



***REFERENCE GUIDE FOR THE
DEVELOPMENT AND
EVALUATION OF LOCAL
PLANS FOR THE EDUCATION
OF THE GIFTED***

***Virginia Advisory Committee for the
Education of the Gifted
with support from the
Virginia Department of Education
2006***

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



Developed by the 2001 – 2006 Members of the
Virginia Advisory Committee
for the Education of the Gifted

with support from the

Office of Middle/High School Instruction
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Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted

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Dedication

This *Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted* is dedicated to

Dr. Robert V. Turner

for his leadership in the 1970s that resulted in the initial inclusion of “identification and appropriate services for gifted students” in the *Standards of Quality*;

for his advocacy on behalf of gifted students, their parents, and teachers;

for his vision of a continuum of programs that would enable gifted students in each school division to experience curriculum and instruction commensurate with their intellectual and affective needs; and

for his tireless support of the work of the Virginia Advisory Committee for the Education of the Gifted.

Acknowledgements

The following members of the Virginia Advisory Committee for the Education of the Gifted participated in the development and review of this document. The Virginia Department of Education would like to express its gratitude for the leadership of the chairpersons of the advisory committee.

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Introduction

The *Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted* and its glossary of terms are intended to assist school division personnel in the development and revision of the required five-year local plans for the education of the gifted. As a technical assistance resource, it supports the *Regulations Governing Educational Services for Gifted Students*, which requires the approval of such plans by the Virginia Department of Education. (8VAC20-40-60. Local Plan)

The reference guide provides guidance for school division staff to assist in the implementation of mandated services for gifted students. The reference guide presents information through templates similar to the one shown below.

Reference Guide Template

Regulatory citation	Research-based best practices	Local plan template and peer review guidelines	Benchmarks
		<i>Suggested guiding questions</i>	<i>Suggested benchmark</i>

School divisions must provide information about the school divisions’ policies and procedures related to gifted education services in the following areas:

1. Identification
2. Delivery of services
3. Curriculum and instruction
4. Professional development
5. Parent and community involvement

In separate templates for each of those five specific areas, the relevant citation from the *Regulations Governing Educational Services for Gifted Students*, *Standards of Accountability*, *Standards of Quality*, or *Code of Virginia* that mandates the item serves as the starting point for the development or evaluation of the local plan. Second, appropriate best practices derived from research are linked to the specific citation. Third, the template indicates where the division’s policies or procedures should be presented in the local plan. This section also indicates the relevant peer review documentation that will be used to determine compliance with each regulation. The last column, benchmarks, indicates data collected by the Department of Virginia through the *Annual Report, Programs for the Gifted*. In some areas where no required benchmarks exist, suggested benchmarks are indicated in italics. Similarly, the curriculum and instruction templates indicate suggested guiding questions, also shown in italics, that divisions may find useful in the revision or evaluation of their local plans and services for gifted students.

By cross-referencing regulation, research-based best practices, plan component/peer review guidelines, and benchmarks, the reference guide gives gifted education coordinators critical information for the development of quality programs for the gifted. The final component of the reference guide is a comprehensive glossary of related terms.

School divisions in the commonwealth are required to demonstrate their compliance with the *Regulations Governing Educational Services for Gifted Students*, approved by the Virginia Board of Education, as authorized by the *Code of Virginia* (§22.1-253.13:3). The Department of Education's *Virginia Plan for the Gifted*, and the Virginia Advisory Committee's *Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted* provide support and technical assistance for divisions to consider as they develop their plans and services. As technical assistance documents, the plan and reference guide are important supplements that divisions may find helpful in the conceptual process of program development and evaluation, with the understanding that compliance with the regulations determines the approval of submitted plans.

Special Note

Since this document has been developed over a five-year period, some reference documents have been revised. Specifically, please note that the *Council for Exceptional Children/National Council of Accreditation of Teacher Education, CEC Standards for Gifts and Talents* have been revised. The new document, *Proposed Gifted and Talented NCATE Standards*, jointly developed by the National Association for Gifted Children and the Council for Exceptional Children – The Association for the Gifted may be reviewed at the following Web site:

<http://www.nagc.org/CMS400Min/index.aspx?id=394>

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. If the school division elects to identify students with specific academic aptitudes, they shall include procedures for identification and service in mathematics, science, and humanities. <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. <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 <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 <i>Virginia Department of Education Peer Review Guidelines (VDOE Guidelines) Part I, Section C</i></p> <p>This section indicates the areas of giftedness to be served and the grades in which services begin. Division services must include either general intellectual ability or specific academic aptitude (mathematics; the sciences; and humanities) K-12 or a blended program of general intellectual ability in the primary/elementary grades and specific academic aptitude (mathematics; science; and humanities) in the secondary grades. <i>VDOE Guidelines: Part II, Section A</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. <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. <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. <i>NAGC Standards: Identification 1.1E</i></p> <p>Nomination procedures and forms should be available in a variety of languages. <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. <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. <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. <i>Annual Report, Programs for the Gifted, Code of Virginia §22.1-18.1</i></p>

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<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. <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. <i>NAGC Standards: Identification 1</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>CEC Standard 3 – Individual Learning Differences <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. <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. <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. <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. <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. <i>VDOE Guidelines: Part II, Section B, Item 9</i></p>	

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<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 4.0E</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>	

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<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 strength. <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 strength. <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>	

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<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</p> <ul style="list-style-type: none"> Curriculum Development Delivery of Services Professional Development Parent and Community Involvement <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. If the school division elects to identify students with specific academic aptitudes, they shall include procedures for identification and service in mathematics, science, and humanities.</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 (mathematics; the sciences; and humanities), 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>

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<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>	

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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>			
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>		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>	
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>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>	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>	

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<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>	

DELIVERY OF SERVICES COMPONENT

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

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<p>Students who are found to be eligible by the Identification/Placement Committee shall be offered differentiated program services by the school division. <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. <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. <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. <i>NAGC Standards: Program Design 4.1E</i></p> <p>CEC Standard 3 – Individual Learning Differences <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. <i>Virginia Department of Education Peer Review Guidelines (VDOE Guidelines) 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: 9. A procedure to match service options, including instructional approach(es), setting(s), and staffing, to designated student needs. <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. <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>	

