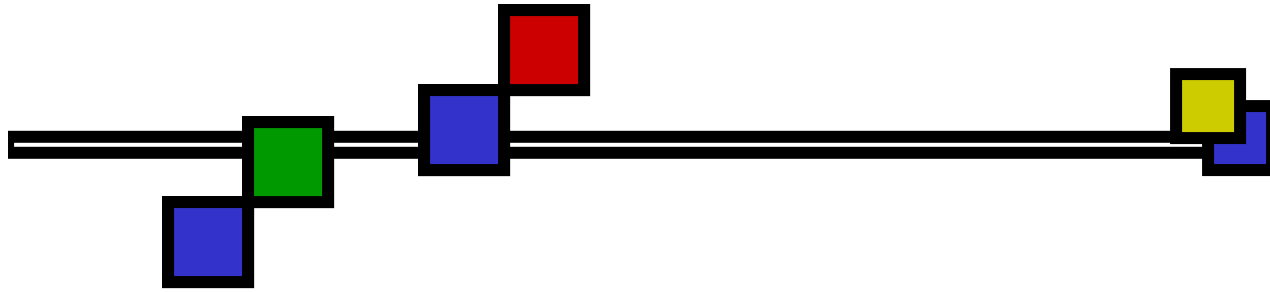


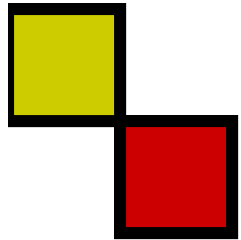
Moving Forward in Gifted Education



Charlottesville City Schools
June 13, 2019

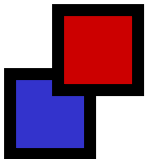


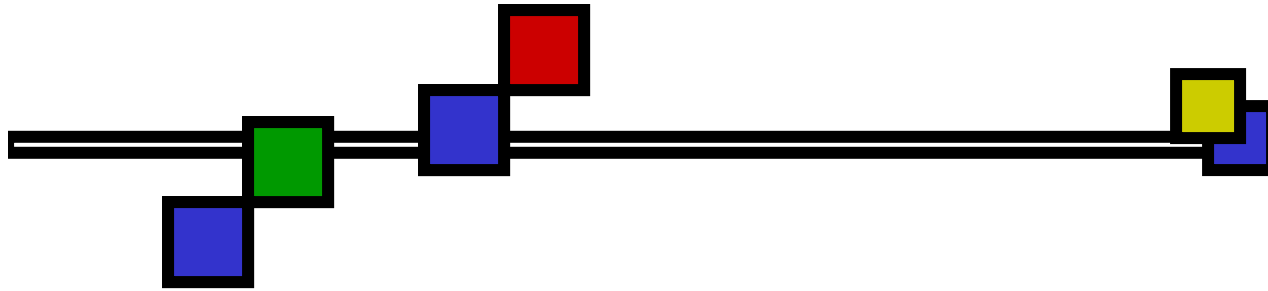
Moving Forward



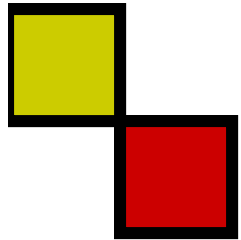
■ Student Benefits

- 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



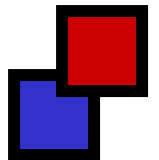


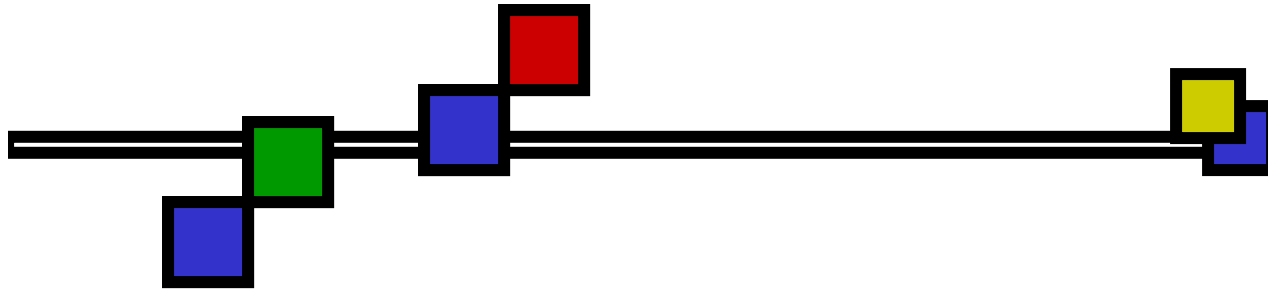
Moving Forward



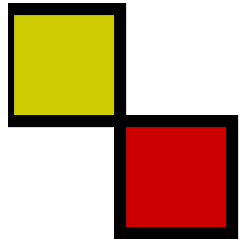
■ Teacher Benefits

- 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

