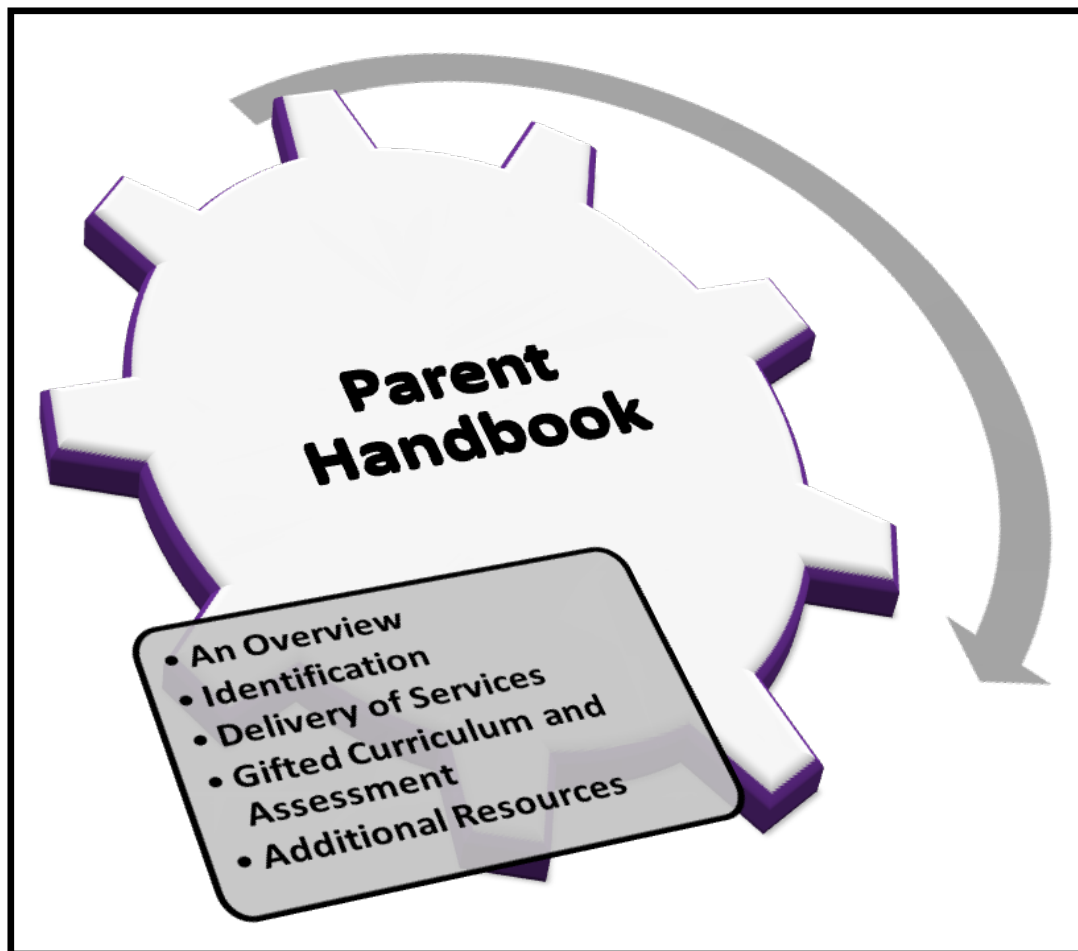


Roanoke County Public Schools



Gifted Department

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Introduction

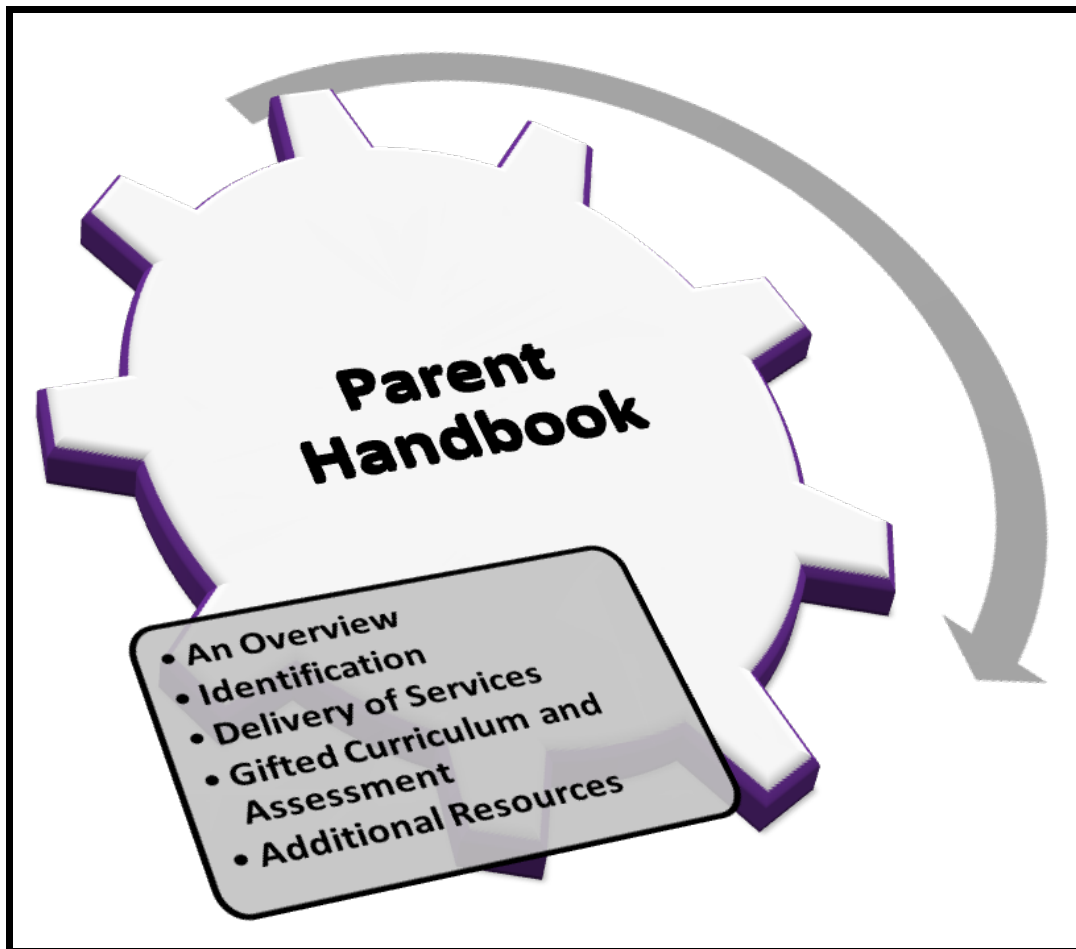
In the Commonwealth of Virginia, each school division must create a comprehensive plan for the education of gifted students. That plan must provide a specific explanation of the school division's implementation of the regulations which govern the educational services for gifted students. This "Local Plan for Gifted Education," as the document is titled, must further be reviewed and approved by the School Board. Local Plans are then examined and revised, as needed, on a five year cycle. A full and complete copy of the current Local Plan is posted on the Roanoke County's gifted website: <http://www.rcps.us/gifted>

The document you now hold in your hands is intended to summarize and distill for you the essential elements of that plan so that you, the parent of the gifted child, can better understand precisely what services your child will receive, or is eligible to receive, through the Roanoke County Public Schools gifted department.

In RCPS, academically gifted students are identified in the area of "General Intellectual Aptitude." These students possess unique talents and/or superior abilities that differ profoundly from those of their peers. Their mental development is accelerated to the extent that they need and can benefit from educational experiences which are differentiated from those provided by the general education program. In order for gifted students to maximize their potentialities and to foster their pursuit of lifelong learning, differentiated programming is provided to nurture their academic and socio-emotional growth and development.

The pages which follow provide information about: the general characteristics of gifted students; the gifted identification process; the delivery of services to identified gifted students at elementary, middle and high school levels; the curriculum and assessment strategies applied to gifted students; and additional resources that may be useful to you, the parent of a gifted learner.

It is not enough to have a good mind; the main thing is to use it well. – Rene Descartes



An Overview

Common Myths About Gifted Students

The Bright Child vs. the Gifted Learner

Truth About the Gifted

Learning Characteristics of Gifted Students: The Good and the “Bad”

Mission Statement Roanoke County Public Schools

It is the mission of Roanoke County Public Schools that identified gifted and talented students are afforded the opportunity to participate in experiences which meet their wide range of needs and challenge their abilities.

So, what exactly *is* a “gifted” student? Chances are you likely have your own ideas based largely on some myths you’ve internalized over the years. These notions are formed due to everything from televisions sitcoms to chats with your neighbor. Here, then, are some of the most...

Common Myths about Gifted Students

Gifted students are a homogeneous group; they are all high achievers.

Gifted students do not need help. If they are really gifted, they can manage on their own.

Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.

The future of a gifted student is assured: a world of opportunities lies before the student.

Gifted students are self-directed; they know where they are heading.

The social and emotional development of the gifted student is at the same level as his or her intellectual development.

Gifted students are nerds and often social isolates.

The primary value of the gifted student lies in his or her brain power.

The gifted student's family always prizes his or her abilities.

Gifted students need to serve as examples to others, and they should always assume extra responsibility.

Gifted students make everyone else smarter.

Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.

Gifted students are naturally creative and do not need encouragement.

Gifted children are easy to raise and are a welcome addition to any classroom.

These ideas of what constitute a truly “gifted” individual are often made even more difficult to understand when a parent tries to delineate precisely what really makes his/her child so unique from other classroom peers—peers who may, in fact, be rather “bright” but not truly “gifted.”