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

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<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> <ol style="list-style-type: none"> (1) These programs are to be offered by teachers trained in gifted education strategies. (2) These programs are to be evaluated with goals for the program for gifted learners. <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> <ol style="list-style-type: none"> (1) These programs are to be offered by teachers trained in gifted education strategies. (2) These programs are to be evaluated with goals for the program for gifted learners. <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

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<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>

A CONTINUUM OF DELIVERY OF SERVICE MODELS
 OPTIONS FOR THE SCHOOL DIVISION GIFTED EDUCATION FIVE-YEAR PLAN

WITH CONSIDERATION OF INFORMATION FROM PARENT(S) OR GUARDIAN(S),
 DETERMINATION OF SERVICES IS BASED UPON IDENTIFIED STUDENT NEEDS
 AND IS DEFINED IN THE STUDENT PLACEMENT DECISION

CURRICULUM
 DEVELOPMENT
 REQUIRED TO
 IMPLEMENT MODEL(S)

ACCOMMODATION
 WITHIN THE
 CURRICULUM
 (ENRICHMENT)

MODIFICATION OF
 THE CURRICULUM
 (ACCELERATION)

IDENTIFIED
 STUDENT(S)

INSTRUCTIONAL
 DIFFERENTIATION
 INTEREST

INSTRUCTIONAL
 DIFFERENTIATION
 READINESS

INSTRUCTIONAL
 DIFFERENTIATION
 LEARNING PROFILE

STAFF DEVELOPMENT
 REQUIRED TO
 IMPLEMENT MODEL(S)

STUDENT
 IDEAS – SOLUTIONS – PRODUCTS

ASSESSMENT OF STUDENT
 IDEAS – SOLUTIONS – PRODUCTS
 BASED UPON CRITERIA

COLLECTION AND ANALYSIS
 OF STUDENT DATA

CHANGES
 IN CURRICULUM MODEL(S)
 BASED UPON EVALUATION

EVALUATION OF MODEL(S)
 BASED UPON MULTIPLE DATA SOURCES

CHANGES
 IN INSTRUCTIONAL MODEL(S)
 BASED UPON EVALUATION

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								

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

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<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: 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> <p>Identification Delivery of Services Curriculum Development 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><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: 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. NAGC Standards: <i>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>

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<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>

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

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<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
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<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>

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<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>

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<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.</p> <p><i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Staff development that improves the learning of all students. (Context Standards)</p> <p><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.</p> <p><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.</p> <p><i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with local training.</p> <p><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)</p> <p><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...</p> <p><i>VDOE Guidelines: Part III</i></p>	
	<p>Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)</p> <p><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...</p> <p><i>VDOE Guidelines: Part III</i></p>	
	<p>Requires resources to support adult learning and collaboration. (Resources)</p> <p><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...</p> <p><i>VDOE Guidelines: Part III</i></p>	

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<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.</p> <p><i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Staff development that improves the learning of all students. (Process Standards)</p> <p><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.</p> <p><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.</p> <p><i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with local training.</p> <p><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)</p> <p><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...</p> <p><i>VDOE Guidelines: Part III</i></p>	
	<p>Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)</p> <p><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...</p> <p><i>VDOE Guidelines: Part III</i></p>	

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<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.</p> <p><i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Staff development that improves the learning of all students. (Process Standards)</p> <p><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</p> <p><i>VDOE Guidelines: Part I, Section C</i></p>	<p>School division indicates the number of designated gifted education teachers with gifted endorsement.</p> <p><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.</p> <p><i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with local training.</p> <p><i>Code of Virginia §22.1-18.1</i></p>
	<p>Prepares educators to apply research to decision-making. (Research-Based)</p> <p><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...</p> <p><i>VDOE Guidelines: Part III</i></p>	
	<p>Uses learning strategies appropriate to the intended goal. (Design)</p> <p><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...</p> <p><i>VDOE Guidelines: Part III</i></p>	
	<p>Applies knowledge about human learning and change. (Learning)</p> <p><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...</p> <p><i>VDOE Guidelines: Part III</i></p>	
	<p>Provides educators with the knowledge and skills to collaborate. (Collaboration)</p> <p><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...</p> <p><i>VDOE Guidelines: Part III</i></p>	

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<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.</p> <p><i>Regulations: 8 VAC 20-40-60 A</i></p>	<p>Staff development that improves the learning of all students. (Content Standards)</p> <p><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.</p> <p><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.</p> <p><i>Code of Virginia §22.1-18.1</i></p> <p>School division indicates the number of designated gifted education teachers with local training.</p> <p><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)</p> <p><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...</p> <p><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)</p> <p><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...</p> <p><i>VDOE Guidelines: Part III</i></p>	
	<p>Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)</p> <p><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...</p> <p><i>VDOE Guidelines: Part III</i></p>	

PARENT AND COMMUNITY INVOLVEMENT COMPONENT
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<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) 8 VAC 20-40-60 A</i></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>

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<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>	

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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</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>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>	

Glossary of Terms Commonly Used in Virginia Gifted Education Programs

Definitions associated with areas of giftedness

General intellectual aptitude giftedness: Advanced aptitude or conceptualization or the potential for development, which is remarkably beyond a student's age peers as demonstrated by advanced skills, concepts, and creative expression, or synthetic intellectual abilities. (Clark, 2002; Chapter 89, Texas regulations, 1993)

Specific academic aptitude giftedness: Remarkable developmental aptitudes or the potential for such, beyond a student's age peers, in selected academic areas: mathematics, the sciences, and/or the humanities, as demonstrated by advanced skills, concepts, and creative expression in those or additional specific areas.

Technical or practical arts aptitude giftedness: Advanced skills and creative expression or the potential for such remarkable development in areas such as agriculture, culinary arts, horticulture, design, and other technical or practical fields to the extent that students need and will benefit from planned differentiated curriculum and instruction.