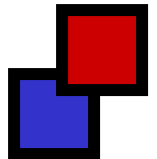




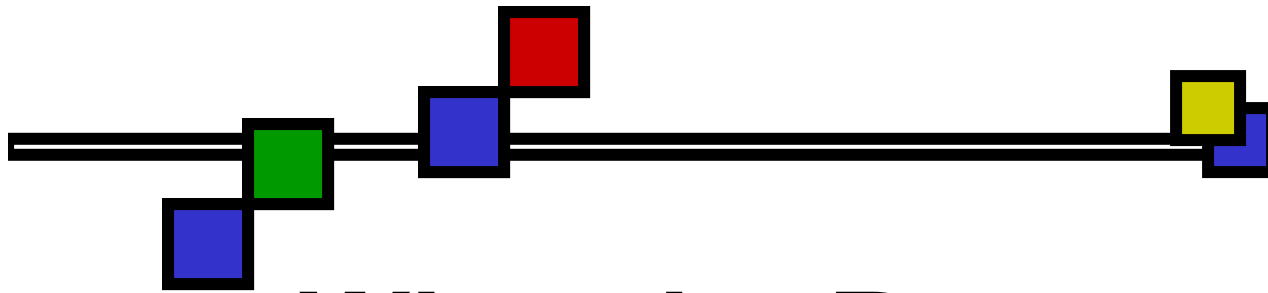
What the Research Says



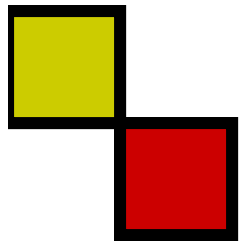
- Programming options for gifted and talented students may occur in a variety of ways.
- What matters are the strategies that allow students access to appropriate levels of challenge and complexity. “Almost any form of grouping (flexible, targeted, and not permanent) used will provide an academic or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



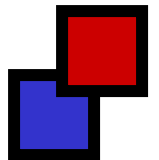
Source: National Association for Gifted Children

