

Arlington Public Schools

Local Plan for the Education of the Gifted 2022-2027

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Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate time frame of applicability for their division's gifted plan. Historically, division plans span five years.

For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [Gifted Ed Homepage - http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's website. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

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General Information regarding the Gifted Program in Arlington Public Schools

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in Specific Academic Aptitude and/or Visual and/or Performing Arts that are identified by the school division.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	<i>NIA</i>
Specific Academic Aptitude (SAA): English History and Social Science Mathematics Science	K-12
Career and Technical Aptitude (CTA)	<i>NIA</i>
Visual and/or Performing Arts Aptitude (VPA): Instrumental Music Visual Arts Vocal Music	3-12

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division {8VAC20-40-60A.1}

A. Division Statement of Philosophy for the Education of Gifted Students

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

Arlington Public Schools (APS) is guided by the principles of a talent development model and the understanding that gifted learners:

- Come from all racial, ethnic, and cultural populations, as well as all economic statuses.
- Require daily access to differentiated learning opportunities to realize their potential.
- Can have learning and processing challenges (twice exceptional) that require specialized intervention and accommodations.
- Can be English learners that require linguistic accommodations.
- Need support and an intellectual peer group to develop academically, socially, and emotionally; and
- Require coordinated and varied services based on their changing needs.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

APS identifies learners within the school population who demonstrate or have the potential to demonstrate exceptional aptitude and talent in specific academic areas (English, mathematics, science, and/or social studies) in grades K-12 and/or visual and performing arts (vocal or instrumental) in grades 3-12.

These students have needs that necessitate systematic, continuous services through appropriately differentiated curricula responsive to the individual student's learning readiness, strengths, and interests. In order to meet their needs and develop their abilities, gifted learners require a differentiated curriculum that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction by teachers who understand the diverse academic, artistic, and socio-emotional needs of these learners.

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APS seeks to identify and serve the diverse population of Arlington Public Schools by providing services to children of all socioeconomic, language, and unique cognitive and artistic needs. All enrolled students are considered each year for gifted services for specific academic (English, mathematics, science, and/or social studies) aptitude in grades K-12 and/or for visual arts and performing arts (vocal or instrumental) in grades 3 - 12. Using multiple criteria, students are considered through a holistic-case study approach with a focus on student strengths and learning needs.

Multiple criteria include:

- An ability assessment for any Kindergarten student referred for gifted services.
- Universal ability screening data for enrolled students Grades 1 and 2 and for students new to Arlington in Grades 3 through 8.
- Standardized achievement data.
- Gifted Behavior Commentary form (completed by school-based team).
- Student portfolio; and
- Parent/Guardian Information Form (completed by parent/guardian).

In APS, it is our belief that each student's educational needs must be addressed through daily differentiation and as an integral part of the school day. Students identified for gifted services receive differentiated instruction through a collaborative cluster model where cluster teachers are the primary deliverer of services and are supported by a school resource teacher for the gifted (RTG). This model guarantees students receive the support and differentiation they need to grow their specific talent areas.

Part II: Program Goals and Objectives (8VAC20-40-60A.2)

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

APS is committed to meeting the academic, artistic, and socio-emotional needs of diverse gifted learners in a talent development model. The Gifted Services Office operates within the Office of Academics to meet the School Board's Mission, Vision, Core Values, Strategic Plan and Priorities.

This includes:

- Working with school administrators, specialists, teachers, and parents/guardians to understand a talent development model and how to provide appropriate daily differentiated services based on ongoing assessment data to meet students' learning needs
- Collaborating with APS content and program central offices on curricular resources to add depth and complexity to the general education curriculum
- Collaborating with the Office of Diversity, Equity, and Inclusion regarding equal access to, and equitable outcomes for students across our student body.
- Providing curriculum, materials, and leadership to promote successful delivery of gifted services by school administrators, RTGs, classroom teachers, and other professional educators (counselors, English Learner teachers, Equity and Excellence coordinators, math coaches, reading specialists, special education teachers, and others) who work with gifted learners in order to:
 - o Recognize characteristics and behaviors of diverse gifted learners and respond appropriately
 - o Administer school-based screening/identification processes with consistency and inclusivity of all students with a strength based approach
 - o Utilize research-based best practices and resources for gifted learners and students with potential in a talent development model to include Young Scholars, a component of a talent development model that specifically focuses on advocacy, affirmation, and access for gifted students from historically underrepresented populations.
- Managing the screening and identification process, including the use of universal screeners, to ensure equal access and to identify diverse gifted learners in Grades K-12 in Specific Academic Aptitude(s)
- Manage the screening and identification process in Grades 3-12 in Visual/Performing Arts Aptitude
- Purposeful engagement with families and other community stakeholders to effectively engage the talent development model to include educating the collective on the importance of focusing on the whole child and how learning and achievement positively impacts psychological health.

A. Identification:

- Increase identification of historically underrepresented students, by providing a more holistic approach to the review of students' strengths across all racial, ethnic, and socio-economic groups
- Increase identification of students who are twice exceptional (2c) and/or receive English Language services
- Lead data dives with RTGs and school administrators using the Gifted Ethnicity Disproportionality Analysis tool to create short and long term goals for increasing underrepresentation.
- Establish consistent implementation of screening and identification procedures across schools
- Establish an identification process for Young Scholars to find and nurture students from historically underrepresented populations in a talent development model
- Explore fall and spring timeline for screening and identification process to align with universal ability screening and accommodate new APS families
- Increase understanding of norm-referenced ability tests in terms of predictors of potential achievement
- Increase identification in the academic areas of social studies and science in grades 1-5.
- Increase identification in the visual and performing arts areas of visual arts, vocal and instrumental music
- Increase access to critical and creative thinking instruction and resources written for advanced/gifted learners to observe diverse gifted behaviors to support the Gifted Behavior Commentary (GBC) as part of the screening and identification process
- Strengthen communication to parents, community members, and APS staff to provide clear communication about the screening and identification process, as well as their active role in the process

B. Delivery of Services:

- Lead professional learning on the talent development model to include support of Young Scholars
- Continue to expand the Young Scholars Model to all schools to ensure early and equitable identification of giftedness and/or potential to nurture the development of student abilities/strengths and model rigorous learning for all
- Develop learner profiles for Young Scholars for continued advocacy
- Continue to build awareness and increase ongoing support for all students receiving gifted services to include underachieving, twice-exceptional (2e), and students from all cultural and socio-economic backgrounds
- Continue to lead professional learning for resource teachers of the gifted focusing on instructional coaching with an emphasis on Cognitive Coaching and Adaptive Schools

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- Continue to lead professional learning on current best practices in curricular resources written for gifted learners, critical and creative thinking strategies for gifted learners, and socio-emotional needs of gifted learners
- Provide and promote rigorous research-based curricular options to effectively and consistently challenge all advanced learners
- Increase opportunities for differentiation in advanced coursework, such as Advanced/Accelerated course options in middle school (6-8), [Advanced Placement \(AP\)](#), [International Baccalaureate \(IB\)](#) and [Dual Enrollment](#) increasing equitable access to advanced opportunities and coursework
- Continue to provide, promote, and support the inclusion of critical and creative thinking strategies and curricula written for advanced learners for all students as part of ATSS
- Continue to guide administrators in selecting cluster teachers based on adherence to the School Board Policy Implementation Procedures G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students
- Continue to guide administrators and Director of Counselors in appropriate cluster grouping as outlined in the School Board Policy I-8.1 Instructional Grouping and Class Assignment
- Increase opportunities to work collaboratively with the Office of Counseling to raise awareness of topics focusing on gifted learners to include underachievement, stress, peers, perfectionism/fear of failure, culturally diverse learners, English Learners, gender, twice exceptional learners (2e), decision-making skills, organization/time management, college/career awareness and academic planning
- Continue to explore additional development of Gifted Services website to support dissemination of information to parents and community members for consistent messaging expectations across the county
- Continue to develop courses using Canvas learning management system to make gifted resources and professional learning available to administrators, counselors, and teachers continuously
- Continue to explore the APS Intranet Gifted Services page to support dissemination of information to administrators, central office personnel, and teachers
- Develop communication systems to support Young Scholars and other students who may need targeted advocacy, especially during transition years with grade 5 and 8
- Continue to work with administrators and content offices to refine the acceleration process for students in elementary, middle, and/or high school
- Lead and manage the dissemination and application process for the Summer Residential Governor's School programs
- Continue to develop and increase awareness of Summer Residential Governor's School opportunities through the Gifted Services Summer Residential Canvas Course for administrators, teachers, and students
- Continue to develop and increase awareness of Summer Residential Governor's School opportunities through the Gifted Services website and other APS communications for parents and community members
- Increase awareness of independent study and online options for high school students to support personalized learning

C. Curriculum and Instruction:

- Work collaboratively with the content and program area offices to provide alternate pathways within curriculum documents to outline learning outcomes for gifted learners using curricular resources written for gifted learners
- Continue to support central offices, administrators, cluster teachers, and resource teachers on the use of compacting as a form of daily differentiation and curriculum modification
- Continue to develop and increase awareness of the Gifted Services Canvas Course for all schools
- Continue to develop and increase awareness of the Gifted Services elementary, middle and high school Canvas resources courses where teachers can access ready-made lessons, templates, and critical and creative thinking strategies that support advanced learners
- Continue to work with content and program offices to increase awareness of and use of culturally responsive teaching and use of resources that enables students of diverse cultures to identify and to connect with curricular content

D. Professional Development:

- Continue to develop, lead, and provide ongoing professional learning using multiple modalities (Canvas courses, Frontline webinars, Consultants, Resources/Strategies/Book Studies, Professional Conferences) on various topics related to current best practices in gifted education to include: characteristics of diverse gifted learners; best practices in equitable screening and identification processes; Young Scholars and talent development; curricular resources written for gifted, critical and creative thinking strategies, assessment and compacting curriculum for daily differentiation; clustering and flexible grouping; appropriate support for twice exceptional (2e), English learners, students from poverty, underachieving and students from diverse linguistic, cultural and/or ethnic backgrounds; and social emotional needs of gifted learners
- Increase the number of elementary, middle, and high school teachers who are engaging in learning and implementing best practices for gifted learners through the Gifted Services Professional Learning Cycle as evidenced by Frontline
- Continue to work collaboratively with APS Human Resources to recruit and hire highly qualified internal and external candidates for the RTG position, as well as develop newly hired RTGs and teachers by offering access to the graduate level courses that lead to the VDOE add-on state endorsement in gifted education
- Continue to lead and support new RTGs through ongoing mentoring, school visits, monthly meetings, and open office hours
- Continue to lead and support all K-12 RTGs through ongoing mentoring, school visits, monthly meetings and open office hours

E. Equitable Representation of Students:

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- Continue universal ability screening in early grade levels as an objective measure of potential talent to be developed
- Increase the use of building-level local norms as an equitable best practice
- Continue to expand the use of student portfolios to document gifted behaviors and to show growth over time when given opportunities to think critically and problem solve
- Increase identification of historically underrepresented students by providing a more holistic approach to the review of students across all racial, ethnic, and socio-economic groups
- Increase identification of students who are twice exceptional (2e) and/or receive English language services by continued collaboration and professional learning with the special education and English learner offices and teachers
- Increase identification of Young Scholars to find and nurture talent among students from historically underrepresented populations; this effort is especially crucial in early grade levels while continuing to support in areas of access, affirmation, and advocacy as they advance through school
- Increase collaboration with the Equity and Excellence Office as advocates for Young Scholars and historically underrepresented students
- Increase collaboration with the Counseling Office as advocates for Young Scholars and historically underrepresented students and increase understanding of underachievement, perfectionism, and social emotional needs of gifted learners
- Continue to advocate for equal access and support for twice exceptional (2e) and English learners in advanced and intensified courses in middle school and in AP, IB and Dual Enrollment courses in high school
- Establish an oversight committee to do an annual review of screening, referral, and identification data