Visual/performing arts aptitude giftedness: Advanced skills and creative expression or the potential for such remarkable development in any of the visual and performing arts areas to the extent that students need and will benefit from planned differentiated curriculum and instruction.

Humanities: The study of the following: modern and ancient languages and literature; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; criticism and theory of the arts, human thought, and culture; aspects of social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to reflecting our diverse heritage, traditions, and history and to the relevance of the humanities to the current conditions of national life.

Modified from the American Heritage Dictionary, Fourth Edition, 2000, and National Foundation on the Arts and the Humanities Act, 1965

Mathematics: The study of measurement, properties, and relationships of quantities and sets, using numbers and symbols.

The American Heritage Dictionary, Fourth Edition, 2000

Science:

Knowledge or a system of knowledge covering general truths or the operation of general laws especially as obtained and tested through the scientific method and concerned with the physical world and its phenomena including the observation, description, experimentation, and theoretical explanation of phenomena.

Modified from the Merriam-Webster Medical Dictionary, 2002, and the American Heritage Dictionary, Fourth Edition, 2000

Social Science: The branch of science that deals with the institutions and functioning of human society and with the interpersonal relationships of individuals as members of society. The

scholarly or scientific discipline that deals with such study, generally regarded as including sociology, psychology, anthropology, economics, political science, and history.

Modified from the Merriam-Webster Medical Dictionary, 2002, and the American Heritage Dictionary, Fourth Edition, 2000

Definitions associated with the identification of students

Appeal: The right of a parent/guardian or professionals to request a formal review of any eligibility or placement decision made by the gifted coordinator, placement committee, or other division professional regarding a specific student.

While generally exercised by the student or parents when they disagree with the division's decision, appeals may be filed by professionals within the division or by the identification/placement committee itself, if the committee believes the student's initial eligibility data are inconclusive. The division shall determine the steps and the timeline for appeals and shall make that information widely known to parents, teachers, and others who refer students for assessment for gifted education services.

Ceiling effects: The upper limit of assessed ability/achievement on a test/measure. (Sattler, 1982)

A statistical factor that may result in scores that are inaccurate for high achievers on standardized and teacher-made tests. If a sufficient range of questions at the higher end of a test is not provided to test a student's range of knowledge fully, the individual student's score is said to be limited by the artificial "ceiling" within the test's questions.

Checklist: A data collection measure, similar to a rating scale that seeks information on a series of behaviors and/or characteristics.

Typically the respondent indicates the extent to which the specific quality is observed or may indicate whether a behavior is evident; occasionally respondents are required to provide an example of the behavior or characteristic.

Division identification plan: A uniform set of procedures with common criteria for screening, assessment, and identification of gifted students used within all schools within the division. These procedures shall permit referrals from school personnel, parents, or legal guardians, other persons of related expertise, peer, and self-referral of those students nominated for the gifted program.

Exit policy: The division's policy regarding circumstances and assessment criteria under which a student may be removed from services for gifted students.

Exit procedures: The means by which students are formally removed from the gifted program and re-placed in a regular education program.

Furlough status/inactive status: An option provided by a school division to allow a student for specific reasons to be removed temporarily from gifted services.

The student remains eligible for such services according to the time constraints outlined in the agreement. Such an agreement should be signed by a parent/guardian to be official. Students who are furloughed continue to be counted in the division's annual report data.

Gifted student: A student in public elementary and secondary schools beginning with kindergarten through graduation whose production or potential is remarkable beyond that of the student's age peers, and whose abilities and potential for accomplishment are so outstanding that he or she requires special programs to meet his or her educational needs.

These students will be identified by professionally qualified persons through the use of multiple criteria that assess demonstrated abilities as well as potential abilities. High performance capabilities or potential may include leadership, as well as intellectual aptitude, specific academic aptitude, technical or practical arts aptitude, and visual or performing arts aptitude. (Virginia Regulations Governing Educational Services for Gifted Students, 1993)

Gifted underachievers: Students who exhibit a significant discrepancy between their superior scores on measures of expected achievement (i.e., standardized achievement test scores or cognitive or intellectual ability assessments) and their actual performance or achievement (as measured by grades or teacher evaluations). To be classified as a gifted underachiever, the discrepancy must not be directly influenced by an identified learning disability. (Reis & McCoach, 2000)

Group achievement test: A standardized measure that presents questions that span grade levels and measures a student's proficiency with the knowledge and/or skills pre-identified as important at each level. Such achievement measures typically have sections that correlate to major disciplines such as language arts/reading, mathematics, sciences, and social sciences.

Group-administered achievement tests differ from individual achievement tests in that the content may be more focused to a specific range of achievement, or specific grade-level. Group-administered achievement tests include, but are not limited to:

- *California Achievement Test (CAT)*
- *California Tests of Basic Skills (CTBS)*
- *Iowa Tests of Basic Skills (ITBS)*
- *Iowa Tests of Educational Development (ITED)*
- *Metropolitan Achievement Test (MAT-8)*

Group aptitude/ability test: A standardized test used to measure a student's ability to acquire knowledge, process information, or develop skills with respect to the performance of his or her peers; also known as an ability or intelligence test. Scores are typically presented for verbal, non-verbal, quantitative, or spatial abilities.

Group administered aptitude measures differ from individually administered measures in that the content may be more focused to a specific range of abilities. Group-administered aptitude measures include, but are not limited to:

- *Cognitive Abilities Test (CogAT)*
- *Cognitive Skills Index (CSI)*
- *Otis Lennon School-age Ability Test (OLSAT)*

- *Short Form Test of Academic Aptitude (SFTAA)*
- *Test of Cognitive Skills (TCS)*

Identification: The process of reviewing student data collected through screening and the referral process to determine the student’s need and eligibility for specific gifted services.

Identification matrix: A data collection tool used by some Virginia school divisions to review data used in the identification of students for a gifted program.

Typically, multiple criteria (e.g., test scores, teacher recommendations, rating scales) are assigned point values. The student is assigned points in each category according to a predetermined range. The identification/placement committee then totals the points and considers a student’s score against the division’s score for eligibility.