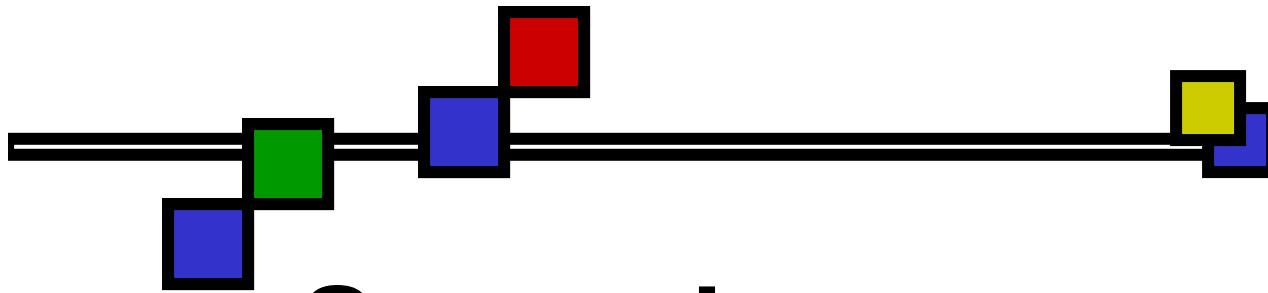


What the Research Says

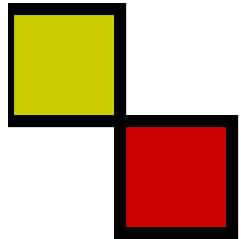


- Effective Components of Gifted Programs
 - A written curriculum
 - Clear student learning goals
 - Differentiated instruction
 - Acceleration
 - Enrichment
 - Assessment of student growth

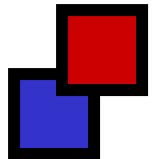


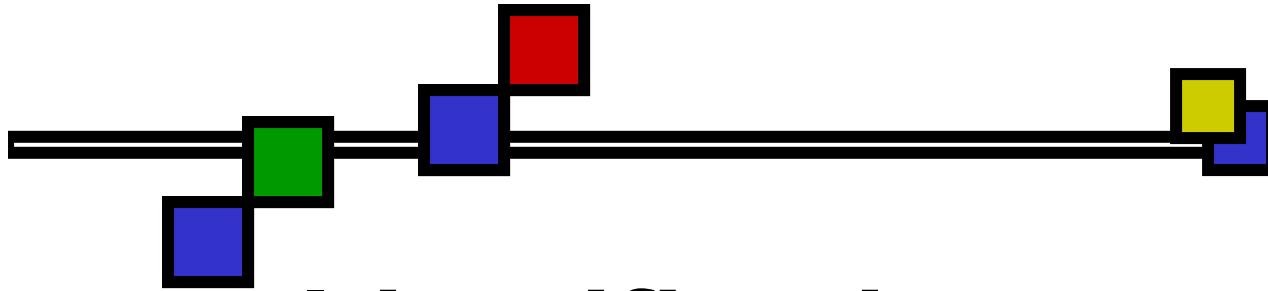


Screening

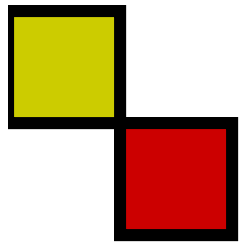


| Currently Traditional | Moving Forward Inclusive |
|---|---|
| <ul style="list-style-type: none">• 1st graders complete portfolio activities• All 1st graders take an ability test• Teachers complete checklist of gifted indicators | <ul style="list-style-type: none">• All 1st, 2nd and 3rd graders complete portfolio activities• Division develops observation protocols, revised checklists and rating scales• K–3 teachers keep observation notes & collect student work• All 2nd graders take a nonverbal ability test• All 3rd graders take ability & achievement tests |

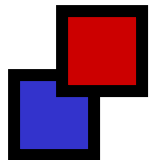


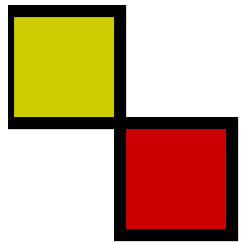
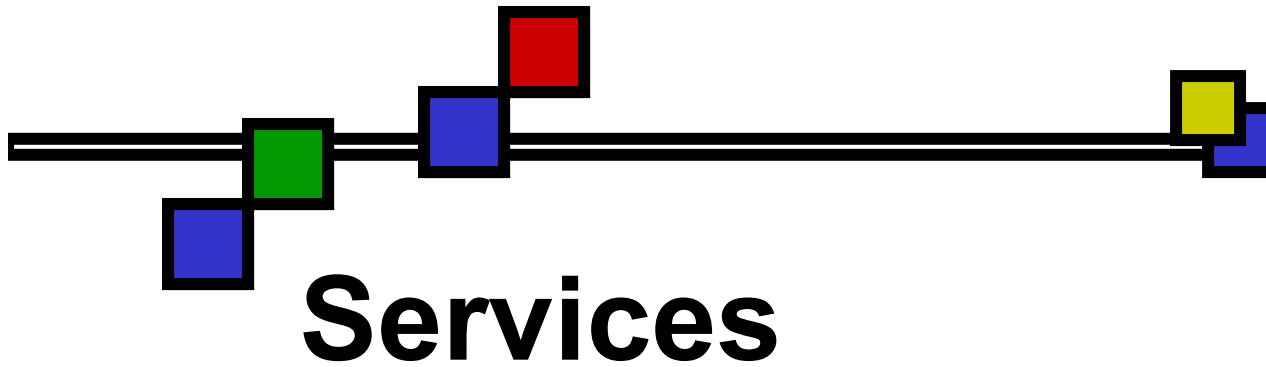


