



Hampton City Schools

Gifted Education Services

Teacher Guidelines

2015

GIFTED EDUCATION INFORMATION FOR REGULAR CLASSROOM TEACHERS



DAAE (Department of Academic Advancement and Enrichment)

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Contact Information

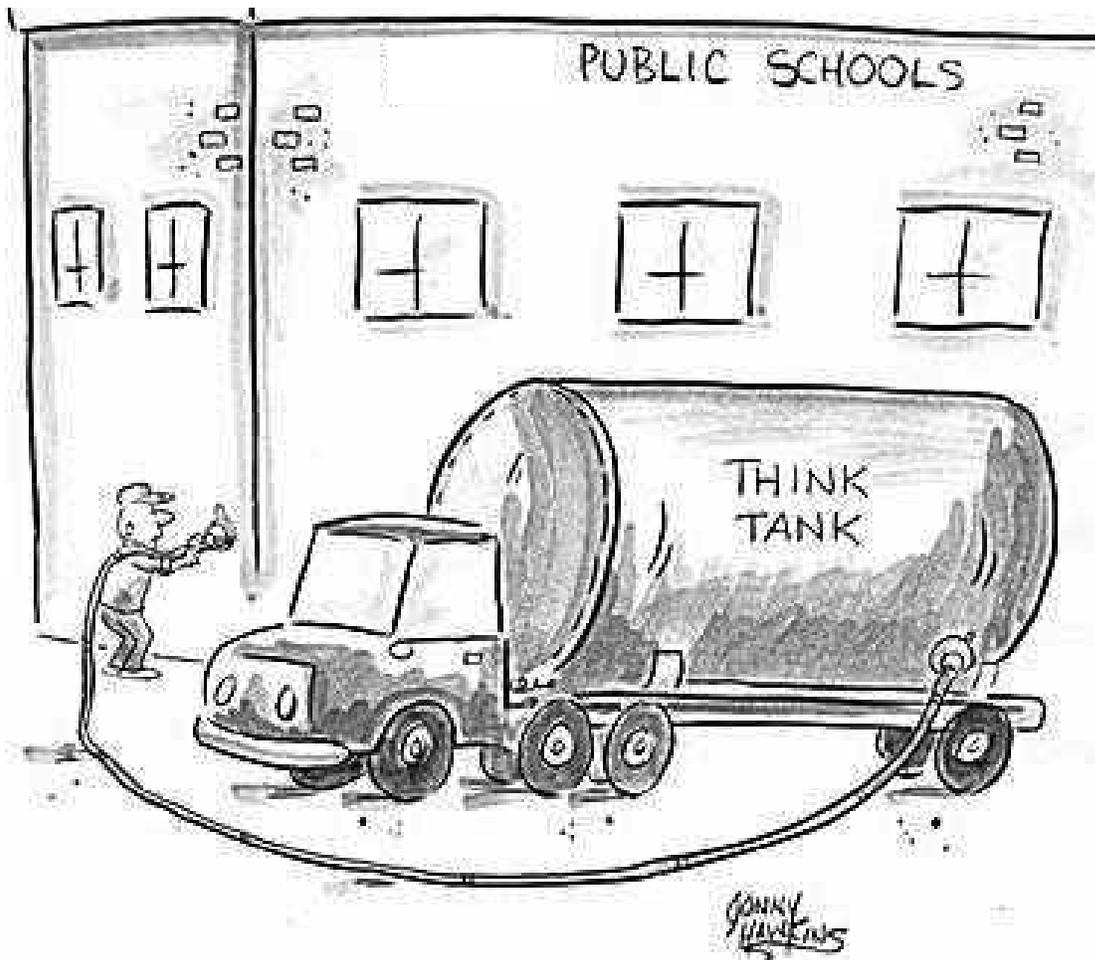
- Contact Information for DAAE

Hampton City Schools Non-Discrimination Notice

Hampton City Schools does not discriminate on the basis of race, color, national origin, sex, disability, age or other protected classes in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

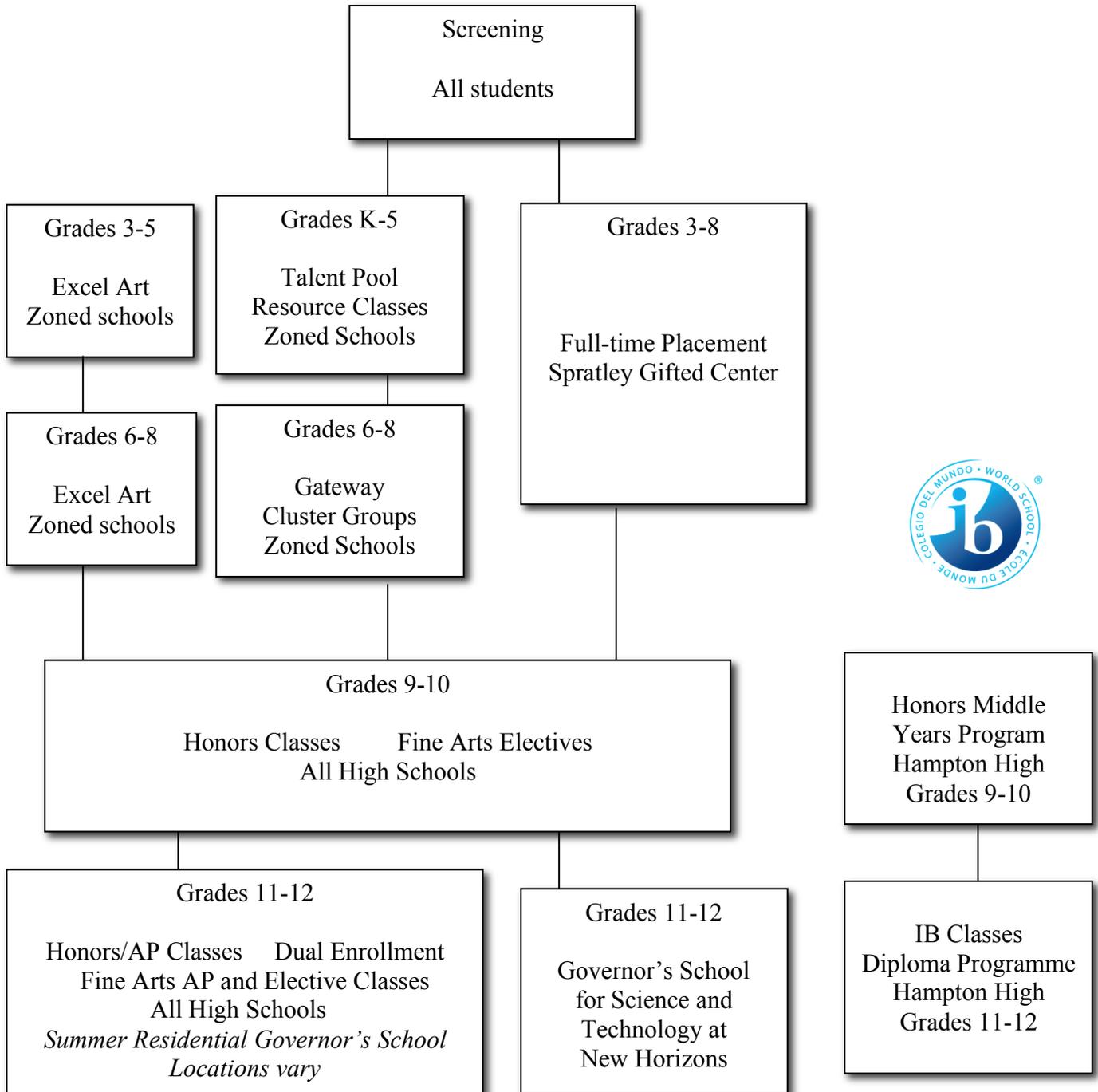
Robbin G. Ruth, Executive Director of Human Resources
One Franklin Street, Hampton, VA 23669
757-727-2318

General Program Information





FLOW CHART OF DAAE PROGRAMS



PROGRAM DESCRIPTIONS

The **Talent Pool** (grades K-2) and **Gifted Resource Program** (grades 3-5) provide advanced educational opportunities with trained gifted resource staff on a weekly pullout basis. The curriculum for these programs includes in-depth activities in language arts, mathematics, science, social studies, and a variety of multidisciplinary activities that focus on the development of critical thinking skills and problem solving strategies. For identified students in grades K-5, the classes are held in each elementary school. In many cases, gifted students in the zoned schools are also clustered in the general education setting so that their classroom teachers are able to differentiate assignments to provide additional challenges. In grades 6-8, middle school gifted students whose academic needs can best be met in their zoned schools are served through the pull-out Gateway program, cluster grouping and appropriately differentiated instruction.