Identification minimum scores form: A decision-making tool that presents the minimum scores of previously identified students and compares those scores to a nominated student’s scores. Decisions are made through consensus of committee based on numerous years of successful identification data.

Identification profile: A decision-making tool that presents a student’s collected data as a graphic of comparable (standard) scores and requires the identification/placement committee to determine, through analysis and discussion, the student’s strengths and eligibility for gifted services.

Individual achievement test: A standardized measure that presents questions that span grade levels and measures a student’s proficiency with the knowledge and/or skills pre-identified as important at each level.

Individually-administered achievement tests include, but are not limited to:

- *California Achievement Test (CAT)*
- *Kaufman Test of Educational Achievement (K-TEA)*
- *Peabody Individual Achievement Test Revised (PIAT)*
- *Weschler Individual Achievement Test (WIAT)*
- *Woodcock-Johnson (WJ III)*

Individual aptitude test: A standardized test used to measure student’s ability to acquire knowledge, process information, or develop skills with respect to the performance of his or her peers; also known as ability or intelligence tests. Scores are typically presented for verbal, non-verbal, quantitative, or spatial abilities.

Individually administered aptitude measures include, but are not limited to:

- *Kaufman Brief Intelligence Test (K-BIT)*
- *Naglieri Test of Non-Verbal Intelligence*
- *The Stanford-Binet Intelligence Scale*
- *Weschler Intelligence Scale for Children (WISC)*

Individual interview: A data collection measure in which a student being considered for specific services is asked a series of questions in an individual or small group setting. The questions probe specific behaviors or characteristics of gifted learners.

Informed consent: A review process of data collection and service offerings that enables a student and his/her parents to participate voluntarily in a gifted education program.

Leadership: Leadership can be defined as the ability to direct individuals or groups to a common decision or action. Students who demonstrate giftedness in leadership ability use group skills and negotiate in difficult situations. Many teachers recognize leadership through a student's keen interest and skill in problem solving. Leadership characteristics include self-confidence, responsibility, cooperation, a tendency to dominate, and the ability to adapt readily to new situations. (Marland, 1972)

Multiple criteria: The process of using more than a single criterion to determine giftedness. Criteria should demonstrate reliability and validity for their use in the identification process. The multiple criteria may include, but not be limited to, assessment of student products, performance, or portfolios; record of observation of in-class behaviors; appropriate rating scales, checklists, and questionnaires; individual interviews; individual or group aptitude test(s); individual or group achievement test(s); record of previous achievements (awards, honors, grades, etc.); and additional valid and reliable measures or procedures. Selected measures should include both objective and subjective instruments. Such measures should enable students from economically disadvantaged, culturally diverse, and linguistically different backgrounds or environments, and those with special needs, to be identified for appropriate services in the gifted education program.

Normalized or standard scores: Scores obtained by transforming raw scores in such a way that those scores are normally distributed and have a mean of 0 and a standard deviation of 1 (or some linear function of these numbers).

Standard scores are expressed as an individual's distance from the mean in terms of the standard deviation of the distribution of scores. T-scores, Z-scores, and stanines are examples of normalized or standard scores.

Notification procedures: The steps the division must follow to notify parents/legal guardians about the initiation of the identification process, a request for permission to collect specific information about the student referred for gifted education services, and any subsequent placement or change of placement for services. Such notification must be written and must include information that the parents/guardians have a right to appeal decisions made by the school division regarding eligibility or services.

Percentile rank: A point (score) in the distribution at or below which fall the percent of cases indicated by the percentile.

A student's score coinciding with the 84th percentile is regarded as equaling or surpassing that of 84 percent of the persons in the group being measured, and such that 16 percent of the performance by others taking the same measure at the same time exceed this score.

Placement: The determination of the appropriate educational option(s) for each eligible student.

Questionnaire: A data collection measure that elicits information about a specific set of criteria. In the identification process such questionnaires may inquire about student interests or examples of early/rapid mastery of information or skills.

Rating scale: A data collection measure that elicits a ranked answer for specific prompts.

A rating scale may ask the extent to which a student demonstrates a specific behavior such as “advanced learning.” For example, respondents will be asked to indicate whether a student rarely, occasionally, or frequently demonstrates the indicated quality. Rating scales produce numeric raw scores, unless the rating scale has some normative data supporting scoring.

Raw score: An examinee’s unconverted score on a test (e.g., the number of correct answers or the number of correct answers minus a certain portion of the incorrect answers).

Checklists, rating scales, and other observation inventories typically generate raw scores that must be incorporated into the data analysis device for use by the identification/placement committee.

Record of observation of classroom behaviors: A data collection measure that allows a teacher or other professional to document students’ academic proficiency, creativity, or academic/program progress.

Rating scales and checklists are two of the most common sources of classroom behavior data.

Record of previous achievements/accomplishments: Documentation of an individual student’s awards, honors, grades, extra-curricular activities, and other accomplishments within a specific area.

Referral of students: A direct procedure that enters a student into a school division’s identification process. Referral of a student requires the school division to administer all assessments and reach an eligibility decision as specified in the division’s approved local plan for the education the gifted.

Referrals may be offered by parents, teachers, community members, administrators, peers, or the student him or herself.

School or division identification/placement committee: A standing committee, with training in the identification of giftedness as interpreted by the specific school division, comprised of a professional who knows the student, classroom teacher(s), school psychologists/assessment specialists, gifted program staff, school administration, and other persons who can assess a student’s need for services and potential for advanced achievement in the school’s gifted program.

While typically found at the school level, such an identification/placement committee may also operate solely at the division level in small school divisions, but in either case criteria must be consistent across the division.

Screening: Annual process of reviewing existing, generally available, or specifically designated data for all students to determine whether students should be referred for identification for gifted services.

Stanine: A standard score scale consisting of the scores 1 through 9 and having a mean of 5 and a standard deviation (SD) of 2.

Each stanine (except 1 and 9) is one-half SD in width, with the middle stanine of 5 extending from one-fourth SD below to one-fourth SD above the mean.