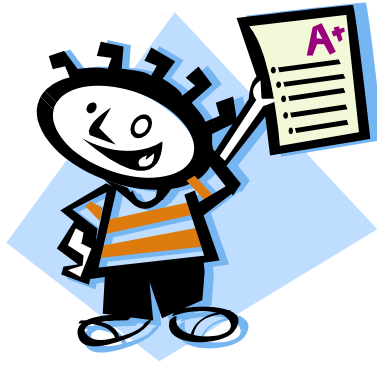


“The Bright Child vs. The Gifted Learner”

(Adapted from the work of Janice Szabos)

Bright Child	Gifted Learner
Knows the answer	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Given these common misconceptions about gifted students, there are some truths we *do* know about this special population of children.



Truths about Gifted Students

(Adapted from *College Planning for Gifted Students*, 2nd edition, by Sandra Berger)

Gifted students are often perfectionists and idealists. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure and interferes with achievement.

Gifted students who do well in school may define success as getting an "A" and failure as any grade less than an "A." By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.

Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.

Some gifted children are "mappers" (sequential learners), while others are "leapers" (spatial learners). Leapers may not know how they got a "right answer." Mappers may get lost in the steps leading to the right answer.

Gifted students may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins! Their boredom can result in low achievement and grades.

Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems (e.g. how to solve a shortage of community resources).

Gifted students often refuse to work for grades alone.

Gifted students often think abstractly and with such complexity that they may need help with concrete study and test-taking skills. They may not be able to select one answer in a multiple choice question because they see how all the answers might be correct.

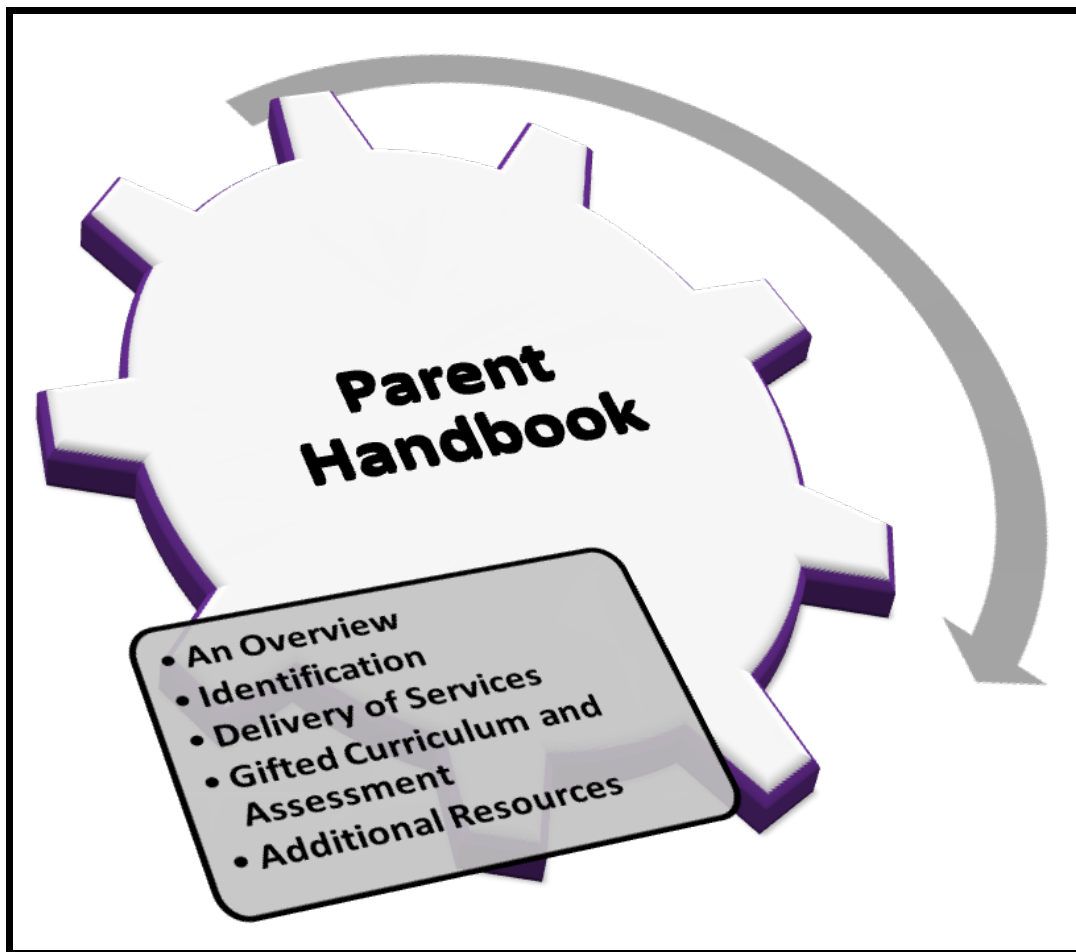
Often, the very characteristics described above can lead to some unique learning and social challenges for the student, parent, and teacher alike.

Interrelationship of Characteristics and Problems of Gifted Children

(adapted from *Growing Up Gifted* by Barbara Clark, 2007 and "Nurturing Social-Emotional Development of Gifted Children" by James Webb, 1994)

Characteristic	Problem
1. Verbal proficiency	1. Tends to dominate conversation; may be perceived as a "show-off"
2. Enjoys problem-solving; able to conceptualize, synthesize, and generalize	2. Resists routine practice; questions teaching procedures
3. Accelerated thought process	3. Frustrated at pace
4. Quantity of advanced information on many topics	4. Boredom with regular curriculum; impatient with group
5. Quick, accurate memory	5. Dislike for routine drills
6. Able to concentrate and persist	6. Perceived as stubborn; resists interruption
7. Strong sense of humor	7. Peers may misunderstand humor; may become "class clown" for attention
8. Creative/inventive; likes new ways of doing things	8. Ideas may seem out of step
9. Intense concentration; long attention span and persistence in areas of interest	9. Neglects duties or people during periods of focus; resists interruption; stubbornness
10. High expectations of self and others	10. Self-criticism; others don't meet high standards
11. Independent; preference for individualized work; self-reliant	11. May reject parent or peer input; non-conformity
12. High energy, alertness, eagerness; periods of intense voluntary effort preceding invention	12. Frustration with inactivity and absence of progress
13. Discrepancy between physical and intellectual development	13. Hesitation to participate in activities where he/she doesn't excel
14. Intrinsic motivation	14. Strong-willed; resists direction
15. Inquisitive; searches for significance	15. May ask embarrassing questions
16. Emphasizes truth, equity, and fair play	16. Worries about humanitarian concerns
17. Large vocabulary and broad base of information	17. May use words and knowledge to manipulate

These unique characteristics make it critical that the needs of gifted students be addressed. But in order to do that it's imperative, first, to find them. The next portion of this handbook will address precisely that process.



The Identification Process:

Roanoke County's Criteria (General Intellectual Aptitude)

Procedures for Screening, K-1 and 2-12

Timeline

Defining Giftedness in Roanoke County Public Schools

The process for identifying gifted students begins, of course, by defining what “giftedness” means. In general terms, gifted and talented students are those students who possess unique talents and/or superior abilities that differ profoundly from those of their peers. However, not all school divisions may agree upon which areas they will investigate. Some districts, for example, may identify students for gifted services based only on strengths in a particular subject area, say, math or writing. Others may investigate the talents of their students’ artistic or musical skills.

By Virginia law, local school divisions are allowed to establish their own identification procedures, provided they follow the guidelines provided by the State. Therefore it is possible that a student transferring into one school division from another may not qualify for that district’s gifted program even though he/she qualified for a gifted program previously at another school in Virginia.

Roanoke County Public Schools uses a more global approach to identify its academically gifted population by assessing a child’s *general intellectual ability*. In broad terms, this means that the skills required to perform certain mental tasks—memorizing, pattern completion, creative thinking, vocabulary recognition, etc.—are assessed. Intelligence, or “IQ tests,” for example measure a person’s general intellectual ability by testing them on several of these factors.

However, because gifted students come from such diverse backgrounds, the identification process is necessarily multifaceted in nature. Here are the general steps in that process:

Beginning on the first day of school, teachers observe all students for gifted characteristics using the “Teacher Observation Checklist” (see pp. 15-18). If a teacher desires to refer a student for screening, he/she may do so during the fall or winter In-School Review Committee meetings or by contacting the resource teacher assigned to his/her school during the fall or winter referral period. At this time, he/she will submit the Gifted Services Referral Form (see p.14).

New students who were previously in a gifted program in another division are referred for screening as soon as possible and may be referred at any time during the year. Other new students may be considered for screening either during the fall or winter screening periods.

Parents of referred students must then sign a permission form in order for the identification process to begin.

The Gifted Department staff gathers information about the child.

A decision about placement is made.

Parents are informed and, if the child is identified as gifted, they are afforded the opportunity to let their child participate in gifted services provided by the County. If the child has not been identified, the parent may appeal the decision.

Because students’ abilities to demonstrate their intellectual traits differ by age, Roanoke County uses the following elements at specific grade levels. These specifics are detailed on the following page.

The Identification Process by Grade Level

K - 1

The identification process for students in grades K-1 is based on data obtained from ability test scores, parent and teacher behavior rating scales, performance based tasks (conducted by the classroom teacher) and anecdotal evidence provided by parents. All data is entered into a K-1 Student Profile sheet (see p. 19). A Central Identification/Placement Committee then reviews this screening profile for each student, incorporating knowledge of any special circumstances, and reaches a consensus regarding eligibility. The Central Identification/Placement Committee determines eligibility of those students who have been nominated by reviewing the data collected by the Gifted Department staff. The members of this committee may include the Director of Elementary Instruction, Guidance Coordinator, Director of Testing, a school psychologist, a school principal, and gifted resource teachers.

2 - 12

The identification process for students in grades 2-12 is based on ability test scores and, when available, an achievement test score. Additionally, two academic teachers complete behavior rating scales for learning and motivation, while parents complete a behavior rating scale for creativity. The grades in language arts and math (of the most recent nine weeks' grading period or previous semester) are also included. All of this information is entered into a screening matrix (see p. 20) that numerically calculates a value for each of these pieces of data. For example: exemplary grades of *As* in each subject earn the student a maximum of 7 points for that element of the screening data, while *Bs* in each subject would earn just 5 points. In like manner, an achievement test score in the 99%-tile would earn a full 15 points for that section, while a 95%-tile score would just 11 points. (The full points break-down for each portion of the screening matrix can be found on p. 21.)