F. Parent and Community Involvement:

- Continue to work collaboratively with the [Gifted Services Advisory Committee \(GSAC\)](#) and update the GSAC section on the Gifted Services webpage
- Continue to update the Gifted Services website, especially the Frequently Asked Questions to support parents/guardians and community members
- Continue to promote and support RTGs in using a Twitter account and the Gifted Services Twitter handle (@APSGifted) to inform parents/guardians and community members and share collaboration and services in action
- Continue to promote and support RTGs using a variety of communication modes to diversify outreach to parents/guardians and community members
- Continue to provide translated screening and identification documents (Referral Form, Parent Information Sheet) on the Gifted Services webpage in all APS designated major languages to promote access, understanding, and parent/guardian involvement
- Continue to support RTGs in attending parent/guardian conferences, Individualized Education Program (IEP) and 504 meetings and other

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parent/guardian/teacher meetings to support gifted learners' needs and support teacher implementation of accommodations, curricular resources, and strategies

- Continue parent information sessions at each school at least twice a year, focusing on services and screening and identification procedures
- Continue quarterly communication to parents through the Differentiation Form in elementary and middle school (8 VAC 20-40-40 E2)

Part III: Screening, Referral, Identification, and Service Procedures

A. Screening Procedures (8VAC20-40-60A.3)

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Screening Procedures for Specific Academic Aptitude K-12

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

The principal with the support of the RTG of each school is responsible for the screening and identification of students in need of gifted services using the procedures adopted by the School Board in the APS Local Plan for the Gifted.

All students are considered each year for gifted services for specific academic aptitude in English, History/Social Science, Mathematics and Science.

- Each school determines a need for gifted services at the elementary, middle, and high school level.
- Students who achieve a benchmark score of 120 or higher on any subtest of the universal ability assessment are automatically screened by the school based screening committee for gifted services.

The school based screening committee reviews multiple criteria on each student through a holistic-case study approach with a focus on student strengths and learning needs.

Multiple criteria include:

- An ability assessment for any Kindergarten student referred for gifted services.
- Universal ability screening data for enrolled students Grades 1 and 2 and for students without an ability assessment who are new to Arlington in Grades 3 through 8.
- Standardized achievement data.
- Gifted Behavior Commentary form (completed by school-based team).
- Student portfolio; and
- Parent/Guardian Information Form (completed by parent/guardian).

When a student is referred by a parent, teacher or self, a school based screening committee completes a Gifted Behavior Commentary (GBC) form to document the

consistency of gifted behaviors observed. Led by the RTG, this school team includes an administrator, the art and/or music teacher, the grade-level classroom teacher(s), and other specialists who know the child and can speak to their strengths such as a counselor, special education teacher, an English learner teacher, a math coach, a reading specialist and/or a librarian.

Additionally, APS embraces a talent development model where Young Scholars are identified and nurtured, especially at earlier grade levels, as they are given access to rigorous tasks with support to show academic growth over time. The Young Scholars Model focuses on students from historically underrepresented populations who may lack access and opportunities to curricular resources and strategies typically used with gifted services, advocates who understand the workings of a school system, and/or affirmation of student strengths.

Students who are new to APS and who have been previously identified for gifted services will be eligible for the same level of service as outlined by the previous school district. In this situation, it is not necessary to go through the screening process. Parents/Guardians are asked to share the previous record of gifted services and/or previous record of eligibility for gifted services with the school registrar and/or RTG and/or the principal. Upon receiving this information, the RTG, in collaboration with the Supervisor of Gifted Services and the principal, will decide of area(s) of eligibility.

**Screening Procedures VPA Grades 3-12: Visual Arts, Instrumental and Vocal Music
Visual and Performing Arts Grades 3-12:
Visual Arts, Vocal Music, and Instrumental Music**

The principal with the support of the RTG of each school is responsible for the screening and identification of students in need of gifted services using the procedures adopted by the School Board in the Arlington Public Schools Local Plan for the Gifted.

Beginning in grade 3, all students are considered each year for gifted services in visual arts and/or performing arts in the areas of vocal and/or instrumental music. Using multiple criteria, students are considered through a holistic-case study approach with a focus on student strengths.

Multiple criteria include:

- Gifted Behavior Commentary form (completed by school-based team).
- Student portfolio; and
- Parent/Guardian Information Form (completed by parent/guardian).

The screening process is initiated by a referral from one of the following: art teachers, music teachers, other school staff, parents/guardians, community members, peers, self, or others who may have knowledge or expertise in the specific area.

When a student is referred by a parent, teacher or self, a school based screening committee completes a Gifted Behavior Commentary (GBC) form to document the

consistency of gifted behaviors observed. Led by the RTG, this school team includes an administrator, the resource teacher for the gifted (RTG), the art and/or music teacher, the grade-level classroom teacher(s), and other specialists who know the child and can speak to their strengths such as a counselor, special education teacher, an English learner teacher, a math coach, a reading specialist and/or a librarian.

Students who are new to APS and who have been previously identified for gifted services in Visual and/or Performing Arts will be eligible for the same level of service as outlined by the previous school district. In this situation, it is not necessary to go through the screening process. Parents/Guardians are asked to share the previous record of gifted services and/or previous record of eligibility for gifted services with the school registrar and/or the RTG and/or the principal. Upon receiving this information, the RTG, in collaboration with the Supervisor of Gifted Services and the principal, will decide of area(s) of eligibility.

B. Referral Procedures (8VAC20-40-60A.3)

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Referral procedures for

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

The referral process is initiated by one of two paths:

- Parents/guardians, school staff, community members, peers, self, or others may submit a referral form to the principal and/or resource teacher for the gifted (RTG). This may be done annually with a deadline of April 1. (Referral forms, translated in the APS designated languages, are found on the [Gifted Services website](#) and at each school.)
- Students who achieve a benchmark score of 120 or higher on any subtest of the universal ability assessment are automatically referred and screened by the school based screening committee for gifted services.

Students who are newly enrolled in APS and who have not been previously identified for gifted services may be screened for gifted services by submitting a referral form to the principal and/or RTG. The referral form begins the screening process, which includes multiple data points in a holistic case study approach. It is important to give school personnel time to get to know your child's strengths and interests. For this reason, the

Virginia Department of Education guidelines gives schools 90 school days to process a new referral.

Within 90 days of receiving a referral, each school convenes a school based screening committee to determine a need for gifted services at the elementary, middle, and high school levels. The team includes at least three of the following: an administrator, the RTG, the grade-level classroom teacher(s), and other specialists who know the child and can speak to their strengths such as a counselor, an equity and excellence coordinator, special education teacher, an English learner teacher, a math coach, a reading specialist and/or a librarian.

Referral procedures for

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

Parents/guardians, school staff, community members, peers, self, or others may submit a referral form to the principal and/or RTG. This may be done annually with a deadline of April 1. (Referral forms, translated in the APS designated languages, are found on the [Gifted Services website](#) and at each school.)

Students who are newly enrolled in Arlington Public Schools and who have not been previously identified for gifted services may be screened for gifted services by submitting a referral form to the principal and/or the RTG. The referral form begins the screening process, which includes multiple data points in a holistic case study approach. It is important to give school personnel time to get to know your child's strengths and interests. For this reason, the Virginia Department of Education guidelines gives schools 90 school days to process a new referral.

Within 90 days of receiving a referral, each school convenes a school based screening committee to determine a need for gifted services at the elementary, middle, and high school levels. The team includes at least three of the following: an administrator, the RTG, the grade-level classroom teacher(s), and other specialists who know the child and can speak to their strengths such as a counselor, special education teacher, an English learner teacher, a math coach, a reading specialist and/or a librarian.

C. Identification Procedures (8VAC20-40-60A.3)

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

1. Multiple Criteria Listing (8 VAC 20-40-40D.3)

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

- Assessment of appropriate student products, performance, or portfolio
- Appropriate rating scales, checklists, or questionnaires (Gifted Behavior Commentary)
- Individual or group-administered, nationally norm-referenced aptitude test(s) and/or
- Individual or group-administered, nationally norm-referenced achievement test(s)
- Additional valid and reliable measures or procedures
Additional assessments done by APS staff
Parent/Guardian Information Form
Parents/Guardians may submit additional testing done by professionals outside of APS

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

- Assessment of appropriate student products, performance, or portfolio
- Appropriate rating scales, checklists, or questionnaires (Gifted Behavior Commentary)
- Record of previous achievements (awards, honors, etc.)

- Additional valid and reliable measures or procedures
Parent/Guardian Information Form

D. Placement Procedures (8VAC20-40-60A.3)

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

1-7.2.2 Gifted Services Policy

1-7.2.2 PIP-1 Gifted Services

1. Identification/Placement Committee (8VAC 20-40-40D)

- a This section includes the **number** of persons comprising the Identification/Placement Committee by category.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

- At least 1 - preferably all Classroom Teacher(s) who teach the referred student
- 1 - Gifted Education Resource Teacher(s)
- 1 - Principal(s) or Designee(s)
- 1 - Other(s) Specify: other specialists who know the child and can speak to their strengths such as a counselor, special education teacher, an English learner teacher, equity and excellence coordinator, math coach, reading specialist and/or a librarian.

b. Type of Identification/Placement Committee

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

- **School-level**

1. Division-level

2. Eligibility (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s) or legal guardian's() consent for assessment.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Measure	Administered/ Completed by	Reviewed by	Provided to the committee with support from the RTG
Gifted Behavior Commentary (GBC)	School Based Committee	School Based Committee	Classroom Teacher(s)
Universal Ability Screener(s)	School Based Committee	School Based Committee	Office of Assessment
Achievement Tests (as available)	School Based Committee	School Based Committee	Office of Assessment
Student Portfolios	Classroom Teachers	School Based Committee	Classroom Teacher(s)
Ongoing Formative and Summative Assessments	Classroom Teachers	School Based Committee	Classroom Teacher(s)
Parent/Guardian Information Form	Parents/Guardians	School Based Committee	Parents/Guardians

After a referral is submitted to the principals and/or RTG, the school based committee has 90 instructional days to gather the above criteria and hold a school based committee meeting to determine eligibility for gifted services. Multiple criteria are reviewed using a holistic study approach, and no one piece of information can determine eligibility or ineligibility.