Student performance: The assessment of a student's abilities and achievement through standardized, norm-referenced or specific area testing, grades, or observation as assessed through pre-designed rubrics and/or criteria. Performances may be in academic/cognitive/affective areas, visual and/or performing arts or other areas served by the locality.

Student product: Any student-generated work, created as the result of classroom assignment or generated from the student's individual interest. Such products may include but are not limited to literary works, videos, paintings, musical compositions, drawings, or multi-dimensional compositions that relate to the area(s) of giftedness and demonstrate advanced conceptualization or skill development or potential for such development.

Student portfolio: A collection of student work, generated from classroom assignments, student interests/research, or activities beyond the classroom, gathered to exhibit/demonstrate the student's efforts, progress, or achievement in one or more areas.

Twice-exceptional students: Students who have been identified as special needs in addition to their identification as gifted. Terms such as *gifted/LD* or *gifted/ADHD* are often used to designate a student's specific educational needs. Also known as **dually identified gifted students**.

Identification may be difficult because the disability or giftedness may mask the student's true abilities. Educational planning for students with dual exceptionalities requires attention to both the student's giftedness and his/her special need.

Definitions associated with the delivery of service options

Ability grouping: Using ability/achievement ranges to place students in the same classroom or group for purposes of instruction. (Kulik, 2003)

In some cases, students are exposed to different curricula and/or educational methods; in other cases, students study the same materials.

Academic-Year Governor's School: Regional programs for high school students operated jointly by no fewer than three school divisions, with consultation from the Virginia Department

of Education. These programs provide specific, focused, appropriately differentiated programs and curricula tailored to the needs of gifted learners. These programs most typically provide part-day services, where specific courses, such as advanced-leveled mathematics, science, technology, or arts, are augmented by additional required coursework offered in the student's base high school.

For 2005-2006, 17 Academic-Year Governor's Schools operated throughout the commonwealth, providing students with acceleration and exploration in areas ranging from the arts to government and international studies, and to mathematics, science, and technology. Students from participating school divisions must qualify through their base school division to be eligible for attendance. Eligibility decisions are made by the Academic-Year Governor's School regional governing board. (<http://www.doe.virginia.gov/VDOE/Instruction/Govschools>)

Advanced/honors: Classes offered to academically advanced students that provide opportunities to study and learn with other advanced students and to accelerate their learning in a specific content area. (Feldhusen, 2003)

Honors classes are developed locally to meet the needs of high-achieving students and cover the same curricula offered in the corresponding regular, non-honors classes at the base high school, but are designed to be more challenging by covering additional topics or some topics in greater depth. The content may be accelerated or enriched beyond typical grade-level expectations.

Advanced Placement (AP): High school courses originated and administered by the College Board/Educational Testing Service, which in Virginia must and typically in other states carry weighted grades for students' successful achievement on AP examinations, given annually in May.

As part of the Early College Scholars program in Virginia high schools, AP classes are offered by the student's high school, online through the Virginia Virtual AP School, or through satellite technology.

Center-based program: Gifted education services provided to eligible students at a specifically designated facility, with curricula and instruction tailored to meet the needs of students in the specific content area. Centers may be stand-alone facilities, or they may operate as schools-within-schools. Center-based programs may be full-time services, serving as the students' base school, or students may spend one or more days a week at such facilities.

Cluster grouping: A group of no fewer than three identified gifted students, who are placed in a mixed-ability or heterogeneous classroom.

Teachers in such classrooms are responsible for delivering services as part of the gifted education program, are expected to be trained in gifted education curriculum and instructional methods, and must provide differentiated instruction to meet these students' needs. (Gentry, 1999)

Collaboration model: A method of instruction that integrates specialized services for high ability learners within the general education program through differentiated instruction provided within a mixed-ability classroom.

College/career counseling: Services and resources offered to students in preparation for completing college and financial aid applications, and assessing other post-secondary career options. (Feldhusen, 2003)

Content-area acceleration: An educational accommodation/intervention that moves a student through a certain subject (e.g., mathematics) at a faster rate.

Such acceleration may be accomplished by physically moving a student to a higher-level class for specific instruction or through the use of needs-appropriate curricular materials in the student's assigned classroom. (Southern & Jones, 2004)

Credit by examination: A school or district may allow students to receive credit for courses through an examination rather than through course completion.

Credit by examination might involve a department or teacher creating and administering the test, or it might comprise more formal options, such those offered through the College Level Examination Program (CLEP) and Advanced Placement (AP).

Delivery models: The complete continuum of programs the school division uses to provide specific gifted education services. Examples may include but are not limited to the following: inclusive services such as the consultation/collaboration model; clustering gifted students in a heterogeneous classroom; pull-out programs offered in resource rooms or at specifically designated centers; self-contained classes, special schools, and/or specialized programs designed specifically to meet the cognitive/affective needs of gifted learners.

Delivery of services: A systematic sequential plan, set of strategies, and program offerings provided to meet the educational needs of identified students.

These options should be aligned with the goals of the gifted program and the needs of the students. Such services shall be offered by a teacher trained in gifted education as defined in the school division's local plan for the education of the gifted.

Determination of services: The process used to select services matching the student's needs as determined in the identification process. The determination of services should take into account educational goals and objectives of the student.

Distance learning: Classes/courses that are offered in the local school district or community through online, satellite, or virtual programs.

Consistent with the 2002 Standards of Accreditation, divisions must provide a minimum of two Advanced Placement or dual enrollment college courses for high school students. Distance learning opportunities may be used to provide these courses. For more information about such opportunities, see The Center for Talent Development at Northwestern University Web page at

<http://www.ctd.northwestern.edu>, or the Virginia Department of Education's Virtual AP School at <http://www.doe.virginia.gov/VDOE/Technology/VAPS.html>.

Dual enrollment: A program, offered by local high schools, that enables high school students to earn high school and college credit simultaneously.