The **Spratley Gifted Center** (grades 3-8) provides a full-time program for identified gifted students with highly advanced skills and aptitudes who have already demonstrated their capacity for complex processing abilities. These students require a fully differentiated educational environment, with an accelerated program of studies across all content areas. This comprehensive instructional program is designed around the cognitive characteristics and learning styles of gifted children, providing a multidisciplinary curriculum incorporating focused reflection, interaction, and discussion. In addition to mastery of basic content and skills (as measured by Virginia SOL assessments), students attending the full time center are expected to master advanced competencies across all content areas. Opportunities are provided for extensive research, inquiry based learning, literary and scientific analysis, and project based learning to focus on topics of strength and interest.

The **Excel Art Program** is designed to nurture and enrich the gifts of young artists in grades 3-8. This program focuses on advanced, concentrated instruction in the principles, theory, and practice of visual art. Students participating in Excel Art meet at their zoned schools on a regular schedule. Students are accepted into this program based on an adjudicated portfolio, superior potential in art skills and creativity, advanced achievement in art, and recommendations by art teachers.

High school options offer a variety of advanced and high level courses to gifted students, including Honors, Advanced Placement (AP), and dual enrollment classes. Additional specialized courses are taught at the magnet schools. Other options include the New Horizons Governor's School for Science and Technology and the International Baccalaureate (IB) Programme.

The **Governor's School for Science and Technology** at New Horizons offers a regional, specialized secondary program for gifted and high ability students in grades 11-12. Students attending the Governor's School also attend their home high school for part of each school day. Classes emphasize computer applications and hands-on laboratory

experiences in an inquiry-based learning environment. Students may choose a strand in biological science, engineering, or scientific programming. Students attending the Governor's School also have opportunities to participate in original research and mentoring with scientists and practicing professionals in area hospitals, clinics, NASA Langley, Virginia Institute of Marine Science, and the Jefferson Lab. College credit may be earned for these weighted dual enrollment classes. Interested students should refer to the web site at <http://www.nhgs.tec.va.us/governorsschool/> for online applications and information about prerequisite classes. Admission is highly competitive. A **Pre-Admissions Information Series (PAS)** provides additional information for prospective students entering ninth and tenth grades. Students interested in attending the Governor's School should consider applying for PAS.

The **IB Programme** is a comprehensive program with an international focus. In high school, the **IB Diploma Programme** is a rigorous, international college preparation program for motivated, academically focused juniors and seniors. This program emphasizes high-level skills necessary for college, including research, critical thinking, and writing. Required subject fields include math, science, humanities, and the arts, as well as community service. College credit may be earned for these rigorous classes, depending on successful completion of the culminating exams and extended essay. This program is located at Hampton High School. Students may apply for the **IB Honors** program (grades 9-10) beginning in the eighth grade.

Summer Residential Governor's School programs are offered by the Virginia Department of Education for exceptional students going into grades 11 or 12. The admission to these programs is highly competitive, but is a life-changing experience for the participants. The Summer Residential Governor's School programs include:

- Humanities
- Visual and Performing Arts
- Math, Science, and Technology
- Agriculture
- Life Sciences and Medicine
- Marine Sciences Mentorships at VIMS
- Engineering Mentorships at NASA
- Foreign Language Academies in French, Spanish, German, Latin, Russian, Japanese, and Chinese

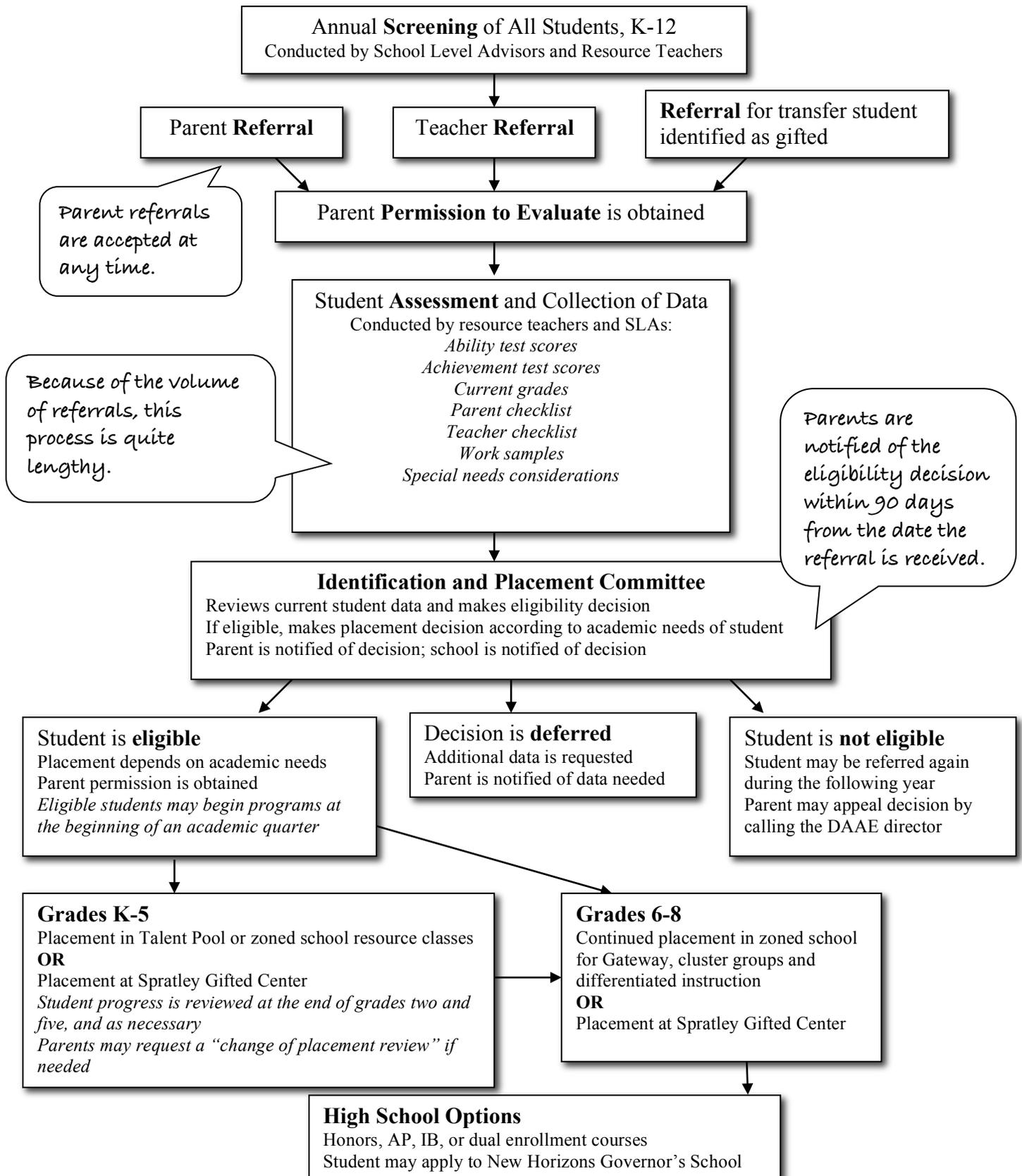
These programs are provided at no cost to the eligible students. Information about the application process for these programs is usually posted in October of each year and can be found on the Internet at:

http://www.doe.virginia.gov/instruction/governors_school_programs/index.shtml

Eligibility Process



FLOW CHART FOR GIFTED EDUCATION ACADEMIC SERVICES





HAMPTON CITY SCHOOLS
 Department of Academic Advancement
 and Enrichment
Student Referral Form (all programs)



I would like to refer _____ for evaluation for gifted program services (check one):

- Talent Pool (GIA) (Grades K-2)
 Area(s) of strength _____
- General Intellectual Aptitude (Grades 3-12)
 Area(s) of strength _____
- Visual Art (Grades 3-8)

This student is in grade _____ school year _____ school _____

As the individual making the referral, I am the student's:

- Parent School Counselor
- Teacher I make this referral on behalf of myself
- Art Teacher
- Referral is based on the student's CogAT scores
- Other (specify _____)

If teacher, give the following:

School _____ Grade or subject taught _____

If parent, please initial:

_____ I consent to my child being evaluated through the administration of any assessments or tests, and the collection of relevant data, and would be interested in having him/her considered for placement in the program for ___academically gifted or ___visual arts gifted students if he/she is found eligible.

