. Walker GS for Government and International Studies**
Charles City, Chesterfield, Goochland, Hanover, Henrico, New Kent, Petersburg, Powhatan, Prince George, Richmond City
- Massanutten GS for Integrated Environmental Science and Technology (Approved by the BOE)**
Harrisonburg, Rockingham, Shenandoah
- New Horizons GS for Science and Technology**
Gloucester, Hampton, Isle of Wight, Newport News, Poquoson, Williamsburg/James City, York
- Piedmont GS**
Danville, Henry, Martinsville, Patrick, Pittsylvania
- Roanoke Valley GS for Science and Technology**
Bedford, Botetourt, Craig, Franklin County, Roanoke (City and County), Salem
- Shenandoah Valley GS**
Augusta, Staunton, Waynesboro
- Southwest Virginia GS for Science, Mathematics, and Technology**
Carroll, Galax, Giles, Pulaski, Smyth, Wythe
- Thomas Jefferson High School for Science and Technology**
Arlington, Fairfax, Falls Church, Fauquier, Loudoun, Prince William

School Divisions Participating in the 2005 Summer Residential Governor's School Program

001 Accomack	045 Highland	089 Stafford
002 Albemarle	046 Isle Of Wight	126 Staunton City
101 Alexandria City	050 King William	127 Suffolk City
099 Alleghany	051 Lancaster	090 Surry
005 Amherst	052 Lee	091 Sussex
007 Arlington	053 Loudoun	092 Tazewell
008 Augusta	054 Louisa	128 Virginia Beach City
010 Bedford	055 Lunenburg	093 Warren
012 Botetourt	115 Lynchburg City	094 Washington
102 Bristol City	056 Madison	130 Waynesboro City
014 Buchanan	143 Manassas City	207 West Point
103 Buena Vista City	144 Manassas Park City	131 Williamsburg City- James City County
016 Campbell	116 Martinsville City	132 Winchester City
104 Charlottesville City	058 Mecklenburg	096 Wise
136 Chesapeake City	060 Montgomery	097 Wythe
021 Chesterfield	062 Nelson	098 York
022 Clarke	117 Newport News City	
106 Colonial Heights	118 Norfolk City	
107 Covington City	065 Northampton	
023 Craig	119 Norton City	
024 Culpeper	067 Nottoway	
108 Danville City	068 Orange	
027 Dinwiddie	069 Page	
028 Essex	071 Pittsylvania	
029 Fairfax	142 Poquoson City	
109 Falls Church City	121 Portsmouth City	
030 Fauquier	073 Prince Edward	
031 Floyd	075 Prince William	
032 Fluvanna	077 Pulaski	
033 Franklin	122 Radford City	
135 Franklin City	079 Richmond	
034 Frederick	123 Richmond City	
110 Fredericksburg City	080 Roanoke	
036 Gloucester	124 Roanoke City	
040 Greensville	081 Rockbridge	
041 Halifax	082 Rockingham	
112 Hampton City	083 Russell	
042 Hanover	139 Salem City	
113 Harrisonburg City	085 Shenandoah	
043 Henrico	086 Smyth	
044 Henry	088 Spotsylvania	

2005 VIRGINIA SUMMER REGIONAL GOVERNOR'S SCHOOL PROGRAM



1. Eastern Shore Summer Regional GS - Accomack, Northampton
2. Blue Ridge Summer Regional GS - Clarke, Frederick, Page, Shenandoah, Warren,
3. Reflections Summer Regional GS - Albemarle, Charlottesville, Greene, Nelson
4. SummerQuest! Summer Regional GS - Culpeper, Fauquier, Madison, Rappahannock
5. Field Ecology Summer Regional GS - Alleghany, Bath, Botetourt, Buena Vista, Covington, Lexington, Rockbridge
6. Fredericksburg Summer Regional GS - Caroline, Fredericksburg, King George, Spotsylvania, Stafford
7. Meherrin Summer Regional GS - Brunswick, Greensville, Mecklenburg, Southampton, Sussex
8. Richmond Math and Science Center Summer Regional GS - Caroline, Charles City, Chesterfield, Colonial Heights, Goochland, Hanover, Henrico, Hopewell, New Kent, Petersburg, Powhatan, Prince George, Richmond City
9. Valley/Ridge Summer Regional GS - Augusta, Bath, Harrisonburg, Highland, Lexington, Page, Rockbridge, Rockingham, Shenandoah, Staunton, Waynesboro
10. Middle Peninsula Summer Regional GS - Charles City, Essex, Gloucester, King & Queen, King William, Mathews, Middlesex, New Kent, West Point
11. Northern Neck Summer Regional GS - Colonial Beach, Lancaster, Northumberland, Richmond County, Westmoreland
12. Piedmont Summer Regional GS - Bedford, Campbell, Danville, Franklin County, Halifax, Henry, Martinsville, Pittsylvania
13. Southside Summer Regional GS - Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, Prince Edward
14. UVA at Wise Summer Regional GS - Bland, Bristol, Buchanan, Carroll, Dickenson, Floyd, Galax, Giles, Grayson, Lee, Norton, Patrick, Pulaski, Radford, Russell, Scott, Smyth, Tazewell, Washington, Wise, Wythe
15. Mountain Empire Summer Regional GS - Dickenson, Lee, Norton, Scott, Wise
16. Southwest Virginia Community College Summer Regional GS - Buchanan, Dickenson, Russell, Tazewell
17. Virginia Highlands Community College Summer Regional GS - Bristol, Smyth, Washington,
18. Appalachian Summer Regional GS at Wytheville Community College - Bland, Carroll, Galax, Grayson, Smyth, Wythe
19. Tidewater Summer Regional GS for Science and Technology - Franklin City, Isle of Wight, Southampton, Suffolk
20. PAVAN Summer Regional GS - Frederick, Loudoun, Shenandoah, Warren, Winchester