A final matrix score of 75 or higher is required to qualify for the gifted program; however, in some circumstances, the Central Identification/Placement Committee may also review student matrices and consider other test data or special circumstances and then, by consensus, decide on placement.

Note: A student who qualifies for Roanoke County's gifted program *does not* have to be screened in subsequent years. Similarly, students who transfer to another school division and then return to Roanoke County again do not have to be re-screened for the program.

Appeals

Parents may appeal the decision made by the committee by completing the Appeals Form, (see p. 22) and mailing it to the Screening Coordinator within thirty days of notification. The Central Appeals Committee will then convene within thirty days to make a decision regarding eligibility.

The following page offers a graphic representation of these steps in the order that they typically take place.

Gifted Screening Timeline Grades K-12

August	1st Semester Gifted screening is announced in school newsletter and gifted web page.	Parent referrals are accepted through August and September. Parents obtain referral forms from the school's guidance counselor.
	Teachers observe all students in classroom using a teacher checklist that identifies characteristics of gifted students.	
September		
October	In-School Review Meetings will be held to obtain teacher referrals.	Resource teachers conduct testing for students who lack test data Oct. - Dec.
November	Parents of students referred by In-School Review Committee are sent screening forms.	
December		
January	Parents and Schools are notified of screening results of the 1 st semester screening in January.	Resource teachers conduct testing for students who lack test data Jan. - Feb.
	2nd Semester Gifted Screening begins in January. While parent referrals are still accepted, this screening period is primarily for the purpose of securing additional teacher referrals.	
	In- School Review Meetings will be held in January to obtain teacher referrals. Teacher referrals will not be accepted after January.	
February	Appeals will be accepted and considered by the Central Placement/Appeals Committee.	
	Parents of students referred by the In – School Review Committee are sent screening forms.	
March		
April	Parents and schools are notified of screening results by the first week in April.	Appeals will be accepted and considered by the Central Placement/Appeals Committee.



Elementary Teacher Checklist
Gifted Program
Roanoke County Public Schools

Student Name _____ Grade _____

Teacher _____ School _____

This checklist is designed to assist classroom teachers in the task of identifying potential candidates for the gifted program. The characteristics associated with giftedness have been divided into six categories: learning, creativity, humor, motivation, abstract thinking/problem solving, and sensitivity. Many students will display a few of the characteristics; however, potentially gifted students will display many of these characteristics.

Directions:

At the end of the observation period, complete this checklist for every student whom you feel may be gifted. If a student receives a majority of checks, submit this form to the In-School Review Committee during the scheduled fall meeting.

Learning Characteristics

- Completes assignments ahead of classmates
- Is quick to recall factual information
- Is an expert on a topic of interest
- Requires little repetition in order to achieve mastery
- Has a long attention span
- Is easily bored with routine tasks
- Enjoys challenge
- Has a large vocabulary
- Is able to transfer learning from one situation to another
- Is extremely curious
- Has a wide range of interests
- Has advanced interests for age

Creativity

- Offers unique responses to questions
- Enjoys doing things in new and different ways
- Is able to make connections between unrelated ideas
- Creates songs, stories, riddles, or jokes Displays a high level of curiosity about many things
- Takes risks
- Has a high tolerance for disorder
- Creates advanced products

Humor

- Understands puns and riddles
- Makes statements or tells stories that are humorous
- Has an exceptionally keen sense of the bizarre or absurd

Motivation

- Is persistent, sticks to a task
- Begins tasks without being told, a self starter
- Is an independent learner
- Can concentrate intensely on a topic for a long period of time
- Does not require external motivation to complete tasks
- Has an intense desire to know, to feel, create, or understand

Advanced Reasoning/Abstract Thinking

- Asks provocative questions
- Sees relationships that peers do not comprehend
- Analyzes cause and effect
- Enjoys analyzing and solving complex problems
- Uses logic in problem solving
- Makes inferences

Sensitivity

- Is concerned with what is right or wrong
- Has empathy for others
- Has high expectations of self and others
- Demonstrates strong feelings and opinions

Comments:



Teacher Observation Checklist - Secondary
Gifted Program
Roanoke County Public Schools

Student Name _____ Grade _____

Teacher _____ School _____

This checklist is designed to assist classroom teachers in the task of identifying potential candidates for the gifted program. The characteristics associated with giftedness have been divided into six categories: learning, creativity, humor, motivation, abstract thinking/problem solving, and sensitivity. Many students will display a few of the characteristics; however, potentially gifted students will display many of these characteristics.

Directions:

At the end of the observation period, complete this checklist for every student whom you feel may be gifted. If a student receives a majority of checks, submit this form to the gifted resource teacher for your school.

Learning Characteristics

- Requires little repetition in order to achieve mastery
- Is quick to recall factual information
- Able to transfer learning from one situation to another
- Has the power of abstraction, conceptualization, and syntheses
- Enjoys problem-solving and finds pleasure in intellectual activity
- Has a wide range of interests, hobbies, and abilities
- May become easily bored with lack of stimulation and challenge
- Demonstrates the power of critical thinking
- Is often evaluative and critical of self and others
- Performs academically above grade level in one or more areas of knowledge
- Displays inquisitive behavior and ask “why” rather than “what”
- Shows great curiosity and is interested in a wide range of subjects
- Sees relationships based on little data
- Easily comprehends complex subjects
- Has superior vocabulary, is advanced in reading with comprehension of nuances

Creativity

- Offers unique responses to questions
- Is able to make connections between unrelated ideas
- Displays a high level of curiosity about many things
- Is inventive; likes new ways of doing things; may be non-conforming
- Possesses superior communication skills and creative use of language

Roanoke County Public Schools Gifted Program K-1 Student Profile

Student Name	School	Grade
Teacher	Anecdotal Data	Date
Screening Data	Score	Rating
PORTFOLIO		
*Performance Based Task		
<i>SIGS</i>		
**General Intellectual		
**Creativity		
***General Intellectual		
***Creativity		
ABILITY TESTS		
K-BIT 2		
Verbal		
Nonverbal		
Composite		
SLOSSON		
Verbal Index		
Performance Index		
Memory Index		
Full Range IQ		
WRIT		
Verbal		
Visual		
General IQ		
OTIS LENNON		
Verbal		
Nonverbal		
Composite		
RIAS		
Verbal		
Nonverbal		
Composite		

Behavior Rating Scales		
	Score Range	Description
SIGS	>130	Very Likely
	120-129	Likely
	110-119	Somewhat Likely
	90-109	Average
	80-89	Somewhat Unlikely
	70-79	Unlikely
	<70	Unlikely
Ability Tests		
	Score Range	Description
K-BIT 2	131 or above	Superior
	116-130	Above Average
	85-115	Average
	70-84	Below Average
WRIT	130 or above	Very Superior
	120-129	Superior
	111-119	Above Average
	90-110	Average
	80-89	Low Average
SLOSSON	148 or above	Very Superior
	132 - 147	Superior
	120 - 131	High
	110 - 119	Above Average
	90 - 109	Average
	80 - 89	Below Average
OLSAT	132 or above	Superior
	116-131	Above Average
	84-115	Average
	68-84	Below Average
RIAS	130 or above	Superior
	120-129	Moderately Above Average
	110-119	Above Average
	90-109	Average
	80-89	Below Average

*Creative tasks that are completed under the guidance of the classroom teacher.
 ** Completed by the parent.
 ***Completed by the teacher.

Central Placement Committee Recommendations:

Student Qualifies Student Does Not Qualify

Committee Member/Position	Committee Member/Position
Committee Member/Position	Committee Member/Position
Committee Member/Position	Committee Member/Position
Committee Member/Position	Committee Member/Position

Key to Abbreviations:
Very Superior- VS
Very Likely-VL
Superior – S
Likely-L
High – H
Somewhat Likely-SL
Above Average – AA
Somewhat Unlikely-SU
Average – A
Unlikely-U
Below Average – BA
Low Average-LA

SAMPLE MATRIX

Roanoke County Public Schools Gifted Program – General Screening



Student Name	XXXXXXXXXXXX
School	XXXXXXXXXXXX
Grade	X
Screening Date	XXXXXXXXXXXX
Status	Qualified

Grades: 3-10 points

Score – Achievement expressed as percentage, ability test scores, grades, or rating scale score.

	Achievement or Ability Test Composite	Ability Test (V)	Ability Test (NV)	Ability Test (C)	Grades	RH Learning	RH Motivational	RH Creativity	Total
Score/Grade	97	128	136	132	A	55	59	49	
Assigned Value	28	12	14	13	10	5	5	5	92

Assigned Value – The number of points awarded on the matrix based on the Bell Curve.

Achievement Score or Ability Test Composite Scores: 15-30 points (ACH); 21-30 points - 2nd ability test or 20-30 points for NNAT2 test.

Ability Test – Verbal, Nonverbal, and Composite Scores: 6-15 points

Renzulli – Harman Behavioral Rating Scale:
Learning=1-5, Motivational=1-5,
Creativity=1-5

Total –
A total of 100 points can be earned. A score of 75 is required.