For all referrals:

On the back of this paper, please write a description of this student's characteristics that suggest exceptional ability or aptitude.

Signature _____ **Date** _____

Print name _____

Please submit this form to the DAAE office or to the school counselor. For more information, please call the DAAE office at 757-727-2160.

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 One Franklin Street, Hampton, VA 23669
 757-727-231

REFERRAL PROCEDURES FOR TEACHERS

1. Parents, teachers, peers, guidance counselors, and other professionals who know the student may make a referral. Students may also make self-referrals. **There is no deadline for referrals**, but referrals submitted after June 1 may not be finished by the end of the school year.
2. **Obtain a referral form from a gifted School Level Advisor** (school counselor), gifted resource teacher, or from the HCS gifted web site. Complete it, sign and date it, and **return it to the School Level Advisor (SLA)** for your school. The same referral form is used for all gifted programs.
3. On receipt of the referral, the SLA should give the parent a checklist/permission to evaluate form. That form, when signed, should be returned to the SLA.
4. Once parent permission to evaluate is obtained, the SLA should give you the characteristics checklist (Teacher Rating Scale) to complete. Remember that you cannot complete a checklist for any student until we have permission to evaluate from the parent. The rating scales are different for each program:
 - Talent Pool teacher checklist/rating scale (grades K-1, first semester of grade 2)
 - SIGS (Scales for Identifying Gifted Students) rating scale (grades 3-12)
 - 3-12 teacher checklist/rating scale (second semester of grade two for all students referred with high CogAT scores; may be used as backup for SIGS ratings for all grades)
 - Art teacher rating scale (grades 3-8 for Excel Art)
5. **Teacher rating scales should be returned to the SLA within 5 school days** of receipt. The eligibility process is on a tight timeline, and your timely assistance is appreciated.
6. If the student has an IEP or 504 plan, or other issues that may impact testing, please let the SLA know so that the appropriate accommodations can be made.
7. Once parent permission to evaluate is obtained and the checklists are returned, the SLA will submit the documents to the gifted resource teacher for testing and then to the Identification and Placement Committee.
8. **All of the information included in the packets is confidential and should be kept in a secure location at all times.**
9. Eligibility meetings will be scheduled by the DAAE office. Parents, SLAs and resource teachers will be notified of the decisions by the DAAE office. The SLA will notify you and the principal of the decision.
10. Because of the number of students we evaluate, this can be a long process, taking up to 90 days.

All questions should be addressed to the director of the DAAE office, at 727-2160. If a disappointed parent confronts you about any eligibility results or documents, please refer that parent directly to DAAE. Please don't try to argue with these parents, or try to explain scores to them—let us do that for you!

HELPFUL HINTS FOR COMPLETING TEACHER RATING SCALES

1. We are looking for thinking skills—the ability to do abstract reasoning and problem solving, and the ability to think critically. Can this student usually “figure it out”?
2. Be honest, but be generous. You don’t want to inadvertently keep a highly gifted student out of an appropriate educational setting, but you also don’t want to imply that a student with average ability is highly gifted.
3. Remember that we look at the big picture of a student. If a student has very high test scores and straight As, we anticipate that the teacher rating will also be high. If a student has very low test scores and lower grades, we anticipate that the teacher rating will be lower.
4. Remember that some gifted students will get straight As, and some will be underachievers (and some gifted students turn in really messy papers!) Also, some students who get straight As are just good at memorizing and following instructions—they may not be gifted at all. That is why we use multiple criteria in making eligibility decisions—so that we can get the most accurate picture of the student’s potential, performance, and ability.
5. It is extremely unlikely that a student would have *every* category on the scale rated at the lowest level, and equally unlikely that a student would have *every* category rated at the highest level. If we see those patterns, we will probably need to ask for a second opinion. It is also unlikely that a parent and teacher would have exactly the same scores for a student; please avoid looking at a parent’s score before you complete your own score. Your rating scale reflects your professional opinion in the same way your students’ grades and report card comments do—be honest, fair, and professional.
6. It is problematic when a teacher tells a parent that s/he thinks the child is very gifted and should be in the gifted program, and then submits a low rating scale.
7. Remember to keep the student’s best interests in mind. We sincerely hope that a teacher would not give low ratings to a high ability student just because the teacher wants to keep that student (and the student’s high SOL scores) in his or her own class.
8. The rating scales are designed to compare a gifted student’s performance to that of other students with average abilities. Avoid comparing the student being referred to the most gifted child you ever knew.
9. We do have eligibility timelines that must be met, so we really appreciate having the rating scales returned to the SLAs quickly (within five days).
10. These rating scales are part of an eligibility decision that may have a huge impact on a student’s education. We do value your opinions and insights. Please complete these forms thoughtfully!

INTERPRETING TEST SCORES

DAAE uses the percentile scores, based on age.

Sample CogAT score report

Student Name		SAS	Age Scores			Grade Scores	
			PR	S	PR	S	
Pretend, Peter	Verbal	120	89	8	89	8	
	Quantitative	118	87	7	89	8	
	Non-verbal	131	97	9	98	9	
	Composite	126	95	8	96	9	

The gifted programs at Hampton City Schools use **norm-referenced tests** rather than **criterion-referenced tests** to make eligibility decisions. **Norm-referenced tests** are made to compare test takers to a large group of others at the same age. On these tests, it is expected that some students will perform very well, most will perform at an average level, and a few will perform poorly. **Criterion-referenced tests** are intended to measure how well a person has learned the material taught in a specific grade or course. If the material is taught well, all test takers are expected to succeed. The Virginia Standards of Learning tests are criterion-referenced tests, and are not used in making gifted eligibility decisions.

Percentile rank (PR): A point (score) on a scale of 100 that indicates the percent of scores at or below that point. *A student’s score at the 84th percentile does not mean that the student got 84 percent of the answers correct, but rather that the student performed better than 84 out of 100 students being tested across the nation.*

HCS looks at PR scores at the 85th percentile or higher for further consideration for eligibility for gifted programs.

Verbal subtest: measures verbal aptitude, word knowledge and concepts, facility with language, verbal reasoning, and analogies. Students with high verbal scores can usually be expected to do well in reading and language activities.

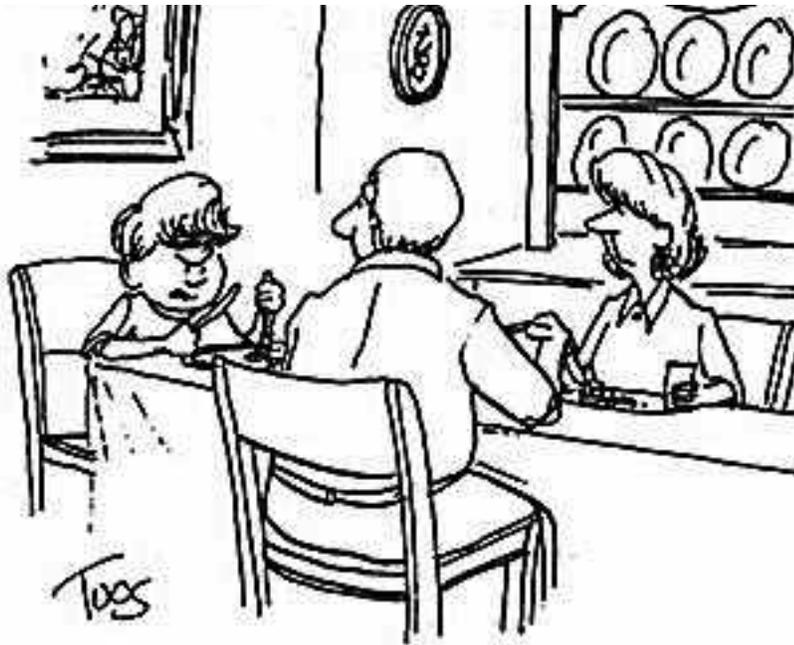
Quantitative subtest: mathematical reasoning and problem solving, numerical sequences and patterns, manipulation of mathematical concepts. Students with high quantitative scores often do well with mathematical or numerical activities.

Non-verbal subtest: reasoning and problem solving with patterns and relationships, pictorial analogies, categories. Students with high non-verbal scores can often be expected to do well with puzzles, logic, constructions or building, technology, or other non-language based activities.

Composite score: A total or overall score. *A composite score is neither the sum nor the average of the subtest scores, but is computed separately.* Students with high composite scores often seem to be the traditional “gifted” students, with excellent skills in most areas. Students with high scores in one or two subtests may also be gifted, and may need differentiated instruction in their areas of strength.