Typically managed jointly by the Virginia community colleges and individual school divisions, some dual enrollment programs pair high school curricula with four-year college and university credit. Such classes allow students to experience higher-level academic challenges while also earning college credit for successfully completed courses. (Feldhusen, 2003)

Early admission/early entrance: An accelerative option used when a student shows exceptional ability, motivation, and readiness.

The term most commonly refers to a student entering kindergarten/first grade or entering college prior to her age-level peers, but it may also include early entrance to middle school or high school. Allowing and encouraging middle school students to take high school credit courses such as Algebra I in eighth grade is an example of this process. Such provisions must be consistent with Code of Virginia, the Standards of Accreditation, and school division policies.

Grade-level acceleration: An educational accommodation/intervention that advances a student one or more grades to move the student into a classroom with his/her intellectual peers.

Examples of grade-level acceleration may include early admission to kindergarten or through grade-skipping, depending on the provisions found in the governing school division or state code or regulation. (Southern & Jones, 2004)

Grade-skipping: An accelerative option for students who show exceptional ability, also referred to as **full acceleration**.

Grade-skipping may be used at any level, depending upon policies established by the school board. Important considerations in evaluating the potential merits of such acceleration for a student are the student's social, emotional, and physical maturity; motivation; and ability to handle challenge. Such decisions should be made on a case-by-case basis. (Davis & Rimm, 1998)

Heterogeneous classes: Students grouped with other students of varying ability/achievement levels within the same classroom. (Kulik, 2003)

Homogeneous classes: Students grouped with other students of similar ability/achievement level within the same classroom. (Kulik, 2003)

Independent study: A facilitated differentiation process that enables students who have demonstrated mastery of specific aspects of the general curriculum to conduct individual or small-group research on topics or projects of specific interest and value.

As a stand alone component, independent study enables students to conduct individual or small-group research on topics or projects of specific interest and value. The teacher assists students with setting goals and objectives, planning strategies to reach goals, and self-evaluation of progress and quality of work. (Maker & Nielson, 1995)

International Baccalaureate (IB): A rigorous, sequential, and integrated high school program that is authorized by the International Baccalaureate Organisation (IBO). The IB Diploma Programme allows students to work with specially trained teachers to meet IB program goals, to obtain an IB diploma or certificate, and to take courses that may be eligible for college credit.

Mentorship program: One-on-one relationships (typically for a year or more) pairing a student/intern with a mentor/expert who provides specialized, individual attention to a student's understanding and appreciation of a shared career/interest/project.

Mentorships are typically used as part of an integrated curriculum that allows students to identify future areas of collegiate and/or professional studies. (Callahan & Kyburg, 2005)

Pull-out model: Instruction provided when students are "pulled out" of their regular education classroom to receive special instruction, often in a small group, from a gifted education teacher.

Push-in model: A model where differentiated learning experiences are brought into the general classroom and delivered by a gifted education teacher (specialist) so that all learners have an opportunity to participate in appropriately challenging curriculum. Also known as collaboration.

Classroom teachers and gifted education teachers together plan and provide a variety of learning experiences geared to the particular needs of students. The model is intended to strengthen direct services (from the gifted education teacher) and collaborative services (from the regular education teacher) for high ability learners.

Saturday or summer services: Enrichment- or academically-based programs that meet on Saturdays during the school year or for several weeks during the summer.

Typically, summer programs may be residential and designed for the cognitive and affective growth of older students, while Saturday programs focus on younger students' needs and interests. (Olszewski-Kubilius, 2003)

Self-contained class: A class comprised wholly of identified gifted students and high-achieving peers. Generally used at the elementary level, with a teacher trained in working with gifted students. (May also be described as a homogeneously grouped class.)

Service options: The instructional approach(es), setting(s), adaptation(s), and staffing selected for the delivery of appropriate service(s) that are based on student needs.

Small group sessions: In such sessions, students typically work with three to six peers, usually with a teacher who has specific training in gifted education or in the designated interest area. Such activities may be part of an independent study session, part of an acceleration option within the pull-out or center-based session, or within the general education classroom. Such groups

may include students from different grade levels working on activities/projects of common interest. (Kulik, 2003)

Special classes provided on a part-time basis: Students elect to enroll in coursework, either through their school or as part of a Saturday or summer program, which allows advanced instruction or college credit or both. (Southern & Jones, 2004)

Special seminars: Students are assembled from one or more classes or grades to allow in-depth examination of a problem or a subject of common interest or to accelerate students' acquisition of knowledge and encourage discussion among peers. Seminars allow students to work with intellectual peers and benefit from content acceleration and shared intellectual interests. (Southern & Jones, 2004)

Subject-skipping: An example of partial acceleration in which a student with special skills or strengths in an academic area takes classes with intellectual peers in higher grade levels.

Though certain subjects lend themselves better to subject-skipping than others, due to their sequential nature (e.g., mathematics, foreign languages), the strategy can be used across disciplines. Ensuring content and skill continuity can pose a planning challenge; however, subject-skipping allows students with special strengths to move ahead while developing grade-level skills in other areas. (Davis & Rimm, 1998)

Summer Regional Governor's School: Summer programs, designed to meet regional needs that offer gifted students opportunities for in-depth learning experiences.

In 2006, twenty Summer Regional Governor's Schools are available throughout Virginia. The Summer Regional Governor's Schools exist in a variety of formats. Cohorts of school divisions frequently design these programs to meet the needs of their local gifted elementary and middle school students. These schools provide opportunities in the arts, sciences, and humanities. The Virginia Department of Education evaluates each school once every six years. Summer Regional Governor's Schools typically are housed at a public school or on the campus of a college, community college, or university and are mostly non-residential. Program lengths vary, lasting from a week or less to four weeks.

(<http://www.doe.virginia.gov/VDOE/Instruction/Govschools/>)

Summer Residential Governor's School: Competitive programs, offered during the summer, that serve gifted high school juniors and seniors, sponsored by school divisions and the Virginia Department of Education.

These schools provide intensive educational experiences for four weeks at college, university, or specific sites, in visual and performing arts; humanities; life science and medicine; mathematics, science, and technology; or through mentorships in marine science or engineering.