Eligibility Timeline

Steps in Process	Typical Month of Process
Communication to parents and community	Fall/Winter and Ongoing
Parent Information Meetings	Fall/Winter and Ongoing
All Staff Professional Learning on Student Portfolios and the Gifted Behavior Commentary	Beginning of the school year - teachers begin developing student portfolios to show growth over time
Referral Deadline	April 1
Fall Screening Cycle <ul style="list-style-type: none"> New to APS students who did not go through screening process in spring 	October - January

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<ul style="list-style-type: none"> • New to APS with previous gifted eligibility will be processed • Automatic referrals based on universal ability assessments (depending on assessment calendar each year) 	
<p>Spring Screening Cycle</p> <ul style="list-style-type: none"> • Automatic referrals based on universal ability assessments • Annual Referrals • New to APS students who did not go through screening process in the fall with previous gifted eligibility • Students in grade 5 (completed by March 31) 	March-June
<p>Communication to Parents:</p> <ul style="list-style-type: none"> • Notification of Referral for Gifted Services • Acknowledgement of Notification of Referral (parental consent) • Parents/Guardians Information Sheet • Eligibility/Ineligibility Notification • Permission Form - *submitted within 10 instructional days of receipt of letter indicating School Based Screening Committee's decision • Aooeal Information 	October - June
Data Collection for School Committee Meetings	October - June
School Based Committee Meetings to determine eligibility	October - June
Appeal Process	
Parent/Guardian Request for Level I Appeal to Building Principal	October - June *Within 10 instructional days of receipt of ineligibility letter
Parent/Guardian Request for Level II Appeal to Central Office (Supervisor of Gifted Services)	October - June *Within 10 instructional days of receipt of Principal's Level I appeal decision
Level II Appeal Committee Meeting	October - June *Within 10 instructional days of parent/ guardian request for Level II appeal

If a student is found eligible for gifted services, this eligibility lasts for as long as the student attends school within the Arlington Public School system. APS does not believe in a revaluation of identification. Parents/guardians may opt out of gifted services at any time.

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If the student is found ineligible, the student may be referred during the future screening cycles. If a student is found ineligible, parents/guardians may appeal the decision of the School Based Committee. If choosing to appeal the decision, parents/guardians must begin the appeal process within 10 days of receiving the notification of ineligibility.

There are two levels of appeals for parents/guardians:

- **Level I: Appeal to the School Principal:** Parents may share new data to support the need for gifted services.
- **Level II: County Level Appeal to the Supervisor for Gifted Services:** If the school principal upholds the School Based Committee's decision, parents/guardians may send an appeal letter to the Supervisor for Gifted Services. The supervisor will convene a Level II appeal committee of professionals who did not serve on the original School Based Committee. This committee will make a final decision. Parents/Guardians will be notified within 10 days of receiving the Level II appeal letter.

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

Measure	Administered/ Completed by	Reviewed by	Provided to the committee with support from the RTG
Gifted Behavior Commentary (GBC)	School Based Committee	School Based Committee	Classroom Teacher(s)
Student Portfolios	Classroom Teachers	School Based Committee	Classroom Teacher(s)
Parent/Guardian Information Form	Parents/Guardians	School Based Committee	Parents/Guardians
Awards, Honors in VPA	Parents/Guardians/School Staff	School Based Committee	Parents/Guardians/ School Staff

After a referral is submitted to the principals and/or RTG, the school based committee has 90 instructional days to gather the above criteria and hold a school based committee meeting to determine eligibility for gifted services. Multiple criteria are reviewed using a holistic study approach, and no one piece of information can determine eligibility or ineligibility.

Eligibility Timeline

Steps in Process	Typical Month of Process
Communication to parents and community	Fall/Winter and Spring

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Parent Information Meetings	Fall/Winter and Ongoing
All Staff Professional Learning on Student Portfolios and the Gifted Behavior Commentary	Beginning of the school year - teachers begin developing student portfolios to show growth over time
Referral Deadline	April 1
Fall Screening Cycle <ul style="list-style-type: none"> New to APS students who did not go through screening process in spring New to APS with previous gifted eligibility will be processed 	October - January
Spring Screening Cycle <ul style="list-style-type: none"> Annual Referrals New to APS students who did not go through screening process in the fall with previous gifted eligibility Students in grade 5 (completed by March 31) 	March-June
Communication to Parents: <ul style="list-style-type: none"> Notification of Referral for Gifted Services Acknowledgement of Notification of Referral (parental consent) Parents/Guardians Information Sheet Eligibility/Ineligibility Notification Permission Form - *submitted within 10 instructional days of receipt of letter indicating School Based Screening Committee's decision Appeal Information 	October - June
Data Collection for School Committee Meetings	October - June
School Based Committee Meetings to determine eligibility	October - June
Identification Decision Notification and Permission Form sent to Parents/Guardians	October - June * Within 10 instructional days of receipt of letter indicating School Based Screening Committee's decision
Appeal Process	
Parent/Guardian Request for Level I Appeal to Building Principal	October - June * Within 10 instructional days of receipt of ineligibility letter
Parent/Guardian Request for Level II Appeal to Central Office (Supervisor of Gifted Services)	October - June * Within 10 instructional days of receipt of Principal's Level I appeal decision
Level II Appeal Committee Meeting	October - June

	* Within 10 instructional days of parent/ guardian request for Level II appeal
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If a student is found eligible for gifted services, this eligibility lasts for as long as the student attends the Arlington Public School system. APS does not believe in a reevaluation of identification. Parents/guardians may opt out of gifted services at any time.

If the student is found ineligible, the student may be referred during the spring screening cycle. If a student is found ineligible, parents/guardians may appeal the decision of the School Based Committee. If choosing to appeal the decision, parents/guardians must begin the appeal process within 10 days of receiving the notification of ineligibility.

There are two levels of appeals for parents/guardians:

- **Level I: Appeal to the School Principal:** Parents may share new data to support the need for gifted services.
- **Level II: County Level Appeal to the Supervisor for Gifted Services:** If the school principal upholds the School Based Committee's decision, parents/guardians may send an appeal letter to the Supervisor for Gifted Services. The supervisor will convene a Level II appeal committee of professionals who did not serve on the original School Based Committee. This committee will make a final decision. Parents/Guardians will be notified within 10 days of receiving the Level II appeal letter.

3. Determination of Services (8VAC20-40-60A.3)

This section describes the process of determining appropriate educational services for identified K-12 students.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

1-8.1 Instructional Grouping and Class Assignment

G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students

Students identified for gifted services have needs that necessitate systematic, continuous services through appropriately differentiated curricula responsive to the individual student's learning readiness, strengths, and interests. To meet their needs and develop their abilities, gifted students require a compacted curriculum that is engaging, complex, and differentiated in the depth, breadth, and pace of instruction by teachers who understand the diverse academic and social-emotional needs of gifted students. Arlington Public Schools believes that each student's educational needs must be addressed as an integral part of the school day.

Services in Elementary School

Daily differentiation in the general education classroom through collaborative cluster grouping is the model used in Arlington Public Schools to serve gifted students. The collaborative cluster grouping model is a research-based approach of intentionally grouping (minimum 10) students according to their identification, strengths and/or needs with a teacher who has the background and understanding of gifted learners and who can successfully plan comprehensive, targeted instruction using strategies and/or resources written for gifted students.

A full-time resource teacher for the gifted is assigned to each elementary school. Within the collaborative cluster model, the RTG and cluster teachers regularly plan for daily differentiation in a variety of ways: implementing the curricular resources written for gifted students; infusing strategies identified on the Arlington Public Schools Critical and Creative Thinking Framework for ongoing rigor, depth, and complexity to units and lessons; differentiating lessons using pre-assessments and curriculum compacting, flexible grouping, student voice and choice, tiered assignments, problem-based learning, personalized learning, independent study, and/or research projects. Within this model, the RTG supports ongoing teacher growth in understanding and serving gifted learners through instructional coaching via the Gifted Services Professional Learning Cycle. The collaborative model is proven to improve teaching, learning and achievement in all students, especially in schools with strong collaborative learning teams.

Gifted Services is also committed to finding and developing the potential and talent of Young Scholars. Young Scholars are students from historically underrepresented populations who may lack access to gifted services, need additional advocacy to reach their advanced academic potential, and/or affirmation of their strengths. The RTGs work with school staff to find and nurture Young

Scholars with the goal of a schoolwide talent development mindset and having equal representation across all racial, ethnic, language, gender or gender expression, disability, and socio-economic groups for gifted services.

Criteria for selection of the cluster teachers who work with students identified for gifted services are outlined in the Virginia Regulations Governing Educational Services for Gifted Students (8VAC20-40-60), the Arlington Public Schools Local Plan for the Gifted and in the Policy Implementation Procedure G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students.

Each elementary school holds at least two Gifted Services Information sessions for parents/guardians sharing how services are implemented and information on the screening and identification process.

Services in Middle School

Daily differentiation in the general education classroom through collaborative cluster grouping is the model used in Arlington Public Schools to serve gifted students. The collaborative cluster grouping model is a research-based approach of intentionally grouping (minimum 10) students according to their identification, strengths and/or needs with a teacher who has the background and understanding of gifted learners and who can successfully plan comprehensive, targeted instruction using strategies and/or resources written for gifted students.

A full-time resource teacher for the gifted is assigned to each middle school. Within the collaborative cluster model, the RIG and cluster teachers regularly plan for daily differentiation in a variety of ways: implementing the curricular resources written for gifted students; infusing strategies identified on the Arlington Public Schools Critical and Creative Thinking Framework for ongoing rigor, depth, and complexity to units and lessons; differentiating lessons using pre-assessments and curriculum compacting, flexible grouping, student voice and choice, tiered assignments, problem-based learning, personalized learning, independent study, and/or research projects. Within this model, the RIG supports ongoing teacher growth in understanding and serving gifted learners through instructional coaching via the Gifted Services Professional Learning Cycle. The collaborative model is proven to improve teaching, learning and achievement in all students, especially in schools with strong collaborative learning teams.

Gifted Services is also committed to finding and developing the potential and talent of Young Scholars. Young Scholars are students from historically underrepresented populations who may lack access to gifted services, need additional advocacy to reach their advanced academic potential, and/or affirmation of their strengths. The RTGs work with school staff to find and nurture Young Scholars with the goal of a schoolwide talent development mindset and having equal representation across all racial, ethnic, language, gender or gender expression, disability, and socio-economic groups for gifted services.

There are additional opportunities for content differentiation through advanced/intensified and/or high school credit-bearing courses for all students who demonstrate readiness. A team of experienced educators considers multiple measures (e.g., standardized ability and/or achievement test scores, previous/current course achievements, teacher input, etc.) linked to students' knowledge of content, reasoning ability, and readiness for instruction to recommend course

placement. Parents/guardians may override the recommendation and/or prerequisites by enrolling their student into an advanced class through the course selection process. More information on course offerings can be found in the Program of Studies for Middle School.

All Grade 8 students may apply for freshman admission to Arlington Tech at the Career Center. They may also apply for freshman admission to the regional academic-year Virginia Governor's School (Thomas Jefferson High School for Science and Technology, located in Annandale, Virginia, and operated by Fairfax County Public Schools, Virginia). For more information families may consult the High School Program of Studies.

Art and music teachers work directly with the students to provide appropriate differentiation for their students. Eligible students may take intensified options in the areas of band, chorus, and orchestra.

Each middle school holds at least two Gifted Services Information sessions for parents sharing how services are implemented and information on the screening and identification process.

Services in High School

Daily differentiation in the general education classroom through collaborative cluster grouping is the model used in Arlington Public Schools to serve gifted students. The collaborative cluster grouping model is a research-based approach of intentionally grouping (minimum 10) students according to their identification, strengths and/or needs with a teacher who has the background and understanding of gifted learners and who can successfully plan comprehensive, targeted instruction using strategies and/or resources written for gifted students.