Identification

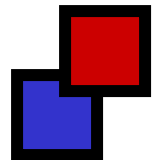


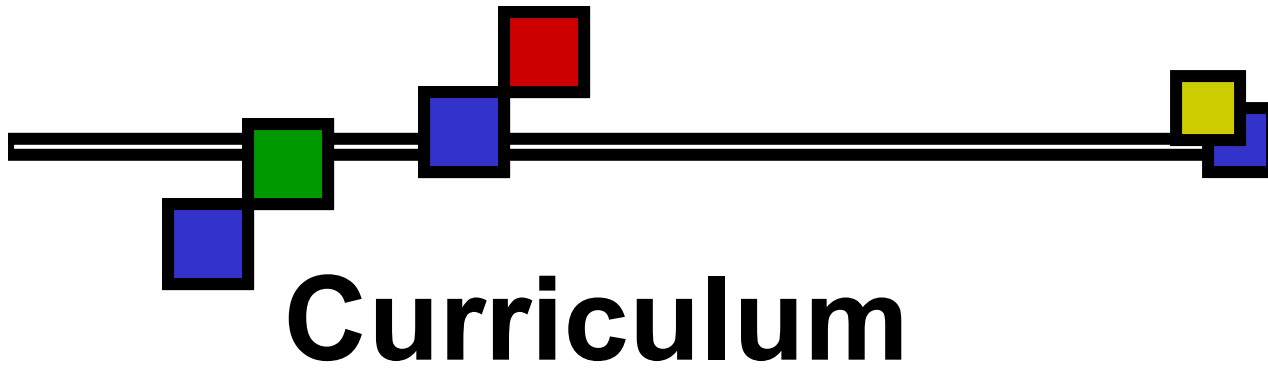
| Currently <i>Traditional</i> | Moving Forward <i>Inclusive</i> |
|--|--|
| <ul style="list-style-type: none"> • Major identification is at end of 1st grade • Nominations available at schools | <ul style="list-style-type: none"> • Major identification is mid-year of 3rd grade • Culturally sensitive identification protocols • Observation notes & portfolios of student work systematically reviewed • Nominations available online and at schools |



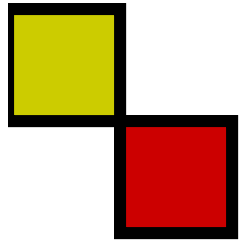


| Currently Traditional | Moving Forward Inclusive |
|---|--|
| <ul style="list-style-type: none">• Mostly pull out services• Many isolated learning experiences• Lessons for targeted students• More isolated decision making• Identifying talent in some students | <ul style="list-style-type: none">• Direct services in classrooms• Lessons for all students• In-class clustering of students• Shared decision making• Cultivating talent in all students |