Screening Key – General Intellectual Ability

Ability Tests	
RIAS, WRIT, or K-BIT Verbal Score	
Actual Score	Assigned Value
139 & Above	15
133-138	14
130-132	13
128-129	12
126-127	11
124-125	10
123	9
122	8
121	7
115-120	6
RIAS, WRIT, or K-BIT Non-Verbal Score	
Actual Score	Assigned Value
139 & Above	15
133-138	14
130-132	13
128-129	12
126-127	11
124-125	10
123	9
122	8
121	7
115-120	6
RIAS, WRIT, or K-BIT Composite Score	
Actual Score	Assigned Value
139 & Above	15
133-138	14
130-132	13
128-129	12
126-127	11
124-125	10
123	9
122	8
121	7
115-120	6

Renzulli-Hartman Learning	
Score	Assigned Value
55-66	5
44-54	4
33-43	3
22-32	2
11-21	1
Renzulli-Hartman Motivational	
Score	Assigned Value
55-66	5
44-54	4
33-43	3
22-32	2
11-21	1
Renzulli-Hartman Creativity	
Score	Assigned Value
44-54	5
36-43	4
27-35	3
18-26	2
9-17	1

Grade Average	
The previous year's final letter grade or the most recent 9 weeks grades in language arts or math.	
Grade	Assigned Value
A	10
B	7
C	3

Achievement Test	
% score	Assigned Value
99	30
98	29
97	28
96	27
95	26
94	25
93	24
92	23
91	22
90	21
89	20
88	19
87	18
86	17
85	16
84	15
or Second Ability Test	
Composite Score	Assigned Value
139 and above	30
133-138	29
130-132	28
128-129	27
126-127	26
124-125	25
123	24
122	23
121	22
115-120	21

NNAT3	
Score	Assigned Value
135-160	30
132-134	29
130-131	28
128-129	27
126-127	26
125	25
124	24
123	23
122	22
121	21
116-120	20

Scores lower than those indicated on the charts will receive zero points.



**Roanoke County Public Schools
K-12 Appeal Form**

Student Name _____

School _____ Grade _____ Date _____

Person initiating appeal _____

Address _____

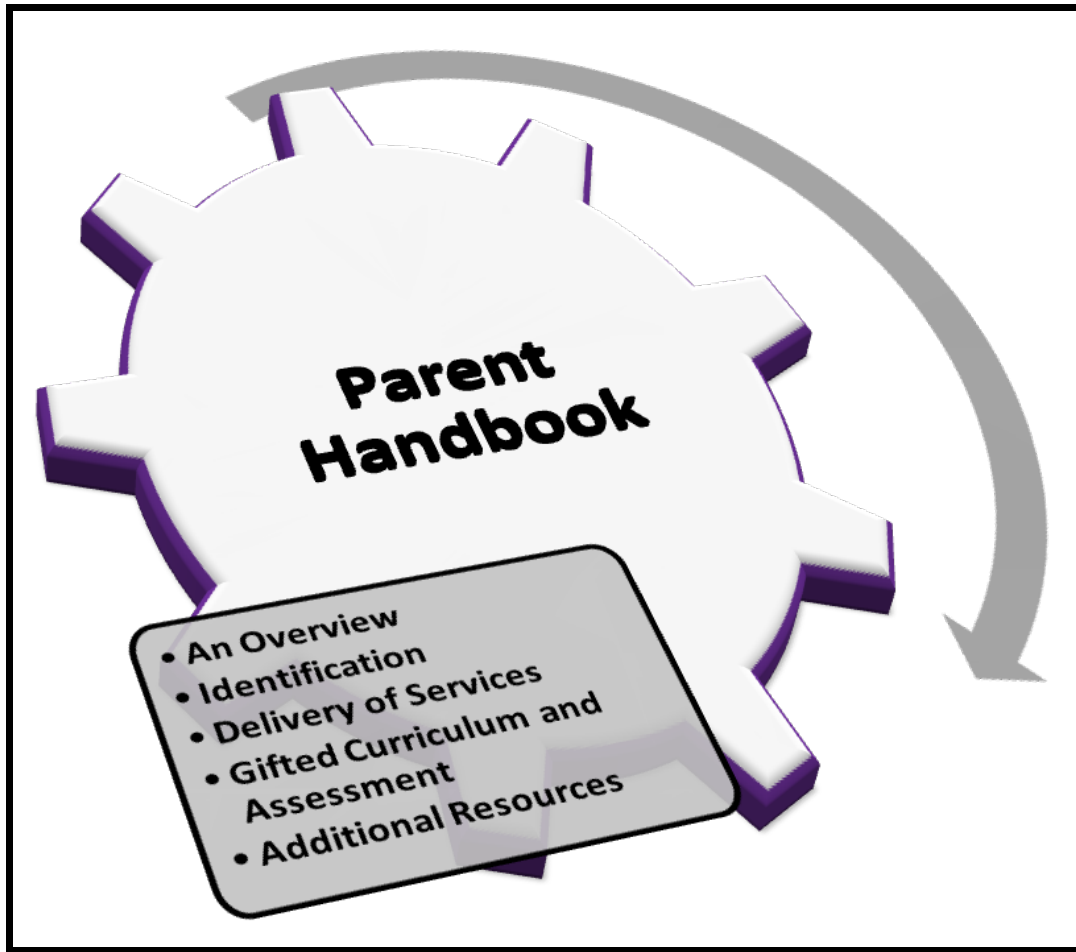
Telephone Number _____

Submit this form to the Central Appeals Committee within thirty days of notification of your child's gifted status. The Committee will meet within thirty days of receipt of your appeal to consider the placement of your child in the Gifted Program. Your appeal and all data used in the identification process will be reviewed. You will be notified by mail of the Committee's decision. If you wish to address the Committee, please indicate below:

Yes, I would like to address the Committee. _____

No, I do not wish to address the Committee. _____

Attach a narrative to this form that states your rationale for appeal. Please include anecdotal data that you feel indicates giftedness in your child. Return this form and narrative to Roanoke County Public Schools – Gifted Department, 5937 Cove Road, Roanoke, Virginia 24019.



Delivery of Services

Defining Differentiation

Flexible Grouping Options

Differentiation Strategies in the Classroom

Further Opportunities for the Gifted During the Regular School Day

Opportunities for the Gifted Outside the Regular School Day

Making it Happen: Forming a Differentiation Plan

The Role of the Gifted Resource Teacher

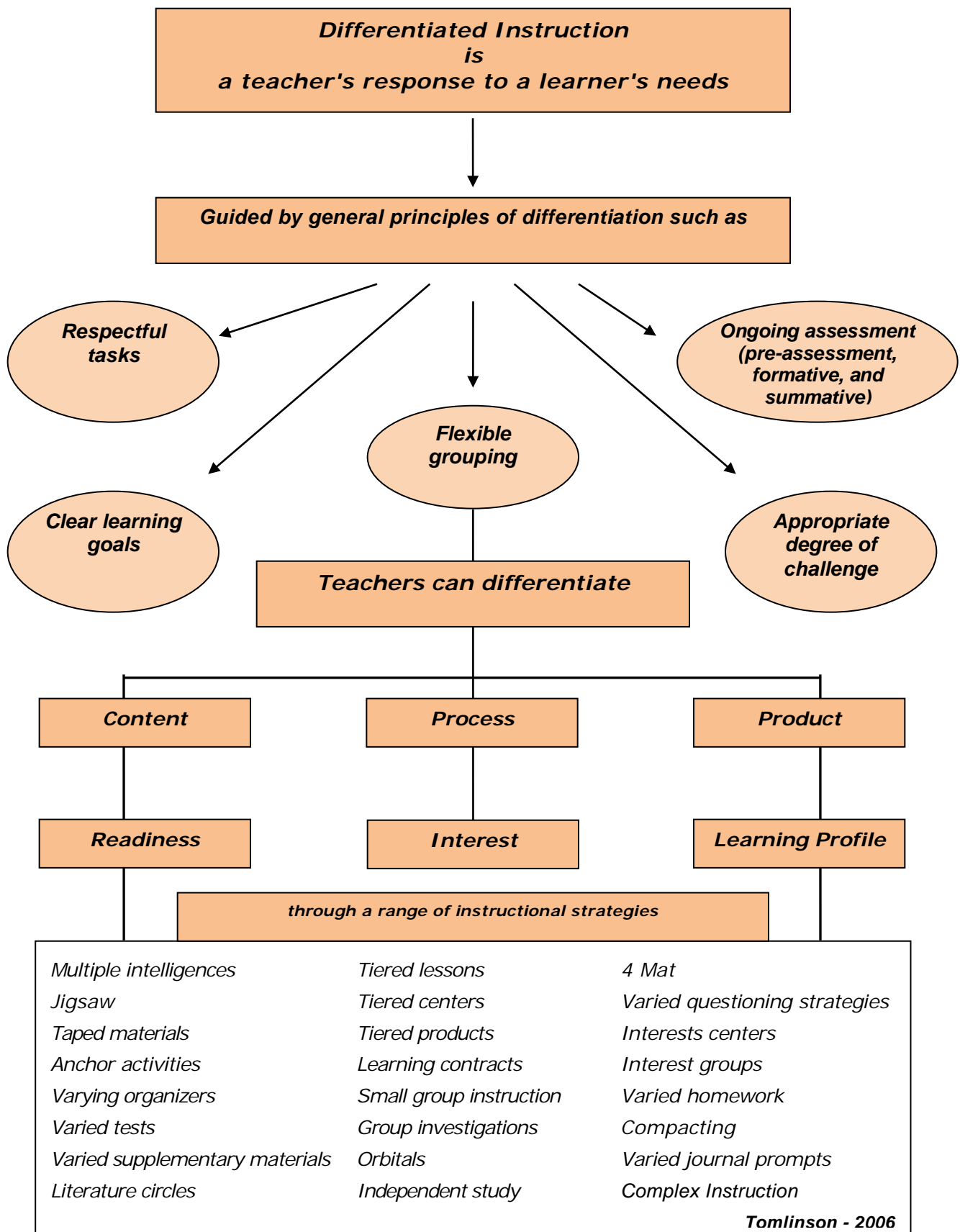
There are many ways to meet the unique needs of gifted students. In Roanoke County Public Schools, the primary way these needs are addressed on a day-to-day basis is through curriculum differentiation offered by the student's classroom teacher. Although the gifted resource teachers may help design and augment the regular classroom curriculum for gifted learners, it is the responsibility of the instructional leader in the classroom to ensure its delivery.

