

<p style="text-align: center;"><b>2006 - 2011</b> <b>Local Plan for the Education of the Gifted</b></p>
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Submitted to the  
Virginia Department of Education  
Office of Middle and High School Instruction  
P.O. Box 2120  
Richmond, Virginia 23218-2120

<b>School Division</b>	<b>Newport News Public Schools</b>		
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<b>Date Submitted</b>	<b>December, 2005</b>		

## **2006 - 2011 Local Plan for the Education of the Gifted**

To assist school divisions in complying with 8 VAC 20-40-60, the Virginia Department of Education has developed this template for submitting 2006-2011 Local Plans for the Education of the Gifted. The timeline provided below indicates the specific activities for the submission, review, and approval of divisions' plans. For more information, please contact Dr. Barbara McGonagill, specialist, Governor's Schools and Gifted Education, 804/225-2884, ([Barbara.McGonagill@doe.virginia.gov](mailto:Barbara.McGonagill@doe.virginia.gov)).

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

June 30, 2006	Draft 2006 - 2011 Local Plan for the Education of the Gifted with the division superintendent's signature indicating his/her approval are due to the Department of Education.
July - August 2006	Peer review sessions are conducted at geographically selected locations.
September 2006	If needed, plans are returned to school divisions for modification and approval by the local school board.
December 2006	Revised plan with local school board approval is sent to the Department of Education.
January 2007	Letters of approval are issued to the division superintendent from the Department of Education.

## **NEWPORT NEWS PUBLIC SCHOOLS**

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

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

The Newport News Public School system is committed to the academic success of all students regardless of family structure, income, gender, or ethnic origin. Its MISSION is to provide them with the opportunity to achieve full development of their potential through the acquisition of values, attitudes, knowledge, and skills that are essential to becoming confident and productive adults, enthusiastic lifelong learners, active and constructive participants in the democratic process, and contributing members of their families, communities and the world.

In keeping with the MISSION of Newport News Public Schools, the Department of Gifted Services was established to provide for those students whose intellectual abilities require a special program to meet their needs. Students are screened and receive services commensurate with their needs and in accordance with guidelines established by the Virginia Board of Education. Parents, teachers, and administrators form a team working to stimulate the development of each student's innate abilities. Local colleges and community organizations provide additional support required to meet the needs of talented and gifted children.

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

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

We subscribe to the philosophy that identified gifted and talented students have the right to an education that provides the opportunity for developing their maximum potential with regard to individual characteristics and unique learning needs.

We believe the curriculum and goals for the gifted and talented student should be directed toward a quality education through a sound, well-planned, differentiated program. Instruction should allow for various learning styles, individualization and enrichment beyond the academic requirements, and have continuity from kindergarten to grade 12. We believe the learning experiences should reflect teaching techniques and curriculum that will emphasize the higher level thinking processes, skills in technology, research, communication, creativity, self-awareness, and tolerance for other value systems. We believe the program for gifted and talented students should be a unique and integral part of the total K-12 program.

We believe the classroom should be a place where the student can experience the joy and privilege of work, the application of his/her mind, and the responsibilities of cooperation, self-discipline, and self-direction, by participating in group and individual activities under professional guidance.

We believe that teachers of the gifted should strive for professional excellence by practicing professional ethics, by reflecting upon their methods and techniques of instruction, by continuing to be aware of the latest research regarding gifted education, and by keeping abreast of current events.

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### Part I, continued

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

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

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

To reduce the disparity that exists among underserved populations while identifying any student in need of gifted services.

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

To maximize services by providing a variety of educational opportunities for students with advanced aptitude or conceptualization beyond their age peers.

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

To develop a differentiated curriculum that meets the needs of students identified as academically and intellectually gifted by modifying the content, process and learning environment of their instructional programs to enable them to reach their full potential.

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

To develop a comprehensive staff development plan for school personnel and staff involved in the education of gifted learners.

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

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To strengthen parent and community advocacy for gifted education.