All test scores are highly confidential!

Legal Issues and General Policies



"Mr. Wickers called me 'gifted' in front of the whole class. I'm ruined."

MANAGING LEGAL ISSUES WITH GIFTED STUDENTS WITHOUT VIOLATING PRIVACY RIGHTS

Some practical exercises: Can you do this?
(answers on the next page)

1. A gifted student's homeroom teacher announces that it is "pull out" time for gifted students, and then calls by name a list of students leaving the classroom.
2. Sally is in the school's gifted program and is scheduled to go to her "pull out" time when the teacher discovers she has not completed homework in a core subject. The teacher tells Sally she cannot go to her resource class because of the unfinished homework.
3. A local charitable organization calls and wants to invite the gifted students to a dinner to meet influential community leaders. Can you identify the gifted students for the organization?
4. Your PTA president wants a list of students' addresses and telephone numbers, including gifted students, to create a parent directory.
5. The local chapter of the American Association for Gifted Children has scholarship money available and wants the addresses of all of your gifted students to send them the applications.
6. A teacher does a fantastic project with her gifted resource students and wants to put a picture in the school newsletter. The picture identifies the class as "gifted students" but does not name the students.
7. The deadline for referrals is approaching. Based on test scores and student work, the classroom teacher fills out the student rating scale and gives it to the SLA along with the new referral. The SLA then obtains the signed parent consent form.
8. The classroom teacher complains to another teacher in the lunchroom that Susie Smith does not complete her classwork that she misses while she is in the gifted resource classroom.
9. The secretary posts a list of all gifted students, by grade level, sending it to all teachers, so that they can work out the resource schedule.
10. One classroom teacher has submitted a very negative teacher checklist. The SLA knows that the parent has a right to see the completed folder. The SLA has a second teacher complete the checklist and shreds the negative one.

Answers:

1. No. If the teacher refers to the class as a gifted class, then it would be a violation of privacy. It would be better to say “resource class” without mentioning that it is for gifted students.
2. No. Gifted services are mandated by the state, and the parents agree to the services. Parent permission must be obtained before reducing the scheduled services.
3. No. This would be a violation of privacy.
4. No. The students must not be designated as gifted in the directory.
5. No. The guidance counselor or teacher could give the information to the students, but the names cannot be released in public.
6. No. If the students’ faces can be seen or identified in the picture, it would be a violation of privacy.
7. No. Parent permission must be obtained first.
8. No. Unless the second teacher also teaches that student, it would be a violation of privacy.
9. No. Each teacher should receive only the list of his/her own students.
10. No. The checklist is part of the student record and should not be shredded.

What is the best practice in maintaining the gifted student’s Education Record?

- The records must be secure
- The student’s confidentiality must be protected
- You must secure written parental consent to disclose information, except to the extent that FERPA authorizes disclosure
- The records must be accurate because these are the student’s official records

Should a gifted student be identified as gifted to his/her peers in the normal course of the school day?

No. Just like with special education students, there are clear privacy rights at issue, protected by state and federal law. There is a problem with pegging any child with a designation, whether it be athletic, artistic, smart, slow, mean or kind. Harassment and bullying may result.

Would a gifted student’s designation be subject to disclosure under FERPA?

No. Like other designations, including students with disabilities, race and ethnicity, the fact that a student is in a gifted program is not subject to disclosure like other “Directory Information.”

Would a gifted student’s designation be subject to disclosure under FOIA?

No. Under both state and federal FOIA provisions, this information would be considered part of the student’s educational record, with identifiable individual information, not subject to disclosure.

PLEASE DO NOT SAY...

Your child belongs in the gifted program. Your child is gifted.

Hampton City Schools has very specific criteria for gifted identification. A child may be a very high achiever, or show some evidence of giftedness, but may not be eligible for identification. It is better to tell parents "Your child has excellent skills in.... and you should consider referring the child for possible identification." It is quite problematic when a child does not meet the criteria and the parent complains "But the teacher said she was gifted!"

I cannot meet the needs of your child, because he/she is so far ahead.

Your child is bored in my class, so he should be tested for the gifted program.

It is the responsibility of every classroom teacher to meet the educational needs of the students, making the curriculum rigorous and relevant for everyone. Consider using various differentiation strategies to challenge your more advanced students. The gifted resource teacher at your school can provide you with assistance and suggestions for differentiation or enrichment.

You should consider the gifted program for your child because it is safe, and he/she won't be picked on/bullied there.

It is the responsibility of every classroom teacher to provide a safe, secure learning environment. The school counselor can provide assistance in preventing bullying or teasing.

Your child cannot go to the gifted resource class because he did not do his homework (or because he was misbehaving).

The state mandates that we provide gifted education services to identified students. Removal from the class requires parent permission. Gifted classes should neither be used as a punishment nor as a reward.

This child does not belong in gifted classes because she gets low grades in her regular classes (or because her behavior is terrible).

This child is identified as gifted, but she does not do her homework, so I don't think she really is gifted.

Not all identified gifted students are high achievers. Some students may be gifted in very specific intellectual areas, such as quantitative or non-verbal reasoning. Gifted students may also be underachievers for a variety of social/emotional reasons. Your gifted resource teacher can give you more insight into the needs of your identified students.

Your child gets all As, so she should be in the gifted program.

This student may be working very hard and be a high achiever, but may not have the abstract reasoning and high-level thinking skills that are evidence of giftedness. Not all "teacher-pleasers" are gifted!

Other children in my class are just as smart as this identified child, so I think the identification process is unfair/inaccurate/wrong.

The HCS identification process is detailed and thorough, research based, follows best practices, and is approved by the state. An identified student may be identified as gifted in a very specific area, and non-identified students may be very high achievers. You may also refer to your student's identification matrix in his/her cumulative folder to learn more about specific educational strengths. If you have concerns, please contact the director of the program, who will be glad to discuss the eligibility criteria with you.

All of my students are gifted.

Of course! All students have specific talents, strengths, and gifts, but some students have intellectual skills that are beyond the level of their peers to the extent that their academic needs can best be met through gifted instruction in a resource or self-contained class. For more information about the curriculum and activities in the gifted resource classes, consult the resource teacher.

Your child was not identified as gifted, but I think she is gifted, so you should keep asking for additional tests.

We are willing to retest students if we have reason to believe that the original test was inaccurate or borderline, and always try to give the students the benefit of the doubt. However, it places extreme pressure on students to keep testing them in the hope that they might do better on the next test. Occasionally a child will "blossom" in later years, and then may be a good candidate for re-referral. Otherwise, please suggest that the parent talk to the DAAE director before requesting additional testing.

We are working on SOLs, and that is more important than the resource classes.

The resource classes do supplement the SOLs, requiring the students to learn the content at a more advanced, complex, and in-depth level. Please contact your gifted resource teacher for more information on how the curriculum is related to various content areas.

If you want your child to be challenged in middle school, send him to Spratley.

It is the responsibility of every classroom teacher to meet the educational needs of the students, making the curriculum rigorous and relevant for everyone. Middle school teachers in all HCS schools are also held to high standards for all of their students. Students are placed in fulltime centers for gifted instruction based on evidence of specific academic and intellectual needs.

Your child missed the eligibility cutoff by two points.

Each point on the eligibility matrix is based on a range of scores, so a score of 8 (out of 10) on the matrix might indicate that the child was in the 85th percentile on an ability test instead of the 95th percentile, or that the teacher gave the child a rating in the bottom range of points instead of in the top range of points, or that the grades were below a "C" average, or a combination of these factors. If a

student had scored at the 94th percentile and needed a 95th percentile for eligibility, with all other criteria being at the highest level, we would certainly have given the student another test to make sure that our decision was appropriate! If you have questions about how to interpret the eligibility results, please contact the DAAE director or your resource teacher, or have the parent call to discuss it with us. We would not want to mislead the parents into thinking that the student was borderline if that was not actually the case.

Preferred Answers to Parent Questions:

1. My child is bored in class. What should I do?

Yes: Let's see how I can provide more of a challenge. What are the special interests of your child? I know he likes to read about lizards, so here are some books....

No: Refer him to gifted education. He must be gifted.

2. My child gets all As. Is she gifted?

Yes: Your child is a very high achiever, and is very creative. I think she also has excellent thinking and reasoning skills, so she *might be* gifted. Let's talk to the resource teacher about a possible referral.

No: Your child always does all of her homework questions correctly, so she is clearly gifted. She should be at Spratley. Here is a referral form.