Differentiation is the process of "ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning" (Tomlinson, as cited by Ellis et al, 2008). Teachers can differentiate the learning experiences they offer their students in three ways. They can modify the *content*; that is, they can alter what material and objectives they require the child to learn. Teachers can modify the *process*, the way in which the student experiences and grapples with the content. They can vary the *product*, which is the way that the student will show what he has learned about the content.

As teachers attempt to find the best match of the material with the needs of the gifted student, they may employ any number of instructional strategies and grouping options. The differentiation plan developed will be an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate the gifted child's learning needs and preferences in order to achieve his or her maximum growth as a learner. To this end, in order to discover what the student may already know, pre-assessment will be offered and, as the school year progresses, ongoing assessments are essential. The results of these provide feedback for both the teacher and the student so that the ultimate goal of improving student learning is ensured. Delivery of instruction in the past often followed a "one size fits all" approach. In contrast, differentiation is more individually student centered, with a focus on utilizing appropriate instructional and assessment tools that are fair, flexible, challenging, and engaging.

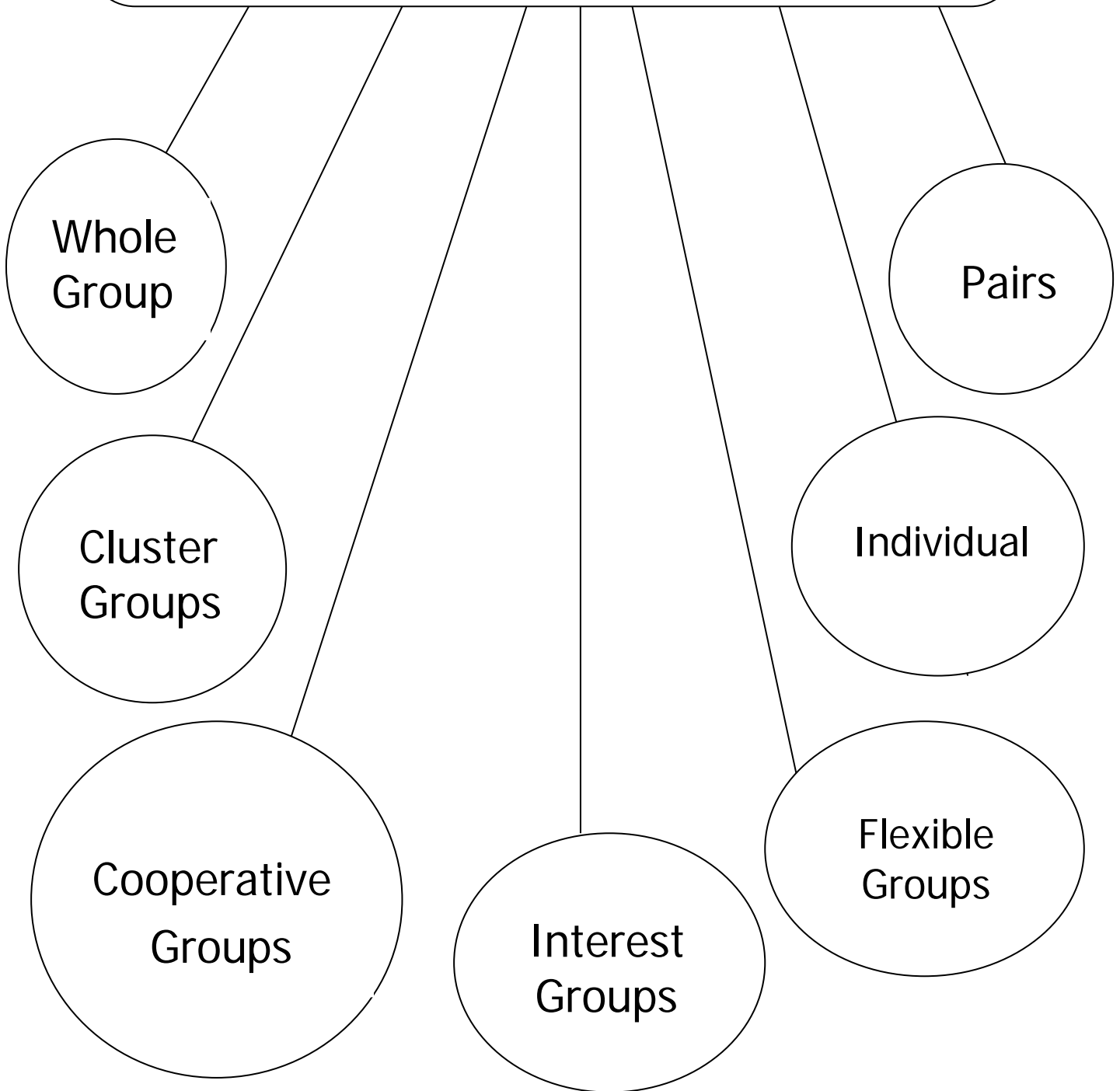
Many of the strategies that a teacher might employ in the classroom are listed in the graphic organizer and the tables that follow this page. However, it is worth pointing out also that one highly successful, straightforward way of differentiating instruction is through the use of flexible grouping within the school day. When students are grouped *flexibly* they are grouped and regrouped according to specific goals, activities, and individual needs. Thus, a student that needs further challenge in, say, math may be placed in a higher level group for that subject. But this same student, who struggles a bit more with his writing skills, might be placed with peers of similar abilities for language arts class. The ways in which flexible grouping is essential to effective differentiation are manifold, since different grouping options allow both the teacher and the student to maximize the efficiency of the learning within the classroom. To this end, there are times, for example, when a teacher may introduce a topic with the *whole class*. Then she may ask the students to gather in *cooperative learning groups* to explore the topic with a hands-on activity. If she notes that a group of students has a particular question they'd like to further investigate, she might group them according to these *interests*. A teacher might group students for any number of reasons: to work on academic skills; to facilitate peer tutoring; to divide up content into smaller, more manageable chunks; to address particular learning needs; to share resources.

The graphic organizer that follows lists some of the strategies and grouping options a teacher might employ to successfully differentiate. (These strategies are explained further on the subsequent pages.)



Note: Many of the strategies listed in this lower box are explained in more detail on pp. 28 and 29.

There are as many *ways* to group students in the classroom as there are reasons to do so. Here are just a few of those flexible grouping options.



To be clear, differentiation is a set of proactive, prescriptive decisions that a teacher makes to address the needs of a particular student. We have said before that differentiation is not a “one size fits all” approach. The ways in which a teacher might differentiate for one student may differ greatly for another. Still, it should be fairly clear what constitutes effective curriculum differentiation and what does not. The following chart delineates this difference.

Differentiation	
is	is not
<ul style="list-style-type: none"> Offering a variety of learning options Providing challenging activities Open-ended activities Inquiry approach to learning Self-directed Being able to demonstrate what has been learned Higher level thinking Creative problem solving Appropriate to the level of readiness in the learner Active learning Abstract thinking 	<ul style="list-style-type: none"> Giving all students the same assignment Imposing higher grading standards for advanced students Letting students who finish their regular work tutor other struggling students rather than providing more challenging work Requiring students to do more work on material that has already been mastered Having the gifted student assume the role of a teacher Passive learning Rote memorization

For the classroom teacher, the task of differentiating instruction for the gifted learner can be a daunting one. With so many diverse needs within one classroom, there is a lot to manage—from instructional lesson decisions, to varying assessments, to record keeping, to diverse resources. To this end, there are many strategies the teacher might employ to help meet the needs of the academically advanced student. Some of these are more appropriate and therefore more commonly used at lower grades, while others are used more frequently at higher grade levels. Of course, some are useful at any level.

The chart on the following page lists some of these in-class teaching strategies that a teacher might employ in the differentiation process. You’ll note that many of these appear at the bottom of the Differentiation Flow Chart on page 25. They are explained in more detail here.

Possible Differentiation Strategies for Daily Classroom Instruction

Anchor Activities: tasks important to central learning that students automatically move to once assigned work has been completed

Compacting: the process by which students demonstrating mastery of topic or set of skills are allowed to “opt out” of unit material that would be redundant or that they could learn more efficiently on their own

Cooperative Learning: combines teamwork with individual accountability by assigning a common task and/or project to a group of students

Exit Card: a quick method of assessing student understanding using index cards and questioning strategies at the end of a lesson

Heterogeneous and Homogeneous Grouping: grouping strategies that facilitate learning by placing students with no regard to demonstrated ability or level or knowledge together (heterogeneous group) *OR* placing students together based on similar needs, abilities, or interests (homogeneous group) to complete a task

Interest-based Differentiation: differentiation by interest can refer to both general interests of a student and specific interests he/she may have within a discipline or topic and can maximize a student’s motivation to learn

Jigsaw: a cooperative strategy in which students are divided into smaller groups to become “experts” in a topic. Later, they instruct a larger home group on what they’ve studied.

Learning Contract: an agreement between a student and teacher creating parameters for responsible, independent work on an assignment

Learning Centers and Learning Stations: designated areas in a classroom to which students move on a specified timetable to complete a particular task

Most Difficult First: allows a student to do the most difficult items of an assignment first as a means of demonstrating understanding or mastery (most effective with skill-based assignments). Students who correctly answer the most difficult items do not have to complete the rest of the assignment.