A full-time resource teacher for the gifted is assigned to each high school. Within the collaborative cluster model, the RTG and cluster teachers regularly plan for daily differentiation in a variety of ways: implementing the curricular resources written for gifted students; infusing strategies identified on the Arlington Public Schools Critical and Creative Thinking Framework for ongoing rigor, depth, and complexity to units and lessons; differentiating lessons using pre-assessments and curriculum compacting, flexible grouping, student voice and choice, tiered assignments, problem-based learning, personalized learning, independent study, and/or research projects. Within this model, the RTG supports ongoing teacher growth in understanding and serving gifted learners through instructional coaching via the Gifted Services Professional Learning Cycle. The collaborative model is proven to improve teaching, learning and achievement in all students, especially in schools with strong collaborative learning teams.

Gifted Services is also committed to finding and developing the potential and talent of Young Scholars. Young Scholars are students from historically underrepresented populations who may lack access to gifted services, need additional advocacy to reach their advanced academic potential, and/or affirmation of their strengths. The RTGs work with school staff to find and nurture Young Scholars with the goal of a schoolwide talent development mindset and having equal representation across all racial, ethnic, language, gender or gender expression, disability, and socio-economic groups for gifted services.

Arlington Public Schools

All high school students are offered a variety of advanced/intensified courses. Parents/guardians may override prerequisites by enrolling their student into an advanced class through the course selection process. Students are encouraged to consider our rigorous course offerings that can be found in the [High School Program of Studies](#).

Arlington Public Schools provides funding for eligible students to attend the regional academic-year Governor's School (Thomas Jefferson High School for Science and Technology) based upon the annual Arlington Public Schools Budget.

The RTG may also directly serve identified students through specialized seminars, instructional and social-emotional support for cohorts of Young Scholars working in advanced/intensified classes, assisting in the application processes for summer opportunities to include the Summer Residential Governor's School program, and PRIME.

Each high school holds at least two Gifted Services Information sessions for parents sharing how services are implemented and information on the screening and identification process.

In all levels, each principal will work with the school staff and the Supervisor of Gifted Services to provide services that meet School Board policies, Virginia Board of Education Regulations Governing Educational Services for Gifted Students, and the Arlington Public Schools Local Plan for the Gifted. School principals provide evaluation of the resource teacher for the gifted in each school and work with teachers to ensure that staff meet or are working to meet the professional learning requirements for teachers related to Gifted Services as outlined in School Board Policy Implementation Procedures G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students. Principals work with counseling services staff to ensure that clustering of gifted learners occurs as required by School Board Policy I-8.2 Instructional Grouping.

The Supervisor of Gifted Services is responsible for coordinating services centrally. This includes:

- Supporting schools in implementing gifted services.
- Provide support to RTGs in implementing best instructional practices, coaching, equitable screening, and identification practices.
- Providing professional learning for K-12 staff on characteristics of diverse gifted learners including twice exceptional learners and English learners.
- Providing professional learning for K-12 staff on research based curricular interventions written for gifted learners, Young Scholars and talent development.
- Providing professional learning for K-12 staff on equitable screening and identification practices.
- Collaborating with all content and program areas to support curricular initiatives related to comprehensive services and support of gifted learners.
- Coordinate the Virginia Department of Education (VDOE) Summer Residential Governor's School and yearly VDOE reporting; and
- Working collaboratively with the Gifted Services Advisory Committee (GSAC).

Part IV: Notification Procedures (8VAC20-40-60A.4)

This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

I-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

The principal of each school is responsible for the identification of students in need of gifted services using the procedures adopted by the School Board in the Arlington Public Schools Local Plan for the Gifted.

The screening process is initiated by one of two paths:

- Parents, guardians, school staff, community members, peers, self, or others may refer a student for gifted services following the process posted on the [Arlington Public Schools website](#) or
- Students become part of the automatic screening pool based on a benchmark score on an ability assessment given as part of a universal screening.

Once a referral is received, families are notified in writing with the Acknowledgement of Notification Form. Included on this form is a request to collect additional data to begin the screening process. Parents/Guardians must sign and return the Acknowledgement of Notification form; no further action is taken until the signed Acknowledgement of Notification form is received by the principal and/or RTG. Parents/Guardians have the option to decline the screening for gifted services. Once the parent/guardian consent is returned to the principal and/or RTG, the screening process begins.

Within 90 instructional days, the principal convenes a school based screening committee including at least three of the following: an administrator, the resource teacher for the gifted (RTG), the grade-level classroom teacher(s), and other specialists who know the child and can speak to their strengths such as a counselor, special education teacher, an English learner teacher, a math coach, a reading specialist and/or a librarian. This committee reviews the multiple criteria through a holistic case study process to determine eligibility as outlined in the Identification section of this document.

Arlington Public Schools

Parents/guardians are notified in writing of the eligibility decision of the school based screening committee. If the student is found eligible, the notification includes a permission form for parents to sign for their child to receive gifted services. Parents have the option to decline gifted services. Once a student is found eligible for gifted services, this eligibility lasts for as long as he/she is a student within the Arlington Public School system.

If a student is found ineligible, parents may appeal the decision first at the school level (Level I) to the school principal within ten days of receipt of the eligibility decision. The principal may determine that the eligibility decision of the school based screening committee should be overturned and will notify the parent/guardian of that decision in writing. If the principal upholds the eligibility decision, the parent/guardian may appeal in writing to the Supervisor of Gifted Services within ten days of receiving the Level I appeal decision. The Supervisor of Gifted Services will then coordinate a county level (Level II) review of the eligibility decision and provide a written final decision to the parent/guardian within ten days of receipt of appeal. All decisions of the Level II appeal committee are final. Students who are found ineligible during this process may be referred in the following year's spring referral cycle.

Part V: Change in Instructional Services (8VAC20-40-60A.5)

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

I-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

Parent/Guardian notifications at every stage of the screening and identification process are outlined in the Notification section above.

Once a student is found eligible for gifted services, this eligibility lasts for as long as the student is enrolled within Arlington Public Schools.

Arlington Public Schools does not have a formal exit policy. However, a parent/guardian may decline the continuation of gifted services at any time. Such a request must be made in writing and is placed in the student's cumulative folder. The request will be honored immediately.

Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

I-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

1-8.1 Instructional Grouping and Class Assignment

G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students

APS is committed to providing services that meet the academic, artistic, and socio-emotional needs of gifted learners. Services in the academic and VPA areas are provided in various settings through

- daily differentiation of instruction to add depth and complexity to the general education curriculum in academic areas (English, mathematics, science, social studies, instructional music, visual arts, vocal music)
- collaboration with the Content and Program Offices to support differentiation of instruction to the general education visual arts and vocal/instrumental music curriculum
- modeling culturally responsive teaching through the Young Scholars Model to find and nurture historically underrepresented students for talent development and gifted services
- collaboration with the Excellence and Equity Office to support gifted learners from historically underrepresented populations
- collaboration with the Arlington Tiered System of Support (ATSS) Office to identify and train teachers on research-based extensions for gifted learners
- collaboration with Counseling Services to provide support for socio-emotional needs of gifted learners
- collaboration with the Office of Student Services to provide ongoing support for twice exceptional (2e) learners
- collaboration with the Office of English Learners to provide support for gifted English learners
- intensified course offerings in the academic area of mathematics in middle school and advanced course offerings in English/Language Arts, Science and Social Studies beginning in the 2023-2024 school year
- intensified/advanced course offerings in the academic and visual/performing arts areas in high school to include Advanced Placement, International Baccalaureate and/or Dual Enrollment courses
- Summer Residential Governor's School
- independent study at the high school level managed by counseling services
- mentorships through [P.R.I.M.E.](#) managed by the Arlington Career Center

A. Service Options are Continuous and Sequential

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

1-8.1 Instructional Grouping and Class Assignment

Local Plan for the Education of the Gifted

G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students

Arlington Public Schools (APS) Gifted Services provides challenging learning experiences that are designed to meet the unique learning profile of a broad range of advanced learners in grades K-12. Through a continuum of advanced academic services, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level. Students identified for APS Gifted Services exhibit exceptional potential and performance capability in academic, intellectual, and creative endeavors. In order to meet their needs and develop to their talent, these learners require a differentiated curriculum. The unique characteristics of individual students should determine the type and level of support services the students receive. Students who are twice exceptional (2e) are provided with accommodations and/or modifications through a special education Individual Education Plan (IEP) team, a 504, or accommodations and support provided by the classroom teachers in response to their individual needs. Students who are English learners are provided accommodations and/or modifications to ensure access to services.

Framework of Critical and Creative Thinking Strategies, Grades K-12

At the elementary, middle, and high school levels, the Resource Teacher for the Gifted (RTG) and classroom teachers teach higher order thinking strategies across subject areas as outlined on the APS Critical and Creative Thinking Framework. The strategies are embedded in lessons that incorporate higher-level thinking skills to extend and enrich the standards for all learners. Beginning in the fall, student responses to the lessons are also used to create a portfolio of work to show advanced potential and student growth and to increase access to gifted services.

Young Scholars

The Young Scholars (YS) program is designed to find and nurture advanced academic potential in students from historically underrepresented populations in gifted education. Young Scholars may be students who have not had access to challenging curricular experiences and/or affirmation when given opportunities and/or may not have an advocate who understands how to navigate the school system. Beginning in kindergarten, curricular interventions and support are provided through the collaboration of the classroom teacher and the RTG. As students' progress through elementary and secondary school, continuing advocacy, support and opportunities for accessing gifted services and rigorous coursework are provided by school staff. Talent development professional learning opportunities are offered on an ongoing basis through the Gifted Services Office.

School-Based Gifted Services, Grades K-12

Beginning in kindergarten, identified gifted students receive school-based gifted services. Classroom teachers provide differentiated lessons for students who exhibit a need for additional challenge in one or more areas of academic and/or visual and performing arts strength. Classroom teachers collaborate in planning with the RTG to differentiate instruction using curricular resources written for gifted learners as outlined in the Gifted Services Canvas course for each school.

International Baccalaureate, Grades K-12

Arlington Public Schools

At the elementary level, APS offers one International Baccalaureate Primary Years Program (IBPYP) (Randolph Elementary School) that implements the IBPYP school-wide. The Primary Years Programme (PYP) focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

At the middle school level, APS has one IBMYP program (Thomas Jefferson Middle School). The Middle Years Programme provides a framework of academic challenge and life skills for students ages 11-16. The MYP provides a thorough study of various disciplines. It also accentuates the interrelatedness of them, acknowledging the role of the subject disciplines and transdisciplinary study. The International Baccalaureate Organization (IBO) works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

At the high school level, W-L High School offers the International Baccalaureate Diploma Program (IBDP). The IBDP courses in high school are open to all students who seek academic rigor. The IBDP provides a comprehensive rigorous education emphasizing analytical thinking and reading and writing skills with an international perspective. The program is offered in English, world languages, social sciences, experimental sciences, mathematics, and the arts. High school students who complete IB courses demonstrate mastery of subject material by earning qualifying grades on IB examinations.

Intensified Courses, Grades 6-12

Intensified classes use a curriculum that extends the APS Program of Studies in depth and complexity. Intensified classes seek to provide opportunities to build on individual student strengths, develop critical and creative thinking skills, and prepare students for advanced academic coursework.

At the middle school level, students are recommended for intensified mathematics courses and/or intensified world language classes. Beginning in 2023-2024, students may choose to take one, two or three open enrollment advanced courses in English, science and social studies.

At the high school level, students self-select intensified, Advanced Placement (AP), and/or International Baccalaureate (IB), Dual-Enrollment (DE), and Career and Technical Education (CTE) classes.

