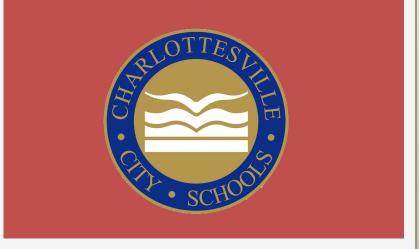
New Pathways for Gifted Education



Identification Process

School Board Presentation March 5, 2020

EN SCHOOL

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 <u>annually</u> 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



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?