### Part II: Current Status of Gifted Education

**A. Area(s) of Giftedness/Grade Levels Served in the Division**  
[8 VAC 20-40-60. A. 3]

Area of Giftedness	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA)	1-12
Practical/Technical Aptitude (PTA)	
Visual/Performing Arts Aptitude (VPA)	

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

**B. Screening, Identification, and Placement Procedures** [8 VAC 20-40-40]

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

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

Area of Giftedness:

General Intellectual Aptitude (TAG Centers – Charles, Nelson, Riverside, South Morrison, Gildersleeve, Hines, and Dozier)

Specific Academic Aptitude (Marshall, Lee Hall, Palmer, Carver, Huntington, Reservoir, and elementary students receiving enrichment services through a TAG Itinerant Resource teacher)

Practical and Technical Arts Aptitude

Visual and Performing Arts Aptitude

- Screening of students for Gifted Services is an on-going process in Newport News.

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- ❑ Referral Forms are available in all schools, through resource teachers or through the Office of Gifted Services.
- ❑ A staff meeting is to be held in each school to inform teachers of the identification process and to ask for referrals.
- ❑ Parents are informed of the screening process through newsletters, PTA, and the community relations department of the school division.
- ❑ A list of students referred by teachers, parents, or administrative personnel is compiled by the Chairman of the Identification/Placement Committee at each school.
- ❑ The Supervisor of Gifted Services reviews results of standardized tests for potential student referrals.
- ❑ When screening primary students in K-2, teachers are required to refer at least the top 5 students in their classrooms.
- ❑ A computer list is generated by the research department listing K-2 students who are minorities, come from a single parent home, receive free or reduced lunch, and/or live within designated zip codes.  
These students are added to the pool of candidates for screening.
- ❑ To insure that all students have an opportunity to be in the screening pool, all second graders within the system are given an aptitude test in February. Any student who scores in the 88<sup>th</sup> percentile and higher is placed in the pool and given a full evaluation for possible gifted services.

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### Part II, continued

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

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

- ❑ Referral Forms are available in all schools, through resource teachers or through the Office of Gifted Services.
- ❑ A staff meeting is to be held in each school to inform teachers of the identification process and to ask for referrals.
- ❑ Parents are informed of the screening process through newsletters, PTA, and the community relations department of the school division.
- ❑ A list of students referred by teachers, parents, or administrative personnel is compiled by the Chairman of the Identification/Placement Committee at each school.

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### Part II, continued

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

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

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

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

1. Assessment of student products, performance, portfolio

2. Record of observation of in-class behaviors

3. Appropriate rating scales, checklists, and questionnaires

4. Individual interviews

5. Individual or group aptitude test(s)

Specify: OLSAT (1996), WISC III (1991), MAT(1985), K-BIT(1990), STANFORD BINET(1986) COLUMBIA(1970), NAGLIERI (1996)

6. Individual or group achievement test(s)

Specify: STANFORD9(1996), WOODCOCK JOHNSON, (1995) PIAT R-(1990), WIAT (1995), ITBS (1996)

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

8. Additional valid and reliable measures or procedures

Specify: Information based on nationally normed tests received from other school systems

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**Part II, continued**

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

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

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

Classroom Teacher(s)

Gifted Education Resource Teacher(s)

Counselor(s)

School Psychologist(s) (As needed)

Assessment Specialist(s) (As needed)

Principal(s) or Designee(s)

Gifted Education Coordinator (As needed)

\_\_\_\_\_ Other(s) Specify: Reading Specialist, ESOL

**\*Advocates for the student may be any one of the above but is usually the classroom teacher who makes the initial referral.**

- b. Type of Identification/Placement Committee

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

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School                       Division