<http://www.doe.virginia.gov/VDOE/Instruction/Govschools/SRGS>

Talent pool (grades K-2): A talent pool is a specific group of students designated as potentially gifted and who are provided activities and opportunities to acquire critical and creative thinking strategies, and/or to pursue topics of individual or small group interest with the intention that

trained teachers will recognize growth and development within the students that will be used in the eligibility assessment at the end of grade two.

The Talent Pool approach to identifying gifted students is based on Renzulli's (1986) three-ring conception of giftedness, which stresses the development of gifted behaviors rather than the determined achievement or test scores. Accordingly, the Talent Pool aims to identify many gifts and talents by "casting a wider net" through five methods: test score nominations, teacher nominations, alternate pathways, special nominations, and action information nominations. The last two processes are intended to be "safety valves" that ensure students who might be missed via the first three nomination procedures are identified.

Talent Search: Several universities offer curricular opportunities to students identified for services through testing. Each program has two facets: identification and programming. Using the ACT and SAT examinations as identification tools, these programs invite students to take summer, Saturday, or distance courses through an affiliated university program (e.g., Duke University, Northwestern University, Johns Hopkins University).

Definitions associated with curriculum and instruction

Accelerative options/acceleration strategies: Curriculum management that allows a student to move through content and processes at an accelerated pace, including the opportunity to replace previously mastered content and processes with others that are more developmentally appropriate to the learner. Acceleration options include, but are not limited to, subject acceleration, grade-skipping, grade compacting, concurrent enrollment, grade telescoping, and early entrance to college.

Appropriately differentiated curricula: Designed in response to students' cognitive and affective needs, assessed strengths, interests, and goals, such curricula provide emphasis on both accelerative and enrichment opportunities for advanced content and pacing of instruction.

Elements of appropriately differentiated instruction include 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.

Assessment strategies: The different ways of evaluating student performance and growth that result from the differentiated curriculum and instruction offered by trained teachers in either the general education classroom or in the specially designed setting.

Assessment of learning typically includes a rubric indicating specific areas of interest for teacher and student. Students, their peers, and mentors may take part in the assessment of performance based on pre-determined criteria. Measures capturing individual progress can be used to determine proficiency in one or more areas over time and are scored using pre-determined set of criteria.

Content: The scope and sequence of curricular concepts, principles, and information presented to students that represent the essence of the disciplines.

Mapping of topics, differentiation, developing skills and coherence of subject matter are based on the needs of the student. Content for gifted students must have abstractness, depth, and complexity. (Maker & Nielson, 1996)

Curriculum and instructional design: The theoretical foundation that forms the basis for the development, implementation, evaluation, and revision of the instruction that teachers employ to differentiate services for gifted students in the regular classroom or for the independent units used in resource centers or Governor’s Schools. Through these theoretical frameworks, teachers understand how, where, and why they must modify the content, process, and products for identified students.

Curriculum compacting: Adjustments made to the subject-area or grade-level curriculum for students who have already mastered the content or skills to be learned or who could benefit from streamlined instruction.

Four main steps are involved in the curriculum compacting process:

- 1. Define the unit or lesson objectives.*
 - 2. Pre-test students on the objectives.*
 - 3. Eliminate instructional time for students who demonstrate mastery; streamline instruction for students who show potential for accelerated mastery.*
 - 4. Provide more challenging and productive uses of the students’ time.*
- (Reis, Burns, & Renzulli, 1992)*

Curriculum modification: Changes made to the general curriculum to meet the cognitive and affective goals for individual or groups of students.

Such modifications are made by adding depth and complexity to content, by adding critical or creative thinking or independent research to the process, by developing divergent products, and by incorporating metacognition and individually established criteria into the evaluation process. Modification may also include the replacement of larger elements of the curriculum with materials that meet students’ needs for acceleration. The level of complexity, number of facets involved, degree of transferability or application, level of independence, structure, level of abstractness, and pace all may be modified to tailor curriculum. (Tomlinson, 1999; Maker & Nielson, 1996)

Differentiation in the regular classroom: The needs of gifted students in the regular classroom may be met by means of modifying the curriculum, instruction, and assessment. See **curriculum modification**.

Differentiation should build on rich, meaningful curriculum with clearly identified learning goals. While the tasks may be different for the gifted student(s) and others in the class, all learning tasks should be equally respectful. On-going assessment informs instructional grouping, pace, appropriate resources, and the degree of challenge for the instructional tasks. Additionally, hallmarks of a differentiated classroom include the consideration of the needs of the whole child—student readiness, interest, and learning profile used to differentiate content, processes, or products. (Tomlinson, 1999)

Enrichment options: Activities, assignments, or programs that replace or extend the regular curriculum by adding depth, breadth, or complexity.

These opportunities provide a broadening of the school curriculum within the classroom for pupils to widen their experiences, extend their vision and increase their depth of understanding.

Process: The instructional sequence of learning and the different stages through which the learner moves, to accomplish a range of learning experiences. Such stages should include opportunities to learn and reconceptualize existing knowledge, to perceive things from various points of view, and to use information for new purposes or in new ways.

Instructional processes should allow motivation, practice, transfer of training, and feedback, and enable students to make appropriate and relevant decisions regarding what is to be learned and how it can be learned. (Clark, 1988)

Product: A tool for learning and a verification of learning; products communicate the synthesis and assimilation of both knowledge (content) and skills (processes).

As tangible evidence of critical thinking, student understanding, and achievement, student products (e.g., work samples, portfolios) must be assessed according to the learning objectives for the product assignment. The product needs to reflect the content taught and may be modified to meet students' cognitive and affective needs.

Rubric: A rule or guide presenting clear criteria by which a complex performance may be judged. (McAfee and Leong, 2002)

Scoring rubric: A fixed scale and a list of characteristics describing performance for each of the points on the scale. Usually one level of the rubric is considered the acceptable level of performance. (McAfee and Leong, 2002)

Student evaluation: Assessment that occurs before the lesson or unit begins (pre-assessment), throughout the lesson or unit (ongoing assessment), and after the lesson or unit is over (summative assessment). The teacher uses data from these assessments to determine the students' readiness, interests, learning styles, and understanding that enable appropriate curricular and instructional adjustments.