3. My child has done well in elementary school and I want him to be challenged in middle school. What programs are available?

Yes: All of the middle schools provide good opportunities for advanced instruction. You might want to consider one of the special programs in engineering, health sciences, or technology.

No: Have your child tested for the gifted program so he can go to Spratley.

4. My child hates school because other children pick on her. What should I do?

Yes: I will put a stop to the teasing in class. We can talk to the school counselor, also, for ways that your child can learn to cope with teasing on her own.

No: Have her tested so that she can go to Spratley. She will be safe there.

5. I got this eligibility letter and my child did not do well on the test. You said there were three different tests. Should I have him tested again?

Yes: Why don't you give a call to the director? She will be glad to discuss the testing results with you, and help you decide the next steps.

No: Your child is obviously gifted, so you should appeal the decision and request more tests.

HOMESWORK AND MAKE-UP WORK GUIDELINES

It is the responsibility of the classroom teacher to make sure that the students know and understand the required content materials. Since gifted students generally learn very quickly and efficiently, *it should not be necessary for them to make up all work missed during time in gifted classes.* In some cases, missed lessons may be abbreviated or compacted; for example, a student may be asked to do the five most difficult questions in an assignment rather than all 25 questions. In other cases, if the student has demonstrated sufficient mastery, the missed work may be not required at all. It is important to remember that the curriculum for the gifted resource classes is content based, covering topics in language arts, science, math, and social studies at an advanced, in-depth level. The students should not be punished for their time in mandated gifted services by the assignment of excessive make-up work.

If a student is struggling in a regular class because of time missed for gifted resource classes or Excel Art, the classroom teacher should consult with the gifted resource teacher to determine how to best meet the student's needs.

Students cannot be denied access to gifted services because of incomplete class work or missing homework assigned by the regular classroom teacher. In other words, since gifted services are mandated by the state, a regular classroom teacher cannot keep a child from attending a scheduled resource class, even if the child did not complete his/her regular work. Students may not be denied gifted services by the regular classroom teacher for make-up of class tests. Also, *the teacher cannot keep the student out of gifted services for as a punishment for misbehavior or for other discipline issues.*

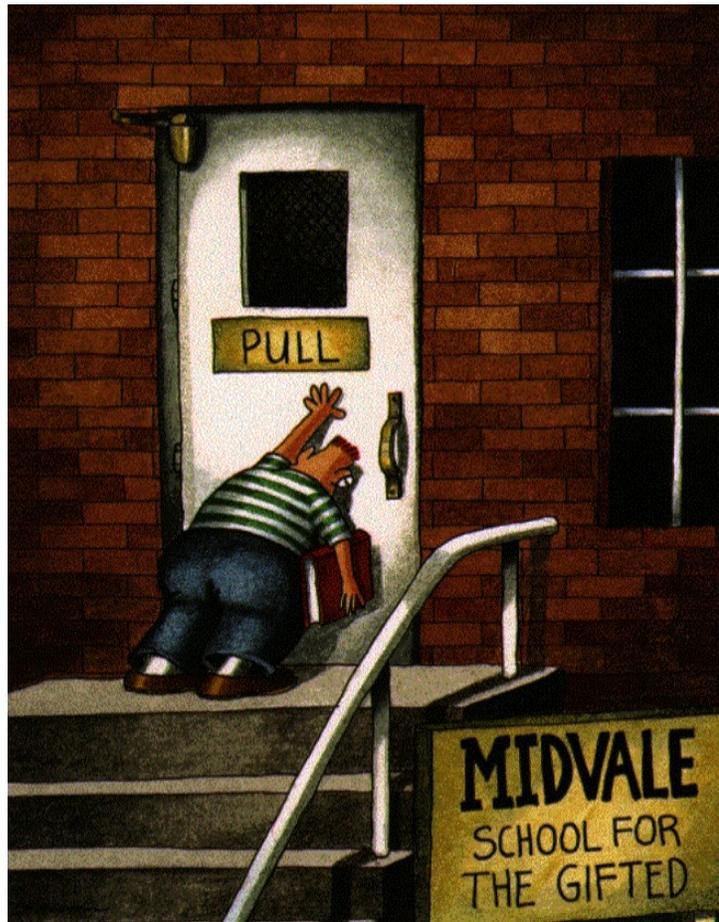
Gifted resource classes will not be held during SOL testing times.

We do hope that regular class teachers will be sensitive in planning special class activities, field trips, etc., so that neither special activities nor gifted resource classes will be missed by the gifted resource students. The gifted resource teachers will try to be as flexible as possible in working with the regular class teachers.

Special notes:

- Gifted students should not be used as tutors for low-achieving students. This may be helpful for the low-achieving student, but it does not meet the needs of the gifted student, who should be continuing to learn at an advanced level.
- Gifted students should be clustered together when appropriate, to meet the state regulations mandating that they have the opportunity to work with their intellectual and academic peers on a daily basis (gifted resource classes are not sufficient to meet this mandate.)
- Advanced learning outcomes for the gifted students should be documented and reported to parents, to meet state gifted mandates.

Characteristics of Gifted Students



A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

UNDERACHIEVING STUDENTS OR STUDENTS EXPERIENCING ACADEMIC DIFFICULTIES

It is expected that students identified as gifted will have a wide variety of skills, and may not demonstrate gifted behaviors in all academic areas. Teachers should differentiate as necessary, both to support the student's strengths and to remediate areas of weakness. A review of the student's eligibility profile may be of assistance. If a student is chronically underachieving, guidance counselors may be consulted, and parent conferences may be requested. A Learning Contract may be developed for each underachieving student to specify particular areas of weaknesses and specify instructional support, strategies, student expectations and parental support needed to enable the student to raise his or her level of performance.

TWICE EXCEPTIONAL STUDENTS

Identification of giftedness in students who are disabled is problematic. Standardized tests may be incomplete sources of information for these students and observational checklists may be inadequate for uncovering hidden potential in children who have disabilities. In addition, gifted children with disabilities often use their intelligence to compensate for the disability. This may cause both exceptionalities to become less obvious. The disability may appear less severe because the child is using her intellectual skills to cope, and that effort may hinder other expressions of giftedness. Research also shows that it may be difficult to distinguish between some behaviors that are characteristic of students with ADHD and other behaviors that may be characteristic of some gifted students.

The gifted education eligibility and placement committee looks at all available sources of information in the identification process, and confers with special education specialists as needed. Accommodations or modifications determined by a student's special education Individual Education Plan (IEP) or 504 plan, as required for the student to receive a free appropriate public education, are incorporated into the student's gifted education services. The gifted education teacher may also be asked to serve on the student's IEP team when appropriate to meet the needs of the student.

GIFTED EDUCATION MYTHS

Myth: Gifted Students Don't Need Help; They'll Do Fine On Their Own

Truth: Would you send a star athlete to train for the Olympics without a coach? Gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities. Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits. The role of the teacher is crucial for spotting and nurturing talents in school.

Myth: Teachers Challenge All The Students, So Gifted Kids Will Be Fine In The Regular Classroom

Truth: Although teachers try to challenge all students they are frequently unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom. The National Research Center on Gifted and Talented (NRC/GT) found that 61% of classroom teachers had no training in teaching highly able students, limiting the challenging educational opportunities offered to advanced learners. A more recent national study conducted by the Fordham Institute found that 58% of teachers have received no professional development focused on teaching academically advanced students in the past few years. Taken together, these reports confirm what many families have known: not all teachers are able to recognize and support gifted learners.

Myth: Gifted Students Make Everyone Else In The Class Smarter By Providing A Role Model Or A Challenge

Truth: In reality, average or below-average students do not look to the gifted students in the class as role models. They are more likely to model their behavior on those who have similar capabilities and are coping well in school. Seeing a student at a similar performance level succeed motivates students because it adds to their own sense of ability. Watching or relying on someone who is expected to succeed does little to increase a struggling student's sense of self-confidence. Similarly, gifted students benefit from classroom interactions with peers at similar performance levels.

Myth: All Children Are Gifted

Truth: All children have strengths and positive attributes, but not all children are gifted in the educational sense of the word. The label "gifted" in a school setting means that when compared to others his or her age or grade, a child has an advanced capacity to learn and apply what is learned in one or more subject areas, or in the performing or fine arts. This advanced capacity requires modifications to the regular curriculum to ensure these children are challenged and learn new material. Gifted does not connote good or better; it is a term that allows students to be identified for services that meet their unique learning needs.