**Part II, continued**

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

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

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

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
<i>Ex. Behaviors checklist</i>	<i>Current classroom teacher</i>	<i>School gifted education teacher</i>	<i>School division gifted education coordinator</i>
Characteristics Checklist	Current classroom teacher	Gifted Services Itinerant Resource Teacher	Gifted Services Itinerant Resource Teacher
Academic Performance	Current classroom teacher	Gifted Services Itinerant Resource Teacher	Gifted Services Itinerant Resource Teacher
Parent Evaluation Checklist	Parent/Guardian	Gifted Services Itinerant Resource Teacher	Gifted Services Itinerant Resource Teacher
Aptitude Test	Gifted Services Itinerant Resource Teacher/Psychologist/Guidance Counselor/TAG Coordinator	Gifted Services Itinerant Resource Teacher	Gifted Services Itinerant Resource Teacher
Achievement Test	Gifted Services Itinerant Resource Teacher Psychologist/Guidance Counselor/TAG Coordinator	Gifted Services Itinerant Resource Teacher	Gifted Services Itinerant Resource Teacher

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### Part II, continued

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

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

Area of Giftedness:  General Intellectual Aptitude (TAG Centers – Charles, Nelson, Riverside, South Morrison, Gildersleeve, Hines, and Dozier)

Specific Academic Aptitude (Marshall, Lee Hall, Palmer, Carver, Huntington, Reservoir, and elementary students receiving enrichment services through a TAG Itinerant Resource teacher)

Practical and Technical Arts Aptitude

Visual and Performing Arts Aptitude

- The Identification/Placement Committee reviews each student's data and makes a recommendation for appropriate services for the student. Recommendations are sent to the Supervisor of Gifted Services and division committee.
- Students with a cumulative score of 114 to 125 are recommended for full time gifted center programs.
- Students with cumulative scores of 100 to 113 are sent to the Office for Gifted Services for further review and potential assignment to a full time enrichment center program. Students must also meet one or more of the following criteria: free or reduced lunch, non-traditional families, or minority culture.
- In each of the twenty-eight elementary schools within the division, students with SOL scores at the advanced pass level are recommended for services through the Itinerant teacher for gifted. No nationally-normed standardized test scores are currently available division-wide.
- Letter of the final placement recommendation from the Office of Gifted Services or the TAG Coordinator at the school level notifies parents. Notification of the decision is sent to parents within 45 working days.
- The school identification process at no time allows any one single criterion to deny or guarantee access to gifted program services.

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### Part II, continued

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

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

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

- Parents of students in the screening pool are notified by letter stating the student is being screened to determine appropriate education setting. The letter also requests permission to administer testing and collection of data as needed by the committee.
- Based on the results of the data collected, the committee makes a recommendation for placement in a full time center, pull out with the itinerant teacher or no change in placement.
- Parents of students identified as eligible for gifted services are notified of the committee's recommendation for placement by letter. The letter also requests permission to place the student appropriately.
- Parents of students determined ineligible for gifted services are notified by letter, which includes the process for appeals. These students are monitored by the classroom teacher and if necessary may be reevaluated for possible services.

## NEWPORT NEWS PUBLIC SCHOOLS

### Part II, continued

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

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

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

Placement of students in gifted services is reviewed periodically.

- If a change of placement is contemplated, a meeting with the parents, teacher and Supervisor of Gifted Services is held to establish the existence/diagnosis of the problem and to seek solutions. A plan of action is established. The plan of action may include modifications of the present program. These modifications may include:
  - mainstreaming for part of the day.
  - working individually with guidance counselor or psychologist.
  - adapting expectations to meet needs of student while maintaining program standards.
  - transferring to pullout program with the Itinerant TAG Teacher.
  - placement in a full time center program.
  
- If a change of placement is eminent, parents are notified by a letter from the Supervisor of Gifted Services which includes the appeals process. Additional data is collected and may include testing and observations by the TAG Itinerant Teacher. Parents are notified of the change in placement within 45 working days of the decision.
  
- Parents may request by letter a change in placement at any time. Once the request is made, the Supervisor of Gifted Services implements the appropriate steps to make the transition for the student as comfortable as possible. The change in placement is made within 5 working days of the parental request.

