

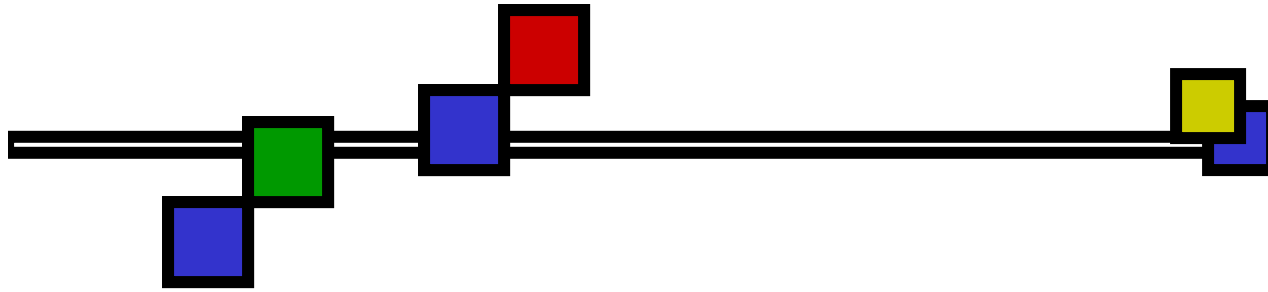
# New Pathways in Gifted Education



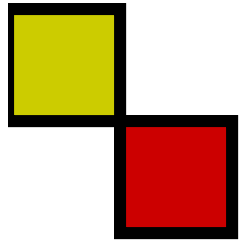
Charlottesville City Schools

2019–2020

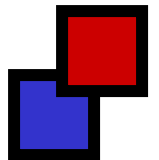
October 3, 2019



# Shared Publically



- Most information on the following slides was shared with the public
  - May 31, 2019 — School Board Retreat
  - June 13, 2019 — School Board Meeting
  - Summer 2019 — Interviews with media outlets
  - August 5, 2019 — City Council Meeting
  - August 12, 2019 — NAACP Education Committee
  - August–October – PTO meetings at schools

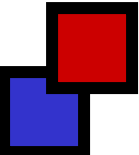


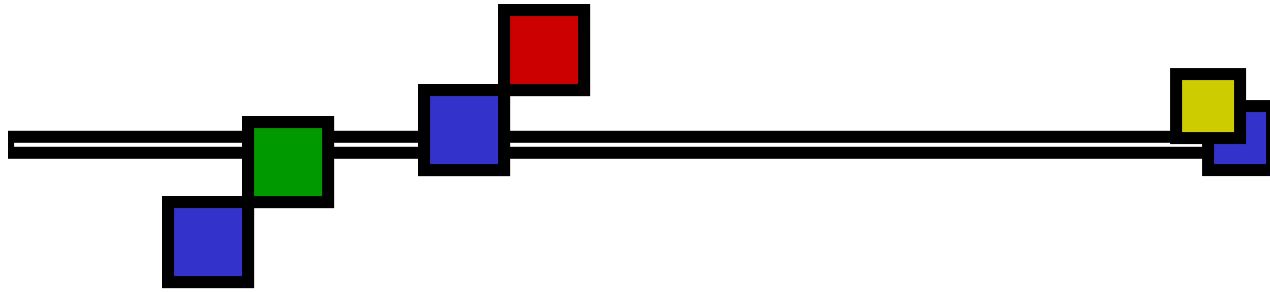


# Changing Terminology

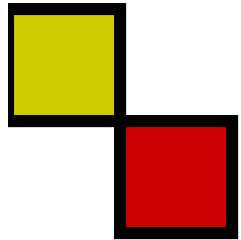


Old Terminology	Current Terminology
Quest Program	Gifted Education Program
Gifted Education Specialist GES	Gifted Resource Teacher <b>GRT</b>
Quest Advisory Committee QAC	Gifted Advisory Committee <b>GAC</b>
ArtQuest	TBD