Advanced Placement, Grades 9-12

The AP program provides rigorous academic coursework in the major subject fields, with course content designed at a college level. AP courses are offered in English, social studies, science, world languages, mathematics, and fine arts. Advanced Placement (AP) courses in high school are open to all students who seek academic rigor. High school students who complete AP courses demonstrate mastery of subject material by earning qualifying grades on AP examinations.

Thomas Jefferson High School for Science and Technology (TJHSST), Grades 9-12

TJHSST provides an innovative, specialized learning environment for highly motivated students who have a genuine interest in the biological, physical, mathematical, and computer sciences.

Designated as the Governor's Regional School in Northern Virginia, TJHSST offers a comprehensive college preparatory program with additional required courses in science, mathematics, and technology.

Dual Enrollment, Grades 11-12

Dual enrollment courses are offered in conjunction with local universities. These college-level courses include English, government, geosystems, multi-variable calculus, and matrix algebra.

B. Service Options Provide Instructional Time with Age-level Peers

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

1-8.1 Instructional Grouping and Class Assignment

G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students

Schools function as a community of learners and gifted students have multiple opportunities to work with their age-level peers in experiences that include projects, investigations, presentations and other collaborative assignments. RTGs work with all teachers to adapt the standard curriculum to meet learners' needs while also providing opportunities to interact with their classmates.

C. Service Options Provide Instructional Time with Intellectual and Academic Peers

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. The description should include how these academic needs are met during the school day and week.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

1-8.1 Instructional Grouping and Class Assignment

G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students

Elementary, Grades K-5

Students in grades K-5 have opportunities to learn with intellectual and academic peers through the collaborative cluster model and ongoing flexible grouping based on preassessment, formative and summative data. Identified gifted students are also cluster-grouped (minimum 10 students based on area of identification) with a cluster teacher who has the add-on endorsement in gifted education and/or who has earned or is actively earning at least 40 APS Gifted points. RTGs work closely with the cluster teachers to extend and/or accelerate the core curriculum for daily differentiation. APS does not use an isolated, pull-out weekly model to serve gifted learners; instead the cluster teacher and RTG meet on a regular basis to plan comprehensive units and lessons for daily differentiation of content, process and/or product.

Instructional grouping and/or strategies that may be used include targeted small group instruction based on data, push-in services such as parallel or co-teaching, concept based instruction, cross-curricular units, and using researched based curricular materials written for gifted learners.

Middle School, Grades 6-8

Students in grades 6-8 have opportunities to learn with intellectual and academic peers through the collaborative cluster model and ongoing flexible grouping based on preassessment, formative and summative data. Identified gifted students are also cluster-grouped (minimum 10 students based on area of identification) with a cluster teacher who has the add-on endorsement in gifted education and/or who has earned or is actively earning at least 40 APS Gifted points. The primary deliverer of gifted services is the cluster/intensified/advanced teacher. RTGs work closely with the cluster/intensified/advanced teacher to extend and/or accelerate the core curriculum for daily differentiation. APS does not use an isolated, pull-out weekly model to serve gifted learners; instead the cluster teacher and RTG meet on a regular basis to plan comprehensive units and lessons for daily differentiation of content, process and/or product. Instructional grouping and/or strategies that may be used include targeted small group instruction based on data, push-in services such as parallel or co-teaching, concept based instruction, cross-curricular units, and using researched based curricular materials written for gifted learners.

In mathematics, students are recommended for intensified mathematics courses and/or intensified world language classes. Beginning in 2023-2024, students may choose to take one, two or three open enrollment advanced courses in English, science and social studies.

High School, Grades 9-12

Students in grades 9-12 self-select courses according to their strength areas including: advanced, intensified, AP and IB courses. Students have opportunities to learn with intellectual and academic peers through the collaborative cluster model and ongoing flexible grouping based on preassessment, formative and summative data. Identified gifted students are cluster-grouped (minimum 10 students based on area of identification) with an advanced/intensified/AP/IB teacher who has the add-on endorsement in gifted education and/or who has earned or is actively earning at least 40 APS Gifted points. The primary deliverer of gifted services is the advanced/intensified/AP/IB teacher. RTGs work closely with teachers to extend and/or accelerate the core curriculum for daily differentiation to include AP and IB curriculum.

Acceleration to Accommodate Time with Intellectual Level Peers

Local Plan for the Education of the Gifted

Arlington Public Schools has the following policies and procedures in place to support accelerated learning paths for gifted learners.

- **Acceleration of Content: 1-7.2.2 Gifted Services, 1-7.2.2 PIP-I Gifted Services**
- **Underage Placement in Gracie One: 1-1.34 PIP - 2**
- **Acceleration of Progress through School: I - 11.5.2.31 Student Acceleration Opportunities, PIP 1-11.5.2 PIP-1 Acceleration**

Acceleration of Content

1-7.2.2 Gifted Services

At all grade levels, teachers use ongoing data and curriculum compacting to plan appropriately rigorous and engaging ongoing instruction for gifted learners who already know content before being taught and/or pick up the content quickly once exposed to standards.

Underage Placement in Gracie One

1-1.34 PIP - 2

Underage Placement Policy Process is not a grade-level acceleration process; rather it is an acknowledgement that the Virginia law which determines kindergarten entry is not consistent with other states and that children's rates of academic and social development vary; this allows APS flexibility for appropriate placement.

The process for Underage Placement is primarily conducted at the school level in collaboration with the Early Childhood Office as outlined in the PIP.

Acceleration of Progress through School

1-11.5.2.31 Student Acceleration Opportunities, PIP 1-11.5.2 PIP-1 Acceleration

Students' learning experiences will be arranged in such a way as to permit students who are academic outliers to accelerate their progress through school.

Full grade-level accelerations can be initiated by parents/guardians or by school staff. If school staff initiates the process, parents must be contacted and give permission for the acceleration eligibility process to begin.

Once an acceleration request is made, the Supervisor of Gifted Services works with the principal and RTG to do the following: review the cumulative record and determine if additional data is needed to guide the acceleration process. Once all data has been collected, a school-based committee reviews the data, decides and communicates to parents about the decision and acceleration plan if applicable. The deadline for an acceleration request is May 1 for the following school year. Families who are new to APS may request an acceleration at fall conferences to give staff time to get to know the child's strengths and to gather multiple data points to inform the discussion and decision.

D. Service Options Provide Instructional Time to Work Independently

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

Cluster teachers, in collaboration with RTGs, provide choice within units of study for independent research opportunities.

In addition, High School Independent Study for Elective Credit is an option which allows students to explore an area of interest which is not offered in the Program of Study. Students submit a detailed description of plan, obtain agreement of monitoring teacher, and submit application to Counseling Services by April 1 for the following year.

E. Service Options Foster Intellectual and Academic Growth

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

1-8.1 Instructional Grouping and Class Assignment

G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students

Gifted Services created the APS Gifted Services Canvas course template to foster consistent communication and delivery of research based best practices to administrators and teachers. Within sections of this Canvas template is the APS Critical and Creative Framework, Curricular resources written for gifted learners and courses by each level to support teacher planning and implementation of these strategies and resources. The specific strategies and curricular resources are outlined in the Differentiation section of this plan.

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

1-8.1 Instructional Grouping and Class Assignment

G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students

8 VAC 20-40-40 Reporting Progress to Parents and Legal Guardians

RTGs work with collaborative teams and cluster teachers to use curriculum compacting (eliminate content already learned) through pre-assessments, formative and assessments. Pre-assessments are a best practice for all learners in terms of identifying areas which students have mastered prior to direct instruction, and they can be particularly helpful for gifted learners in measuring growth and extending standards.

At the elementary and middle school level, cluster teachers and RTGs document the comprehensive, differentiated instruction identified students received throughout the quarter on the APS Differentiation Form. This form is sent to families each quarter.

In addition, students take the Virginia Standards of Learning Growth Assessments for all courses they are taking. High school students who complete AP and IB courses demonstrate mastery of subject matter by earning qualifying grades on AP and IB examinations.

Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)

The Regulations Governing Educational Services for Gifted Students defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (l:) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

1-7.2.2 Gifted Services

1-7.2.2 PIP-1 Gifted Services

1-8.1 Instructional Grouping and Class Assignment

G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students

The theoretical foundations of the APS gifted service model attributes are based on three guiding principles from within the Program Design section of the National Association for Gifted Children (NAGC) PreK-12 Gifted Program Standards:

- Rather than any single gifted program, a continuum of programming services must exist for gifted learners.
- Gifted education programming services must be an integral part of the general education day.
- Flexible grouping of students must be developed in order to facilitate differentiated instruction and curriculum.

In addition, three guiding principles from within the Curriculum and Instruction section of the National Association for Gifted Children PreK-12 Gifted Program Standards are used:

- Differentiated curriculum for the gifted learner must span grades K-12.
- General education classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted students.
- Instructional pace must be flexible to allow for the accelerated and depth of learning for gifted learners as appropriate.

With APS' adoption of Professional Learning Communities, the cultural shift from a focus on teaching to a focus on learning has begun. As part of that shift, RTGs work with collaborative learning teams as instructional coaches especially focusing on *PLC question #4: What do we do for students who already know the content and/or pick up the content quickly?* Within a PLC, collaborative teams consider ways in which they can reduce content with the goal of identifying and delivering the most meaningful and engaging instruction at greater depths and complexity. For students who may have already mastered certain grade-level content/skills and/or pick up content/skills quickly when taught, curriculum compacting is necessary to extend standards and offer comprehensive services.

Daily differentiation in the general education classroom through cluster grouping (minimum 10) and collaboration is the model used in APS to serve gifted learners. The general education teacher is the primary provider of daily differentiation in the general education classroom with support from the RTG. The Cluster Grouping Model is a research-based approach of intentionally grouping students according to their strengths and needs with a teacher who has the background and understanding of gifted learners and knows how to plan and implement strategies and/or resources written for gifted learners on a daily basis. The grouping size of at least 10 is very important as it provides a group of students for which planning will be intentional and ongoing for at least one year of growth. This model is proven to improve teaching, learning and achievement in all students, especially in schools with strong collaborative learning teams.

In alignment with the NAGC position paper on Collaboration Among All Educators to Meet the Needs of Gifted Learners, the collaborative instructional model employed through the RTGs is essential to instruction of the gifted population within the general education setting and to making gifted programming an integral part of the school day. Collaboration for effective differentiation for gifted students involves the classroom teacher and the RTG working together to design and implement appropriate instruction for identified gifted students. Working collaboratively has professional benefits for both the classroom teacher and the RTG. The benefits include:

- Collective focus on gifted student learning within cluster groups (minimum 10)
- Opportunities to model and support the implementation of best practices in gifted education within the general education classroom
- Shared ownership of instructional practice
- Spirit of collaborative responsibility for the learning of all students
- Reflective and ongoing dialogue

This collaboration has instructional benefits that have a positive impact on student learning. The instructional benefits include:

- Greater exposure to best practices in gifted education to challenge and engage all learners
- Increased use of data to drive instruction to monitor student progress and growth
- Increased likelihood of finding and nurturing those students who are ready for advanced curriculum but who may not have been identified for gifted services

Collaborative instruction can take many forms. The classroom teacher and the RTG work together to assess students, plan the unit or lesson, and instruct students on standards building in

the depth and complexity that advanced/gifted learners need to show academic growth. This collaboration can take multiple forms: each teacher takes on instructional tasks within a lesson or unit; teachers share the instruction by taking turns teaching to the whole class and to small group and/or the RTG models strategies and curriculum written for advanced/gifted learners to build teacher capacity and allow teacher to observe the implementation of the strategy and/or resource so that they can implement it on their own.