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### Part II, continued

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

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

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

Persons wishing to have a decision of the school Identification/Placement Committee reviewed should:

- Appeal the decision in writing to the Supervisor of Gifted Services within 20 days of the receipt of the letter stating that the student did not qualify for gifted services. The written request must include specific reasons for the appeal.
- Within 30 working days of receipt of the written appeal by the Supervisor of Gifted Services, the Supervisor and the administrative appeals committee will meet to review the appeal. The individual building Gifted Services coordinator, Itinerant teacher for gifted services, parent and/or student may be asked to provide additional input.
- The appeals committee will never have a majority of members who served on the building Identification/Placement committee
- Concerned parties will be notified, in writing, of the findings of the Appeals Committee at the administrative level within 45 working days after the final decision is made.

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**Part II, continued**

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

This section includes the options used in the programs offered in the division that are (1) offered by teachers trained in gifted education strategies; and (2) evaluated with goals for the program for gifted learners. Use numbers from codes on page 14 to complete this form.

<b>Levels/Grades</b>	<b>General Intellectual Aptitude (GIA)</b>	<b>Specific Academic Aptitude (SAA)</b>	<b>Practical/ Technical Aptitude (PTA)</b>	<b>Visual/ Performing Arts Aptitude (VPA)</b>
Primary Grades <u>K-2</u>	2b, 8a, 12a, 5b			
Elementary Grades <u>3-5</u>	2a, 2b, 5b, 12b	2a, 8c, 12b		
Middle School Grades 6-8	2a, 2b, 5b	2a, 3a-3c, 8a		
High School Grades 9-12	1, 2a, 3a-e, 4a-f, 5b, 6, 7a, 10, 11	2a, 3a-f, 4a-f		

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### Part II, continued

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

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

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

### Part II, continued

#### Center Information

<b>NAME OF CENTER</b>	<b>GRADES SERVED</b>	<b>TIME FRAME</b> (Daily, Weekly, Biweekly, Monthly)	<b>AREAS OF GIFTEDNESS SERVED</b> (General Intellectual Ability-GIA, Specific Academic Aptitude-SAA, Practical/Technical Arts-PTA, Visual/Performing Arts-VPA)	<b>SPECIAL PROGRAMS</b> (Advanced Placement - AP, International Baccalaureate-IB, Cambridge, etc.)
Marshall Elementary	1-2	daily	GIA	
Lee Hall Elementary	1-5	daily	GIA	
Palmer Elementary	1-5	daily	GIA	
Carver Elementary	3-5	daily	GIA	
B.C. Charles Elementary	3-5	daily	GIA	
R.O. Nelson Elementary	3-5	daily	GIA	
Riverside Elementary	3-5	daily	GIA	
South Morrison Elementary	3-5	daily	GIA	
Dozier Middle School	6-8	daily	GIA	
Gildersleeve Middle School	6-8	daily	GIA	
Hines Middle School	6-8	daily	GIA	
Huntington Middle School	6-8	daily	GIA	
Reservoir Middle School	6-8	daily	GIA	
Warwick High School – IB	11-12	daily	GIA	AP, IB

## NEWPORT NEWS PUBLIC SCHOOLS

### Part II, continued

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

##### 1. **Theoretical Foundations**

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

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

The curriculum framework for designing differentiated curriculum is based upon the belief that students identified as gifted need more than just a continuum of skills from kindergarten to twelfth grade. We believe the identified gifted student needs a curriculum that allows them to master skills but also to be involved in a rigorous, challenging curriculum that offers opportunities to stretch and seek the "why." Using the content model, students will be allowed to move through the content area and become involved in related enrichment activities. Pre-testing, teacher observations, and/or interviews are used to determine mastered skills. Compacting is implemented in elementary and middle school centers as a means of moving students through skills and providing opportunities for enrichment and/or independent study.

Another model used in developing curriculum for the gifted student is the process product model. Curriculum is designed to provide opportunities for students to be involved in problem finding and problem-solving situations that may produce a product. Open-ended problems and tasks are also an integral part of the curriculum for gifted. Teachers are expected to provide opportunities for the use of the higher level thinking skills-analysis, synthesis, and evaluation. Products are the result of problem finding and solving, decision-making, scientific inquiry, and research.