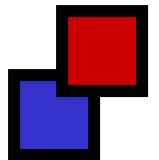


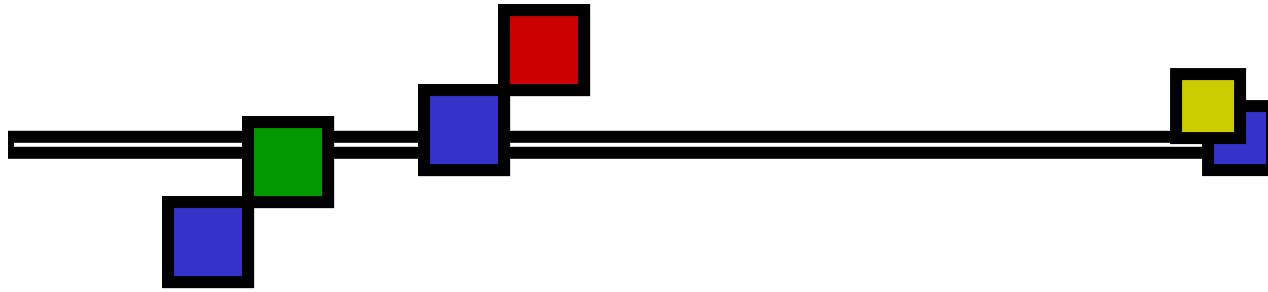
# Moving Forward



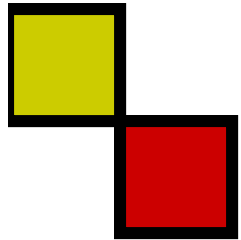
## ■ Student Benefits

- Quality services in the classroom
- Opportunities for enriched & extended learning
- Flexible & differentiated interventions
- Interests & talents identified and developed
- All students gain from the lessons
- Supports self-actualization



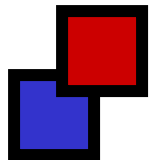


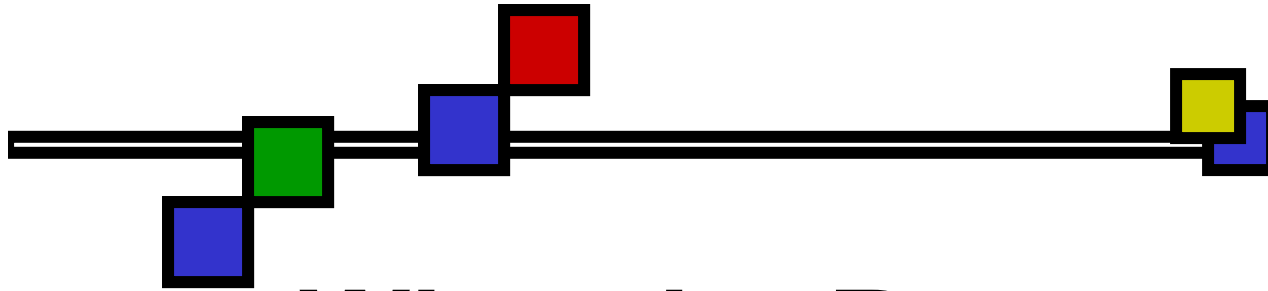
# Moving Forward



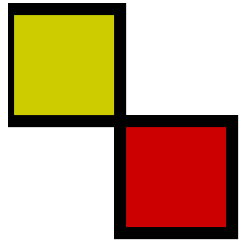
## ■ Teacher Benefits

- Collaboration to support planning & teaching
- Increased differentiation of instruction
- Lessons integrate with the core curriculum
- Maximizes strengths of teachers & specialists
- Recognizes and develops student talents
- Shared responsibility for student growth