Based on the varying needs in the classroom, teachers work with collaborative teams to employ Arlington's Tiered System of Support (ATSS) to help every student reach success in academics and behavior. The focus of ATSS is to address the whole child and what supports students need to be successful both academically and socio-emotionally. The ATSS framework uses the data decision-based model in the Professional Learning Communities (PLC), to analyze data, identify students who need remediation or extension, and create timely action plans.

In its position statement regarding Response to Intervention (RtI) for Gifted Children, the Association for the Gifted, a division of the Council for Exceptional Children, posits that "the RtI model be expanded in its implementation to include the needs of gifted children." The use of the RtI framework for gifted students would support advanced learning needs of children in terms of a faster paced, more complex, greater depth and/or breadth with respect to their curriculum and instruction. It should also be noted that students who are gifted with disabilities (2e) may need more than one level of intervention and advancement in terms of curriculum and instructional strategies."

As teachers use pre-assessment data to determine the need for more rigorous curricular resources, they ensure student learning while providing instruction that is commensurate with the students' ability. Furthermore, pre-assessments and curriculum compacting fall very much in line with key principles of ATSS:

- Intervene early using universal screeners and other forms of assessment
- Use a multi-tiered system of support
- Tailor instruction to the individual learner's needs
- Use data-based decision making to inform instruction and monitor progress
- Use research-based interventions and instruction
- Ensure fidelity of implementation
- Document and encourage parental involvement in all steps of the process

The APS Program of Studies, which incorporates the state Standards of Learning, delineates a scope and sequence of content in each discipline building on previous knowledge and increasing the depth of understanding as students move from kindergarten through grade 12. Learning experiences in APS are designed to challenge and engage highly able students in such a way as to nourish their abilities and encourage excellence. In its Position Statement on Differentiating Curriculum and Instruction for Gifted and Talented Students, the National Association of Gifted Children recommends that in order for a focus to remain on learning and continued growth, gifted students should be provided with access to curricular resources designed for advanced learners. For gifted learners, appropriate differentiation allows for increasing levels of advanced, abstract, and complex curriculum that is substantive and responds to learner differences. The National Association for Gifted Children strongly recommends that every school provide:

- access to curricular resources that are designed for gifted learners.

- systematic and substantial professional development for all teachers regarding the needs of gifted learners, differentiation in general, and flexible grouping approaches; and
- resource specialists who can support the classroom teacher in assessing gifted learner differences,
- adjusting the curriculum, and implementing differentiated instruction.

Critical and Creative Thinking Strategies and Curricular Resources Written for Gifted Learners

All students can:

- think abstractly,
- see numerous relationships,
- generalize, and
- work at varying levels of complexity.

Therefore, it is imperative to develop processing tools so that they can use metacognition to organize their thinking to:

- pursue tasks, themes, and topics independently.
- develop their ability to examine issues at a continually developing level of abstraction/complexity; and
- develop their ability to use generalizations, principles, and theories to structure thought in an area of study.

Through this work, enduring understandings that may result include:

- abstract/complex content requiring a systematic way of thinking.
- creative, critical problem solving to improve higher level thinking; and
- application of these tools across disciplines.

Guided by the Critical and Creative Thinking Strategies Framework, K-12 RTGs work with collaborative teams and/or individual classroom teachers to embed critical and creative thinking strategies into lessons that teach the Standards of Learning (SOL) content.

The role of the RTG in training/supporting classroom teachers is to:

- Increase awareness and use of the Gifted Service Canvas template as a resource for teachers
- Model critical and creative thinking strategies using content with whole class and/or small groups
 - Collaborate with teachers in developing future lessons/units that teach students the thinking strategies and provide additional support for the teacher as they implement these strategies
 - Provide the opportunity to observe students' responses and behavior and to take anecdotal notes for evidence of advanced potential
- Conduct school-based professional learning opportunities for teachers in critical and creative thinking strategies to promote opportunities for students to apply higher level thinking daily
- Support teachers in building student portfolios to show growth over time when giving opportunities to think and problem solve
- Provide resources to teachers to use during instruction

An additional and critical support to the continued implementation of PLC and ATSS, the Gifted Services Office created the Gifted Services Canvas template for each school to support all classroom teachers and particularly those teachers working with clusters of identified gifted students, or cluster teachers. The Canvas course provides a common framework that supports meaningful and continuous collaboration between administrators, cluster teachers and each school's RTG for the Gifted (RTG). To support teachers as they plan for both the academic and socio-emotional needs of their advanced students, this course includes information about:

- Curricular resources designed for advanced learners
- Critical and creative thinking skills for all learners
- Behaviors and characteristics of diverse gifted learners
- Socio-emotional needs of gifted learners
- Screening and identification of gifted learners
- Talent Development and the Young Scholars Model

Since the general education teacher is responsible for providing this daily service with support of the RTG, coaching and collaboration is used at all levels to expand teachers' understanding of giftedness and potential while building capacity to infuse critical and creative thinking lessons and curricular resources written for gifted/advanced learners and for all learners.

These curricular resources, and models included in our Gifted Services Canvas template are research-based and give teachers ways to add depth and complexity across the content areas. These resources also support cluster teachers working with the RTG to plan and implement systematic and comprehensive interventions for high-ability students. Much of this curriculum was developed at William and Mary's Center for Gifted Education, University of Connecticut's Neag Center for Gifted Education and Talent Development, Advanced Curriculum from Vanderbilt's University's Programs for Talented Youth and CLEAR Curriculum from the University of Virginia. These curricula were included for several reasons: they are designed for gifted learners, have proven successful with students in Title 1 settings in that achievement scores increased when resources were used with fidelity, are developed by leaders within the field of gifted curriculum in collaboration with content experts, are comprehensive in nature, and in many cases, are award-winning.



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Framework of K-12 Critical and Creative Thinking Strategies

Big Ideas

- *Overarching Concepts - Change, Patterns, Systems, Perspectives, Cause/Effect, Cycles
- *Taba Concept Development

<p>Critical Thinking Teaching Models</p> <ul style="list-style-type: none"> *Frayer Model *Future Problem Solving *Jacob's Ladder *Literature Web *Paul's Elements of Reasoning *Research Model *Vocabulary Web
<p>Creative Thinking</p> <ul style="list-style-type: none"> *Creative Problem Solving (CPS) *FFOE (Fluency, Flexibility, Originality, Elaboration) *SCAMPER
<p>Decisions and Outcomes</p> <ul style="list-style-type: none"> *Habits of Mind *Plus, Minus or Modify, Interesting *Problem Based Learning *Project Based Learning
<p>Making Connections</p> <ul style="list-style-type: none"> *Analogies *Mind-Mapping *Synectics *Visualization
<p>Point of View (Different Perspectives)</p> <ul style="list-style-type: none"> *Debates *deBono's Hats *RAFT *Socratic Seminar/Junior Great Books *Structured Academic Controversy
<p>Questioning</p> <ul style="list-style-type: none"> *Bloom's Taxonomy & Levels of Questioning *Question Formulation Technique (QFT) *SEM-R Questions

Grade K-12: Language Arts	
Resources Designed for Advanced Learners	Brief overview of resource
Center for Gifted Education William and Mary Literature Units	Designed for high-ability students and organized around a guiding concept such as change or cause/effect, the units guide teachers and students to develop skills in literary analysis and interpretation, persuasive writing, linguistic competency, and oral communication.

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	<p>The units also focus on strengthening students' reasoning skills and understanding big ideas/concepts and generalizations. The units engage students in exploring carefully selected, challenging works of literature from various times, cultures, and genres; and they encourage students to reflect on their readings through writing and discussion. The units also provide numerous opportunities for students to explore interdisciplinary connections to the language arts and to conduct research around issues relevant to their own lives.</p>
<p>Center for Gifted Education Jacob's Ladder Reading Comprehension Units</p>	<p>Jacob's Ladder resources target reading comprehension skills in high ability learners. In the form of three skill ladders connected to individual readings in poetry, myths/fables, and nonfiction, students move from lower order, concrete thinking skills to higher order, critical thinking skills. In addition, there are affective Jacob's Ladder resources which integrate reading comprehension and analysis skills with affective and social-emotional needs.</p>
<p>Center for Gifted Education William and Mary Navigator Novel Guides</p>	<p>Navigators Novel Guides provide teachers and students with lessons organized around a guiding concept such as change. Each Navigator encourages advanced readers to develop their skills at analyzing and interpreting literature through structured questions and activities that highlight themes and concepts, literary elements, and real world connections contained within the books. In addition, novel studies are opportunities for students to develop their own vocabulary and writing skills by exploring and emulating the language and style used by authors.</p>
<p>Schoolwide Enrichment Model Reading Framework (SEM-R)</p>	<p>SEM-R is a reading framework designed to challenge all readers and particularly talented readers by</p> <ul style="list-style-type: none"> • Stimulating interest in and enjoyment of reading • Promoting and developing higher reading achievement • Improving self-regulation and automaticity in reading • Encouraging students to select high-interest books that are slightly to moderately above their current reading levels • Creating independent, lifelong readers
<p>University of Virginia CLEAR Curriculum Units</p>	<p>CLEAR units were developed as a framework for curricular and instructional modifications for gifted students based on the critical components from Tomlinson's Differentiated Instruction Model (2001), Renzulli and Reis' (1985, 2000) Schoolwide Enrichment Model, and Kaplan's Depth and Complexity Model (2005). The CLEAR model integrates the components from these models with five foundational elements of curricular development: Continual Formative Assessment, Clear Learning Goals, Data-Driven Learning Experiences, Authentic Products, and Rich Curriculum.</p>
<p>Advanced Curriculum from Vanderbilt</p>	<p>Vanderbilt units support students' acquisition of contextual and media analysis skills, higher level thinking abilities, and understanding of</p>

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University's Program for Talented Youth	skills in ELA standards with science and/or social studies standards and skills. Teachers and students analyze models to engage students' critical thinking and allow for greater differentiation of instruction by creating more complex questions and tasks. Each unit is organized around a guiding concept.
Grammar, Vocabulary, Writing, Poetics, and Literature by Michael Clay Thompson (MCT)	The MCT language arts curriculum is a comprehensive, multilevel curriculum designed to provide students with a thorough understanding of the English language.
Document Based Questions (DBQ) Project - Mini-Qs in Literature	The DBQ Project 6-Step Method underpins the design in all the DBQ and mini-Qs. Each step builds on students' curiosity and increases motivation and confidence to answer a compelling, authentic question. (The Hook, Background Essay, Understanding the Question & Pre-bucketing, Analyzing the Documents, Bucketing, The Thrash-Out and Preparing to Write, Writing the Essay)
<i>Changing Tomorrow, II Leadership Curriculum/or High-Ability High School Students</i>	This unit more formally addresses the development of leadership abilities that will ensure that students acquire the knowledge and skills essential to assuming leadership roles. Critical and creative thinking skills instruction is integrated throughout the unit giving students opportunities to research and apply skills in an integrative and substantive way.