Students in grades 9-12 are offered the following options to allow them to seek the program most appropriate for his/her style of learning.

- The **Advanced Placement** courses are available for students in grades 10-12 who are task committed and seek a rigorous program in a particular content area.
- The **International Baccalaureate Program** is an option for students in grades 9-12 that provides an extensive, inclusive, and world-view curriculum for the students who are task committed and want to pursue a rigorous, integrated program.
- **New Horizon Governor's School** offers students in grades 10-12 the opportunity to pursue advanced classes in biology, chemistry, physics, mathematics and computer science.
- Summer **Governor's School** offers students in grades 10-12 the opportunity to pursue advanced classes in biology, chemistry, physics, mathematics, and computer science.
- **Foreign Language Academies** are summer residential programs for students who wish to participate in a selected Foreign language discipline with other students of like interests and abilities.

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- **Odyssey of the Mind** is a program that allows students in grades K-12 to become a member of a team to reach a solution to a problem. Solutions are presented at competitions at the regional, state and national level.
- **Future Problem Solving Program** is a year long program in which teams of students use a problem solving process to solve complex scientific and social problems of the future.
- **Olympiads for Math, Science, Geography, Social Studies, and/or Vocabulary** are utilized throughout the grades to enrich curriculum and to challenge students.
- **TAG Internship Program** is an academic year program for twelfth grade students who want to apply their skills and training to practical, world-of-work situations. Students work 250 hours or more in a supervised, school-approved job that is related to their career interests. Students also meet once a week in a regularly scheduled class, which coordinates work experiences with classroom activities to further develop job competencies.

### 2. Instructional Strategies

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

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

Instructional strategies used with identified gifted students teach a core of basic skills and knowledge about the world through integrated-subject learning. The use of *Bloom's Taxonomy* to encourage student to think and evaluate at a higher level, Howard Gardner's *Multiple Intellegencies*, and Van Tassel-Baska's work with problem-based learning are interwoven into the curriculum by the classroom teachers. Modifications of Renzulli's *Enrichment Triad*, *Talents Unlimited* and the works of Feldenhauser and Silvermann, are used by teachers to help transition classroom learners to real life situations.

### 3. Assessment Strategies

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

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

Assessment strategies within the classroom are based on individual goals set for each student. Authentic assessment, including interviews, observations, project rubrics and culminating activity presentations are also used to provide information about student progress and learning. Written pre and post tests along with self-evaluation and standardized tests are additional assessment tools.

### **Part II, continued**

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

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

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

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

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<b>TEACHING/GRADE</b>	<b>PROGRAM</b> (General Intellectual Ability-GIA, Specific Academic - Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	<b>REQUIRED TRAINING</b>
<i>Ex. Four resource teachers/ grades K-4</i>	GIA	<i>Annual local training in curriculum differentiation and social &amp; emotional needs of gifted students</i>
39 Full-time Teachers of the Gifted	Full-time Center 1-5 GIA	Endorsement in Gifted
54 Full-time Teachers of the Gifted	Full-time Center 6-8	Endorsement in Gifted
7 Full-time Teachers of the Gifted	Itinerant Resource K-8	Endorsement in Gifted
2 Full-time Teachers of the Gifted	Foreign Language 1-5	Content Endorsement

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**Part II, continued**

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

<b>TEACHING/GRADE</b>	<b>PROGRAM</b> (General Intellectual Ability-GIA, Specific Academic - Aptitude-SAA, Practical/ Technical Arts-PTA, Visual/Performing Arts-VPA)	<b>REQUIRED TRAINING</b>
<i>Ex. 1 first-grade teacher (cluster model)</i>	GIA	<i>Annual local training in curriculum differentiation and social &amp; emotional needs of gifted students</i>
3 Part-time Teachers of the Gifted	Resource K-5	Endorsement in Gifted
150 Part-tme Teachers of the Gifted	Honors, IB and AP	Content Endorsement