Myth: Acceleration Placement Options Are Socially Harmful For Gifted Students

Truth: Academically gifted students often feel bored or out of place with their age peers and naturally gravitate towards older students who are more similar as “intellectual peers.” Studies have shown that many students are happier with older students who share their interest than they are with children the same age. Therefore, acceleration placement options such as early entrance to kindergarten, grade skipping, or early exit should be considered for these students.

Myth: Gifted Education Programs Are Elitist

Truth: Gifted education programs are meant to help all high-ability students. Gifted learners are found in all cultures, ethnic backgrounds, and socioeconomic groups.

Myth: That Student Can't Be Gifted; He's Receiving Poor Grades

Truth: Underachievement describes a discrepancy between a student's performance and his actual ability. The roots of this problem differ, based on each child's experiences. Gifted students may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order to achieve their full potential.

Myth: Gifted Students Are Happy, Popular, And Well Adjusted In School

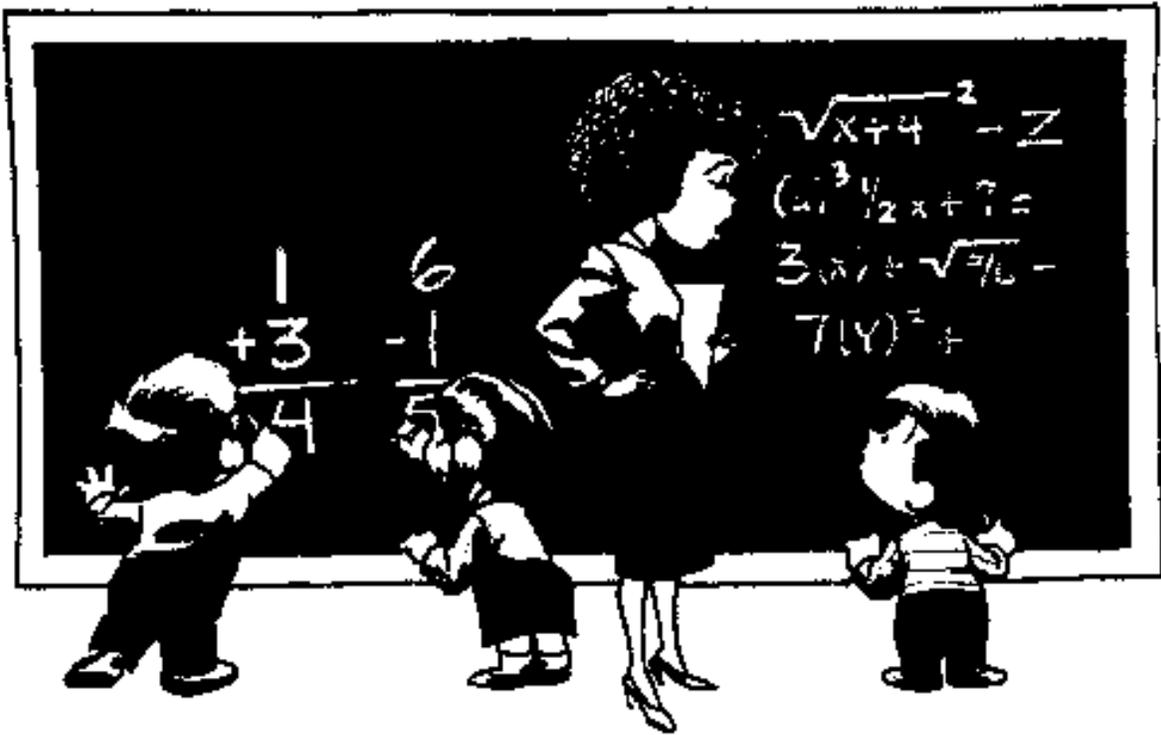
Truth: Many gifted students flourish in their community and school environment. However, some gifted children differ in terms of their emotional and moral intensity, sensitivity to expectations and feelings, perfectionism, and deep concerns about societal problems. Others do not share interests with their classmates, resulting in isolation or being labeled unfavorably as a “nerd.” Because of these difficulties, the school experience is one to be endured rather than celebrated. It is estimated that 20 to 25% of gifted children have social and emotional difficulties, about twice as many as in the general population of students.

Myth: This Child Can't Be Gifted, He Has A Disability

Truth: Some gifted students also have learning or other disabilities. These “twice-exceptional” students often go undetected in regular classrooms because their disability and gifts mask each other, making them appear “average.” It is important to focus on the students' abilities and allow them to have challenging curricula in addition to receiving help for their learning disability.

Adapted/condensed from NAGC: <http://www.nagc.org/commonmyths.aspx>

Useful Teaching Strategies



“How many times do I have to tell you...
you’re not supposed to read ahead.”

PLANNING FOR DIFFERENTIATION

When planning for challenge and differentiation for the gifted in your classroom, keep the following in mind:

- Provide gifted students with opportunities to be grouped with intellectual peers for a significant part of the instructional day, as well as with opportunities for independent study.
- Provide multiple opportunities for creative outlets and choices through open-ended projects and products.
- Promote in-depth learning and investigation that deals with real life problems and issues. Provide the opportunity to create real world products and solutions.
- Make sure gifted students are not punished with MORE work or a lesser grade because they take a risk.
- Supplement the standard curriculum with more challenging, rigorous learning opportunities.
- Provide higher-level activities and lesson options (or tiered lessons) on a regular basis, including divergent and evaluative thinking.
- Allow time for gifted students to explore their passion areas and express them in varied disciplines and media.
- Encourage students to persevere in the face of obstacles or frustration.
- Encourage independent study and research skills, including the use of multiple resources and the reading of original documents.
- Allow student-centered discussion, Socratic questioning and seminar-type learning.
- Avoid having gifted students tutor less able students within the regular class setting.
- Reduce the amount of lecture, worksheets, drill, and practice.
- **Remember:** BOTH enrichment and acceleration are necessary.

Adapted from Pennsylvania Association for Gifted Education and Pennsylvania State Education Association

DIFFERENTIATION STRATEGIES

Content	Process
<ul style="list-style-type: none"> <input type="checkbox"/> Skill-based mini lessons <input type="checkbox"/> Interest-based mini lessons <input type="checkbox"/> Theme or concept-based lessons <input type="checkbox"/> Compacting lessons or units <input type="checkbox"/> Independent study or research <input type="checkbox"/> Multiple supplementary materials <input type="checkbox"/> Choice of learning extensions <input type="checkbox"/> Readiness grouping <input type="checkbox"/> Varied learning centers or stations <input type="checkbox"/> Individualized task lists/agendas <input type="checkbox"/> Cross-disciplinary content 	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple texts and resources <input type="checkbox"/> Choice of books <input type="checkbox"/> Acceleration/varied pacing <input type="checkbox"/> Adjusting level of questions <input type="checkbox"/> Varied graphic organizers to support learning <input type="checkbox"/> Learning contracts <input type="checkbox"/> Options for homework activities <input type="checkbox"/> Open-ended tasks <input type="checkbox"/> Varied deadlines according to time needed <input type="checkbox"/> Choice of learning activities <input type="checkbox"/> All quadrants of Rigor and Relevance model
Products	Learning Environment
<ul style="list-style-type: none"> <input type="checkbox"/> Tiered products or activities <input type="checkbox"/> Varied journal prompts <input type="checkbox"/> Individual rubrics for assessment <input type="checkbox"/> Negotiating criteria for success/excellence <input type="checkbox"/> Alternative assessments <input type="checkbox"/> Independent projects <input type="checkbox"/> Project or product options <input type="checkbox"/> Goal setting with students <input type="checkbox"/> Varied applications for products <input type="checkbox"/> Open-ended or original products <input type="checkbox"/> All quadrants of Rigor and Relevance model 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning teams <input type="checkbox"/> Flexible grouping <input type="checkbox"/> Small-group instruction <input type="checkbox"/> Options for independent work <input type="checkbox"/> Mentors <input type="checkbox"/> Multi-tasking <input type="checkbox"/> Flexibility for learning styles