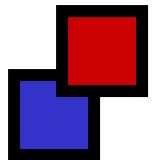


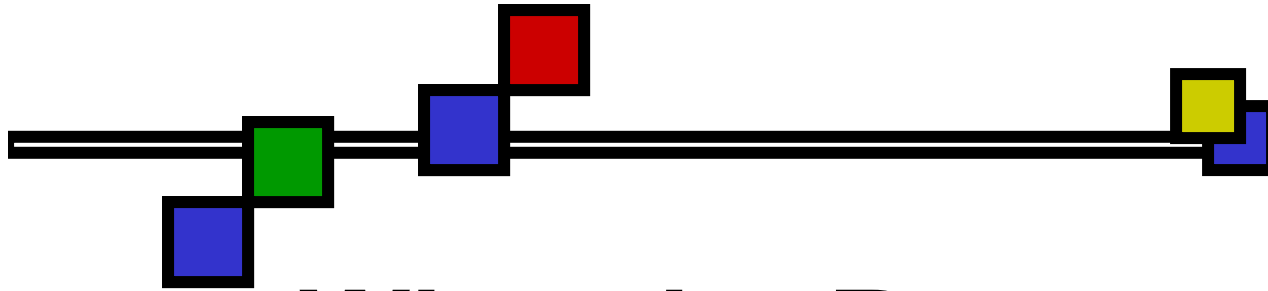


# What the Research Says

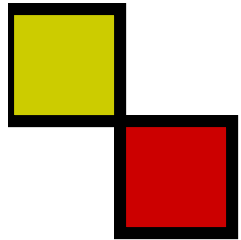


- Programming options for gifted and talented students may occur in a variety of ways.
- What matters are the strategies that allow students access to appropriate levels of challenge and complexity.
- “Almost any form of grouping (flexible, targeted, and not permanent) used will provide an academic or achievement gain to gifted learners with researchers reporting positive social and emotional gains as well.”

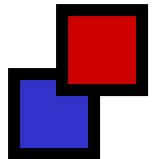


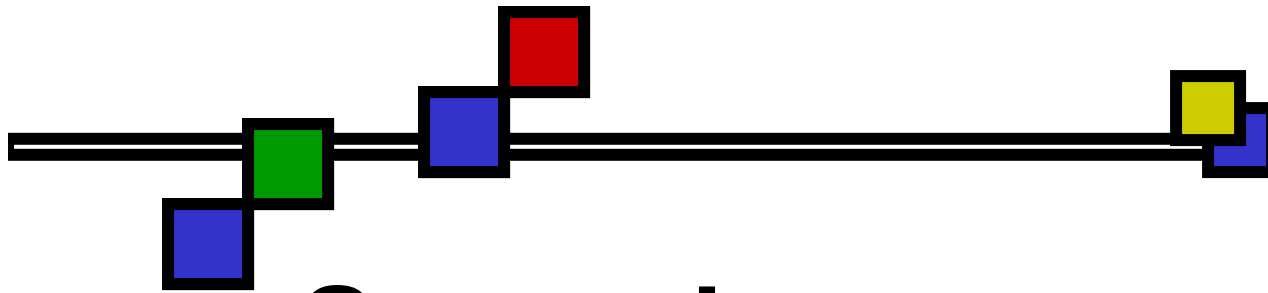


# What the Research Says

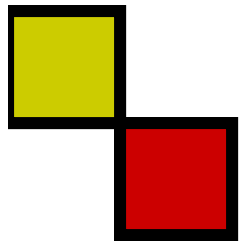


- Effective Components of Gifted Programs
  - A written curriculum
  - Clear student learning goals
  - Differentiated instruction
  - Acceleration
  - Enrichment
  - Assessment of student growth