## NEWPORT NEWS PUBLIC SCHOOLS

### Part II, continued

#### 2. Methods of Selection

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

- Any teacher interested in teaching gifted students applies by writing a letter to the Human resource Department by April 1, stating his/her request. The teacher indicates grade level, and in the case of middle school, subject area in which the teacher is certified and is applying to teach.
- AP teachers are selected by Human Resource personnel, content supervisor, department chairman, and principals based on experience, success in teaching and in working with high ability, high-achieving students.
- International Baccalaureate teachers are selected by Human Resources personnel, content supervisors, program director, department chairs, and principals based on experience, and success in teaching and working with high-ability, high-achieving students.
- Teachers selected for K-8 are required to take in-service training and college courses in gifted education, leading to endorsement in gifted education. Certification is to be completed within two years.
- All applicants are screened by the Supervisor for Gifted Services and the building principal in elementary and middle schools. Screening may include observations of the applicant in an educational setting.
- Resource teachers for K-2 apply in writing by April 1. Teachers are selected based on multiple criteria that includes flexibility in teaching style, knowledge of the characteristics of the gifted child, knowledge of multiple teaching strategies, ability to develop and implement units of study using the interdisciplinary approach and the ability to adapt to different school climates as they are assigned to as many as four schools each week.

#### 3. Methods of Evaluation

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

Teachers of gifted are evaluated using the Teacher Performance Assessment Profile that is required of all teachers who teach in Newport News Public Schools.

## NEWPORT NEWS PUBLIC SCHOOLS

### Part II, continued

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

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

Parents are kept informed about the programs offered through Gifted Services through

- newsletters,
- media,
- school division web site,
- special programs for parents.

Speakers are available for community and church groups to share information about gifted services.

The Advisory Board for Gifted seeks to provide programs that are of interest to the parents of gifted and to the community.

## **NEWPORT NEWS PUBLIC SCHOOLS**

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

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

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

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

**[Insert School Division Name Here]**

**Form A**

<b>GIFTED PLAN COMPONENT</b>				
<b>GOAL STATEMENT</b>				
<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>POSITION RESPONSIBLE</b>	<b>DATE DUE</b>	<b>EXPECTED RESULTS</b>

**[Insert School Division Name Here]**

**Form B (optional)**

<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>

# NEWPORT NEWS PUBLIC SCHOOLS

## Part IV: Local Advisory Committee and Assurances

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

#### 1. Composition of Local Advisory Committee

Categories	Number Represented
Parents	32
Teachers	4
Administrators	2
Support Staff	0
Community <input type="checkbox"/> representatives of business, industry, arts	1
Community <input type="checkbox"/> persons who are not parents of identified students	1
Students (optional)	

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

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

The TAG Advisory committee is composed of parents, teachers, and community members that reflect the geographic and ethnic composition of the division. The chairman asks for volunteers to serve as representatives.

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

Number of times the committee is scheduled to meet annually.

\_\_\_ Monthly \_\_\_ 3 times \_\_\_x\_\_\_ 4 times \_\_\_ 5 times

**NEWPORT NEWS PUBLIC SCHOOLS**

\_\_\_\_\_ Other, specify \_\_\_\_\_

# NEWPORT NEWS PUBLIC SCHOOLS

## Part IV, continued

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

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

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

### **C. Superintendent's Certification**

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

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

Newport News Public Schools  
School Division Name

Marcus J. Newsome, Ed.D  
Superintendent's Typed  
or Printed Name

\_\_\_\_\_  
Date

**NEWPORT NEWS PUBLIC SCHOOLS**

**Part IV, continued**

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

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

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

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

\_\_\_\_\_  
Board President's Typed  
or Printed Name

\_\_\_\_\_  
Date

# NEWPORT NEWS PUBLIC SCHOOLS

## Part V: Appendices

The following items must be included in the appendices:

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