Grade K-12: Math	
Resources Designed for Advanced Learners Resources	Brief overview of resource
Project M ² : Mentoring Young Mathematicians	<p>Project M² units focus on "in-depth" mathematics using research-based practices and standards in mathematics education and early childhood education. The Project M² units have the Standards for Mathematical Practice as their core philosophy. Students think and act like practicing mathematicians.</p> <ul style="list-style-type: none"> • Students make sense of problems and persevere in problem solving. • Students construct viable arguments and critique the reasoning of others. • Students model with mathematics to solve real-world problems. • Students use appropriate tools strategically. • Students attend to precision by communicating with appropriate mathematical vocabulary. <p>Each one of the eight units:</p>

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	<ul style="list-style-type: none"> Engages students in critical and creative thinking and problem solving. Encourages students to communicate verbally and in writing like practicing mathematicians. Is differentiated to meet the needs of all students.
Project M ³ : Mentoring Mathematical Minds	Project M ³ is a series of comprehensive curricular units developed to motivate and challenge mathematically talented students. It introduces advanced mathematical concepts and focuses on critical and creative problem solving and reasoning. Students are taught standards-based concepts through a variety of engaging investigations, projects and simulations. Rich verbal and written mathematical communication are a key component as students and teachers talk, write, and use mathematical language the way mathematicians do. The 15 units are organized within the following mathematical strands: Number and Operations; Algebra; Data, Statistics and Probability; Geometry and Measurement; and Ratios and Proportional Reasoning.
Project A': Awesome Advanced Activities	Project A' is designed to provide differentiated activities to teach specific standards to nurture talent and a love of mathematics. Building off the more comprehensive Project M' and Project M' units, Project A ³ content allows students to think deeply about mathematics by engaging in rich discussions and in-depth explanations to justify their thinking.
William and Maiy Math Units	The unit presents a hands-on, constructivist approach, allowing students to build their knowledge base and their skills as they explore mathematical ideas through creative and critical thinking, problem solving, process skill development, and communication.
William and Maty Thinking Like a Mathematician	<i>Thinking Like a Mathematician</i> focuses on high-interest, career-related topics in the elementary curriculum related to mathematics. Students will explore interdisciplinary content, foster creativity, and develop higher order thinking skills with activities aligned to relevant content area standards. Students will engage in exploration activities, complete mathematical challenges, and then apply what they have learned by making real-world connections. Thinking Like a Mathematician reflects key emphases of curricula from the Center for Gifted Education at William & Maiy, including the development of process skills in various content areas and the enhancement of discipline-specific thinking and habits of mind through hands-on activities.
Hands-On Equations and Verbal Problems	A hands-on introduction to algebraic reasoning, Hands-On Equations uses the visual and kinesthetic instructional approach to demystify abstract algebraic concepts.
Groundworks Series	The Groundworks resources are organized by one of five mathematical strands (Algebra, Data & Probability, Measurement, Geometry, and Number Sense) and teach mathematical reasoning combined with critical thinking, mathematical writing and discourse.

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The Problem Solver Series	This series introduces 10 widely accepted problem-solving strategies using a 4-step method that can be applied in a variety of problem-solving situations. Each scenario presents different types of problems, identifies strategies to use to solve them, and models thinking involved in using the strategies.
Challenge Math Series by Edward Zaccaro: <i>Upper Elementary</i> , <i>Challenge Math</i> , <i>and Real-World Algebra</i>	Challenge Math presents students with word problems with real world connections between math and science with over 1000 problems in areas such as algebra, astronomy, trigonometry, probability, and more. There are three levels of difficulty with each word problem supporting differentiation.
Puddle Questions Assessing Mathematical Thinking	Puddle Questions are open-ended questions and tasks that promote critical thinking and encourage mathematical discourse. Investigations at multiple grade levels focusing on probability, measurement, reasoning, geometry, math language and visual thinking.
Best of Continental Math League (CML)	Best of CML are a collection of word problems that, in order to be solved, require students to apply one of a variety of problem-solving strategies.
Math Olympiads	Math Olympiads are a collection of word problems which aim to teach multiple strategies for out-of-the-box problem solving, develop mathematical flexibility in solving those problems, and foster mathematical creativity and ingenuity.

Grade K-12: Science	
Resources Designed for Advanced Learners	Brief overview of resource
William and Mary Project Clarion Science Units	These comprehensive units were designed to introduce early elementary students to science concepts, processes, and macro-concepts. Units feature hands-on lessons that allow students to explore science concepts through play and planned investigations.
William and Mary Problem Based Learning Science Units	The goals of each unit are to allow students to analyze several real-world problems, understand the concept of systems, and design and conduct scientific experiments. These units also allow students to explore various scientific topics and identify meaningful scientific problems for investigation. Through these units, students experience the work of real science in applying data-handling skills, analyzing information, evaluating results, and learning to communicate their understanding to others.
JASON learning	Real-world comprehensive STEM curriculum features print and digital materials, hands-on activities, videos and online games for students, as well as lesson plans, implementation tips, professional development and a powerful digital platform for educators. Live, interactive events throughout

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	the year connect the JASON community with inspirational STEM role models, including renowned scientists and other experts who have pursued STEM careers.
Advanced Curriculum from Vanderbilt University's Program for Talented Youth	Vanderbilt units support students' acquisition of contextual and media analysis skills, higher level thinking abilities, and understanding of skills in ELA standards with science and/or social studies standards and skills. Teachers and students analyze models to engage students' critical thinking and allow for greater differentiation of instruction by creating more complex questions and tasks. Each unit is organized around a guiding concept.
Thinking Like an Engineer	<i>Thinking Like an Engineer</i> focuses on high-interest, career-related topics in the elementary curriculum related to engineering. Students will explore interdisciplinary content, foster creativity, and develop higher order thinking skills with activities aligned to relevant content area standards. Students will complete design challenges, visit with an engineer, and investigate real-world problems to plan feasible engineering solutions.
Thinking Like a Scientist	<i>Thinking Like a Scientist</i> focuses on high-interest, career-related topics in the elementary curriculum related to science. Students will explore interdisciplinary content, foster creativity, and develop higher order thinking skills with activities aligned to relevant content area standards. Through inquiry-based investigations, students will explore what scientists do, engage in critical thinking, learn about scientific tools and research, and examine careers in scientific fields.

Grade K-12: Social Studies	
Resources Designed for Advanced Learners	Brief overview of resource
Document Based Questions (DBQ)	The DBQ Project 6-Step Method underpins the design in all the DBQ and mini-Qs. Each step builds on students' curiosity and increases motivation and confidence to answer a compelling, authentic question. (The Hook, Background Essay, Understanding the Question & Pre-bucketing, Analyzing the Documents, Bucketing, The Tl·ash-Out and Preparing to Write, Writing the Essay)
William and Mary Social Studies Units	The social studies units emphasize primary source analysis, critical thinking, and concept development to help students develop understanding of high-level social studies content in key areas. Thus, the units reflect the focus of national- and state-level standards on historical thinking and research as well as on the integration of major concepts across disciplines. With five American History units, an American government unit, and two units focused on ancient cultures, the unit series covers a wide range of topics while maintaining consistent models for understanding issues, documents, and artifacts. Interdisciplinary connections are explored through in-class activities and student projects. The units also emphasize the development of student

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	skills in the areas of discussion, writing, and research.
William and Mary <i>Thinking Like a Geographer</i>	<i>Thinking Like a Geographer</i> focuses on high-interest, career-related topics in the elementary curriculum related to geography. Students will explore interdisciplinary content, foster creativity, and develop higher order thinking skills with activities aligned to relevant content area standards. Students will develop and practice geography skills, such as reading and creating maps, graphs, and charts; examining primary and secondary sources; and thinking spatially on a variety of scales.
Advanced Curriculum from Vanderbilt University's Program for Talented Youth	Vanderbilt units support students' acquisition of contextual and media analysis skills, higher level thinking abilities, and understanding of skills in ELA standards with science and/or social studies standards and skills. Teachers and students analyze models to engage students' critical thinking and allow for greater differentiation of instruction by creating more complex questions and tasks. Each unit is organized around a guiding concept.
Engaging With History in the Classroom	These comprehensive units focus on learning history through primary source analysis, concept based learning and considering different perspectives to understand different time periods. Each unit consists of detailed lesson plans with hook activities, suggested materials, lesson content, teacher notes, tips, historical documents and great online resources. Also included in the units are suggestions for differentiation for gifted learners and learners who may need accommodations.

K-12 Countywide Opportunities

There are countywide activities available to students identified for gifted services in academic areas (English, math, science, and social studies). These experiences are designed to extend school-based activities and respond to students' interests. Opportunities include:

- Independent Study for elective credit (10-12)
- P.R.I.M.E. (Professionally Related Internship/Mentorship Experience) (rising 11 and 12)
- Summer Residential Governor's School for Academics/Mentorships (rising 11 and 12)
- Summer Residential Governor's World Language Academies (rising 11 and 12)
- Regional Governor's School for the Gifted-Thomas Jefferson High School for Science and Technology (9-12)

Additionally, gifted services for students identified in mis areas (instrumental music, vocal music, and visual arts) are provided through school-based and countywide activities. School-based services are delivered through differentiated curricula that extend and/or accelerate content, process, and products. Opportunities exist within the school day for students to be selected for and participate in performance groups that challenge varied skill levels at K-8 and through course offerings including advanced/intensified, IB, and AP arts courses at Grades 9-12.

The Arts Education office coordinates specialized fine arts experiences beyond the curriculum at the elementary and secondary levels to extend school-based activities and respond to gifted arts students' interests through the following countywide programs:

Countywide Elementary Opportunities

- Junior Honors Band (Grades 4 - 6)
- Junior Honors Orchestra (Grades 4 - 6)
- Elementary Honors Chorus (Grades 5)
- School Initiated Programs/Teacher Incentive Projects, Grades K-5 (arts-related experiences arranged in connection with curriculum objectives as requested by individual teachers/schools and in cooperation with Arts Education Office)

Countywide Secondary Opportunities

- Junior Honors Band (Grades 4-6) and Honors Band (Grades 7 and 8)
- Junior Honors Orchestra (Grades 4-6) and Honors Orchestra (Grades 7 and 8)
- Middle School Honors Chorus (Grades 6 - 8)
- Independent Study for elective credit (Grades 10-12)
- Fine Arts Apprentice Program (Grades 10-12)
- Summer Residential Governor's School for Visual and Performing Arts (rising 11 and 12)
- Sununer Superintendent's Seminar (rising 11 and 12)
- Alis area local, state, and national competitions (K-12) such as Reflections Contest (K-12), Scholastic Arts Awards (Grades 9-12), or District XII Solo/Ensemble Competitions (Grades 7-12)
- School Initiated Programs/Teacher Incentive Projects, Grades 6-12 (mis-related experiences arranged in connection with curriculum objectives as requested by individual teachers/schools and in cooperation with Arts Education Office)

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses (8VAC20-40-60A.12)

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

Specific Academic Aptitude K-12:

Mathematics, English, History and Social Science, and Science

Visual and Performing Arts Grades 3-12:

Visual Arts, Vocal Music, and Instrumental Music

APS adheres to the [VDOE Regulations Governing Educational Services for Gifted Students](#). Within APS, the School Board has adopted the following Policies and Policy Implementation Procedures (PIP) guiding the vision and mission of the Gifted Services Office:

- [1-7.2.2 Gifted Services Policy](#)
 - [1-7.2.2 PIP-1 Gifted Services](#)
- [G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students](#)
- [1-8.1 Instructional Grouping and Class Assignment](#)
- [A-30 Equity](#)
- [1-7.2.1 Special Education Program and Services](#)