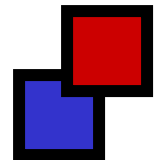




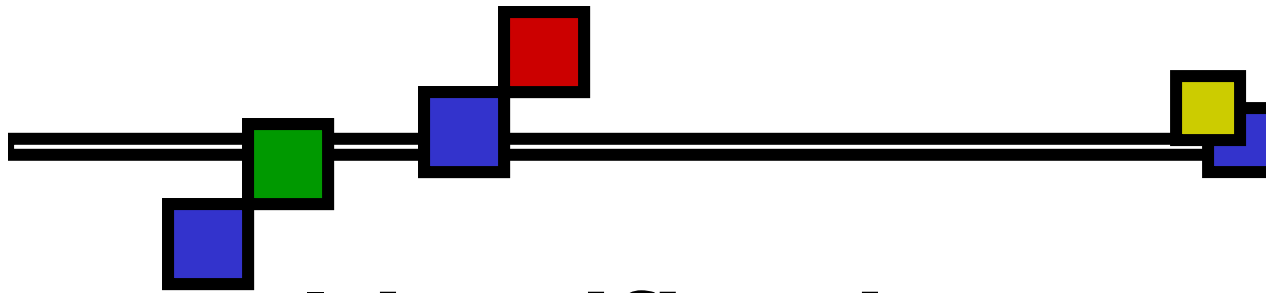
# Screening



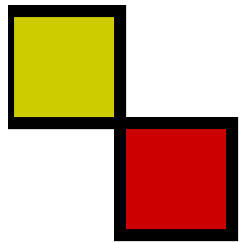
<b>Previously</b> <i>Traditional</i>	<b>Moving Forward</b> <i>Inclusive</i>
<ul style="list-style-type: none"><li>• All 1<sup>st</sup> graders complete portfolio activities</li><li>• Teachers complete checklist of indicators of giftedness</li><li>• All 1<sup>st</sup> graders take an ability test</li></ul>	<ul style="list-style-type: none"><li>• All 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> graders complete portfolio activities</li><li>• Division develops observation protocols and revises checklists</li><li>• K–3 teachers keep observation notes &amp; collect student work</li><li>• All 2<sup>nd</sup> graders take nonverbal ability test</li><li>• All 3<sup>rd</sup> graders take an ability test</li><li>• 2<sup>nd</sup> –8<sup>th</sup> take MAP in English &amp; Math</li></ul>



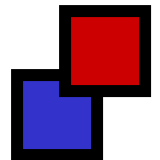


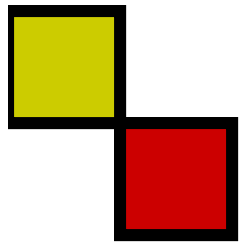
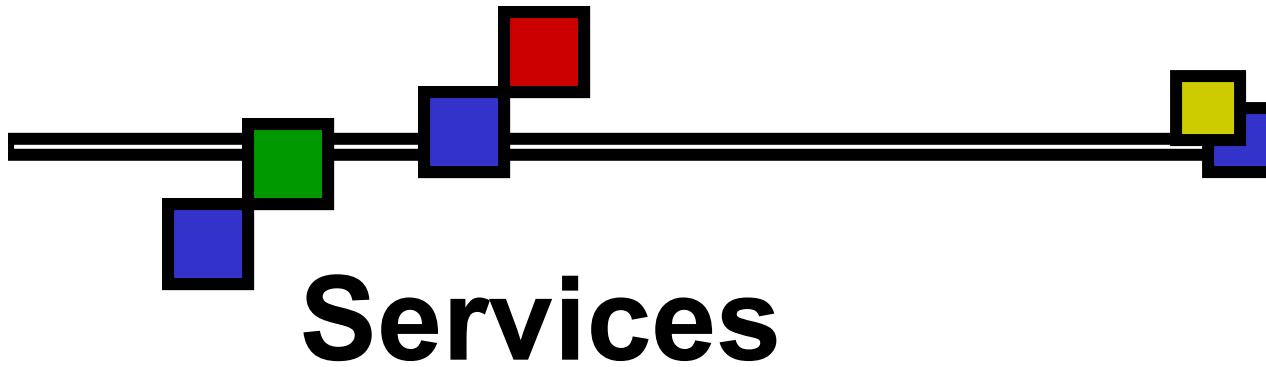