QUESTIONING STRATEGIES

Question Type	Level of Rigor (Bloom's Taxonomy)	Useful Verbs	Question Examples	Applications (Products)
Fact Questions	Remembering: Recall and identification of information— who, what, when, where, how	Identify List Name Define Describe Label	Who, what, when, where, how...? Describe... Draw a picture showing the parts of... Tell me all the kinds of...	Picture List Acrostic poem Newspaper article Radio spot Photo album
	Understanding: Organization and explanation of facts and ideas	Give example Summarize Illustrate Retell	What is the main idea of...? Give an example of...? Match the... Classify these...	Speech; PowerPoint Story Model; diorama Poster
	Applying: Using facts, rules, concepts	Apply Solve Show Use	How is... an example of...? How is... related to...? Draw a picture showing what... would look like when...	Map Skit Project Demonstration
Reasoning Questions	Analyzing: Looking at the parts, finding relationships	Compare Classify Survey Explain Why, How	Draw a web or diagram of... How does... compare with... Explain how... Why do...? Describe several ways...	Graph Survey or questionnaire Report Analogies
Open-ended Questions Unpredictable Answers	Evaluation: Judging, justifying, deciding	If you... Decide Recommend Choose Which... why	Do you agree with...? Why? What is the most important...? Why? What do you think...? How do you feel about...? Why? Imagine you are...? What would you choose?	Conclusion Self-evaluation Mock court trial; debate Recommendation Meeting to discuss
	Creating: Combining ideas to create something new	Create Plan Invent Design What if...	What can you predict about...? What would happen if...? How would you design a new...? Suppose you... Tell why...? What is a possible solution to...?	Poem or book Invention Plan or experiment Game Song



Hampton City Schools
Department of Academic Advancement and Achievement

INDEPENDENT LEARNING CONTRACT

Student Name:			
Teacher Name:		Class:	
Date of Contract:		Final review date:	
What incident or event made you think about what you would like to learn?			
What is the main goal to be accomplished or purpose of this project?			
What learning tasks need to be completed?		Criteria for assessment or evidence for evaluation	
1.			
2.			
3.			
Strategies and resources needed:		Person Responsible	Checkpoint Date(s)
1.			
2.			
3.			
Final Due Date:			
Items due:			

Signatures:
Student _____ Parent _____
Teacher _____

Student name:

Checkpoint comments:

Teacher signature:

Date:

Final review comments

Teacher:

Student:

Parent:

Signatures:
Student _____ Parent _____
Teacher _____

POSSIBLE ENRICHMENT AND INDEPENDENT STUDY ACTIVITIES

Lang. Arts	Soc. St.	Science	Math	Real World	Critical Thinking	Activity
x			x		x	Explore and practice verbal or non-verbal analogies
x	x	x	x	x	x	Work on vocabulary building
x		x				Play word games (Scrabble, Boggle—something besides hangman) (ok, play hangman using only science vocabulary)
x	x	x	x		x	Try poetry writing in any content area (look for patterns or templates for specific forms of poetry, like cinquains, diamantes, haiku, etc.) Publish the poems!
x	x	x	x	x	x	Research areas of interest and write a summary of the research (or do a poster or write a skit or do a multimedia presentation or ...)
x	x		x		x	Have students read different novels or historical novels and discuss similarities in characters, plots, or... , and then make an online comparison chart or graph
x	x	x				Find and read myths or legends that relate to current science or social studies topics
x	x	x	x	x		Do a photo journal to bring attention to a need in the school or community
x	x	x			x	Do artwork that relates to a poem or book you are reading (not just “draw a picture”— consider costume design, advertising poster, book cover, map, write a song about the main character)
x	x	x	x	x	x	Write/publish a class newspaper (include advice column, science experiment, math puzzle of the day, comics, movie or book reviews, etc. Appoint editors to proofread.)
	x	x		x	x	Have a debate on a topic in the news (have teams do the research for both points of view)
x	x	x				Have students write a children’s book (or create a multimedia presentation or write an e-book) on a current science or social studies topic
x						Learn calligraphy (great for improving handwriting skills!); design a new font
x	x	x	x			Research different kinds of codes and ciphers, have students write messages about science or social studies concepts in code to each other (great for improving spelling!)
x	x				x	Write a familiar story from a different point of view (like Three Little Pigs from the wolf’s point of view); or retell history from a different point of view
x	x	x	x			Learn/teach some cool and creative bookbinding techniques, then create a

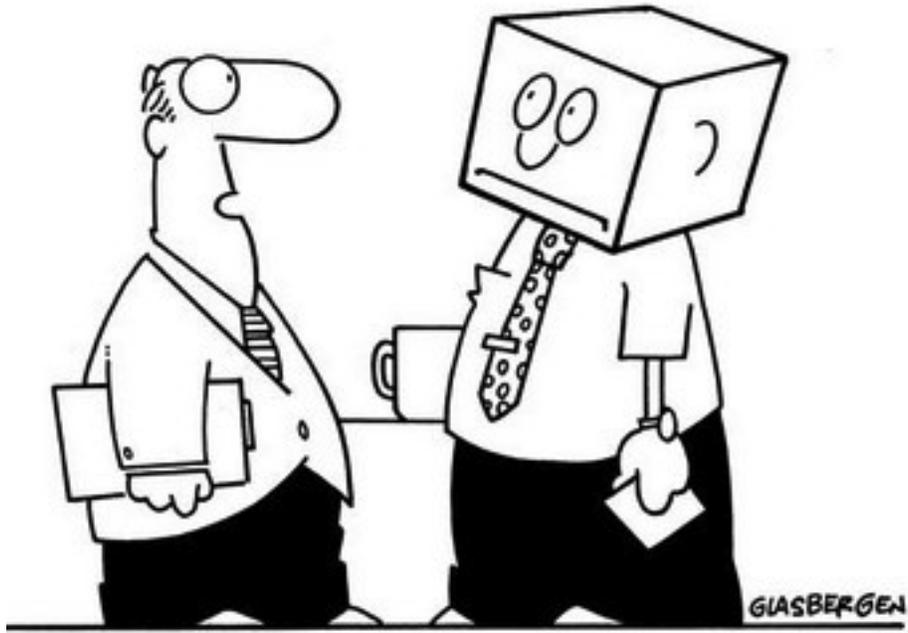
						book for any content area
x	x	x	x		x	Write, direct, act, produce a play explaining a concept you are learning about, then videotape or film it and make a movie
LA	SS	Sci	Math	Real World	Think	
x	x	x				Pick one time period or topic (westward expansion, revolutionary war, ancient Egypt, etc.) and have each student do the research to become an “expert” in one part of that (what were the foods, clothes, science discoveries, music, transportation, games, political issues during that time?)
x	x	x	x		x	Create a board game to support a curriculum topic – write clear rules for playing the game
x	x	x				Write postcards home explaining what imaginary but realistic adventures you had exploring the rainforest, savannah, or other ecosystem (or country or time period)
	x				x	Design a theme park with rides to teach about Rome or Greece or... Make a model.
			x		x	Learn the mathematical strategies behind NIM games, then create your own
		x	x			Research the structure of crystals and then make mathematical models of them (templates are available on the internet)
			x			Create a mobile with mathematical models of geometric solids (templates available on the internet)
x	x	x	x	x	x	Do action research (or take a poll or survey) and graph the results using different types of graphs
x	x	x	x	x	x	Create an advertising campaign to support a topic of choice
x	x	x	x	x	x	Create a public service message (video or print or online)
		x	x		x	Learn a new concept in math (Fibonacci numbers, pi, mobius strips, fractals, radial symmetry, tessellations, non-Euclidian geometry) and then find out how that concept connects to science
	x					Find (or print) an old map, mount it on light cardboard or posterboard, then cut it out and turn it into a jigsaw puzzle (try Europe, Africa, US, etc.)
	x		x	x	x	Plan a one week trip. What sights will you see? How will you travel? How much will it cost? How many miles will you travel?
				x	x	Design a new school. How will it be the same and different from your current school? Why do you think you will learn more in your new school?
			x			Write your age and birth year in as many number systems as you can find. (Binary? Mayan? Roman numerals?) Explain why you choose your favorite.
					x	Invent a machine or device that can help you solve a problem (losing your shoes, forgetting your homework,...)
x	x	x	x		x	Create your own word search or crossword puzzle for a specific content topic. Have a friend solve it.

