

New Pathways for Gifted Education



Identification Process

School Board Presentation
March 5, 2020



Gifted Services

- All students in general education classrooms receive differentiated learning experiences.
- K–6 Gifted Resource Teachers
 - Support the design and implementation of lessons
 - Address English and math standards
 - Engage students in productive struggle with depth, breadth and complexity
 - Offer continual and sequential services
 - Distribute time across grade levels & content areas.



Identification

- Grades K–2: nurture talent potential
- Grades 3–12: gifted identification
- Areas of Giftedness
 - Specific Academic Aptitude – English
 - Specific Academic Aptitude – Math
- Identification process is completed each spring

Code of Virginia §22.1-18.1. and §22.1-253.13:1D6



Screening & Referral

- Universal screening annually of every student in grades 3–12
- No parent or teacher referral is necessary
 - Every student is automatically considered for gifted services
- Parent can deny permission for child to be considered for gifted identification
 - Opt-out form available at each school and online



Data Considered

- Academic Tier in English and in math
 - Charlottesville Tiered Systems of Supports
- National and/or state assessments
 - ACCESS for ELLs, AP exam, MAP, PSAT, SAT, SOL
- Division term assessments
- Record of previous achievements
 - Awards, honors, grades, etc.
- Student products and portfolios



Identification Process

- Use universal screening
- Identify annually every student who
 - Responds fully to Tier 1 instruction in the general education classroom setting and
 - Participates in assessments based on grade-level standards

“There is an urgent need for educators to view diverse learners as academically capable and worthy. In order to facilitate such a change, a substantial mindset shift must take place. “

Achieving Equity in Gifted Programming (Wells, 2020)



New Pathways: Art

Our Proposal:

- Continue offering differentiated art curriculum designed to address artistic needs of all students enrolled in art class.
- Continue after-school experiences but expand offerings to any student enrolled in art class.
- Redesign after-school experiences for CHS students

As a result the division will:

- Discontinue identification of students gifted in visual arts
- Discontinue the use of the term ArtQuest



New Pathways: Art

Goals of In-school and After-school Experiences

- Cultivate talent
- Present artistic learning and challenge
- Refine skills of visual literacy and communication through artistic production
- Support students in development of ideas with personal and cultural relevance
- Engage students in visual creative process from idea formation, skill development and artistic development
- Encourage students to embrace new and challenging art perception and production



New Pathways: Art

Current Model: ArtQuest

WALKER & BUFORD

- Differentiated art instruction
- After-school seminars – 1 hour per week, 20 weeks
- ArtQuest identified only

CHS

- Differentiated art instruction
- Studio Art and AP Art
- After-school seminars
- ArtQuest identified only

New Model: Art Extensions

WALKER & BUFORD

- Differentiated art instruction
- After-school seminars – 1 hour per week, 20 weeks
- **Any student enrolled in art class**

CHS

- Differentiated art instruction
- Studio Art and AP Art
- After-school seminars/studio time
- **Any student enrolled in art class**



Measuring Our Success

Staff Input

- Response to direct services – are teachers welcoming?
- Degree of collaboration
- Participation in PLCs
- Use of and/or follow through with lessons
- Participation in gifted education endorsement cohort
- Feedback from administrators and teachers

Student Input

- Response to challenging curriculum
- Use of and/or follow through with lessons
- Feedback from students

Parent/Community Input

- GRT-iSTEM quarterly newsletter to all parents
- Q & A sessions at PTO meetings
- Gifted Parent Advisory Committee meetings
- Meetings with community groups
- Feedback from parents and community members

March 5, 2020

 News You Can Use Newsletter Second Quarter 2019–2020 Examples of the collaborative work of General Education Teachers and Gifted Resource Teachers	
 Fourth Grade Snapshot English: This quarter we explored growth mindset during our biography study. Students researched athletes, activists, artists, inventors, and others throughout history using both print and online sources. We then utilized our creative writing skills to create a 4 th grade biography book that showcased our hard work. Let us know if you want to read it! Math: Our fourth grade mathematics put their knowledge of two-dimensional shapes and angles to use for our project-based learning experience. We had to design a mini golf hole. Students showcased their creativity with a variety of unique designs including Pokemon, Space, and Beach. Our winning design was Bee-themed holes. Students did a great job with this real world application!	 Third Grade Snapshot English: Our third graders became poets this quarter as we explored various poetic forms and poetic devices. We worked collaboratively in teams choosing a topic such as origami, outer space or volcanoes. Then we had to research and write creatively about that topic. Students were able to showcase their work with our special "Poetry Coffeehouse" reading that was held in the library with lots of guests. Now we have a grade-level anthology of our poetry. Please let us know if you want to read it! Math: Games are an excellent way to reinforce conceptual understanding in math. This quarter students explored the concepts of addition and subtraction through a variety of games including Mystery Number, What's Your Problem, Subitags Draw, and Three Hundred. These experiences were a great way for us to apply our mathematical skills while using strategic problem solving.
 Second Grade Snapshot English: Our 2 nd graders did an amazing job of researching, writing and filming a public service announcement about conflict resolution. It was shown to everyone at Clark's school-wide morning meeting. It also is available for viewing on your child's Seesaw account. Now students are creating extreme weather reports to be shared with their classmates. Math: This quarter we explored fractions in many ways, but our favorite was making Fraction Pizzas! Students designed a pizza split into equal parts, added a variety of toppings and created a key to show how many parts each topping represented.	 First Grade Snapshot English: Our 1 st graders had a busy quarter learning about signs and symbols. Then they designed their own safety sign to use at home or at school. They also learned about animal adaptations and designed their own Animal Copycat Adaptations that could be used by humans! Check it out on your child's Seesaw account! Math: This quarter 1 st graders created blueprints of their perfect playground, which they measured, plotted and labeled. They also demonstrated creative thinking, worked with number bonds and practiced their mental math while playing two games, Tiny Polka Dot and Tri-Facts. Way to go, mathematicians!
 Kindergarten Snapshot English: This quarter Kindergartners worked hard to create their very own 3D maps of Charlottesville. They brainstormed places in the community and drew and wrote about them before constructing the community, complete with labels. Math: Students have been building their number sense and understanding of part-whole relationships through 3D with lots of fun math games, such as How Many Am I Hiding, and Jo Boaler's Game of Totals. They are really building automaticity when working with small numbers!	Clark Elementary School Gifted Resource Teachers Dana Carrio carrio1@charlottesvilleschools.org Ashley Riley riley1@charlottesvilleschools.org 434-245-2414



Measuring Our Success

Questions for 4th graders:

1. What have you seen, heard, or noticed about the gifted program this year? How are you being challenged?
2. What do you enjoy about gifted this year? How would you compare it to last year?
3. What would you change about how gifted is working this year?

Questions for CHS students:

- A. Last year, many CHS students called for big changes to the gifted program? Why?
- B. This year, the gifted program at the elementary schools is now push-in. Gifted Resource Teachers work alongside classroom teachers to serve all students with challenging curriculum.
 - What are the advantages you see in this new model?
 - What are the disadvantages?
 - Does this new model seem like a step in the right direction? Why?