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- [1-7.26 English Learner Services](#)
- [1-1.34 PIP - 2 Underage Placement in Grade One](#)
- [I- 11.5.2.31 Student Acceleration Opportunities](#)
 - [PIP 1-11.5.2 PIP-1](#)
- [1-7.2.31 Advanced Classes](#)

Part IX: Personal and Professional Development (8VAC20-40-60A.13)

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. *Understanding of principles of the integration of gifted education and general education, including:*
 - a. *Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and*
 - b. *Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.*
2. *Understanding of the characteristics of gifted students, including:*
 - a. *Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings.*
 - b. *Methodologies that respond to the affective (social-emotional) needs of gifted students; and*
 - c. *Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).*
3. *Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:*
 - a. *The selection, use, and evaluation of multiple assessment instruments and identification strategies.*
 - b. *The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students.*
 - c. *The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students.*
 - d. *The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others.*
 - e. *The evaluation of data collected from student records such as grades, honors, and awards.*
 - f. *The use of case study reports providing information concerning exceptional conditions; and*
 - g. *The structure, training, and procedures used by the identification and placement committee.*
4. *Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:*

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- a Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline.*
 - b The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and*
 - c The development of learning environments that guide students to become self-directed, independent learners.*
5. *Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:*
- a The integration of multiple disciplines into an area of study.*
 - b Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills.*
 - c The development of analytical, organizational, critical, and creative thinking skills.*
 - d The development of sophisticated products using varied modes of expression.*
 - e The evaluation of student learning through appropriate and specific criteria; and*
 - f The development of advanced technological skills to enhance student performance.*
6. *Understanding of contemporary issues and research in gifted education, including:*
- a The systematic gathering, analyzing, and reporting of formative and summative data; and*
 - b Current local, state, and national issues and concerns.*

In alignment with NAGC, APS believes all teachers entering the classroom should be able to:

- recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students, including those from diverse cultural and linguistic backgrounds, and identify their related academic and social-emotional needs; and
- understand how to differentiate curriculum and instruction, including modifying instructional strategies, materials, and assessments, in response to the learning needs of students who have mastered key concepts earlier than their classmates.
- understand how to develop talent of all students especially those who demonstrate potential ability to include students from poverty, twice exceptional (2e) and English language learners

Gifted Services are implemented through school-based activities that comply with School Board policies and Virginia regulations: [**G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students**](#). Teachers specifically designated to work with gifted students address the unique abilities, interests and instructional needs of gifted students through differentiated curriculum. In the classroom setting, teachers provide curricula that are extended or accelerated from concepts in the general education standards.

- A. Elementary classroom teachers (K-5), middle school core teachers (6-8), reading teachers (K-12), music teachers (K-12) and art teachers (K-12) who instruct gifted students and secondary (6-12) mathematics, social studies, science and English teachers

specifically designated to instruct gifted students in courses designated as intensified, advanced, gifted, Advanced Placement or International Baccalaureate:

1. Must complete 3 semester hours or 40 hours of in-service training on such aspects of the education of gifted students as identification, teaching methods and models (including Advanced Placement and International Baccalaureate instructional techniques), curriculum differentiation, or evaluation within the recertification period; and
2. Must meet such other criteria as is found in The Virginia Plan for the Education of the Gifted and suggested staff recommendations for gifted special needs criteria.

B. Newly employed teachers specifically designated to instruct gifted students:

1. Must have completed 3 semester hours in the education of gifted students, or must have equivalent experience within the three years before employment with Arlington Public Schools, or must agree to make up the deficiency within one year after employment: and
2. Must meet such other criteria as is found in The Virginia Plan for the Education of the Gifted and suggested staff recommendations for gifted special needs criteria.

On an annual basis, the Gifted Services office updates each school's Credit Roster report which documents each teacher's progress toward the 40 gifted points required by APS policy: [G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students](#). The Supervisor of Gifted Services shares this report with each principal to guide the assignment of cluster/intensified/advanced/AP/IB teachers each year.

Arlington Public Schools recognizes that administrators, specialists, teachers and counselors are on a continuum in terms of professional learning needs; therefore, personalized professional development opportunities are necessary in order to meet the varying needs of administrators, teachers and counselors in the division. In order to provide more differentiated support, the Gifted Services Office provides a variety of professional learning formats:

- Opportunities to work with consultants with an expertise in gifted education and differentiated curricular resources written for gifted learners
- Opportunities for teachers to collaborate with the RTG on a specific strategy or resource using the Gifted Services Professional Learning Cycle of learning, planning, implementation, and reflection
- Canvas courses focusing on the diverse academic and social emotional needs of gifted learners, Young Scholars and talent development
- Ongoing opportunities to learn from experts in the field via Frontline webinars on a variety of topics such as
 - o Equity in the Identification and Serving of Diverse Gifted Learners
 - o Twice Exceptional and Gifted English Learners

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- o Social Emotional Needs and Trauma
 - o Self-Regulation and the Needs of Gifted Learners
 - o Critical and Creative Thinking Strategies
 - o Curricular Resources Written for Gifted Learners
- School-based professional learning opportunities created by the Gifted Services Office in collaboration with RTGs occurring throughout the school year such as ongoing, collaborative planning with CLTs, professional learning for staff, and/or Cognitive Coaching to support individual teachers
 - Opportunities to attend professional learning opportunities focusing specifically on the needs of gifted learners such as sponsored by the National Association for the Gifted, Center for Gifted Education at William and Mary, Virginia Association for the Gifted, and the Renzulli Center for Creativity, Gifted Education, and Talent Development.

In collaboration with the Human Resources office, the Supervisor of Gifted Services, working with principals, recruits and hires internal and external candidates for RTG positions. Once hired, the Supervisor of Gifted Services works with representatives at the University of Virginia to register newly hired teachers to begin the VDOE add-on gifted endorsement. Teachers who are hired without the add-on gifted endorsement have two years to earn the endorsement. In addition, the Supervisor of Gifted Services recruits internal candidates for the Gifted Cohort to create a pool of qualified candidates for future RTG positions.

The Gifted Services Office is dedicated to the ongoing growth and development of specialists and RTGs.

Professional Learning for Specialists and Resource Teachers for the Gifted (RTG):

As an instructional coach and collaborator with teams and individual teachers, specialists and RTGs are expected to participate in ongoing professional learning opportunities to stay current in research-based instructional best practices in gifted education. Specialists and RTGs are expected to take active roles in monthly meetings focusing on:

- Coaching and collaboration strategies to build capacity of specialists, RTGs and subsequently administrators, teachers, school based specialists and counselors
- Projects to support the continued development of resources for teachers
- Data Dives and Plan for Targeted Action
- Updates on Gifted Services and consistency of implementation as outlined in the Gifted Services Canvas template
- Canvas, Frontline, Synergy and Insight: Data Warehouse
- Finding and Nurturing Historically Underrepresented Populations
 - o Using Local Norms as part of the screening and identification process
 - o Using student portfolios to support holistic case study approach
- Socio-emotional Needs of Gifted Learners
- Using social media (i.e. Twitter) and school based consistent web page templates for ongoing communication to families

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The following is a list of professional learning each specialist and RTG is expected to know and understand how to implement within two years of accepting a position:

- Adaptive Schools (Days 1-4)
- Cognitive Coaching (Days 1-4 and Days 5-8)
- Young Scholars and Talent Development
- APS Framework for Critical and Creative Thinking Strategies
- Curricular Resources written for gifted learners (as also outlined in the Program Differentiated Curriculum and Instruction section above)
 - o Center for Gifted Education
 - W & M Language Arts, Jacob's Ladder, Navigators, Math Units
 - W & M Social Studies and Problem Based Learning in Science
 - o National Research Center
 - Project M2, Project M3, SEM-R
 - o University of Virginia
 - CLEAR curriculum units
- Document Based Questions (DBQ) in social studies and language arts
- Michael Clay Thompson materials: Vocabulary, Poetry, Grammar, Writing, Literature
- Canvas Learning Management System
- Frontline

Additionally, RTGS are expected to lead and/or co-lead the following:

- Screening, Referral and Identification Process at local school
 - o Gifted Behavior Commentary (GBC) (begin in the fall)
 - o Student Portfolios to show growth over time (begin in the fall)
- Performance Assessments and Other Work Samples to support GBC
- Conduct school-based professional learning based on needs of staff

Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

The annual review of the effectiveness of gifted services is based on the following criteria:

- Annual Report to the State of Virginia
- Annual Report on identification of gifted learners by school (number of students referred, screened, and found eligible by ethnic group, gender, 2e, ELs and Young Scholars) to Superintendent, School Board, Administrators
- Annual Credit Roster and Cluster Data Report to Administrators (sent at least twice a year)
- The number, ethnicity, gender, 2e, ELs of students who take middle school intensified classes in World Languages and mathematics
- The number, ethnicity, gender, 2e, ELs of students who take open enrollment middle school courses in ELA, science and/or social studies beginning 2023-2024
- The number and score, ethnicity, gender, 2e, ELs of students taking AP and IB classes
- The number, ethnicity, gender, 2e, ELs of AP and IB students that receive the Advanced Studies Diploma
- Progress made toward reaching the Program Goals and Objectives as outlined in Part II

In addition, Arlington Public Schools engages all curriculum and program areas in a comprehensive Program Evaluation as outlined by School Board policies. Included below is information on the latest Program Evaluation done on Gifted Services beginning in 2014 and ending in 2017:

The Gifted Services program evaluation began in 2014-15, during which a planning committee met regularly to develop the questions that would guide data collection. The National Association for the Gifted Children Programming Standards were used to evaluate all aspects of Gifted Services as part of the three year program evaluation cycle.

Committee members included staff from APS Planning and Evaluation, the Supervisor of Gifted Services, other central offices and school staff, as well as community members and students.

The study concluded in 2017 and results are captured below in the following documents:

- [Program Evaluation: Gifted Services Presentation to School Board](#)
- [Program Evaluation: Gifted Services Executive Summary](#)
- [Program Evaluation: Gifted Services Report](#)

- [Outside Consultant Program Evaluation by Dr. Joyce Van Tassel-Baska](#)

The next program evaluation cycle for Gifted Services will begin during the 2024-2025 school year to support writing the new Local Plan for the Gifted to be approved for the 2027-2028 school year.

Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-40-60B)

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.

The Advisory Council on Teaching & Learning (ACTL) assists in the continuous systematic review of various aspects of the instructional program and in the development of recommendations for instructional improvement. The Council consists of PTA appointees and community group appointees. It also includes subject area advisory committees that report to the Council. The Council's work includes:

- Reviewing existing instructional programs.
- making recommendations for the introduction of new programs.
- conducting studies of instructional topics from time to time as determined by the School Board.

The School Board will appoint the chairs of the subject area advisory committees for up to two-year nonrenewable terms. Other members may serve at will.

The [Gifted Services Advisory Committee \(GSAC\)](#) is one of the instructional program committees that report to the [Advisory Council on Teaching & Learning \(ACTL\)](#). The Gifted Services Advisory Committee seeks to ensure that the committee is geographically and demographically reflective of the county and follows Arlington Public Schools [School Board Advisory Committees Policy B-3.6.30](#)

Part XII: Assurances {8VAC20-40-60A.6; A.7; A.8; A.9}

In accordance with the *Regulations Governing Educational Services/or Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations.
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions;
- Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services; and
- Assurances that a written copy of the school division's approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

	Francisco Duran	June 17, 2022
Division Superintendent's Signature	Printed Name	Date