# Identification

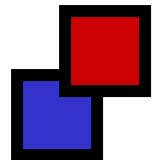


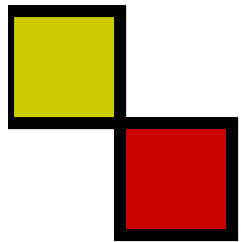
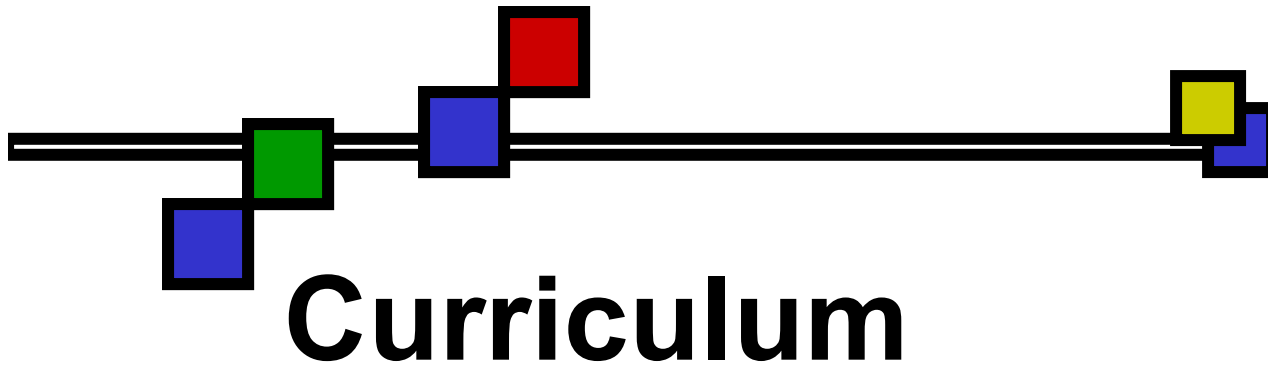
<b>Previously</b> <i>Traditional</i>	<b>Moving Forward</b> <i>Inclusive</i>
<ul style="list-style-type: none"><li>• Hold major identification meeting at end of 1<sup>st</sup> grade</li><li>• Have nomination forms available at schools</li><li>• Have up to 5 ID meetings a year</li></ul>	<ul style="list-style-type: none"><li>• Have major identification meeting at end of 3<sup>rd</sup> grade</li><li>• Use culturally sensitive identification protocols</li><li>• Review teacher observation notes &amp; student portfolios</li><li>• Have nomination forms online and at schools</li><li>• Have two ID meetings (Nov. &amp; April)</li></ul>



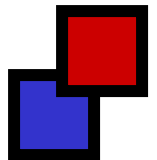


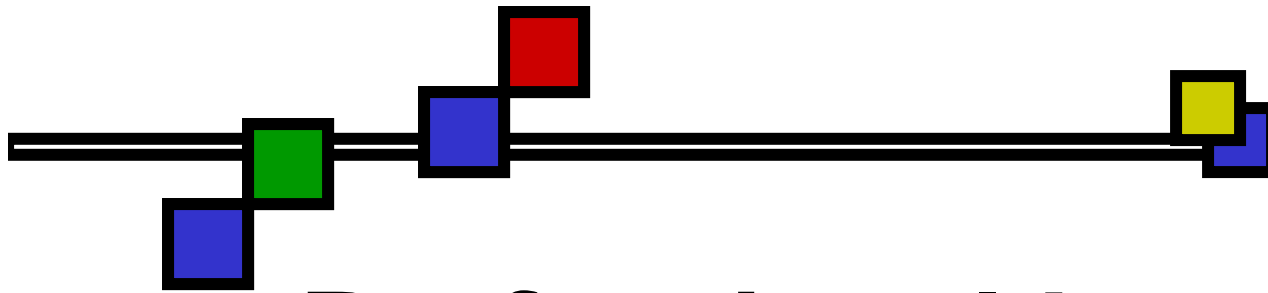
<b>Previously</b> Traditional	<b>Moving Forward</b> Inclusive
<ul style="list-style-type: none"><li>• Many pull out services</li><li>• Some isolated learning experiences</li><li>• Lessons for targeted students</li><li>• More isolated decision making</li><li>• Identify talent in some students</li></ul>	<ul style="list-style-type: none"><li>• Direct services in general education classrooms; no pullout services</li><li>• Lessons for all students</li><li>• In-class clustering of students</li><li>• Shared decision making</li><li>• Cultivate talent in all students</li></ul>