Open-Ended or Divergent Questioning: a question used to provide opportunities for more than one solution or answer

Pacing: allows each student in a mixed-ability classroom to work at a comfortable pace, ensures all students have purposeful work, and offers time for all students to be prepared for whole-class discussions

Problem-Based Learning: an instructional model enabling learners to solve meaningful problems using knowledge, skills, and understandings across the disciplines by practicing critical and creative thinking and searching for information and organizing ideas to solve real-world problems

Possible Differentiation Strategies for Daily Classroom Instruction

Varying Questions: varying the types of questions posed to learners based on readiness, interests, and learning styles

RAFT activities: an assignment in which students play a specific **Role** for a particular **Audience** using a certain **Format** regarding a **Topic**

SCAMPER: a tool used to develop creative thinking skills as students alter an original idea by **Substituting**, **Combining**, **Adapting**, **Modifying**, **Putting** to other uses, **Eliminating**, or **Reversing** the initial suggestion

Simulations: a reproduction of a real-world system or experience in which some elements have been simplified

Think-Pair-Share: a cooperative discussion strategy in which students consider a question or prompt alone and then discuss their ideas with a classmate before settling on an answer or response to share with the rest of the class

Think-Tac-Toe Menu: a method for offering students various ways of exploring and expressing ideas and using key skills. Menus can be based on readiness, interest, and learning style.

Thinking Maps: a tool for students to organize ideas in a visual format

Tiering: a process of adjusting the degree of difficulty of a question, task, or product to match a student's current readiness level

Opportunities Within the Regular School Day

Opportunities	Elementary	Middle	High
Acceleration of content: pacing students through the curriculum at a rate commensurate with their advanced ability	X	X	X
Grade level acceleration: moving students to a higher grade level	X	X	X
Cluster grouping: students with similar needs, interests, and/or abilities are grouped together within a heterogeneous classroom	X		
Flexible grouping: purposeful reordering of students into working groups to ensure all students work with a wide variety of classmates and in a wide range of contexts during a relatively short span of classroom time (systematic grouping and regrouping of students)	X	X	X
Pull-out instruction: small group enrichment experiences offered outside the regular classroom	X	X	
Guidance services: addressing special needs of the gifted	X	X	X
Accelerated Math Program: a mathematics course that covers Math 6 and Math 7 in one year. (Students will be chosen in 5 th grade for this program.)		X	
Pre-AP classes: rigorous classes that prepare students for the Advanced Placement Program in high school		X	X
Advanced Placement (AP) Classes: courses offering students the opportunity to do college-level work while still in high school. (Students may gain college credit and/or advanced college placement by successfully passing a nationally given and scored Advanced Placement examination.)			X
Dual Enrollment: a course of study offered through VWCC resulting in both high school and college credit.			X
Specialty Centers: located at the Arnold R. Burton Technology Center and include Engineering, Mass Communication, Performing Arts, Visual Arts and Museum Studies, and a STEM Academy. (Any Roanoke County student meeting the grade level requirement may apply. Positions are awarded based on the strength of the student's application.)			X
Independent Study: provides senior students the opportunity to pursue a program of his/her own design in the areas of mathematics, world languages, music, art, or science. (This option will only be considered if all other Roanoke County courses in that field of study have been exhausted.)			X
Governor's School: a rigorous half-day program designed for students in grades 9-12 who have a strong interest in science and technology. (Any Roanoke County student meeting the grade level requirement may apply. Positions are awarded based on the strength of the student's application.)			X

Opportunities outside the Regular School Day

Finally, there are opportunities that gifted students may avail themselves of *outside* the regular school day. Some of these are detailed in the table below.

Opportunities	Elementary	Middle	High
QUEST: enrichment activities offered throughout the school year. (A brochure outlining the years sessions and costs is mailed in September.)	X		
Insight: A 0.5 credit elective course offered to 11 th and 12 th graders giving students opportunities to work with mentors in career areas of interest and to participate in monthly seminars. (Students receive applications in March for the next school year.)			X
Summer Residential Governor's School: provides rising juniors and seniors opportunities for intensive educational experiences in an area selected by the school. (There is an application process through guidance.)			X
Destination Imagination: a creative problem solving experience open to all students in Roanoke County	X	X	X

So... with all of these strategies, options, and opportunities, how is the quality of the day-to-day instruction of gifted learners assured?

This is a reasonable and prudent question to ask. As previously described, differentiation has been adopted by Roanoke County Public Schools as the primary means of meeting the needs of its highly diverse learners. To this end, at the start of every school year, teachers in grade K-8 who have identified gifted students in their room are asked to complete a Differentiation Plan. (See pp.34-35 and 36-37 for examples of the Elementary and Middle School Plan, respectively.) This document lists the strategies that the teacher might seek to use throughout the year in an effort to meet the needs of the gifted learner.

As a parent, you can expect to see this document and its cover letter (p. 33) before the close of the first nine weeks. This plan serves as a helpful tool whenever you wish to discuss your child's progress in school.



Gifted Department

5937 Cove Road, N.W.

Roanoke, Virginia 24019

Phone: (540) 562-3700 Fax: (540) 562-3994

www.rcps.us

Dear Parent/Guardian of _____,

Attached is a list of strategies and activities that will be implemented throughout the course of the school year by the classroom teacher to provide ongoing differentiation for your identified gifted child. In addition, the resource teacher will provide small group enrichment on a regular basis.

Please sign and return this letter to your child's teacher. If you have questions regarding this differentiation plan, please contact your child's teacher (s) or the gifted resource teacher for your school.

Sincerely,

_____ Classroom Teacher _____ Date

_____ Parent Signature _____ Date

Elementary School Differentiation Plan

Student Name _____ School _____

Teacher's Name _____ Grade _____ Date _____

DIFFERENTIATION OPTIONS

Checked below are those strategies that will be implemented for identified gifted students in my classroom this year. Additional activities may be listed as well.

DIFFERENTIATING THE ENVIRONMENT

- Flexible subgroups based on ability, interest, or learning style
- Small group direct instruction
- Teacher or student selection of partner, group, setting
- Management techniques to encourage student decision-making (choice boards, learning contracts, agenda, etc.)

Give an example _____

DIFFERENTIATING THE CONTENT/ MATERIALS, PROCESS AND PRODUCT

- Use of varied texts differentiated by reading or interest level
- Activities designed to recognize and address multiple intelligences
- Dual or tiered journal prompts
- Student selection of materials
- Tiered concept maps and graphic organizers
- Curriculum compacting
- Higher level questioning
- Cooperative learning groups with established objectives and roles
- Critical and creative thinking activities
- Learning centers at varied skill levels
- Interest centers
- Independent study
- Literature circles
- Simulations
- Creative Problem Solving
- Mentor
- Tiered lessons or activities
- "Go to" activities when work is completed

Give an example _____

Middle School Differentiation Plan

Student Name: _____

Checked below are those strategies that will be implemented for identified gifted students in the core subject areas. Additional activities may be listed as well.

DIFFERENTIATION OPTION:	Core Subject Areas			
	Math	Science	S. S.	L.A.
Differentiating the Environment				
Flexible sub-groups based on ability, interest, or learning style				
Small group direct instruction				
Student movement (desk positions, centers, workshops)				
Teacher or student selection of partner, group or setting				
Other:				
Differentiating the Content and Materials Used				
Use of varied texts differentiated by reading or interest level				
Variety of supplemental materials available (visual, audio, computer, manipulative)				
Activities designed to recognize and address multiple intelligences				
Dual or tiered journal prompts				
Student selection of materials				
Interdisciplinary approaches				
Tiered concept maps, graphic organizers, lessons, or activities				
Concept development and attainment				
Project Based Learning/Simulations				
Creative Problem Solving				
Higher Level Questioning				
Anchor Activities				
Literature Circles				
Learning Contracts				
Other:				

DIFFERENTIATION OPTION:	Core Subject Areas			
	Math	Science	S. S.	L.A.
Differentiating Products				
Multiple Product Choices (menu boards)				
Tiered/Leveled Assignments by skill, difficulty or concept (Bloom's Taxonomy)				
Student product based on Gardner's Intelligences				
Other:				
Assessment:				
Pretests and posttests for diagnosis and instructional goals				
Individual goal setting and conferencing				
Scoring guides developed by students and/or teachers				
Other:				

Math Teacher Signature: _____ Date: _____

Science Teacher Signature: _____ Date: _____

Social Studies Teacher Signature: _____ Date: _____

English Teacher Signature: _____ Date: _____

The Gifted Resource Teacher's Role

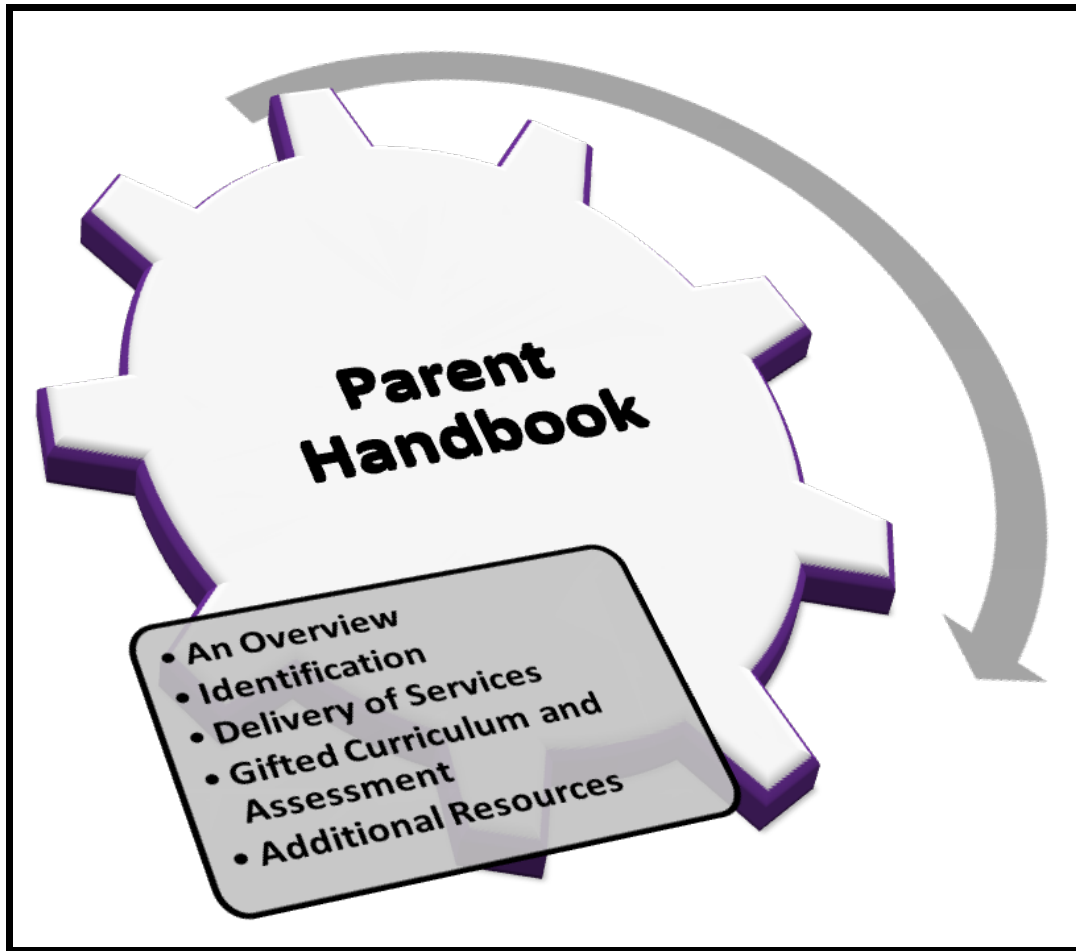
To assist instruction personnel within the school as they adapt curricula for gifted students, Roanoke County Public Schools employs a staff of gifted resource teachers. The role that these Gifted Resource Teachers play is an important part of the gifted learner's experiences with Roanoke County, grades K-12. The GRTs have additional responsibilities including, but not limited to:

- Collaborating with teachers to identify gifted students and to differentiate curricula;
- Administering educational testing to facilitate the screening process for referred students;
- Developing Blackboard courses to provide an alternate means of teacher in-service training;
- Teaming with the classroom teacher to provide and model differentiation in the classroom;
- Providing differentiation to small groups of gifted students in flexible grouping situations;
- Developing and delivering differentiated activities and units of study;
- Previewing and procuring materials to differentiate instruction;
- Conducting parent meetings to provide information regarding the Gifted Program and services;
- Developing the State Plan for Gifted Education for RCPS;
- Providing in-service training for classroom teachers on characteristics of gifted students and differentiation strategies;
- Evaluate students' progress.

Every five years, all classroom teachers in Roanoke County Public Schools who have identified gifted students in their classrooms must complete five (5) hours of training to earn a local endorsement for gifted education. According to the Local Plan, the GRTs specifically seek to provide **training** on:

- The principles of the integration of gifted education and general education;
- Understanding the characteristics of gifted students;
- Understanding specific techniques to identify gifted students using diagnostic and prescriptive assessment;
- Understanding and application of various educational models, teaching methods, and strategies for selecting materials and appropriate resources;
- Understanding and application of theories and principles of differentiating curriculum to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students.

Clearly, there is a tremendous amount that the GRTs are required to tackle throughout the year. And yet, at the elementary school level, you will likely become more familiar with the GRT assigned to your child's school due to the regular enrichment pull-out (typically weekly) or whole class services that he or she provides for your child. Please note, however, that while the GRT's full *intention* is to see your child regularly, the professional duties described in the list above do, occasionally, conflict with this goal. **Meetings, testing mandates from Central office, a teacher's classroom field trips, personal sick days, etc.—all of these may cause the GRT's schedule to be interrupted. If the GRT misses a day with your child, he/she will attempt to make it up in some fashion on another occasion but this cannot be guaranteed.**



Gifted Curriculum and Assessment

Scope and Sequence, Elementary and Middle School

Progress Reports

To effectively meet the needs of its gifted population, the Gifted Resource Teachers have developed a scope and sequence for gifted students in grades K-8. These documents frame precisely what thinking skills the GRTs seek to explore with the students they see. In essence, then, these documents effectively define a “gifted curriculum” that each gifted resource teacher will address as the school year progresses. Although the *ways* each GRT may teach a particular skill may differ from teacher to teacher, the essential goals and objectives of that experience should be the same. (This is no different than any other classroom teacher: one may decide to teach, say, figurative language through poetry while another teacher might do so through a novel study.)

The K-5 curriculum focuses on the skills related to convergent, divergent, visual-perceptual, and evaluative thinking. The four thinking strands selected are listed and explained below. Each was chosen because they are deemed by experts to be the most essential as part of a gifted child’s education. Specifically, these four strands of the Gifted Department’s curriculum include:

Convergent Thinking: Students employ convergent thinking when they consider all available information and use that data to arrive at a single best possible answer using analytical and deductive thinking skills. Occupations which employ this skill include detectives, accountants, bankers, and real estate agents.

Divergent Thinking: When students are able to offer many unique creative responses to a single problem (using fluency, flexibility, and originality) they are using divergent thinking skills. Writers, professional performance artists, and those in sales might use divergent thinking on a daily basis.

Visual/Perceptual Thinking: Students visually interpret information and process visual images to solve problems; this might involve representing, transforming, generating, and recalling symbolic and non-linguistic information. Air traffic controllers, city planners, and surgeons employ this type of thinking.

Evaluative Thinking: Students use this thinking style to judge the appropriateness, efficacy, or value of something with respect to a specified standard. Judges and lawyers, teachers, program administrators, and doctors evaluate and make decisions with this type of thinking.

Keep in mind, of course, there is a great deal of overlap between and among each thinking skill listed here. (Thus a city manager, for example, might really use *all four* of these skills as he works with his staff to improve the town’s traffic patterns, establish new residential districts, revise tax maps, and tackle other aspects of urban development.)

You may recall from some of the observations about gifted students (see pp. 7-9) that gifted students sometimes struggle with peer interaction. And yet these students will likely be asked to assume a leadership role at some point in their lives. For this reason, the 6-8 curriculum centers on the areas of the 5 Cs; creativity, collaboration, critical thinking, communication, and citizenship.

How is Student Progress on These Objectives Assessed?

This is an excellent question. The regular classroom teacher must differentiate the curriculum for gifted students and enters comments regarding the progress of gifted students on the regular report card.

The gifted resource teacher completes and mails home a progress report at the end of the school year. The specific objectives of the Scope and Sequence described above are reflected in the K-5 gifted progress report completed by the gifted resource teacher (see pp. 42-43).

Together, these reports should help you get a better sense of how your gifted child is performing in school - both with the GRT during enrichment time and with the classroom teacher on a day-to-day basis.

Please note that these reports only apply to the elementary school age child in grades K-5. No such progress report is mailed home for middle school students.



**Roanoke County Public Schools Gifted Program
K-5 Gifted Resource Teacher's Progress Report
Gifted Resource Teacher:
Delivery of Services: Whole Classroom**

Student Name: _____
Grade: _____ **School:** _____
Pull-Out: _____ **Combination:** _____

THINKING SKILL STRANDS	GRADE					COMMENTS
	1 st	2 nd	3 rd	4 th	5 th	
Convergent Thinking						1 st :
Finds and organizes clues/facts						
Analyzes available data						
Narrows possibilities down to a single, best answer or solution						2 nd :
Divergent Thinking						
Is fluent with ideas						
Shows flexibility						3 rd :
Exhibits originality						
Elaborates on ideas						
Evaluative Thinking						4 th :
Rates or ranks choices						
Develops criteria						
Judges the best answer/solution						5 th :
Visual Perceptual Thinking						
Perceives and processes patterns						
Mentally manipulates spatial information						
Generates/Recalls visual information						

Thinking Skills are assessed as follows: N = Not Observed 1 = Beginning 2= Developing 3 = Proficient 4 = Exceeds Expectations

** More detailed explanation of thinking skills and assessment levels on back **

Convergent Thinking

Considers all available information and arrives at a single, best answer by using analytical and deductive thinking skills. Sees interrelationships between clues and defers judgment until all clues have been collected. Recognizes and analyzes flaws in reasoning.

1 Beginning to apply convergent thinking skills	2 Developing – finds and organizes clues/facts, analyzes data, and narrows possibilities to arrive at a single best answer with assistance	3 Proficient – finds and organizes clues/facts, analyzes data, narrows possibilities to arrive at a single, best answer or choice with minimal assistance	4 Exceeds Expectations – finds and organizes clues/facts, analyzes data, and narrows possibilities to arrive at a single, best answer or choice independently
--	---	--	--

Divergent Thinking

Creative, open-ended thinking aimed at generating many ideas and novel solutions. Characteristics of divergent thinking include:

Fluency – to generate many ideas or responses; **Flexibility** – to approach the problem in a number of different ways; **Originality** – to produce many clever, unique, or unusual ideas; **Elaboration** – to expand, develop, and embellish ideas by adding details and making changes.

1 Beginning to apply divergent thinking skills	2 Developing – uses a limited repertoire of divergent thinking skills	3 Proficient – uses a sufficient repertoire of divergent thinking skills	4 Exceeds Expectations – uses a rich repertoire of divergent thinking skills
---	--	---	---

Evaluative Thinking

Judging the appropriateness, efficacy, or value of something with respect to a standard.

1 Beginning to apply evaluative thinking skills	2 Developing – rates or ranks choices, develops criteria, and judges the best answer/solution with assistance	3 Proficient – rates or ranks choices, develops criteria, and judges the best answer/solution with minimal assistance	4 Exceeds Expectations – rates or ranks choices, develops criteria, and judges the best answer/solution independently
--	--	--	--

Visual Perceptual Thinking

Interpreting and processing visual images to solve problems. This thinking process involves mental manipulation of visual information, the ability to generate and recall symbolic and non-linguistic information, and the understanding of spatial relationships and patterns.