Student outcomes: Indicators of content and skill acquisition, specified expectations, and demonstrations of learning.

Outcomes should articulate expectations for advanced levels of performance for gifted learners and should be based on the assessment of student cognitive and affective needs.

Telescoping: A type of curriculum compacting that involves completing a program that usually requires a fixed number of years to finish in less than the usual time. (Reis, Burns, and Renzulli, 1992)

Telescoping is employed when the student spends less time than normal in a course of study, as in completing a one-year course in one semester. (Southern & Jones, 2004)

Theoretical foundations: The research literature that outlines the approach or approaches that a division or school adopts for use by teachers in its gifted education curriculum and instruction. The theoretical foundation determines how the curriculum and instruction will be delivered to the students based on best practices in the field.

Weighted grades: Grades for Advanced Placement classes, as well as those defined in the *Transcript Regulations*, may receive additional grade point values.

For example, students acquiring an A in a weighted class might receive 5.0 instead of the traditional 4.0 value given standard courses. Weighted grades compensate for the higher degree of challenge required in order to attain the same grade in a class that is less challenging.

Definitions associated with professional development and teacher designations

Add-on endorsement in gifted education: A series of graduate-level courses with a practicum, designed to provide knowledge and understanding of issues in educating gifted and talented children. Endorsement coursework must demonstrate mastery of competencies outlined in pertinent state licensure regulations.

A specific endorsement that may be added to a Virginia Collegiate Professional or Postgraduate Professional license provided specific endorsement requirements have been met.

The candidate must have completed:

- *An approved teacher preparation program in gifted education, or graduated with a baccalaureate degree with an endorsement in any teaching area;*
- *Completed 12 hours of graduate-level course work in gifted education competencies; and*
- *Completed a practicum of at least 45 instructional hours. One year of successful, full-time teaching experience in an accredited public or nonpublic school may be accepted in lieu of the practicum. A mentor holding a valid license with an endorsement in gifted education must be assigned to the teacher.*

Full- and part-time teachers of the gifted: A designation made by the public school division about specific teachers who serve gifted students. Those teachers who work with gifted students predominately throughout the day or the week may be designated as full-time teachers of the gifted.

These designations do not necessarily align with division's FTE reporting for these teachers. Part-time teachers of the gifted may be full-time employees of the school division. Local school divisions are responsible for determining how teachers who are responsible for providing gifted education services will be classified.

Gifted education coordinator: A district-level administrator assigned to coordinate programs, initiate and evaluate services, and supervise teachers of gifted students as described in the *Virginia Plan for the Gifted*.

The responsibilities of the Gifted Education Coordinator as described in the Virginia Plan for the Gifted may include the following: assist in teacher selection, teacher evaluation, curriculum design, program planning and evaluation, and budget.

Gifted education resource teacher/specialist: A teacher of the gifted assigned to provide specific services for students at one or more schools in collaboration with classroom teachers, building administrators, and the division’s gifted education coordinator and who typically has special training and/or an endorsement in gifted education.

The gifted education resource teacher supports students and teachers by providing differentiated activities and content either as part of a pull-out program or through the provision of in-class, collaborative teaching with his or her general education teaching colleagues.

Professional development: Any of a variety of coordinated opportunities for teachers to become trained in serving the cognitive and affective needs of gifted children, grades K-12. Professional development could include, but not be limited to, classes offered by the division, courses at a local university or college, conference attendance, and options tailored to meet the needs of the specific educator or group of educators.

Definitions associated with parent and community involvement

Local gifted education advisory committee: A committee representing the ethnic and geographical composition of the school division composed of parents, school personnel and other community members that is charged with conducting an annual review of the locality’s implementation of the local plan and reporting its findings in writing to both the superintendent and the school board.

Local gifted education advisory committee review procedure: The local advisory 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 to both the school board and the division superintendent. § 22.1-18.1. Code of Virginia

Local plan for the education of the gifted: A plan for the provision of gifted education services submitted by each school division to the Virginia Department of Education for approval. Each local plan includes a statement of philosophy; a statement of program goals and objectives; procedures for early and on-going identification of gifted students; a procedure for notifying parents/legal guardians of additional testing, information gathering and for obtaining permission prior to placement of students in an appropriate program; placement in appropriately differentiated curriculum and instruction that matches the student’s assessed strengths; required teacher training; the framework of curriculum and instruction that support program options; and methods of increasing the involvement of parents and community in these programs. In addition, the plan includes a policy for notifying parents/guardians about changes in placement or exit from a program, and assurances that records are maintained according to “Management of Student’s Scholastic Record in the Public Schools of Virginia.”

Parental and community involvement: Purposefully established opportunities for parents/guardians, relatives, friends, and the general community to become involved in the gifted program or the programming for an individual gifted student. Opportunities may include, but are not limited to, presentations about specific areas of interest, parent advocacy activities, and/or service as mentors or experts for students' research endeavors.

Stakeholders: Everyone whose life is affected by the quality of gifted services in a school division. This includes but is not limited to students, parents, teachers, administrators, board members, and community members.

Miscellaneous definitions/terms

Annual report, programs for the gifted: Annual data and information collection required by the *Code of Virginia* on student membership, teacher data and training, and program options.

Gifted program evaluation: The systematic, organized process of providing information about a gifted program that enables school districts, parents, and other intended audiences to make informed judgments about the program.

Program evaluation can assist in the establishment of a new gifted program or be part of an improvement initiative for an existing gifted program. (Callahan & Caldwell, 2000)

Management of Student's Scholastic Record in the Public Schools of Virginia: A document maintained by the commonwealth providing guidelines by which public schools must manage records directly related to a student.

Regulations Governing Educational Services for Gifted Students: The legal documentation, cited in the Administrative Code of Virginia, of the requirements concerning gifted education programs to be provided by school divisions in Virginia. (8VAC20-40-10 through 8VAC20-40-70)

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