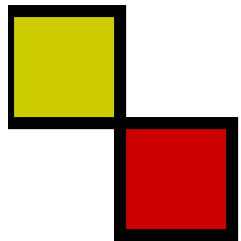


<b>Previously</b> Traditional	<b>Moving Forward</b> Inclusive
<ul style="list-style-type: none"><li>• Plan individually</li><li>• Develop lessons for targeted students</li><li>• Share instructional resources with teachers</li></ul>	<ul style="list-style-type: none"><li>• Plan &amp; collaborate as teams</li><li>• Develop differentiated lessons and resources for all students</li><li>• Use components of 4 models<ol style="list-style-type: none"><li>1. CLEAR Curriculum Model</li><li>2. Depth &amp; Complexity Model</li><li>3. Differentiated Instruction Model</li><li>4. Integrated Curriculum Model</li></ol></li><li>• Add lessons to CCS curriculum documents</li></ul>

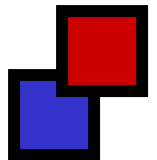


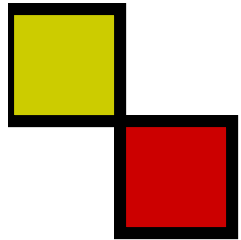
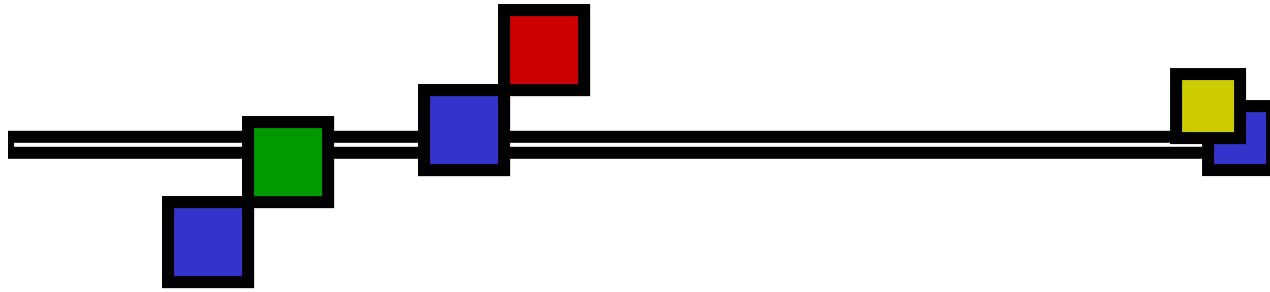


# Professional Learning (PL)

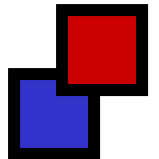


<b>Previously</b> <i>Traditional</i>	<b>Moving Forward</b> <i>Inclusive</i>
<ul style="list-style-type: none"><li>• Provide ongoing PL</li><li>• Attend PLCs when possible</li><li>• Make teachers aware of differentiated practices</li></ul>	<ul style="list-style-type: none"><li>• Have ongoing &amp; targeted PL</li><li>• Participate regularly in grade level &amp; content PLCs</li><li>• Model &amp; co-teach lessons that support differentiation</li><li>• Hire UVA expert as consultant</li></ul>





**Change is a  
journey, not  
a blueprint.**



Michael Fullan