1 Beginning to develop visual perceptual thinking skills	2 Developing – generates/recalls visual information, perceives and processes patterns, and mentally manipulates spatial information with assistance	3 Proficient – generates/recalls visual information, perceives and processes patterns, and mentally manipulates spatial information with minimal assistance	4 Exceeds Expectations – generates/recalls visual information, perceives and processes patterns, and mentally manipulates spatial information independently
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THINKING SKILL STRANDS

Convergent Thinking

				Grade	Level
Considers all available information and arrives at a single, best answer by using analytical and deductive thinking skills. Sees interrelationships between clues and defers judgment until all clues have been collected. Recognizes and analyzes flaws in reasoning.				1 st	
				2 nd	
				3 rd	
Level Explanation				4 th	
1. Beginning to apply convergent thinking skills	2 Developing – finds and organizes clues/facts, analyzes data, and narrows possibilities to arrive at a single best answer with assistance	3 Proficient – finds and organizes clues/facts, analyzes data, narrows possibilities to arrive at a single, best answer or choice with minimal assistance	4 Exceeds Expectations – finds and organizes clues/facts, analyzes data, and narrows possibilities to arrive at a single, best answer or choice independently	5 th	

Divergent Thinking

				Grade	Level
Generates many ideas and novel solutions. Demonstrates the following characteristics : Fluency – generates many ideas or responses; Flexibility – approaches the problem different ways; Originality – produces many clever, unique, or unusual ideas; Elaboration – expands, develops, and embellishes ideas by adding details and making changes				1 st	
				2 nd	
				3 rd	
Level Explanation				4 th	
1 Beginning to apply divergent thinking skills	2 Developing – uses a limited repertoire of divergent thinking skills	3 Proficient – uses a sufficient repertoire of divergent thinking skills	4 Exceeds Expectations – uses a rich repertoire of divergent thinking skills	5 th	

Evaluative Thinking

				Grade	Level
Judges the appropriateness, efficacy, or value of something with respect to a standard.				1 st	
				2 nd	
				3 rd	
Level Explanation				4 th	
1 Beginning to apply evaluative thinking skills	2 Developing – rates or ranks choices, develops criteria, and judges the best answer/solution with assistance	3 Proficient – rates or ranks choices, develops criteria, and judges the best answer/solution with minimal assistance	4 Exceeds Expectations – rates or ranks choices, develops criteria, and judges the best answer/solution independently	5 th	

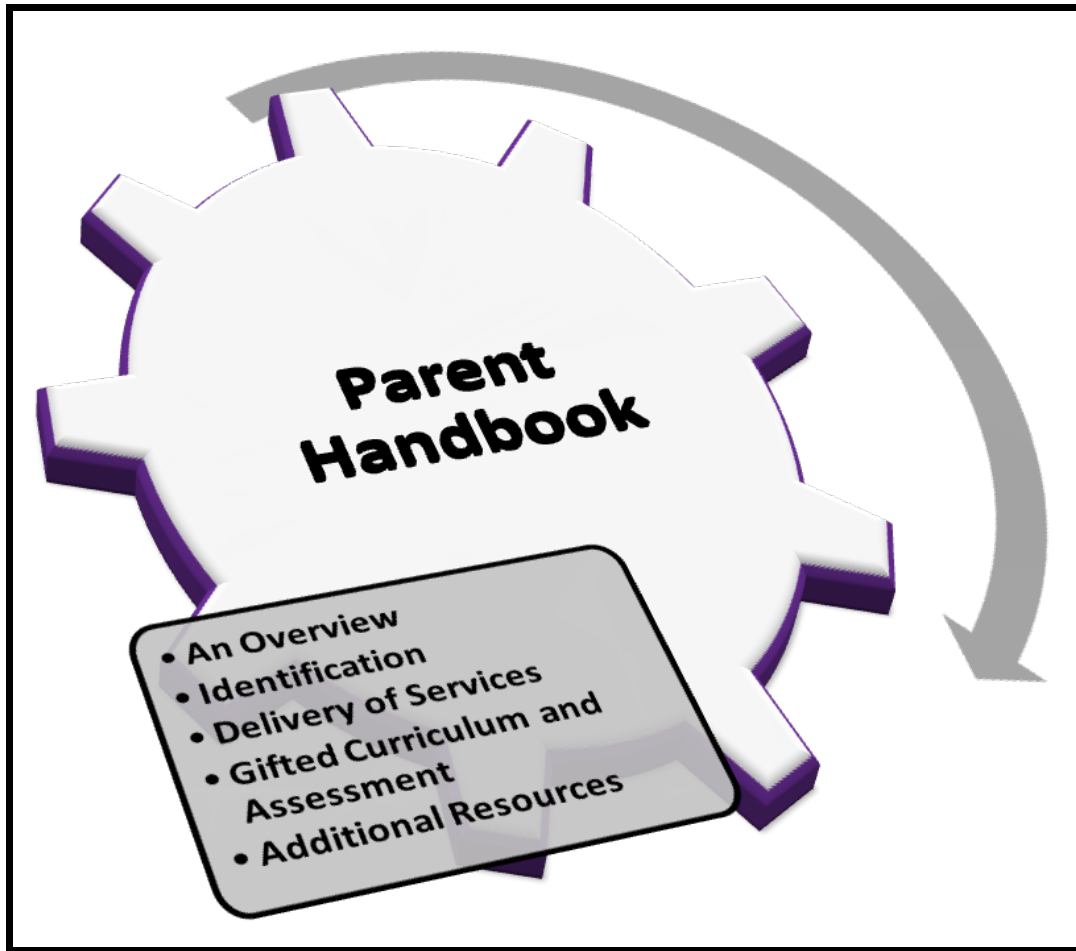
Visual/Spatial Thinking

				Grade	Level
Interprets and processes visual images to solve problems. Involves the mental manipulation of visual information, generating and recalling symbolic and non-linguistic information, and understanding spatial relationships and patterns.				1 st	
				2 nd	
				3 rd	
Level Explanation				4 th	
1 Beginning to develop visual perceptual thinking skills	2 Developing – generates/recalls visual information, perceives and processes patterns, and mentally manipulates spatial information with assistance	3 Proficient – generates/recalls visual information, perceives and processes patterns, and mentally manipulates spatial information with minimal assistance	4 Exceeds Expectations - generates/recalls visual information, perceives and processes patterns, and mentally manipulates spatial information independently	5 th	

Comments:

Curricular Objectives for Middle School, Grades 6-8

5 Cs				
Collaboration	Communication	Creativity	Critical Thinking	Citizenship
				Clarifies how to solve problems and achieve goals despite possible roadblocks
				Clarifies personal beliefs about challenging topics
				Clarifies personal views and values related to leadership and being a leader
				Communicates ideas effectively to others
				Develops solutions using elaboration, flexibility, fluency, and originality
				Discusses the value of creative thinking to solve problems
				Explores how "What if?" questions can affect ethical decisions
				Expresses opinions
				Gains a basic understanding of other points of view
				Gains a basic understanding of the influence power can have in group setting
				Gains understanding of how personal and group values can conflict
				Increases personal awareness of the need of empathy and tolerance towards others
				Interacts appropriately group members
				Learns about the values group members hold regarding different social issues
				Learns how to apply ethics when making decisions
				Learns how to arrive at a group decision using consensus rule
				Learns more about others in a group and how they can work together to get the most from every member
				Learns techniques to improve listening
				Learns to involve and rely on all members to accomplish a task
				Learns what it means to use active listening
				Pursues a risk-taking challenge as a team
				Recognizes and shares individual strengths of group members
				Recognizes general qualities of people perceived as leaders
				Sets and achieves goals
				Works as a team member



Additional Resources

Professional Resources

It is the goal of the Gifted Department to provide your child with the richest experiences possible. To this end, the staff cares a great deal about what happens both in school and at home. One of the ways we seek to help you, the parent, is by offering materials and resources that you might use to educate yourself about the unique needs and characteristics of your gifted child.

The following resources are available through the Gifted Department. Please contact the gifted resource teacher for your child's school if you would like to check out a resource.

Learning & Memory – The Brain in Action. Marilee Sprenger. ASCD, 1999.

The Social and Emotional Lives of Gifted Kids – Understanding and Guiding Their Development. Tracy L. Cross. Ph.D. Prufrock Press, Inc., 2005.

Perfectionism – What's Bad About Being Too Good? Miriam Adderholdt-Elliott, Ph.D. Free Spirit Publishing, 1987.

Helping Gifted Children Soar – A Practical Guide for Parents and Teachers. Carol A. Strip, Ph.D. with Gretchen Hirsch. Gifted Psychology Press, Inc., 2000.

Barefoot Irreverence – A Guide to Critical Issues in Gifted Child Education – James R. Delisle, Ph.D. Prufrock Press, Inc., 2002.

Smart Kids With School Problems – Things to Know & Ways to Help. Priscilla L. Vail. A PLUME Book, 1987.

Smart Boys – Talent, Manhood, and the Search for Meaning. Barbara A. Kerr, Ph.D. & Sanford J. Cohn, Ph.D. Great Potential Press, 2001.

Smart Girls – A New Psychology of Girls, Women & Giftedness. Barbara A. Kerr, Ph.D. Great Potential Press, 1994.

The Gifted Kids' Survival Guide – For Ages 10 & Under. Judy Galbraith, M.A. Free Spirit Publishing, 1999.

The Gifted Kids' Survival Guide – A Teen Handbook. Judy Galbraith, M.A. and Jim Delisle, Ph. D. Free Spirit Publishing, 1996.

The Survival Guide for Parents of Gifted Kids – How to Understand, Live With, and Stick Up For Your Gifted Child. Sally Yahnke Walker. Free Spirit Publishing, 1991.

Additional Resources

Online:

<http://www.rcs.k12.va.us/gifted/>

The RCPS Gifted Department home page

http://www.doe.virginia.gov/instruction/gifted_ed/

The Virginia Department of Education Gifted Page

<http://createroanoke.org/blog/>

The Roanoke DI home page

<http://www.hoagiesgifted.org/>

Hoagies' Gifted Education