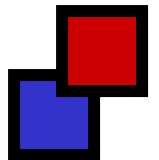


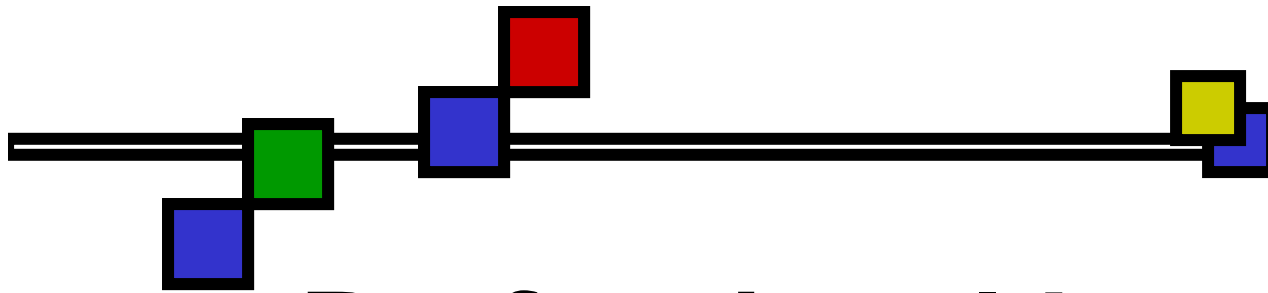


Curriculum

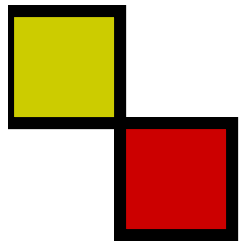


| Currently Traditional | Moving Forward Inclusive |
|---|---|
| <ul style="list-style-type: none">• Plan individually• Develop lessons for targeted students• Share instructional resources with teachers | <ul style="list-style-type: none">• Collaboration• Develop differentiated lessons and resources for all students• Use components of 4 models<ol style="list-style-type: none">1. CLEAR Curriculum Model2. Depth & Complexity Model3. Differentiated Instruction Model4. Integrated Curriculum Model• Add lessons to CCS curriculum frameworks |

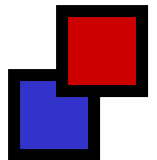


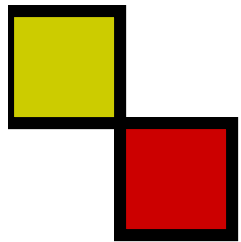
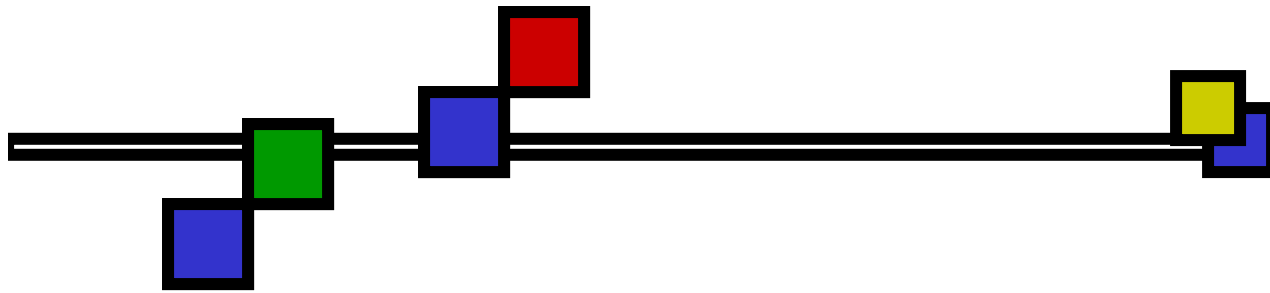


Professional Learning (PL)

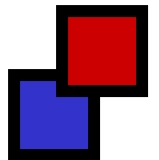


| Currently <i>Traditional</i> | Moving Forward <i>Inclusive</i> |
|--|--|
| <ul style="list-style-type: none">• Provide ongoing PL• Attend PLCs when possible• Make teachers aware of differentiated practices | <ul style="list-style-type: none">• Provide targeted PL• Participate regularly in grade level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





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



Michael Fullan