x	x	x	x		x	Create a PowerPoint or Keynote presentation or slideshow explaining a topic or concept in any content area. Post in on your school web site.
	x					Create a video news broadcast of an important historical event
LA	SS	Sci	Math	Real World	Think	
	x	x	x			Write a song to help students remember important facts, dates, etc. To make it easier, start with a familiar tune and change the words.
x	x	x	x		x	Design a certificate of appreciation for a historical or scientific figure. Explain why that person deserves the recognition.
	x			x	x	Determine a need in the community. Research ways to solve the need, then implement community service project to meet the need.
x	x			x	x	Create a web site or page that provides important information to the community.
		x			x	Look for examples of art in science, or science in art. Make an artistic and creative model relating to your current science unit.
x	x	x	x		x	Create your own dictionary using content (science/social studies/math) words. Be sure to include the word, definition, visual, and an antonym or synonym. Use technology to share it and allow other students to include additional words.
x	x	x	x		x	Using a picture of a starry night, create your own constellation that relates to a content area you are studying. Draw your constellation, name it, and write a myth on “How it came to be...”
x	x	x	x	x	x	Be an inventor. Use the SCAMPER strategy to create a “new” animal, insect, tree, machine, planet, city, car, or... Substitute Combine Adjust or adapt Modify Put to a new use Eliminate Rearrange or reverse
x		x			x	“Find” an undiscovered animal or plant or sea creature. Describe its physical characteristics, attributes, habitat, and food web. Then draw a picture, or place the animal in a diorama, or create a digital image of it.
x	x	x			x	Change history. Write a “what if” story to explain what could have happened if events in history had unfolded differently, or if scientists had not made a particular discovery, or if the main character in a novel/story had made a different choice.
x	x	x	x		x	Draw a cartoon or comic strip or comic book to explain a concept you learned

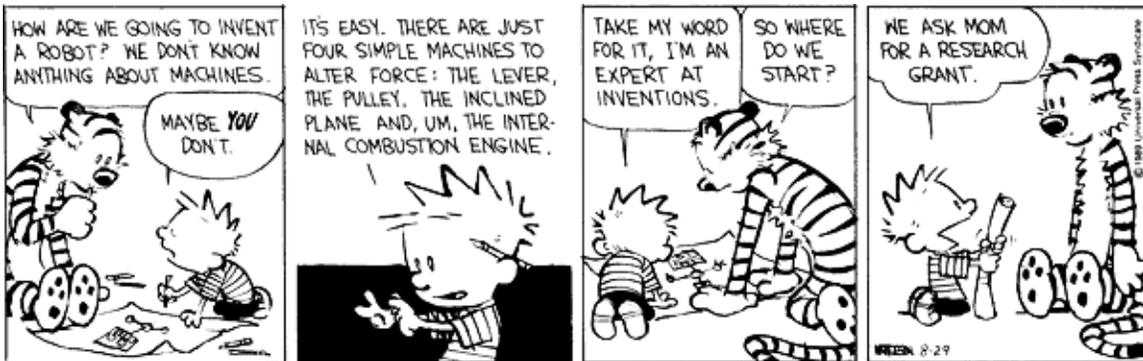
						in math, science, or social studies.
	x	x	x	x	x	Develop a new active game to play that incorporates a concept you learned in math, science, or social studies. Teach it to your PE teacher.
LA	SS	Sci	Math	Real World	Think	
x	x	x	x		x	Choreograph a dance to interpret a concept you learned in any content area. Videotape it.
x		x		x	x	Help your school “go green.” Look for ways your school can conserve water or electricity, or reduce waste. Create a multimedia presentation or write a report to share your findings.
		x		x		Do a natural history survey of your school. Find and identify as many kinds of insects, spiders, trees, or birds as you can.
x	x			x	x	Research the symbolism of flags or coats of arms. Create your own coat of arms, or your own special flag.
x	x	x		x	x	Make an alphabet book for something you are studying or are interested in (Hampton History: A is for Aberdeen...) (Virginia Studies: A is for Appomattox...)
x	x	x		x	x	Take a digital photo of yourself, then use a drawing program/app to put yourself somewhere else (draw a Civil War uniform on you, draw on diving gear and explore a coral reef, send yourself on the space shuttle...) Write a story or autobiography to go with your new adventure.
			x	x	x	Start a “did you know” blog. Use the power of math and a calculator to determine approximately how many bricks were used to build your school, how many holes are in a ceiling tile, the height of your school’s tallest tree, etc.
			x	x	x	Start a math sketchbook. Use only a ruler and a compass to draw a picture; learn about op art; learn to draw cubes, prisms, or other mathematical solids, etc.
x		x			x	Make a creative “recipe” book. Have recipes for a good school, a healthy bay, friendship... [Stir it all together and season it with a generous amount of humor!]
	x	x	x		x	Make stick puppets to explain a topic in a content area.
		x		x	x	Try one of the NASA sci files projects. Great stuff on lots of topics!!

Give students choices!

DAAE Website



"Thinking outside of the box is difficult for some people. Keep trying."



Gifted Education - Academic Advancement and Enrichment

Gifted Education
Eligibility
Program Descriptions
Parents
Newsletters
Documents & Forms
Summer Opportunities



Ruth Grillo
Director, Department of
Academic
Advancement and Enrichment

Alethea Lewis
Administrative Secretary
727-2160



IB Coordinator:
Adam Neely
757-896-5745

Gifted Resource Teachers:
727-2160
Dawn Napier
Cynthia Davis
Reginald Johns
Betsy McAllister
Rhonda Diamond
Tonya Shields
Kelly Sowden
Ginger Petsos
Debbie West

Welcome...

The Department of Academic Advancement and Enrichment coordinates services that meet the needs of gifted and high ability students in Hampton City Schools. Included in these services are Gifted Education Services, and the International Baccalaureate program.

Questions? Email: gifted@hampton.k12.va.us or call us at 727-2160

We look forward to serving the educational needs of your children!

- [Local Plan for Gifted Education - 2012-2016](#)



Gifted Websites
Governor's School (New Horizons)
Summer Governor's School
Gifted Endorsements

Local Advisory Committee
Calendar
For Teachers

The following sites have additional information about gifted education and programs for gifted students:

These sites are provided for informational purposes only and are not inclusive. Hampton City Schools is not responsible for their content.

- Virginia Department of Education, Gifted Education and Governor's Schools: <http://www.doe.virginia.gov/VDOE/Instruction/Gifted/gifted.htm>
- Virginia Association for the Gifted: <http://www.vagifted.org>
- National Association for Gifted Children: <http://www.nagc.org>
- The Center for Gifted Education, The College of William and Mary: <http://www.cfge.wm.edu>
- Johns Hopkins Center for Talented Youth: <http://www.cty.jhu.edu>
- SENG – Supporting Emotional Needs of the Gifted: <http://www.sengifted.org>
- Hoagies' Gifted Education Homepage: <http://www.hoagiesgifted.org>
- Council for Exceptional Children (includes gifted): www.cec.sped.org



The DAAE Web site is at
<http://www.sbo.hampton.k12.va.us/departments/gifted/gifted.html>

This page has contact information, program descriptions, frequently asked questions, Local Advisory Committee information, professional development information, summer program information, and news for parents and teachers. A link to the *Local Plan for the Education of the Gifted* can also be found here. Documents available on the site include:

- Referral form and parent consent/rating scales
- *Parent Handbook*
- *Classroom Teacher Handbook*
- *HCS College Planning Handbook*
- **Curriculum summaries for gifted resource classes and Excel Art**
- Nomination form for Local Advisory Committee
- Strategies for enrichment and differentiation
- Strategies for visual/spatial learners

Contact Information

Snapshots at jasonlove.com



"Ms. Thomas, you'll have to come pick up your son. He's swinging from a chandelier claiming that he can and will divide by zero."

CONTACT INFORMATION

Director, Department of Academic Advancement and Enrichment:

Mrs. Ruth Grillo
757-727-2160
rgrillo@hampton.k12.va.us

Administrative Secretary, Department of Academic Advancement and Enrichment:

Mrs. Alethea Lewis
757-727-2160
alewis@hampton.k12.va.us

Gifted Education Hotline:

gifted@hampton.k12.va.us

Resource Teachers:

Contact Mrs. Lewis or check the website for the most current information. The quickest way to reach the resource teachers is usually by email.

Excel Art:

Ruth Grillo rgrillo@hampton.k12.va.us

Division Coordinator, IB Programme:

Adam Neely 757-896-5745
aneely@hampton.k12.va.us

New Horizons Governor's School for Science and Technology:

Vikki Wismer, Director 757-766-1100 ext. 3313
www.nhgs.tec.va.us

Gifted School Level Advisors:

Contact the school office, school counselor, or DAAE office

Local Advisory Committee:

Contact the administrative secretary, Mrs. Lewis, at 757-727-2160

Odyssey of the Mind Coordinator:

Wendy Keffer wkeffer@hampton.k12.va.us

Hampton City Schools Non-Discrimination Notice

Hampton City Schools does not discriminate on the basis of race, color, national origin, sex, disability, age or other protected classes in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Robbin G. Ruth, Executive Director of Human Resources
One Franklin Street, Hampton, VA 23669
757-727-2318